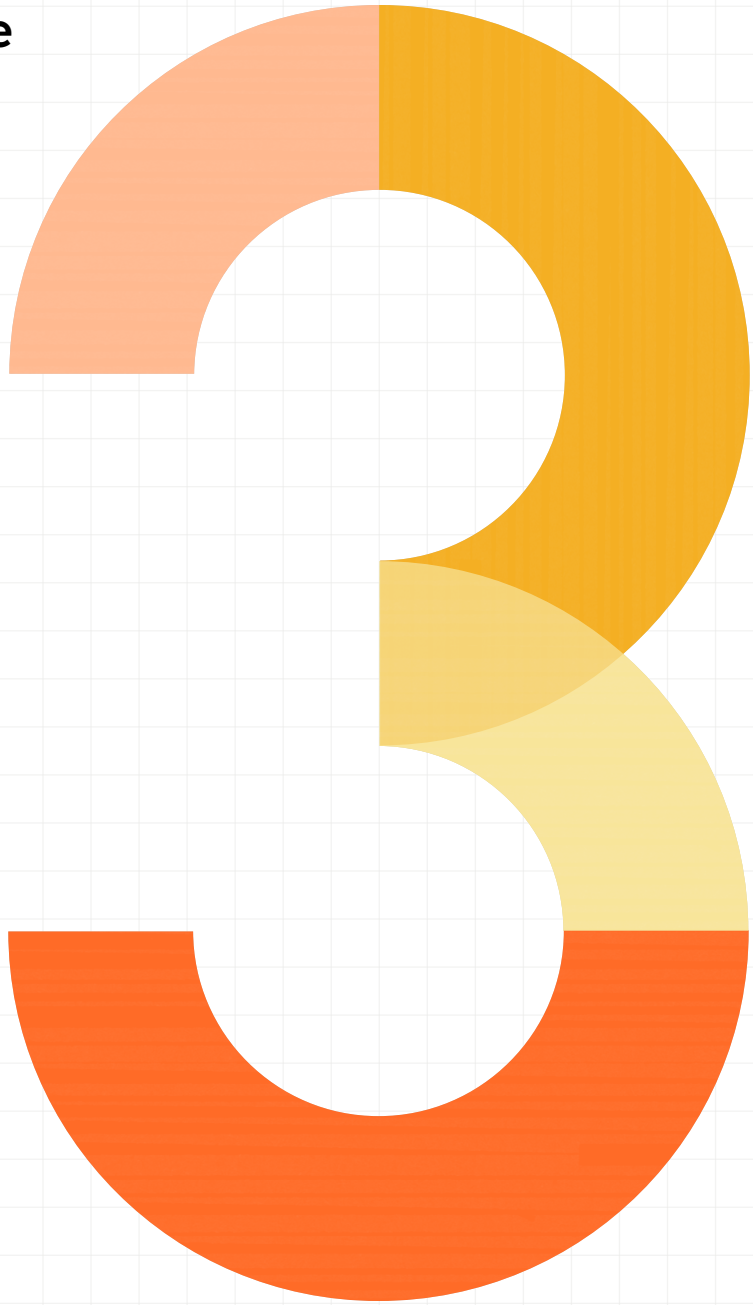
EQAO

Highlights of
the Provincial Results

Test en lecture, écriture et mathématiques, cycle primaire (3e année)

Students in French-Language Schools, 2023–2024



Highlights of the Provincial Results

Test en lecture, écriture et mathématiques, cycle primaire (3e année)[1]

The Education Quality and Accountability Office (EQAO) is an agency of the Government of Ontario that contributes to the quality and accountability of Ontario's publicly funded education system. EQAO develops and administers large-scale assessments that produce objective and reliable information to support student success. EQAO data act as a snapshot that shows whether students are meeting curriculum expectations in reading, writing and mathematics at key stages of their education.

Context

EQAO is reporting for the third consecutive year on the student achievement results of the online provincial assessments. Results from the previous two school years are provided along with those from 2023–2024 to show trends in achievement and attitudes from year to year. Such analyses of results contribute to a better understanding of student learning over time.[2]

Considerations

The *Test en lecture, écriture et mathématiques, cycle primaire,* administered to students in Grade 3, is a computer-based assessment that measures the reading, writing and mathematics knowledge and skills students are expected to have learned by the end of Grade 3 according to *The Ontario Curriculum.*

The e-assessment model allows for schools to administer the *Test en lecture, écriture et mathématiques, cycle primaire,* over a longer administration period: in 2023–2024, the assessment was administered from mid-May to mid-June 2024.

[1] The name of the assessment remains in French, since the French- and English-language assessments are distinct in their content and the curricula they cover in reading and writing. Students in English-language schools write the Assessment of Reading, Writing and Mathematics, Primary Division.

[2] In 2021–2022, for the *Test en lecture, écriture et mathématiques, cycle primaire,* EQAO introduced an online mode of delivery and new assessment models (multi-stage computer adaptive for mathematics; linear test design for literacy), which differ from those of the prior paper-based assessments. New trendlines and new baselines were set, and in keeping with large-scale assessment best practices, standard setting in mathematics was conducted to define levels of achievement. Additionally, the introduction of a new language curriculum in 2023 required a redesign of the reading and writing components of the assessment.

Assessment Results[3]

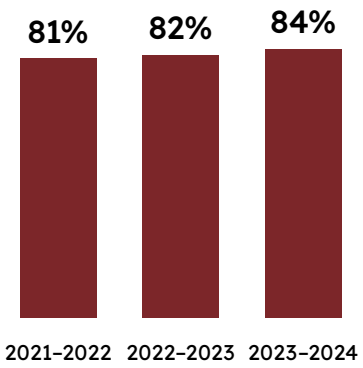
Grade 3 student achievement results have increased in reading and in mathematics and have decreased in writing, relative to those in 2022–2023. The three-year trend shows that the percentage of students meeting the provincial standard has increased in reading and in mathematics and has remained stable in writing.

All Participating Students in 2023–2024

Reading

8419

students fully participated in the **reading component of the primary-division assessment.**

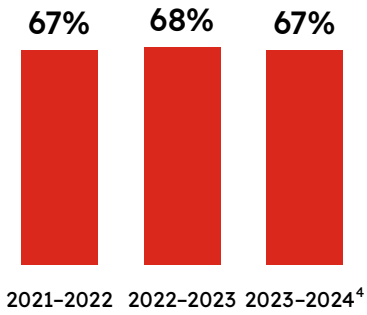


84% of fully participating students met the provincial standard (Levels 3 and 4) in reading.

Writing

8422

students fully participated in the **writing component of the primary-division assessment.**

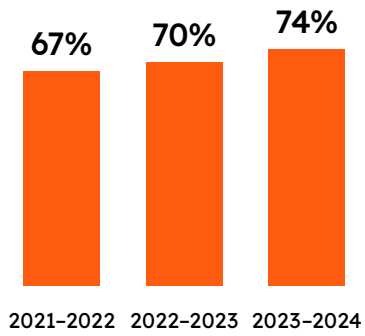


67% of fully participating students met the provincial standard (Levels 3 and 4) in writing.

Mathematics

8423

students fully participated in the **mathematics component of the primary-division assessment.**



74% of fully participating students met the provincial standard (Levels 3 and 4) in mathematics.[5]

[3] Since 2021–2022, EQAO has reported achievement results for fully participating students only. This includes all students who took part in the assessment and, as a result, have data.

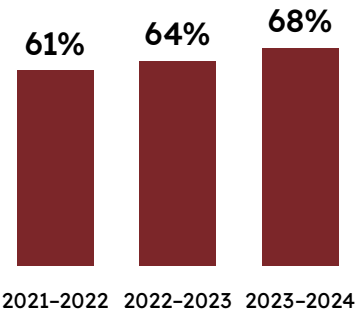
[4] Achievement results in writing have not shown the same improvement over time as seen in reading and in mathematics, highlighting an area that requires attention.

[5] It is encouraging to note that among the 23% of students who achieved Level 2 in mathematics (1938 students), more than half (1051 students) were close (as indicated by a high Level 2 outcome) to meeting the provincial standard and demonstrated most of the knowledge and skills required for work in subsequent grades.

Students with Special Education Needs

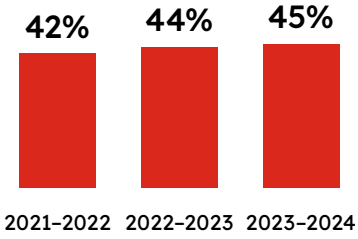
1153 Of the 1153 students who wrote the **primary-division** assessment and were identified as having **special education needs** (excluding gifted),

68%
met the provincial standard (Levels 3 and 4) in **reading.**



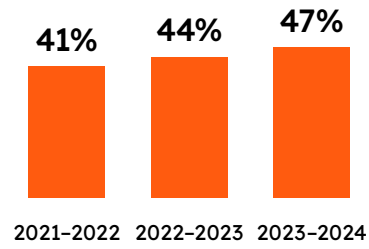
This is **an increase** from the previous school year. The three-year trend shows **an increase** in the percentage of students meeting the provincial standard.

45%
met the provincial standard (Levels 3 and 4) in **writing.**



This is **an increase** from the previous school year. The three-year trend shows **an increase** in the percentage of students meeting the provincial standard.

47%
met the provincial standard (Levels 3 and 4) in **mathematics.**

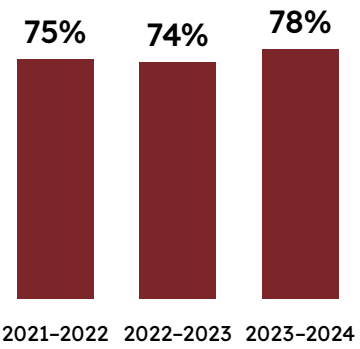


This is **an increase** from the previous school year. The three-year trend shows **an increase** in the percentage of students meeting the provincial standard.

Students Who Are French-Language Learners[6]

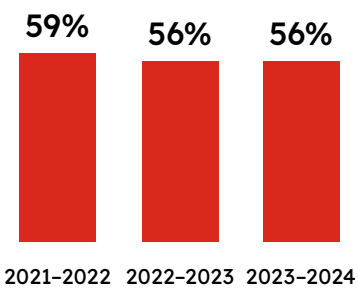
2789 Of the 2789 students who wrote the **primary-division** assessment and were identified as **French-language learners,**

78%
met the provincial standard (Levels 3 and 4) in **reading.**



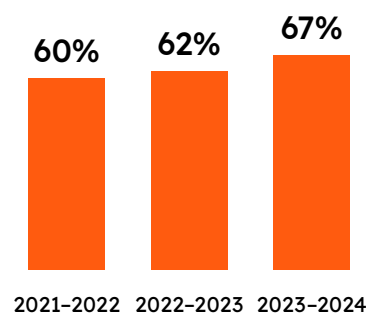
This is **an increase** from the previous school year. The three-year trend shows **an increase** in the percentage of students meeting the provincial standard.

56%
met the provincial standard (Levels 3 and 4) in **writing.**



The results are **the same** as those from the previous school year. The three-year trend shows **a decrease** in the percentage of students meeting the provincial standard.

67%
met the provincial standard (Levels 3 and 4) in **mathematics.**



This is **an increase** from the previous school year. The three-year trend shows **an increase** in the percentage of students meeting the provincial standard.

[6] French-language learners are students benefiting from *Actualisation Linguistique en Français* or the *Programme d'appui aux nouveaux arrivants.*

Learners' Context

EQAO's student and educator questionnaires are completed voluntarily during the assessment administration and offer valuable attitudinal and contextual information about students' experiences and perceptions with respect to literacy and numeracy. This type of information is important and should be considered alongside assessment results and data from other sources to build a full understanding of student learning in Ontario.

Overall, 99% of fully participating students completed the Student Questionnaire, 244 teachers completed the Teacher Questionnaire, and 216 principals completed the Principal Questionnaire. Principals were only required to answer the questionnaire once for both the primary- and junior-division assessments.

Interest and Confidence in Literacy

Reading

Overall,


69% of students **like to read.**


65% of students think that they are a **good reader.**


64% of students indicated that **being a good reader is important to them.**


41% of students indicated that **reading is one of their favourite activities.**

Writing

Overall,


60% of students **like to write.**


59% of students think that they are a **good writer.**

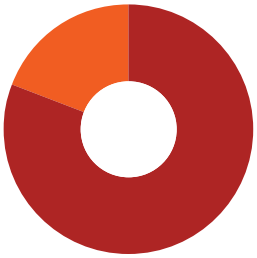

65% of students indicated that **being a good writer is important to them.**


34% of students indicated that **writing is one of their favourite activities.**

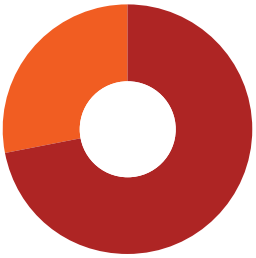
Interest and Confidence in Mathematics

Overall,

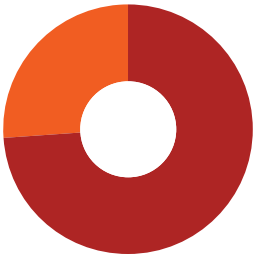
81%
of students **like math.**



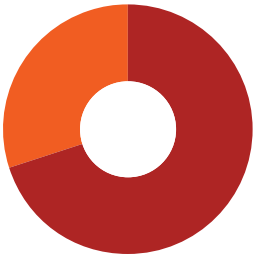
72%
of students think that they are **good at math.**



74%
of students indicated that **being good at math is important to them.**



70%
of students indicated that **math is one of their favourite subjects.**



Growth Mindset in Mathematics

Overall,

81%
of students think that a **person can always get better at math.**

69%
of students think that **almost everyone can understand math** if they are able to work at it.

Technological Access and Savviness

Overall,

32%
of students indicated that they are able to use the **Internet at home** to complete their school work.

57%
of students indicated using **technology** to learn new things.

Self-Directed Learning and Collaboration

Overall,

82%
of students indicated that **they keep trying** if they make a mistake or if something is difficult.

88%
of students indicated that **doing their best** at school is important to them.

72%
of students think that **learning in groups** is a good way to learn.

Teaching Transferable Skills

Overall,

89% of teachers indicated that they incorporate student development of transferable skills such as **critical thinking** and **problem solving** (e.g., addressing complex issues, making informed decisions, analyzing information) into their general practices.

99% of teachers indicated that they incorporate student development of transferable skills such as **communication** (e.g., speaking, writing, listening) into their general practices.

Use of EQAO Data

Overall,

90% of principals indicated that they plan to use this year's EQAO data to identify how well students are meeting **curriculum expectations.**

86% of principals indicated that they plan to use this year's EQAO data to inform **program planning, resource allocation** or **teaching practices.**

EQAO's data are an important indicator of student learning that adds to the available knowledge about how Ontario students are doing. These data also help Ontario's education sector with improving student achievement and well-being at the individual, school, school board and provincial levels. EQAO data, alongside information from other sources, can strengthen conversations about student learning across the province.

To explore additional EQAO data, please visit
School, Board and Provincial Results
Interactive EQAO Dashboards