



Highlights of the Provincial Results

Assessment of Reading, Writing and Mathematics, Junior Division (Grade 6)

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

The 2021–2022 school year marked a return to EQAO’s provincial assessment administrations, which had been paused for the prior two years. For the first time, EQAO is reporting on the student achievement results of its new digitalized and modernized assessments. As per Ministry direction, students learning in person (and students learning remotely who wrote in person) participated in the assessments in the 2021–2022 school year.

As part of the digitalization and modernization of EQAO assessments, the agency introduced for the Assessment of Reading, Writing and Mathematics, Junior Division, a new mode of delivery (online) and new assessment models (multi-stage computer adaptive; testlet-based linear on the fly), which differ from the prior paper-based assessments.

Considerations

The Assessment of Reading, Writing and Mathematics, Junior Division, administered to students in Grade 6, is a computer-based assessment that measures the reading, writing and mathematics skills students are expected to have learned by the end of Grade 6 as per *The Ontario Curriculum*.

The e-assessment model allows for schools to administer the Assessment of Reading, Writing and Mathematics, Junior Division, over a longer administration period: in 2021–2022, the assessment was administered throughout May and June 2022.

A new, universal elementary mathematics curriculum was introduced in 2020–2021, against which the assessment is anchored.¹

¹ A different EQAO assessment model necessitates that new baselines be established for EQAO assessment results, meaning that new trendlines were set in 2021–2022. Additionally, in keeping with large-scale assessment best practices, standard setting in mathematics was conducted to define levels of achievement.

Assessment Results²

Over the period of the pandemic, Grade 6 student achievement results in reading and writing have remained stable, relative to those in 2018–2019, but have decreased in mathematics.

ALL PARTICIPATING STUDENTS

In 2021–2022,

Reading



122 564

students fully participated in the **reading** component of the Grade 6 assessment.

83% 85%



2018–2019 2021–2022

85%

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

This is an **increase** from the 2018–2019 results.

Writing



122 430

students fully participated in the **writing** component of the Grade 6 assessment.

84% 84%



2018–2019 2021–2022

84%

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

The results are the **same** as those in 2018–2019.

Mathematics



122 433

students fully participated in the **mathematics** component of the Grade 6 assessment.

47%

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

This is a **decrease** from the 2018–2019 results.

50% 47%



2018–2019 2021–2022

Approximately **23%** of students overall were close to meeting the provincial standard.

Note: In the past, EQAO reported assessment achievement results for all students, not for fully participating students only.

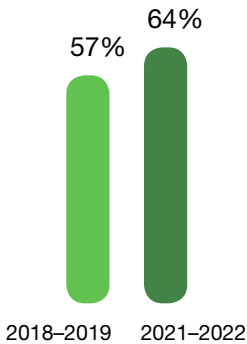
² Given the substantial changes to the EQAO assessments (e.g., delivery, model), 2018–2019 results are provided only as reference points, where applicable, to shine a light on how students are doing after a two-year pandemic.

STUDENTS WITH SPECIAL EDUCATION NEEDS

Of the

25 091 students who wrote the Grade 6 assessment and were identified as having special education needs (excluding gifted),

64% met the provincial standard (Levels 3 and 4) in **reading**.



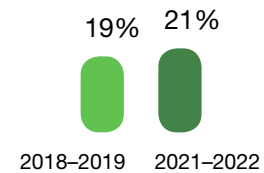
This is an **increase** from the 2018-2019 results.

60% met the provincial standard (Levels 3 and 4) in **writing**.



This is an **increase** from the 2018-2019 results.

21% met the provincial standard (Levels 3 and 4) in **mathematics**.



This is an **increase** from the 2018-2019 results.

Students with special education needs show greater gains in reading achievement results than those observed in the full cohort of students.

STUDENTS WHO ARE ENGLISH-LANGUAGE LEARNERS

Of the

14 691 students who wrote the Grade 6 assessment and were identified as English-language learners,

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



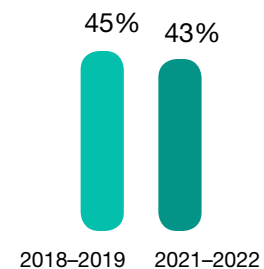
This is an **increase** from the 2018-2019 results.

79% met the provincial standard (Levels 3 and 4) in **writing**.



This is a **decrease** from the 2018-2019 results.

43% met the provincial standard (Levels 3 and 4) in **mathematics**.



This is a **decrease** from the 2018-2019 results.

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, 96% of fully participating students completed the Student Questionnaire, 79% of teachers completed the Teacher Questionnaire, and 92% of principals completed the Principal Questionnaire.



INTEREST AND CONFIDENCE IN LITERACY



Overall,

62% of students like to read, and

54% of students like to write.

68% of students think they are a good reader, and

48% of students think they are a good writer.

65% of students indicated that being a good reader is important to them, and

62% of students indicated that being a good writer is important to them.

GROWTH MINDSET



Overall,

89% of students think that a person can always get better at math.

6% of students think that only smart people can be good at math.

INTEREST AND CONFIDENCE IN MATH



Overall,

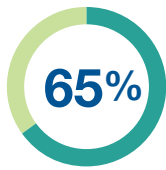
51% of students like math.

48% of students think they are good at math.

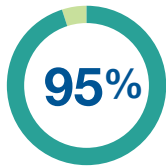
67% of students indicated that being good at math is important to them.

TEACHING TRANSFERABLE SKILLS

Overall,



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.



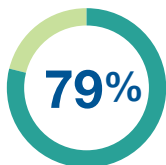
of teachers indicated that they incorporate student development of transferable skills such as communication (e.g., orally, writing, listening) into their general practices.

USE OF EQAO DATA

Overall,



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



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 add 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.

