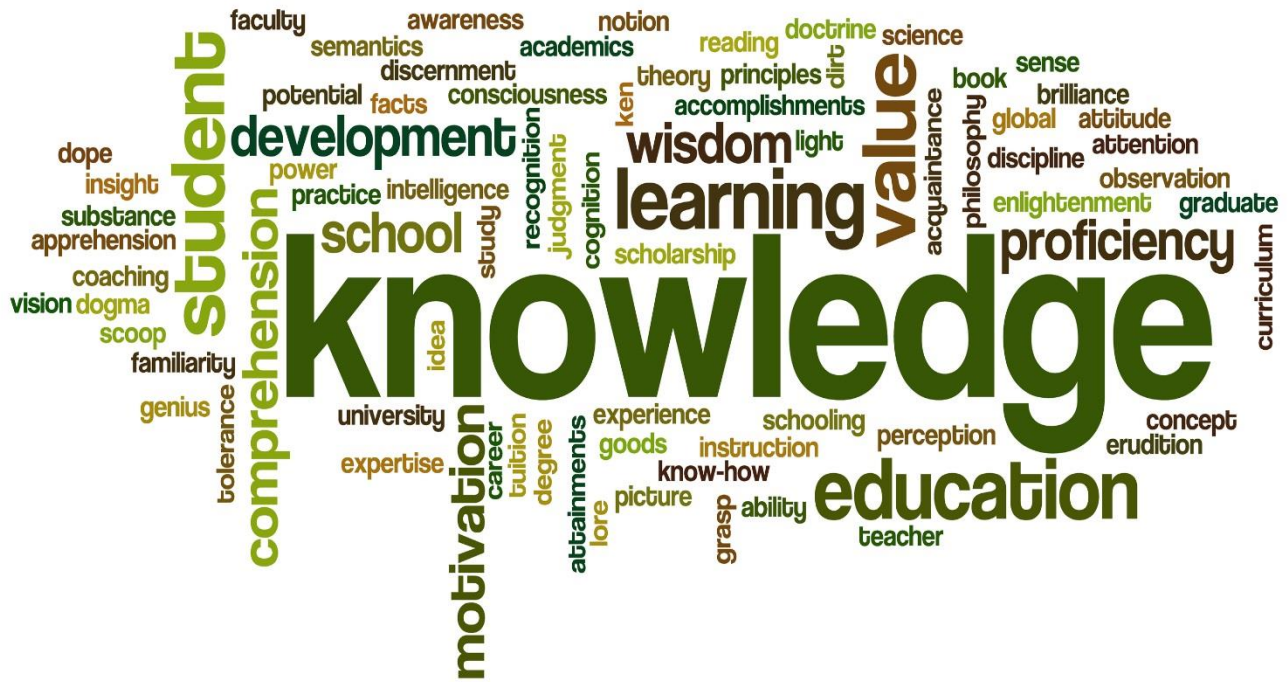




Ontario Secondary School Literacy Test (OSSLT) 2015-2016

Overview of Results



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This report contains an overview of the 2015-2016 Education Quality and Accountability Office (EQAO) provincial assessment for Grade 10 literacy for the Peel District School Board and the Province. Copies of the full *Provincial Report* can be downloaded from EQAO's website, which is located at <http://www.eqao.com>.

Education Quality and
Accountability Office



About

EQAO, an independent arm's length agency of the provincial government, conducts a wide range of province-wide assessments. The OSSLT has been in place since 2002. It occurs annually and involves all eligible grade 10 students. The assessment provides both individual and system data on student achievement. Students receive an individual report indicating whether or not they have successfully passed the OSSLT. The results are reported as a single literacy outcome that includes both reading and writing components. School and school board reports are produced locally for parents/guardians and their communities in addition to reports from EQAO (available on [EQAO's website](#)).

The purpose of the OSSLT is to ensure that students possess the reading and writing skills that are required by the end of Grade 9 as outlined in *The Ontario Curriculum* across all subject areas. Students are eligible to write the OSSLT for the first time in their second year of secondary school. Successful completion of the OSSLT is one of the 32 requirements for the Ontario Secondary School Diploma (OSSD).

Students who have been eligible to write the OSSLT at least twice, and have not been successful at least once qualify to complete the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC).

About the Grade 10 Assessment

Explanation of Terms (See EQAO Board report for complete details)

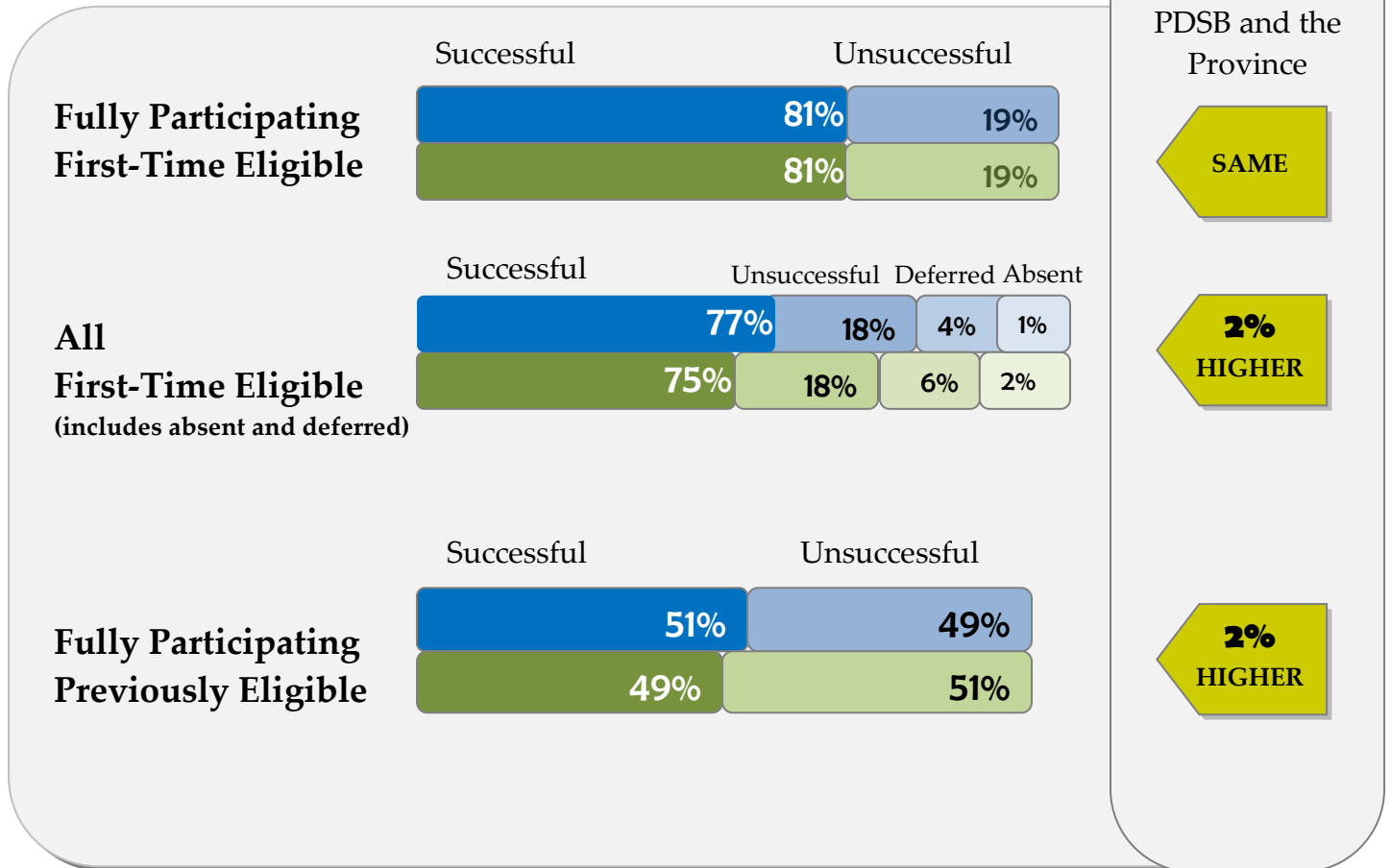
- 1) **First-Time Eligible Students** – typically entered Grade 9 in 2014-2015 or entered Grade 10 in the 2014-2015 school year from out of province; working toward an Ontario Secondary School Diploma (OSSD)
- 2) **Previously Eligible Students** – students who were absent, deferred or unsuccessful during previous administrations of the OSSLT; were previously exempted but now working toward an OSSD;
- 3) **All Eligible Students** – This reporting method provides percentages based on all students in the cohort working toward an OSSD. The only students excluded were those who are not working toward an OSSD (exempt students).
- 4) **Fully Participating Students** – This reporting method provides percentages based on students for whom there is work for both sessions of the OSSLT and who were assigned an achievement result. Students who are not working toward an OSSD, who were absent, and those who were deferred were excluded.

Grade 10 Ontario Secondary School Literacy Test (OSSLT) 2015-2016

Summary of Results



Figure 1



Demographic data about students in the PDSB and the province provide valuable contextual information to help with the interpretation of the OSSLT results.

Table 1

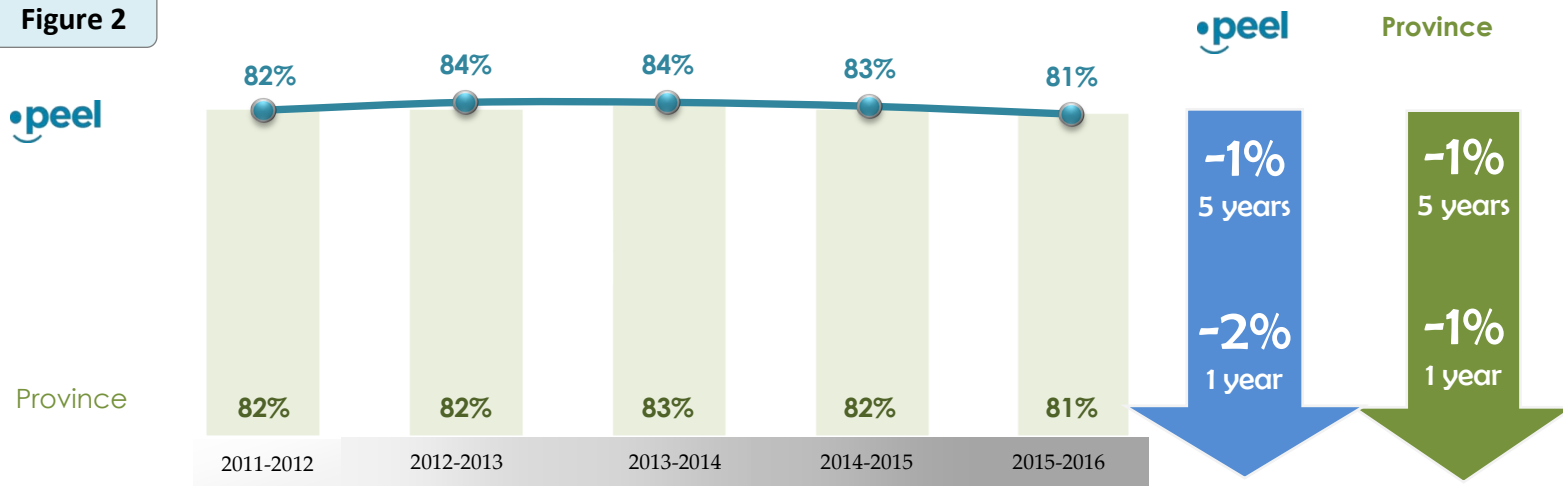
| | | PDSB | | Province | |
|-----------------------------------|--|------------------------------|------------------------------|------------------------------|------------------------------|
| | | First-Time Eligible Students | Previously Eligible Students | First-Time Eligible Students | Previously Eligible Students |
| Enrolment | | | | | |
| | All students | 9 458 | 3 024 | 135 111 | 55 284 |
| | Participating Students (does not include students who were absent, deferred) | 8 979 | 1 900 | 124 977 | 26 333 |
| | Number of schools | 41 | 39 | 788 | 826 |
| Gender | | | | | |
| | Female | 47% | 39% | 49% | 39% |
| | Male | 53% | 61% | 51% | 61% |
| Student Status | | | | | |
| | English language learners | 12% | 25% | 7% | 17% |
| | Students with special education needs (excluding identified gifted) | 13% | 33% | 19% | 40% |
| Level of Study for English | | | | | |
| | Academic | 79% | N/A | 73% | N/A |
| | Applied | 15% | N/A | 20% | N/A |
| | Locally developed courses | 3% | N/A | 3% | N/A |
| | English as a Second Language (ESL) or English Literacy Development (ELD) courses | 2% | N/A | 2% | N/A |
| OSSLC | | | | | |
| | Students completing the literacy requirement through the OSSLC | N/A | 19% | N/A | 32% |
| Language* | | | | | |
| | First language learned at home was other than English | 45% | 52% | 24% | 35% |
| | Speak another language (or other languages) as often as English at home | 38% | 35% | 20% | 21% |
| | Speak only or mostly another language (or other languages) at home | 10% | 20% | 7% | 17% |

Note: *Based on Student Questionnaire data

C

Fully Participating First-Time Eligible Students TRENDS OVER TIME Percentage of Successful Students

Figure 2

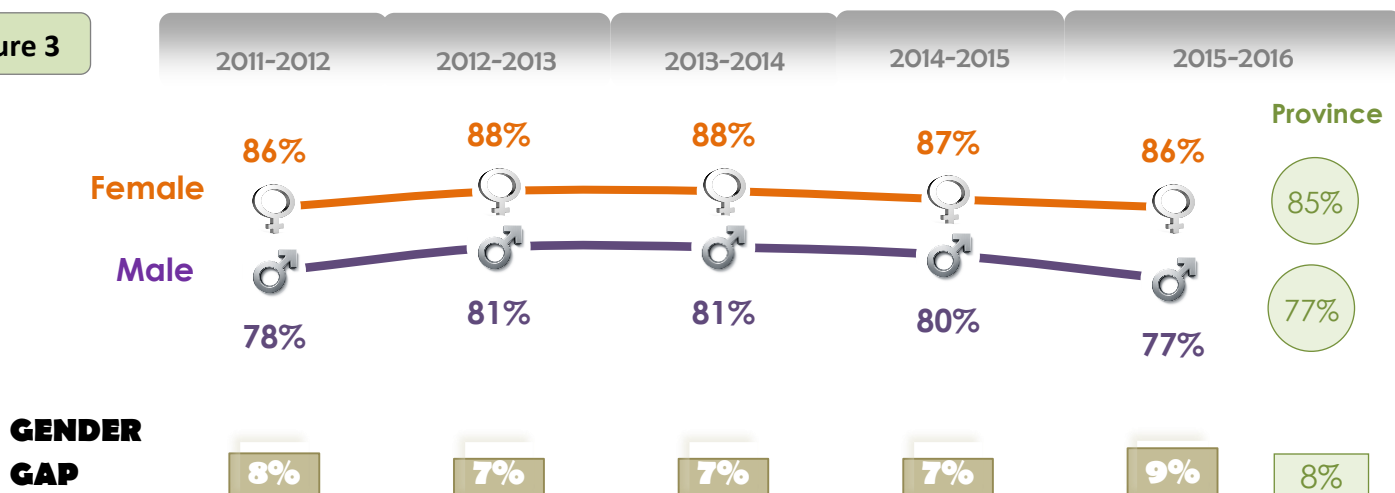


OSSLT results for both the PDSB and the Province have remained relatively constant over the past five years.

D

Fully Participating First-Time Eligible Students GENDER – TRENDS OVER TIME Percentage of Successful Students

Figure 3

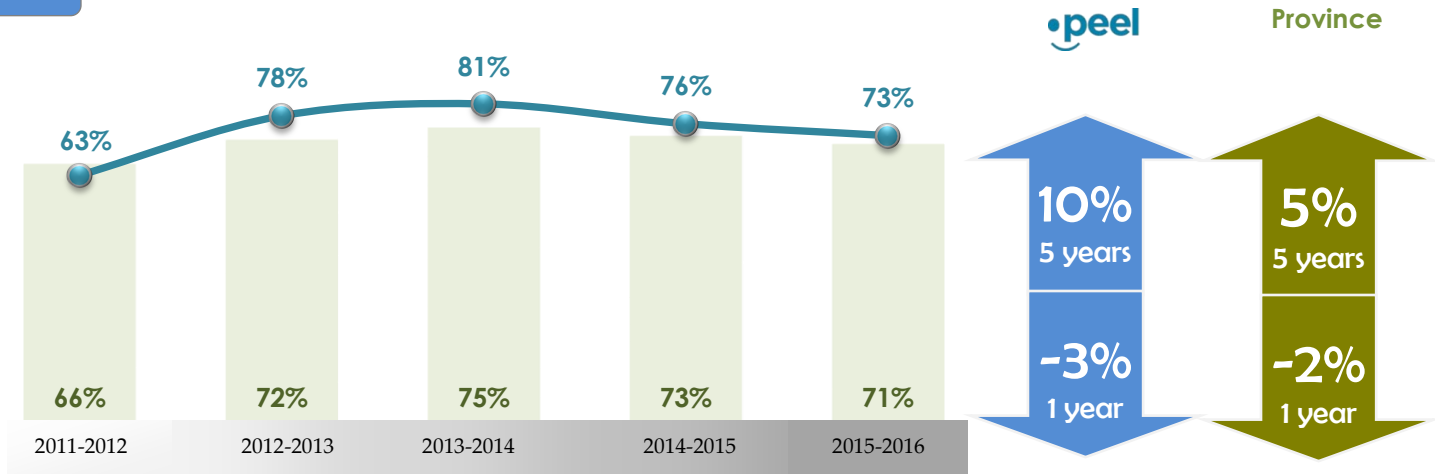


Results for males and females on the OSSLT in the PDSB have remained relatively constant over the past five years. The gap between males and females on the OSSLT in the PDSB has also remained relatively constant over time.

E

Fully Participating First-Time Eligible Students ENGLISH LANGUAGE LEARNERS (ELLs) - TRENDS OVER TIME Percentage of Successful Students

Figure 4

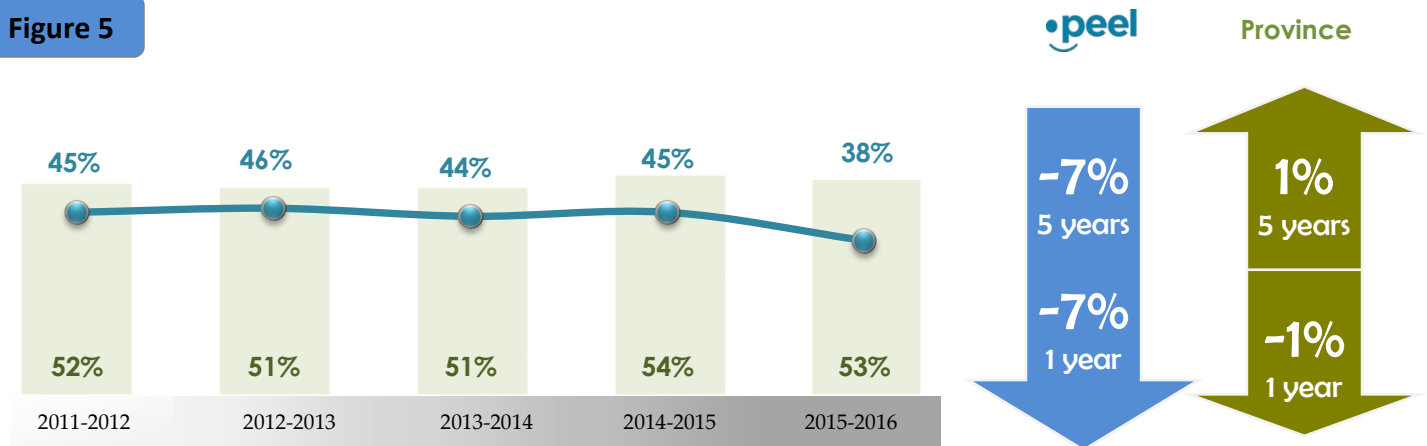


Results for ELLs on the OSSLT for both the PDSB and the Province have increased from five years ago. Over the past four years, the PDSB has surpassed the province.

F

Fully Participating First-Time Eligible Students Students with Special Education Needs (excluding identified gifted) TRENDS OVER TIME Percentage of Successful Students

Figure 5



Results for Students with Special Education Needs (excluding identified gifted) on the OSSLT in the PDSB have remained relatively constant over time but did decrease this year. Over the past five years, the PDSB has been below the province.



The OSSLT student questionnaire results yielded some interesting differences in literacy-related practices for females and males.

| Table 2: OSSLT Student Questionnaire Results – First-time Eligible Students by Gender | | |
|---|--------------------------------|-------------------------------|
| Percentage of students in the PDSB indicating that: | Females (N = 4 170) | Males (N = 4 612) |
| they have a computer in their home. | 98% | 97% |
| they use the computer almost every day for homework. | 54% | 51% |
| they have the following English language materials at home (print or electronic): | | |
| dictionaries, encyclopedias | 92% | 89% |
| books | 98% | 95% |
| newspapers | 86% | 84% |
| magazines | 66% | 58% |
| they read the following kinds of material in English outside school most weeks (print or electronic): (percentage who answered <i>Three hours or more but less than five hours</i> or <i>Five hours or more</i>) | | |
| non-fiction books, e.g., biographies | 16% | 13% |
| comics | 5% | 7% |
| Web sites, e-mail, chat messages, blogs | 61% | 52% |
| letters | 1% | 1% |
| magazines | 3% | 2% |
| manuals, instructions | 1% | 3% |
| newspapers | 4% | 4% |
| novels, fiction, short stories | 43% | 19% |
| song lyrics, poems | 30% | 17% |
| religious or spiritual writings | 8% | 8% |
| they do the following types of writing in English outside school most weeks: (percentage who answered <i>Three hours or more but less than five hours</i> or <i>Five hours or more</i>) | | |
| on social media (Twitter, Facebook, blogs) or texting | 54% | 41% |
| letters, journals, diaries | 8% | 2% |
| notes, directions, instructions | 12% | 8% |
| song lyrics, poems | 11% | 8% |
| stories, fiction | 14% | 5% |
| work-related writing | 45% | 31% |

Notable differences between males and females in electronic and social media practices:

- 9% more females (61%) spend time reading Web sites, e-mails, etc. than males (52%).
- 13% more females (54%) spend time writing on social media or texting than males (41%).



This report is available on the Peel District School Board's website.

Parents

