



**EQAO Assessments of Reading, Writing, and Mathematics
Primary Division (Grades 1-3) and
Junior Division (Grades 4-6)
2010-2011**

Overview of Results



Shawn Moynihan, Ed.D.
Superintendent
Curriculum and Instruction Support Services

Assessment and Accountability Department

Kim Bennett, M.Sc.
Assessment and Accountability Officer

Rosanne Brown, Ed.D.
Assessment and Accountability Officer

Marti Carpenter, B.A.
Testing/Assessment Technician

Paul Favaro, Ph.D.
Chief of Assessment and Accountability

Elana Gray, M.Sc.
Assessment and Accountability Officer

Pat Hare
Administrative Assistant

Tom Lam, B.A.
Assessment and Accountability Analyst

Aimee Wolanski, Ed.D.
Assessment and Accountability Officer



**EQAO Assessments of Reading, Writing, and Mathematics
Primary Division (Grades 1-3) and
Junior Division (Grades 4-6)
2010-2011**

Overview of Results

TABLE OF CONTENTS

EQAO Assessments of Reading, Writing, and Mathematics: 2010-2011 Primary Division (Grades 1-3) and Junior Division (Grades 4-6)

Summary of Results.....	1
A. Introduction.....	2
B. Contextual Information	5
C. Overall Achievement for the PDSB	6
D. All Students – Levels 3, 4 Results – Trends over Time.....	9
E. Primary and Junior Divisions Levels 3, 4 Results by Gender	11
F. English Language Learners (ELL) Levels 3, 4 Results – Trends over Time	16
G . Students with Special Education Needs (excluding gifted) Levels 3, 4 Results – Trends over Time	18
H. French Immersion (FI) Students – Primary Division Levels 3, 4 Results – Trends over Time.....	20
I. Grade 3 and Grade 6 Student Questionnaire Results.....	21

Tables

Table 1: Contextual Information.....	5
Table 2: Primary Division Results by Gender – Trends over Time	12
Table 3 : Extent to which Grade 3 Females Outperformed Males in Levels 3, 4	13
Table 4 : Junior Division Results by Gender – Trends over Time.....	14
Table 5 : Extent to which Grade 6 Females Outperformed Males in Levels 3, 4	15
Table 6 : Grade 3 and Grade 6 Student Questionnaire Results	21

Figures

Figure 1: Primary Division Levels 3, 4.....	6
Figure 2: Junior Division Levels 3, 4.....	6
Figure 3: Primary Division: Reading.....	7
Figure 4: Primary Division: Writing.....	7
Figure 5: Primary Division: Mathematics.....	7
Figure 6: Junior Division: Reading.....	8
Figure 7: Junior Division: Writing.....	8
Figure 8: Junior Division: Mathematics.....	8
Figure 9: Primary Division: Reading – Trends over Time.....	9
Figure 10: Primary Division: Writing – Trends over Time.....	9
Figure 11: Primary Division: Mathematics – Trends over Time.....	9
Figure 12: Junior Division: Reading – Trends over Time.....	10
Figure 13: Junior Division: Writing – Trends over Time.....	10
Figure 14: Junior Division: Mathematics – Trends over Time.....	10
Figure 15: PDSB Primary Division by Gender.....	11
Figure 16: Provincial Primary Division by Gender.....	11
Figure 17: PDSB Junior Division by Gender.....	11
Figure 18 : Provincial Junior Division by Gender.....	11
Figure 19: ELL Primary Division: Reading – Trends over Time.....	16
Figure 20: ELL Primary Division: Writing – Trends over Time.....	16
Figure 21: ELL Primary Division: Mathematics – Trends over Time.....	16
Figure 22: ELL Junior Division: Reading – Trends over Time.....	17
Figure 23: ELL Junior Division: Writing – Trends over Time.....	17
Figure 24: ELL Junior Division: Mathematics – Trends over Time.....	17
Figure 25: Students with Special Education Needs (excluding gifted) Primary Division: Reading – Trends over Time.....	18
Figure 26: Students with Special Education Needs (excluding gifted) Primary Division: Writing – Trends over Time.....	18
Figure 27: Students with Special Education Needs (excluding gifted) Primary Division: Mathematics – Trends over Time.....	18
Figure 28: Students with Special Education Needs (excluding gifted) Junior Division: Reading – Trends over Time.....	19
Figure 29: Students with Special Education Needs (excluding gifted) Junior Division: Writing – Trends over Time.....	19
Figure 30: Students with Special Education Needs (excluding gifted) Junior Division: Mathematics – Trends over Time.....	19
Figure 31: FI Students Primary Division: Reading – Trends over Time.....	20
Figure 32: FI Students Primary Division: Writing – Trends over Time.....	20
Figure 33: FI Students Primary Division: Math – Trends over Time.....	20

**EQAO Assessments of Reading, Writing, and Mathematics
Primary Division (Grade 1-3) and Junior Division (Grades 4-6)
Peel District School Board (PDSB) – 2010-2011**

Summary of Results

Achievement results in this report are expressed as the number of students achieving at each level as a percentage of all of the students in the grade. This includes students who were exempted, for whom there were no data, and students who did not have enough evidence for Level 1.

Level 4 – Students have demonstrated the required knowledge and skills

Level 3 – Students have demonstrated most of the required knowledge and skills

Level 2 – Students have demonstrated some of the required knowledge and skills

Level 1 – Students have demonstrated some of the required knowledge and skills in limited ways

Not Enough Evidence for Level 1 (NE1) – Students did not demonstrate enough evidence of knowledge and understanding to be assigned a Level 1

No Data – Students did not complete any part of the assessment due to absence or for medical or for other reasons

Exempt – Students who were formally exempted from participation in one or more components of the assessment

Primary Division

- 65% of students in Grade 3 achieved Levels 3, 4 in Reading. This is the same as the provincial average of 65%.
- 73% of students in Grade 3 achieved Levels 3, 4 in Writing. This is the same as the provincial average of 73%.
- 67% of students in Grade 3 achieved Levels 3, 4 in Mathematics. This is 2% lower than the provincial average of 69%.

Junior Division

- 72% of students in Grade 6 achieved Levels 3, 4 in Reading. This is 2% lower than the provincial average of 74%.
- 74% of students in Grade 6 achieved Levels 3, 4 in Writing. This is 1% higher than the provincial average of 73%.
- 56% of students in Grade 6 achieved Levels 3, 4 in Mathematics. This is 2% lower than the provincial average of 58%.

A. Introduction

This report contains an overview of the 2010-2011 Education Quality and Accountability Office (EQAO) provincial assessments in reading, writing, and mathematics for the primary and junior divisions (formerly referred to as Grade 3 and Grade 6). It brings together the information regarding what EQAO has learned over the past year about student learning in Ontario. Copies of the full *Provincial Report* can be downloaded from EQAO's website, which is located at www.eqao.com.

What is EQAO?

EQAO is an independent, arm's length agency of the provincial government that provides parent/guardians, teachers, and the public with reliable and valid information about student achievement. EQAO reports provide information for improvement, which educators, parent/guardians, policy makers and others in the education community can use to improve learning and teaching.

EQAO conducts a range of province-wide assessments. The Grade 3 assessment (now referred to as the primary division) was instituted in the 1996-1997 school year. It involves all students, occurs annually and provides information on what students have learned in reading, writing, and mathematics. In the 1998-1999 school year, EQAO introduced an annual Grade 6 assessment (now referred to as the junior division), that measures student achievement in the same three subject areas.

These assessments provide both individual and system data on student achievement. Students and their parents/guardians receive an *Individual Student Report*, and schools and school boards produce local reports for parents/guardians and their communities.

What were the assessments?

The primary and junior assessments measure how well students have met the provincial expectations in *The Ontario Curriculum*. In 2007, the assessment for Grade 3 was renamed the Assessment of Reading, Writing, and Mathematics, Primary Division (Grades 1-3), the Grade 6 assessment was renamed the Assessment of Reading, Writing, and Mathematics, Junior Division (Grades 4-6). "The change is meant to reflect the important fact that the EQAO tests measure the cumulative knowledge and skills in reading, writing, and mathematics acquired by the end of these key stages of education."¹ These two assessments were administered in May and June 2011.

¹ Taken from *Administering the Assessments of Reading, Writing, and Mathematics, Primary Division (Grades 1-3) and Junior Division (Grades 4-6), Spring 2007*, p. 1.

In the reading assessment, students read a variety of materials including both fiction and nonfiction. Students were assessed on how well they could use various reading strategies and conventions, and how effectively they could understand concepts, make inferences, and connect ideas.

In the writing assessment, students were asked to use a range of forms and to write for different purposes. They completed various pieces of written work and answered multiple-choice questions. Students were assessed on how well they could use writing strategies and language conventions, and how effectively they could understand assigned tasks, organize ideas, and communicate with a reader.

In the mathematics assessment, students were asked to solve problems, apply concepts and procedures, and explain how they arrived at their answers. The assessments were based on the knowledge and skills in five curriculum areas of mathematics: Number Sense and Numeration, Geometry and Spatial Sense, Measurement, Patterning and Algebra, and Data Management and Probability.

Who participated in the assessment?

In total, 10 425 Grade 3 PDSB students in 152 schools and 10 764 Grade 6 PDSB students in 88 schools participated in the assessments during regular classes. Exemptions were permitted only where students would be unable to respond to the assessment in any way and/or where they would be adversely affected as a result of participation. Exemptions were made only with the written informed consent of the parent(s) or guardian(s). In specific circumstances, teachers were allowed to provide certain kinds of assistance to students with special needs – 13% of Grade 3 and 12% of Grade 6 students received one or more accommodations. Two percent of Grade 3 and Grade 6 PDSB students were exempted in all three subject areas.

How was student work marked?

EQAO reports on student achievement in reading, writing, and mathematics using a four-level scale. The four levels describe how well students performed in each subject area. EQAO has aligned its four levels of achievement to those of the *Ontario Provincial Report Card, Grades 1-8*.

Marking was done in July 2011 by specially trained principals and teachers. EQAO developed scoring scales by taking the four achievement levels established by the Ministry and applying them to actual student work. Markers used EQAO's scales to score student work. The scoring was monitored to ensure that it was objective, consistent and reliable.

Some key messages about the EQAO assessments

- ✓ EQAO urges principals to ensure that school councils are fully informed about the assessment and are encouraged to play an active role in reviewing and updating the school's improvement plan.
- ✓ EQAO encourages schools and school boards to include strategies in their schools improvement plan that will help both females and males improve their achievement.
- ✓ Parents/guardians, educators, policy-makers, and the public should use the overall results to measure improvements in student achievement over time.
- ✓ EQAO encourages schools and school boards to be proactive in reporting results to parents/guardians and their communities.
- ✓ The achievement data must be interpreted in relation to contextual data that schools and school boards have gathered (e.g., size of school, English language learner population, special education population, language spoken at home).
- ✓ Teachers and principals should use samples of student work, anchor papers provided by EQAO, and Ministry exemplar documents, to help students and parents/guardians understand what work at Levels 3 and 4 looks like.
- ✓ School boards should provide opportunities for teachers and principals to share assessment expertise and successful assessment practices.

B. Contextual Information

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

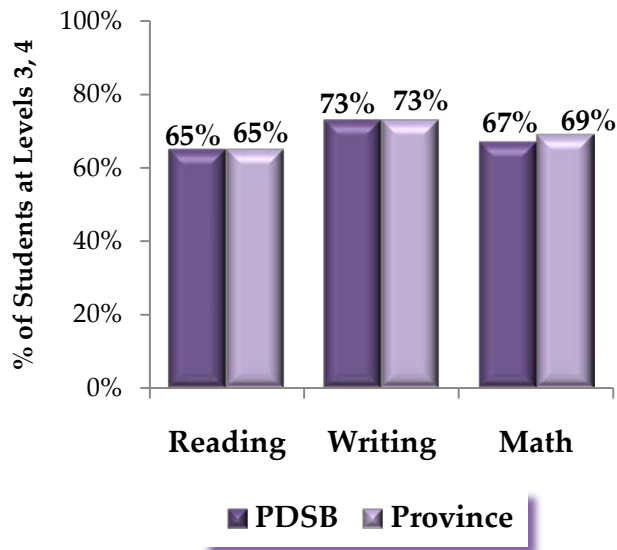
Table 1: Contextual Information	PDSB		Province	
	All Grade 3 Students (N = 10 645)	All Grade 6 Students (N = 11 031)	All Grade 3 Students (N = 124 117)	All Grade 6 Students (N = 132 308)
Gender				
Female	48%	48%	49%	49%
Male	52%	52%	51%	51%
Student Status				
English language learners	34%	15%	10%	6%
Students with special education needs (excluding gifted)	7%	11%	16%	19%
Place of Birth				
Born in Canada	81%	75%	90%	87%
Born outside Canada	19%	25%	10%	13%
In Canada less than one year	2%	2%	1%	1%
In Canada one year or more but less than three years	3%	3%	2%	2%
In Canada three years or more	14%	20%	7%	10%
Language				
First language learned at home was other than English	51%	51%	22%	21%

C. Overall Achievement for the PDSB

Primary Division All Students

- 65% of PDSB students in Grade 3 achieved Levels 3, 4 in Reading. This is the same as the provincial average of 65%.
- 73% of PDSB students in Grade 3 achieved Levels 3, 4 in Writing. This is the same as the provincial average of 73%.
- 67% of PDSB students in Grade 3 achieved Levels 3, 4 in Mathematics. This is 2% lower than the provincial average of 69%.

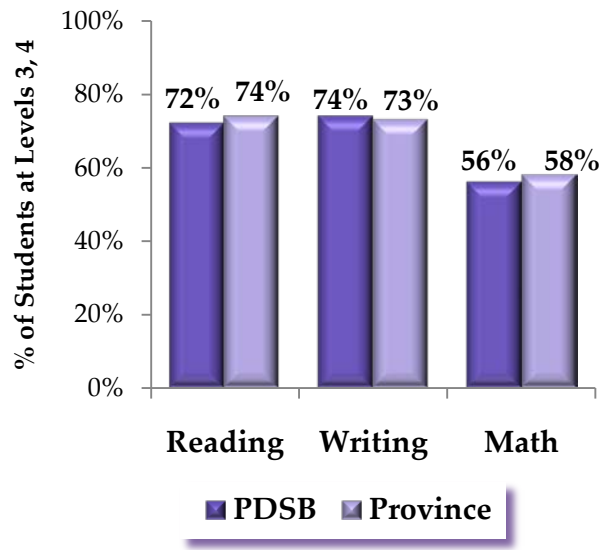
**Figure 1: Primary Division
Levels 3, 4**



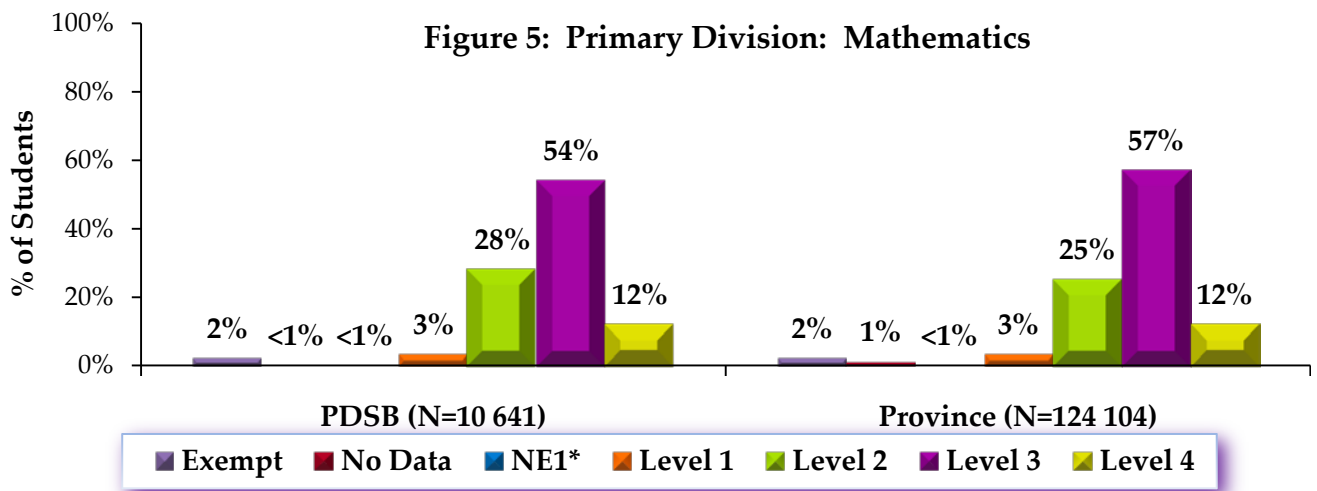
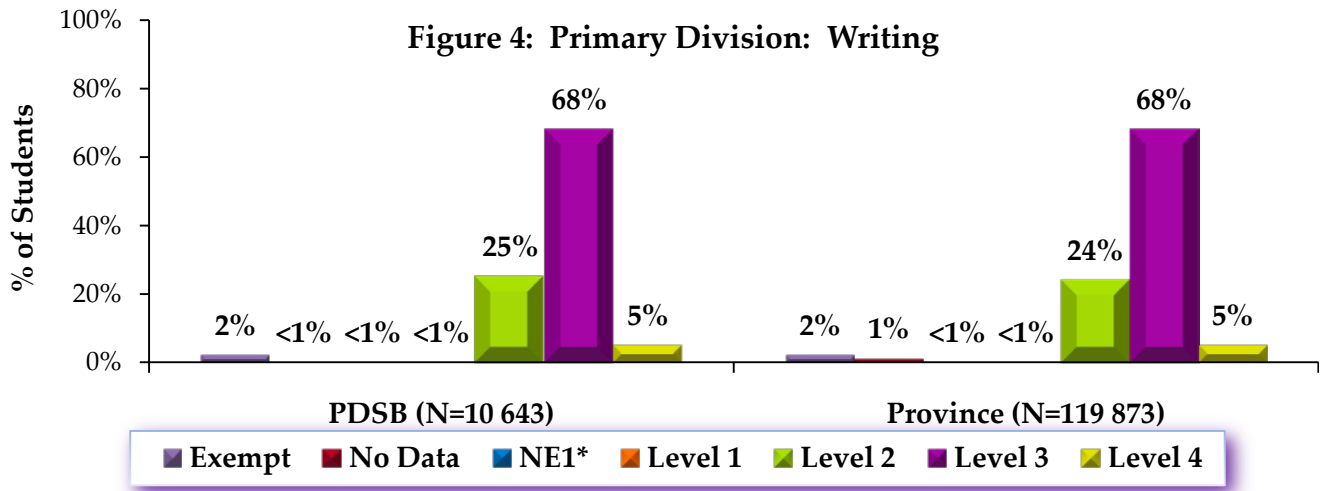
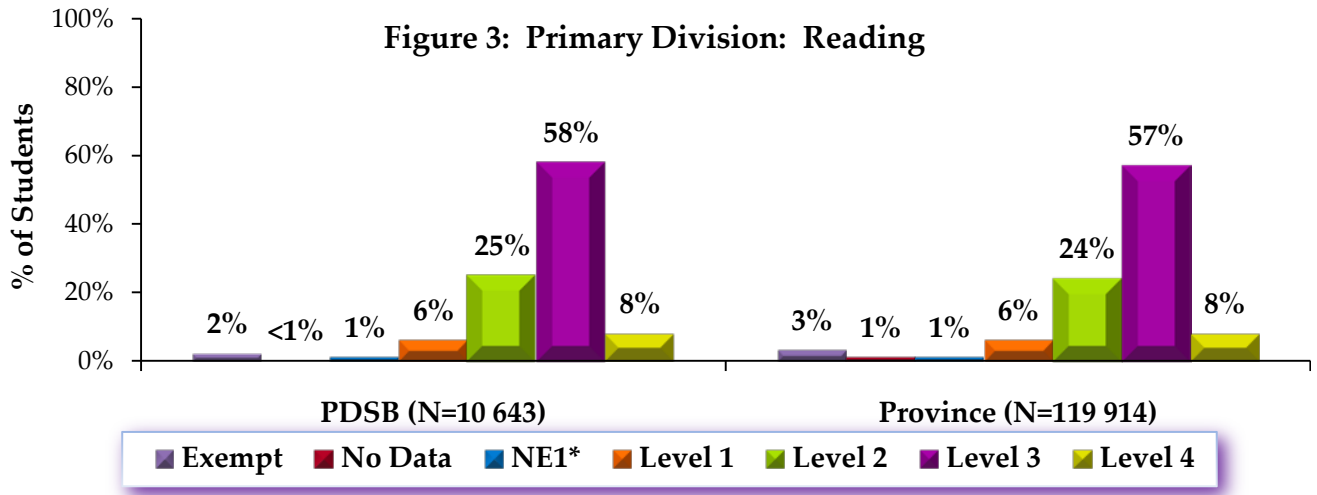
Junior Division All Students

- 72% of PDSB students in the Grade 6 achieved Levels 3, 4 in Reading. This is 2% lower than the provincial average of 74%.
- 74% of PDSB students in Grade 6 achieved Levels 3, 4 in Writing. This is 1% higher than the provincial average of 73%.
- 56% of students in Grade 6 achieved Levels of 3, 4 in Mathematics. This is 2% lower than the provincial average of 58%.

**Figure 2: Junior Division
Levels 3, 4**

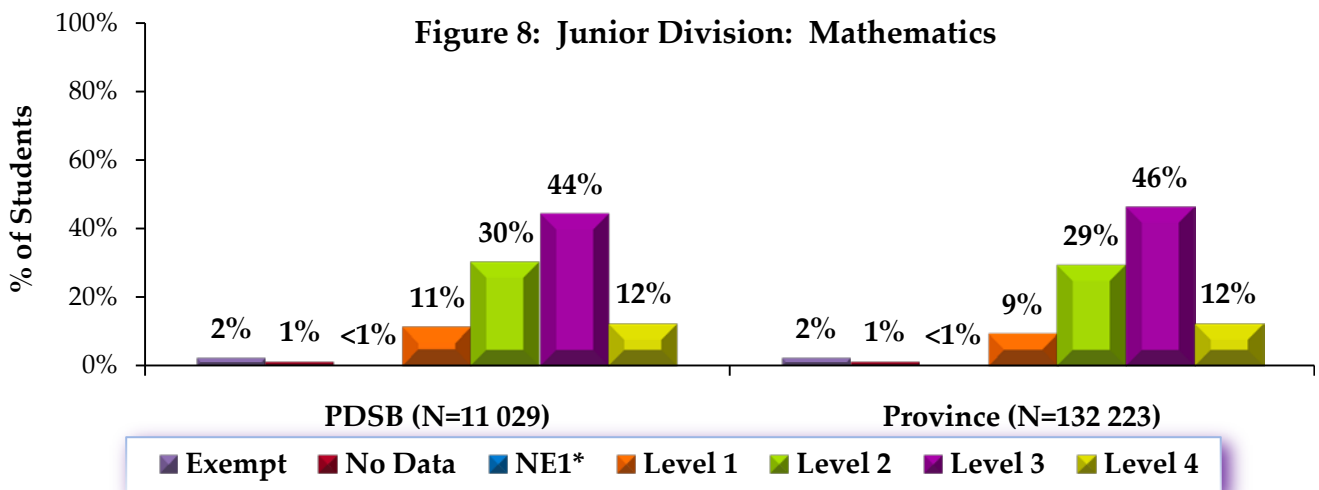
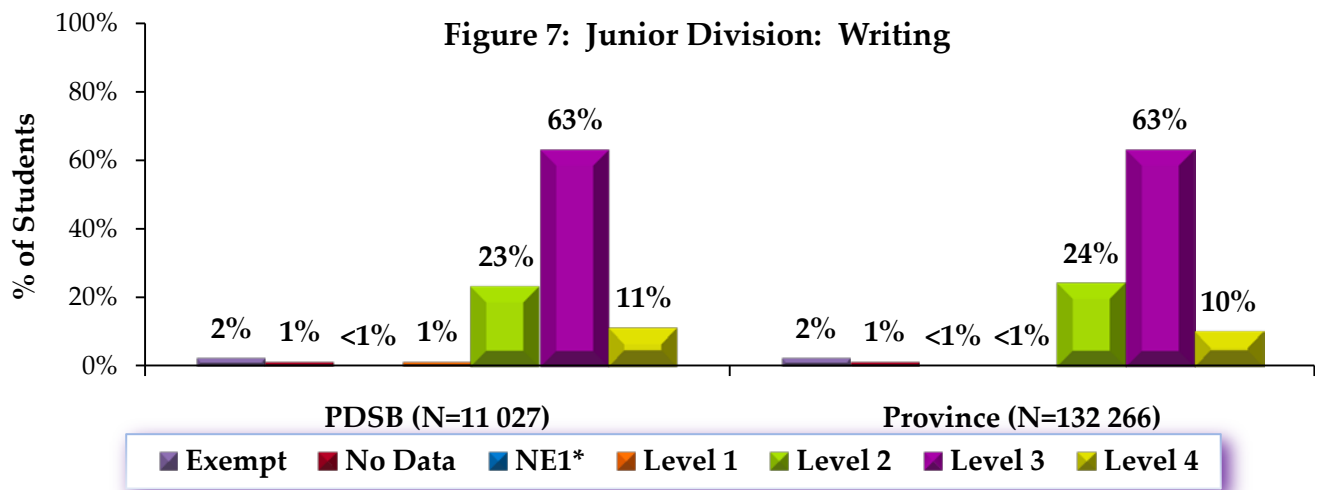
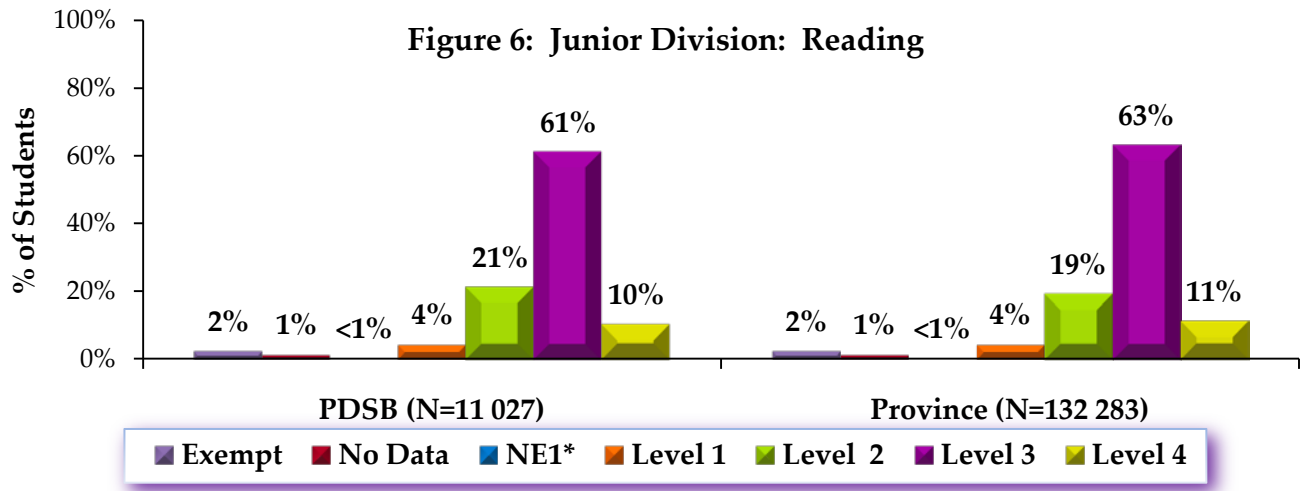


Primary Division All Students



*Not enough evidence for Level 1

Junior Division All Students



*Not enough evidence for Level 1

D. All Students - Levels 3, 4 Results – Trends over Time

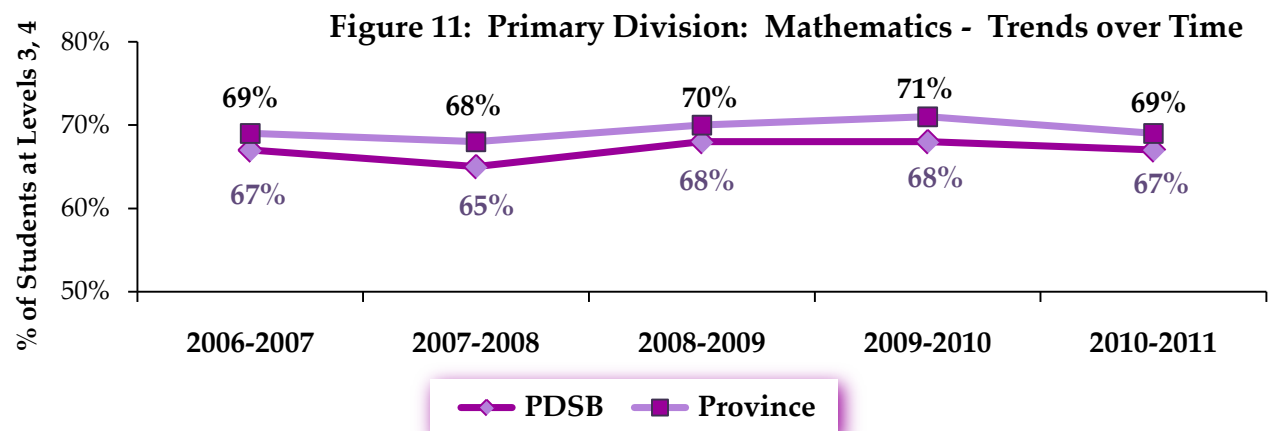
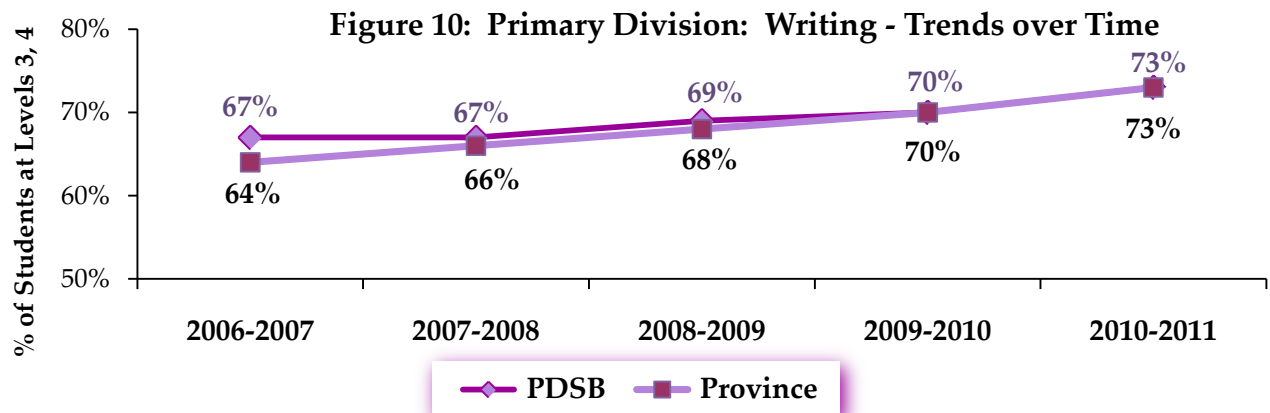
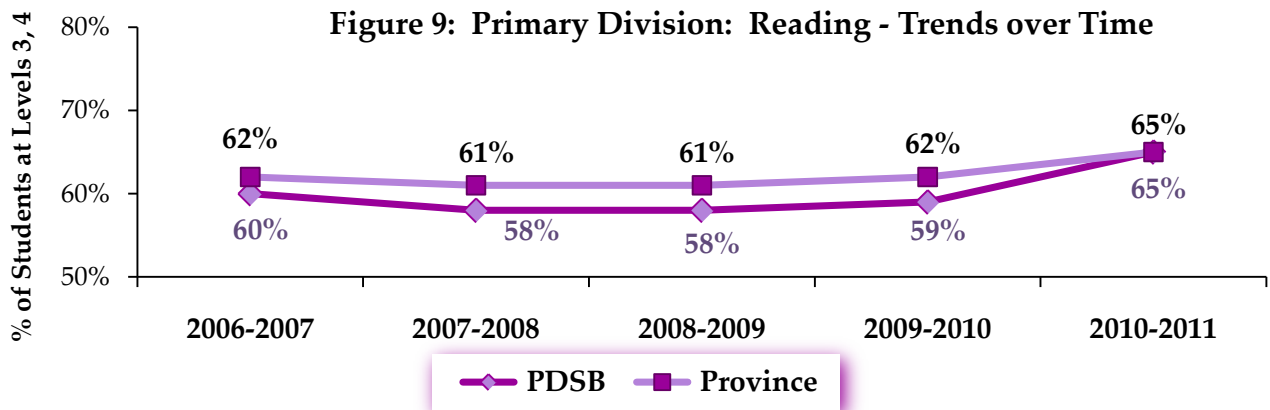
Primary Division

When compared to last year's results (2009-2010), PDSB Grade 3 students scored:

- 6% higher in 2010-2011 for reading
- 3% higher in 2010-2011 for writing
- 1% lower in 2010-2011 for mathematics

When compared to 2006-2007 results, PDSB Grade 3 students scored:

- 5% higher in 2010-2011 for reading
- 6% higher in 2010-2011 for writing
- the same in 2010-2011 for mathematics



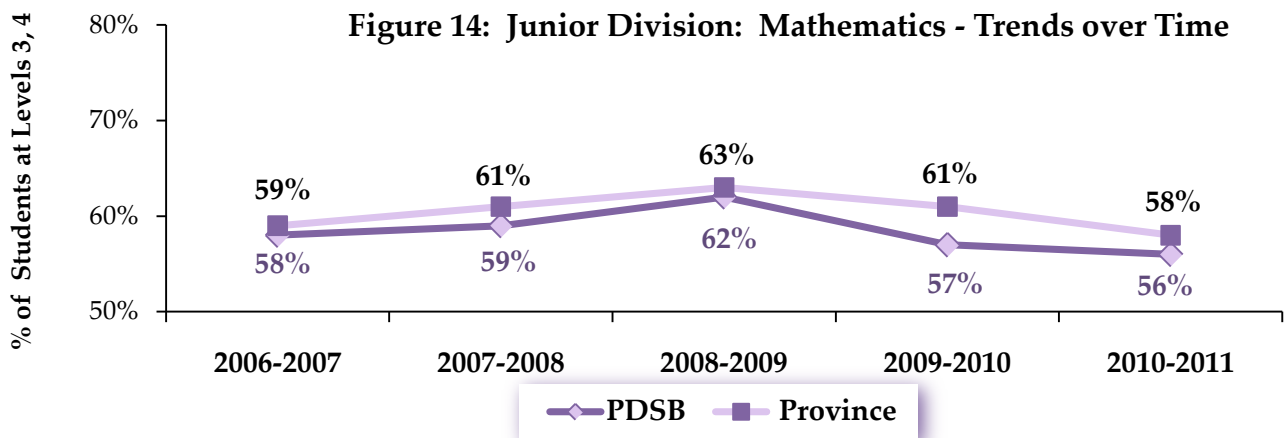
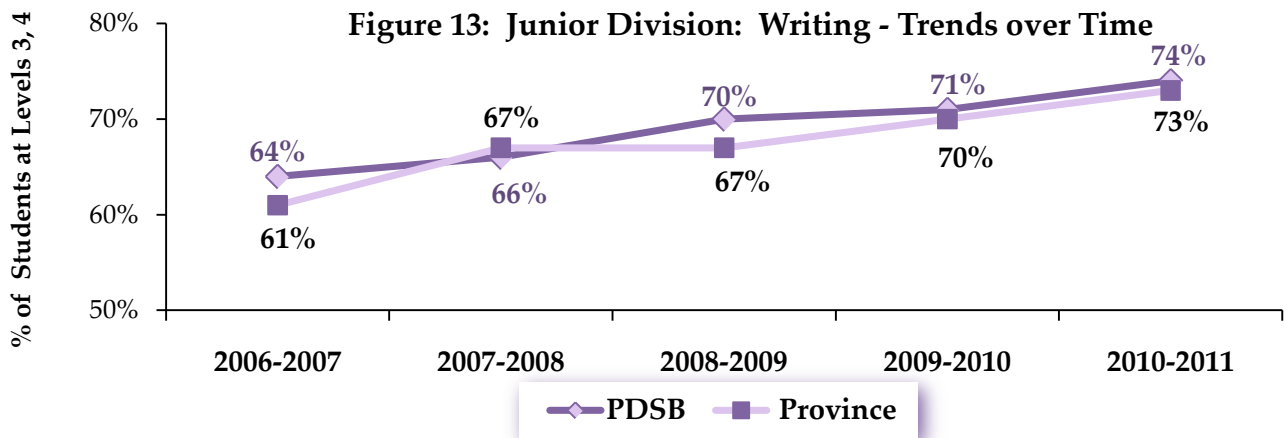
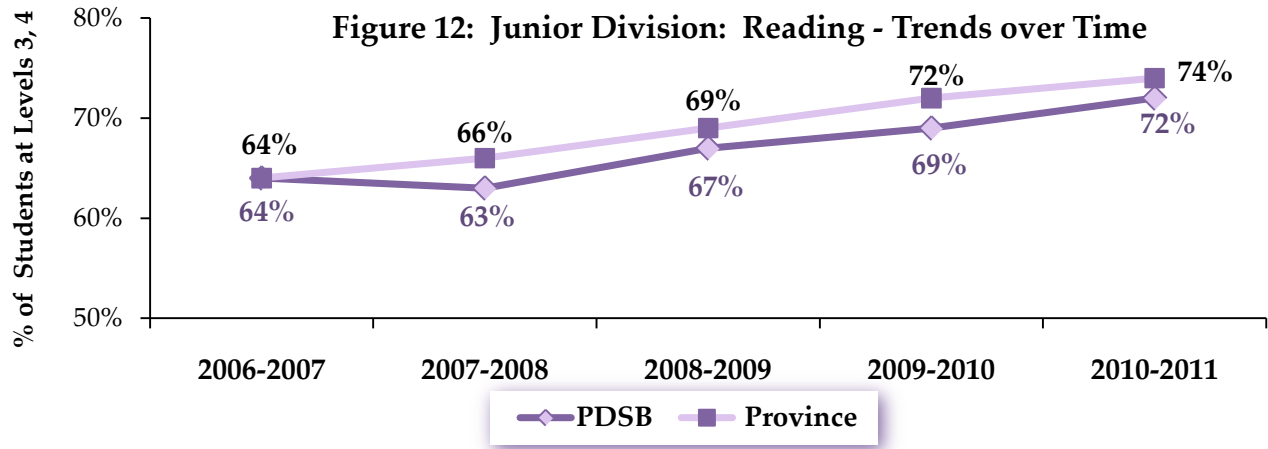
Junior Division

When compared to last year's results (2009-2010), PDSB Grade 6 students scored:

- 3% higher in 2010-2011 for reading
- 3% higher in 2010-2011 for writing
- 1% lower in 2010-2011 for mathematics

When compared to 2006-2007 results, PDSB Grade 6 students scored:

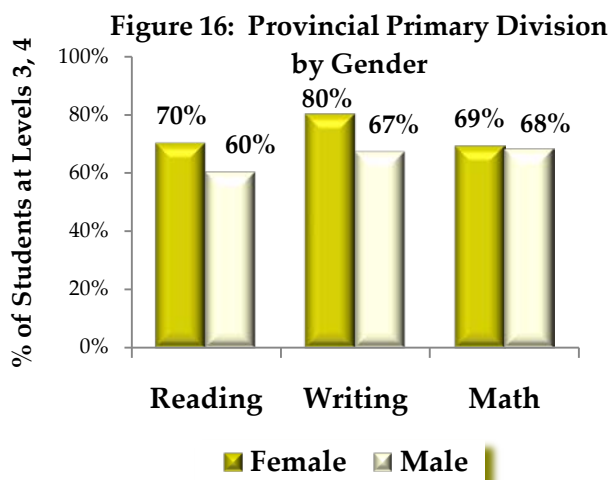
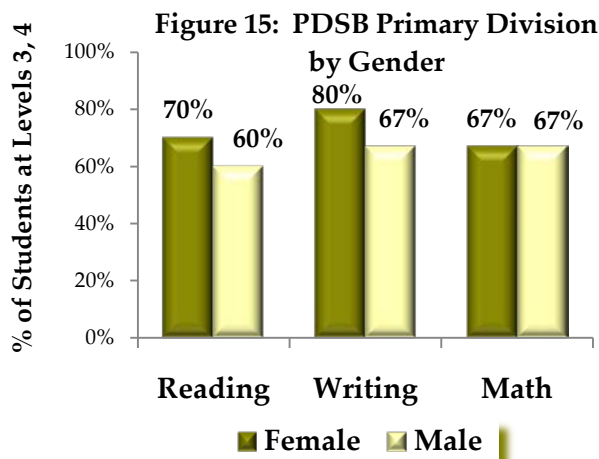
- 8% higher in 2010-2011 for reading
- 10% higher in 2010-2011 for writing
- 2% lower in 2010-2011 for mathematics



E. Primary and Junior Divisions Levels 3, 4 Results by Gender

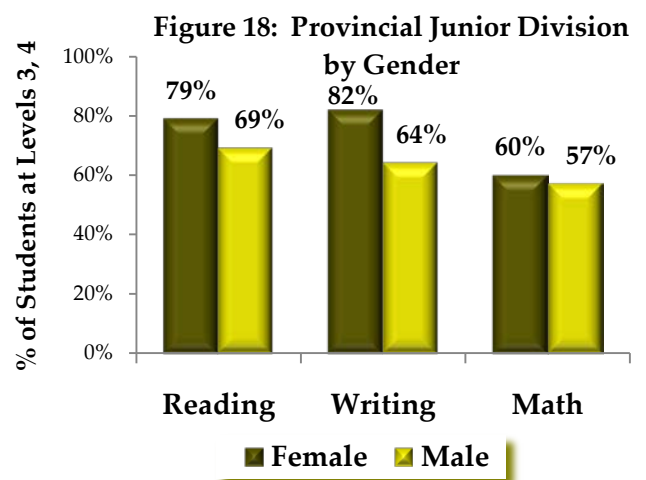
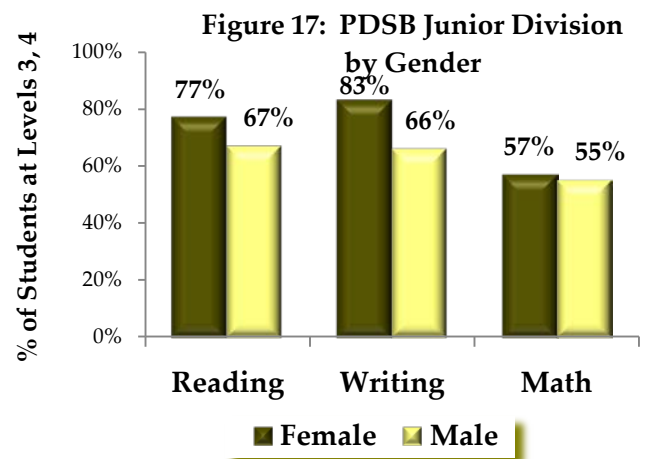
Primary Division by Gender

- Grade 3 female students (70%) in PDSB scored 10% higher than males (60%) in reading. Grade 3 female students (70%) in the province scored 10% higher than males (60%) in reading.
- Grade 3 female students (80%) in the PDSB, scored 13% higher than males (67%) in writing. Grade 3 female students (80%) in the province scored 13% higher than males (67%) in writing.
- Grade 3 female students (67%) in the PDSB, scored the same as males (67%) in mathematics. Grade 3 female students (69%) in the province scored the 1% higher than males (68%) in mathematics.







Junior Division by Gender

- Grade 6 female students (77%) in the PDSB, scored 10% higher than males (67%) in reading. Grade 6 female students (79%) in the province scored 10% higher than males (69%) in reading.
- Grade 6 female students (83%) in the PDSB, scored 17% higher than males (66%) in writing. Grade 6 female students (82%) in the province scored 18% higher than males (64%) in writing.
- Grade 6 female students (57%) in the PDSB, scored 2% higher than males (55%) in mathematics. Grade 6 female students (60%) in the province scored 3% higher than males (57%) in mathematics.



Primary Division Results by Gender – Trends over Time

-  When compared to last year's results (2009-2010), PDSB Grade 3 females scored 5% higher in reading, 2% higher in writing, and 2% lower in mathematics.
-  When compared to last year's results (2009-2010), PDSB males scored 6% higher in reading, 4% higher in writing, and remained the same in mathematics.
-  When compared to 2006-2007 results, PDSB Grade 3 females scored 3% higher in reading, 5% higher in writing, and 1% lower in mathematics.
-  When compared to 2006-2007 results, PDSB Grade 3 males scored 6% higher in reading, 7% higher in writing, and 1% higher in mathematics.

**Table 2: Primary Division Results by Gender
Trends over Time**

			2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	Previous Year Comparison	Five-Year Comparison
PDSB Primary Division	Female	Reading	67%	64%	63%	65%	70%	+5%	+3%
		Writing	75%	75%	76%	78%	80%	+2%	+5%
		Math	68%	65%	69%	69%	67%	-2%	-1%
	Male	Reading	54%	52%	54%	54%	60%	+6%	+6%
		Writing	60%	59%	62%	63%	67%	+4%	+7%
		Math	66%	65%	67%	67%	67%	0%	+1%
Provincial Primary Division	Female	Reading	68%	68%	65%	67%	70%	+3%	+2%
		Writing	73%	74%	75%	77%	80%	+3%	+7%
		Math	69%	69%	72%	71%	69%	-2%	0%
	Male	Reading	56%	55%	56%	58%	60%	+2%	+4%
		Writing	56%	59%	61%	64%	67%	+3%	+11%
		Math	68%	67%	69%	71%	68%	-3%	0%

Primary Division - Gender Gap Analysis

- Females in the PDSB and the province outperformed males in almost all areas in the primary division of the assessment over the past five years.
- The gender gap in achievement was the largest for writing and reading, and the smallest for mathematics.
- The gender gap in achievement has remained relatively consistent over the past five years within each of the subject areas.

Table 3: Extent to which Grade 3 Females Outperformed Males in Levels 3, 4

		2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
PDSB	Reading	+13%	+12%	+9%	+11%	+10%
	Writing	+15%	+16%	+14%	+15%	+13%
	Math	+2%	0%	+2%	+2%	0%
Province	Reading	+12%	+13%	+9%	+9%	+10%
	Writing	+17%	+15%	+14%	+13%	+13%
	Math	+1%	+2%	+3%	0%	+1%

Junior Division Results by Gender – Trends over Time

- ■ When compared to last year's results (2009-2010), PDSB Grade 6 females scored 4% higher in reading, 3% higher in writing, and 1% lower in mathematics.
- ■ When compared to last year's results, (2009-2010), PDSB Grade 6 males scored 2% higher in reading, 3% higher in writing, and 1% lower in mathematics.
- ■ When compared to 2006-2007 results, PDSB Grade 6 females scored 6% higher in reading, 8% higher in writing, and 3 % lower in mathematics.
- ■ When compared to 2006-2007 results, PDSB Grade 6 males scored 10% higher in reading, 13% higher in writing, and 2% lower in mathematics.

**Table 4: Junior Division Results by Gender
Trends over Time**

			2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	Previous Year Comparison	5-Year Trends Comparison
PDSB Junior Division	Female	Reading	71%	71%	73%	73%	77%	+4%	+6%
		Writing	75%	76%	79%	80%	83%	+3%	+8%
		Math	60%	60%	63%	58%	57%	-1%	-3%
	Male	Reading	57%	56%	62%	65%	67%	+2%	+10%
		Writing	53%	57%	61%	63%	66%	+3%	+13%
		Math	57%	59%	61%	56%	55%	-1%	-2%
Provincial Junior Division	Female	Reading	70%	73%	75%	76%	79%	+3%	+9%
		Writing	72%	76%	78%	79%	82%	+3%	+10%
		Math	60%	62%	64%	62%	60%	-2%	0%
	Male	Reading	59%	60%	64%	68%	69%	+1%	+10%
		Writing	50%	58%	57%	61%	64%	+3%	+14%
		Math	58%	60%	61%	59%	57%	-2%	-1%

Junior Division - Gap Analysis

- ✦ Females in the PDSB and the province outperformed males in all areas in the junior division of the assessment over the past five years.
- ✦ The gender gap in achievement was the largest for writing and reading, and the smallest for mathematics.
- ✦ The gender gap in achievement has remained relatively consistent over the past five years within each of the subject areas.

Table 5: Extent to which Grade 6 Females Outperformed Males in Levels 3, 4

		2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
PDSB	Reading	+14%	+15%	+11%	+8%	+10%
	Writing	+22%	+19%	+18%	+17%	+17%
	Math	+3%	+1%	+2%	+2%	+2%
Province	Reading	+11%	+13%	+11%	+8%	+10%
	Writing	+22%	+18%	+21%	+18%	+18%
	Math	+2%	+2%	+3%	+3%	+3%

F. English Language Learners (ELL) Levels 3, 4 Results Trends over Time

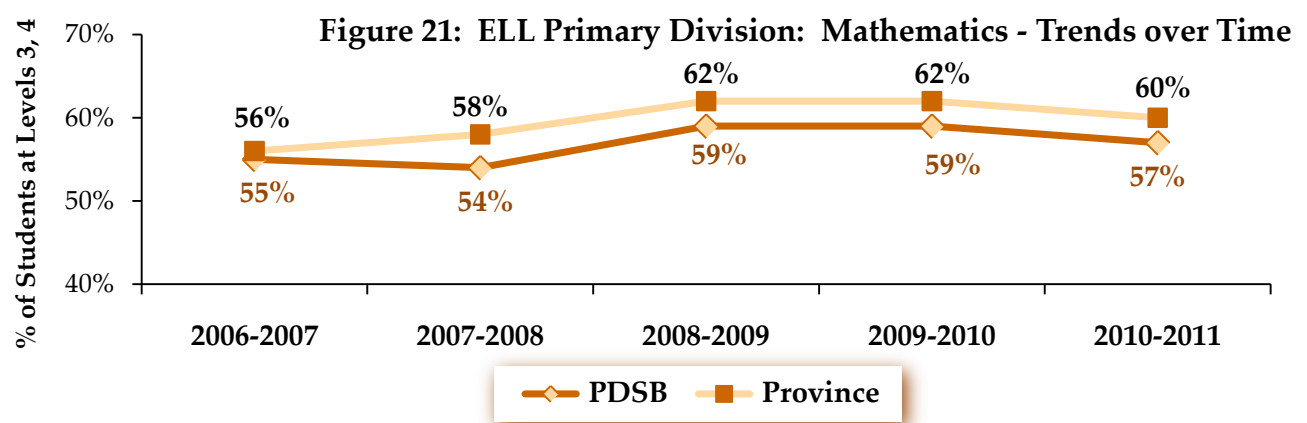
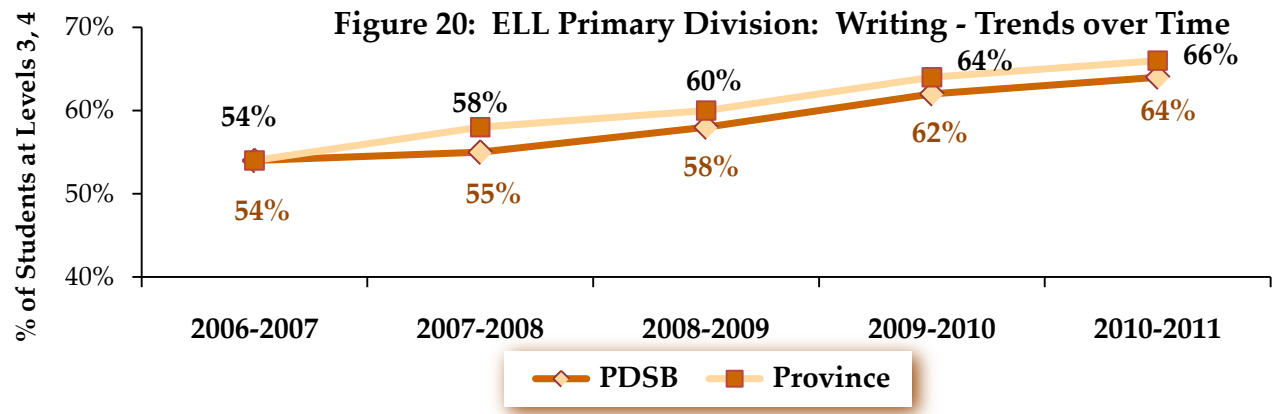
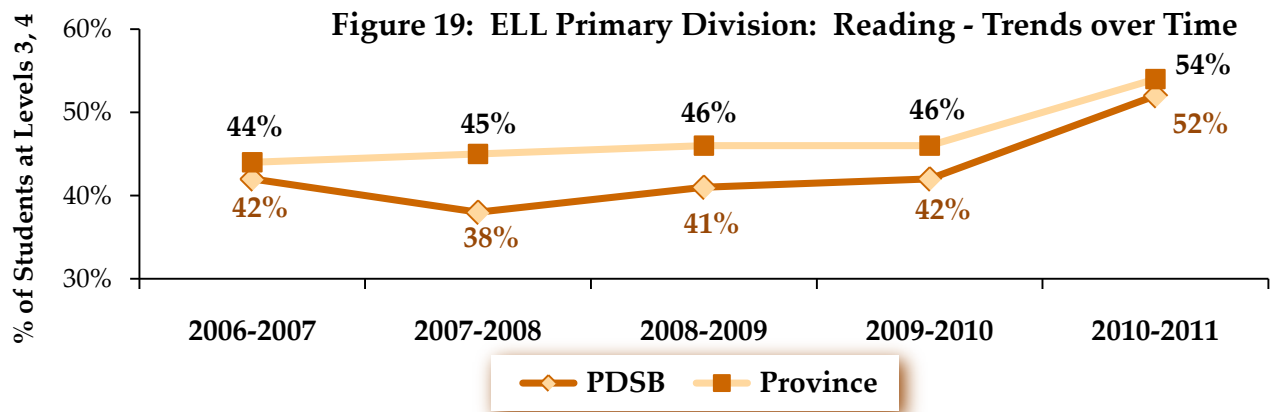
Primary Division

When compared to last year's results (2009-2010), PDSB Grade 3 ELL scored:

- 10% higher in 2010-2011 for reading
- 2% higher in 2010-2011 for writing
- 2% lower in 2010-2011 for mathematics

When compared to 2006-2007 results, PDSB Grade 3 students scored:

- 10% higher in 2010-2011 for reading
- 10% higher in 2010-2011 for writing
- 2% higher in 2010-2011 for mathematics



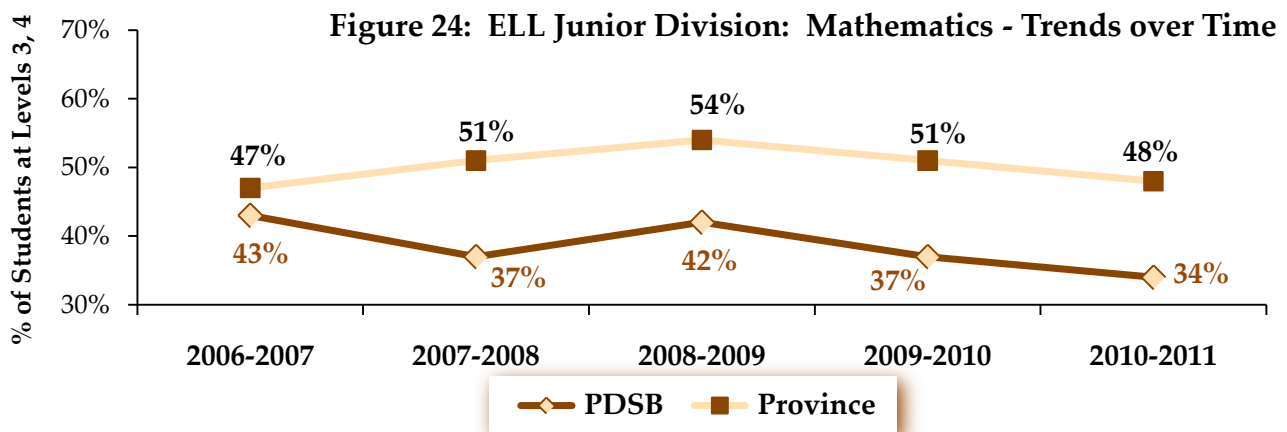
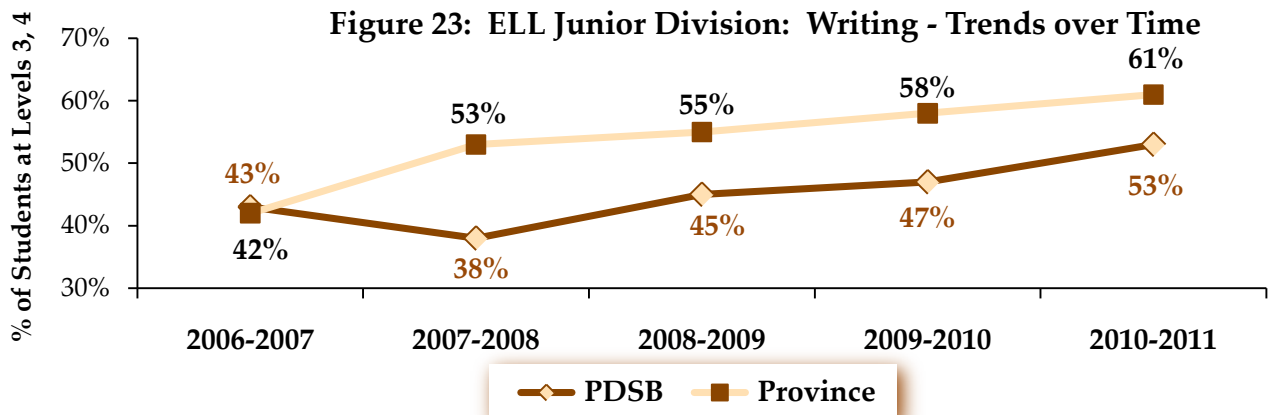
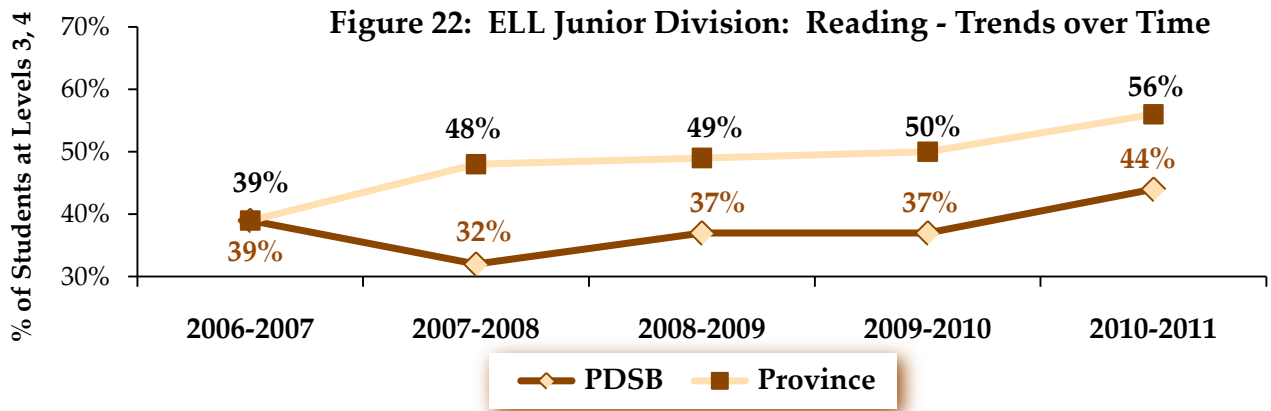
Junior Division

When compared to last year's results (2009-2010), PDSB Grade 6 ELL scored:

- 7% higher in 2010-2011 for reading
- 6% higher in 2010-2011 for writing
- 3% lower in 2010-2011 for mathematics

When compared to 2006-2007 results, PDSB Grade 6 students scored:

- 5% higher in 2010-2011 for reading
- 10% higher in 2010-2011 for writing
- 9% lower in 2010-2011 for mathematics



G. Students with Special Education Needs (excluding gifted) Levels 3, 4 Results – Trends over Time

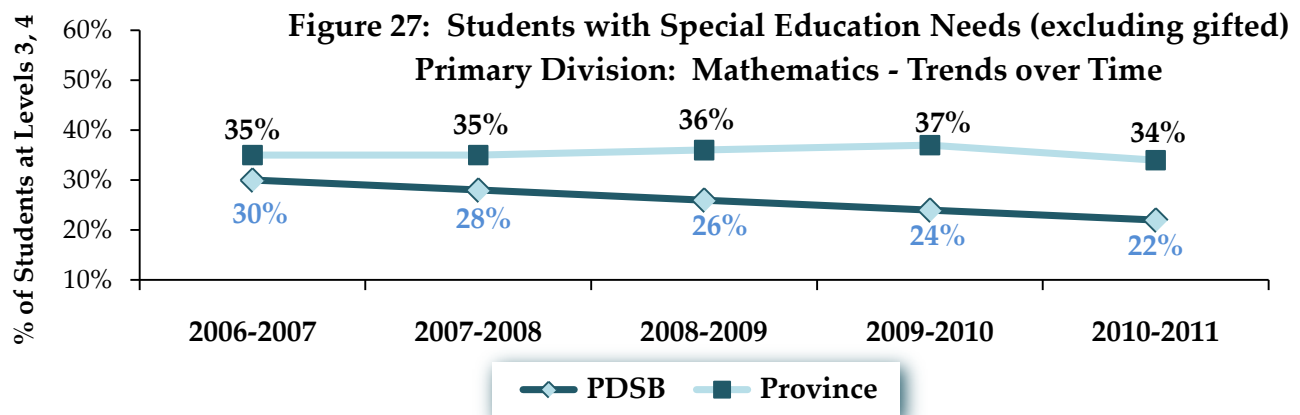
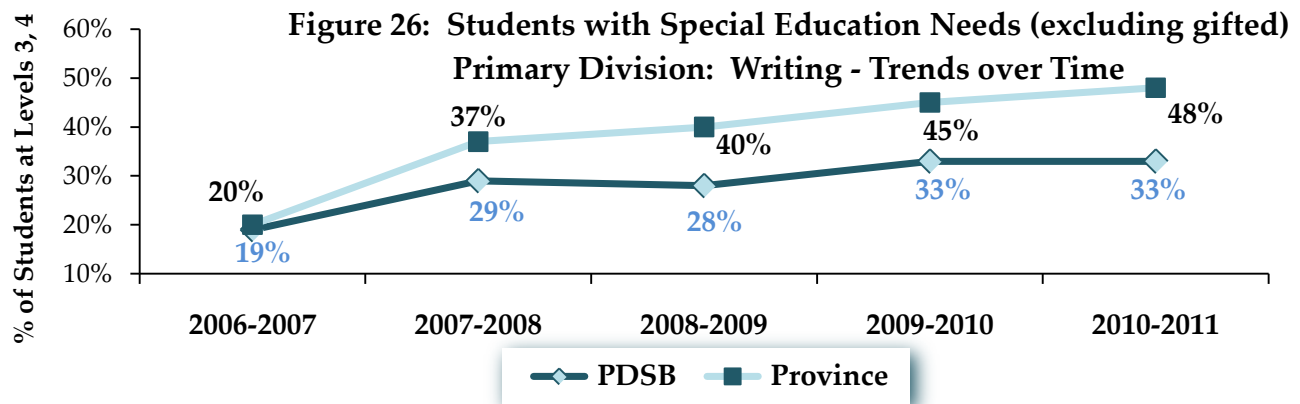
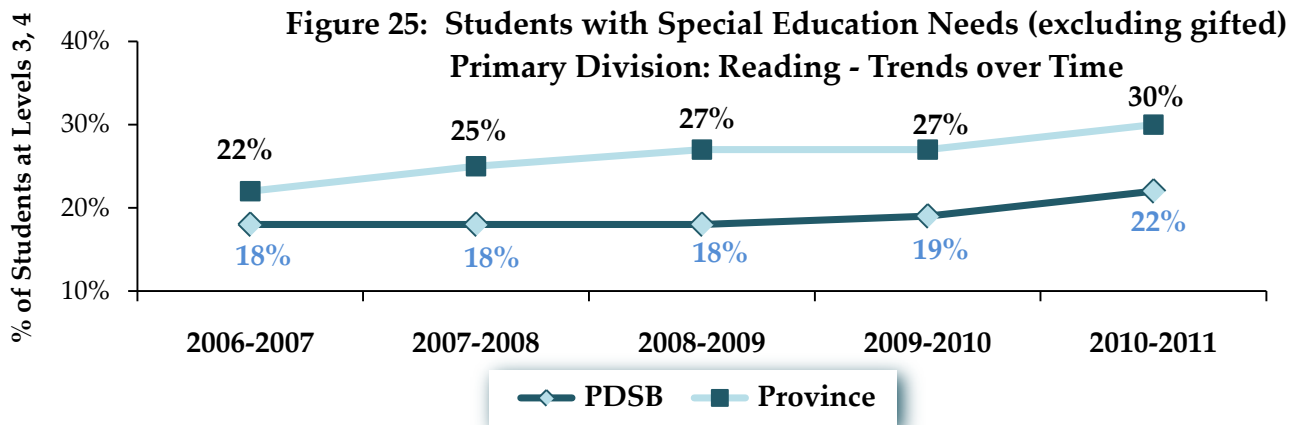
Primary Division

When compared to last year's results (2009-2010), PDSB Grade 3 students with special education needs (excluding gifted) scored:

- 3% higher in 2010-2011 for reading
- the same in 2010-2011 for writing
- 2% lower in 2010-2011 for mathematics

When compared to 2006-2007 results, PDSB Grade 3 students with special education needs (excluding gifted) scored:

- 4% higher in 2010-2011 for reading
- 14% higher in 2010-2011 for writing
- 8% lower in 2010-2011 for mathematics



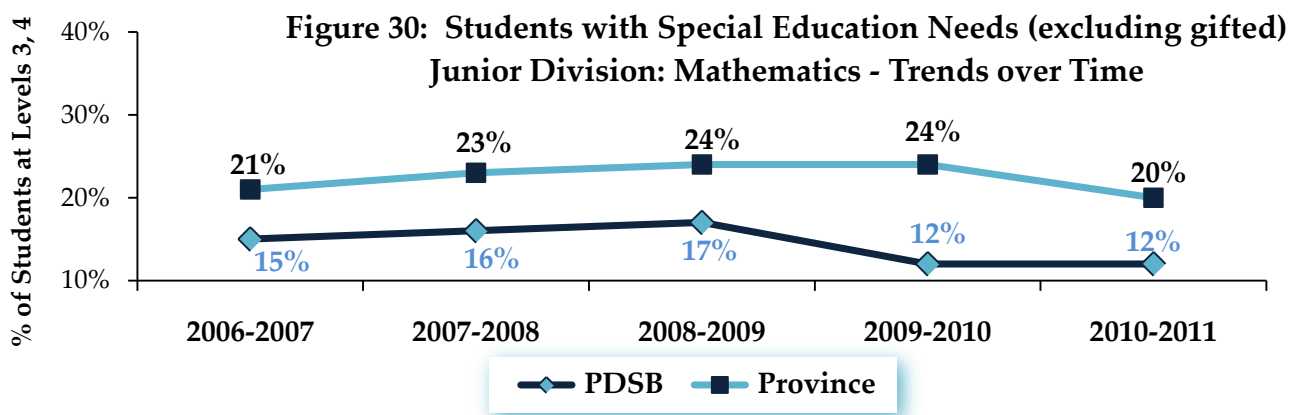
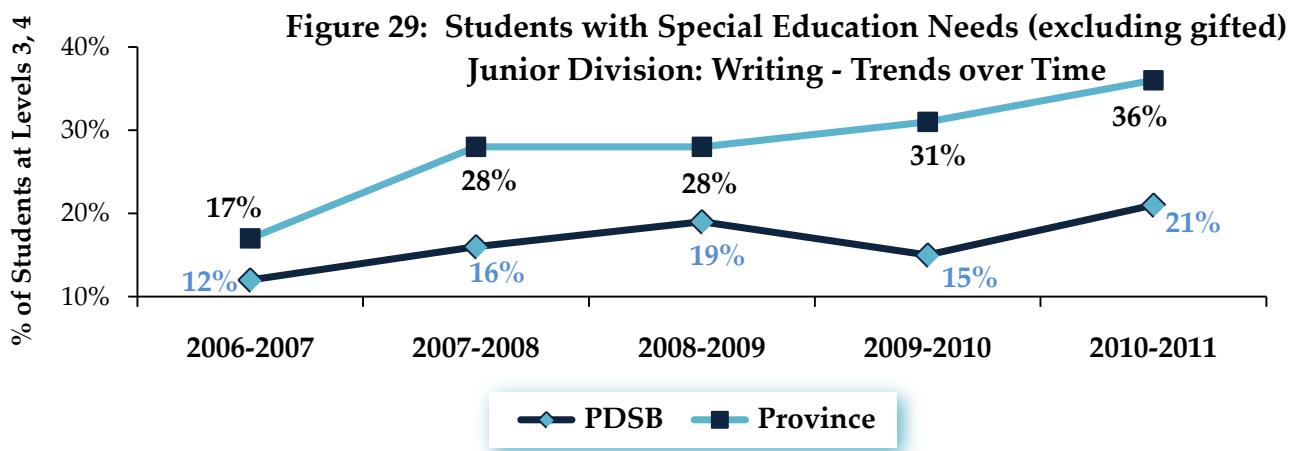
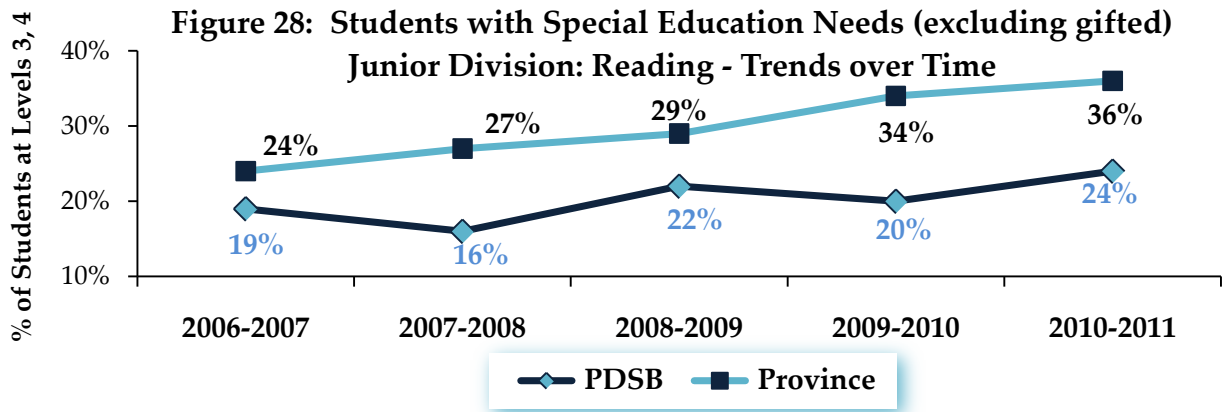
Junior Division

When compared to last year's results (2009-2010), PDSB Grade 6 students with special education needs (excluding gifted) scored:

- 4% higher in 2010-2011 for reading
- 6% higher in 2010-2011 for writing
- the same in 2010-2011 for mathematics

When compared to 2006-2007 results, PDSB Grade 6 students with special education needs (excluding gifted) scored:

- 5% higher in 2010-2011 in reading
- 9% higher in 2010-2011 in writing
- 3% lower in 2010-2011 in mathematics



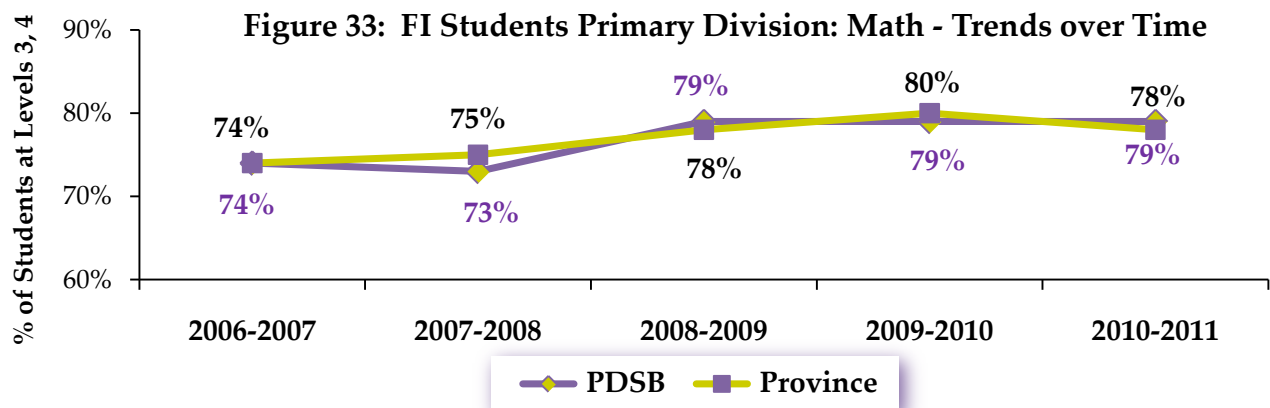
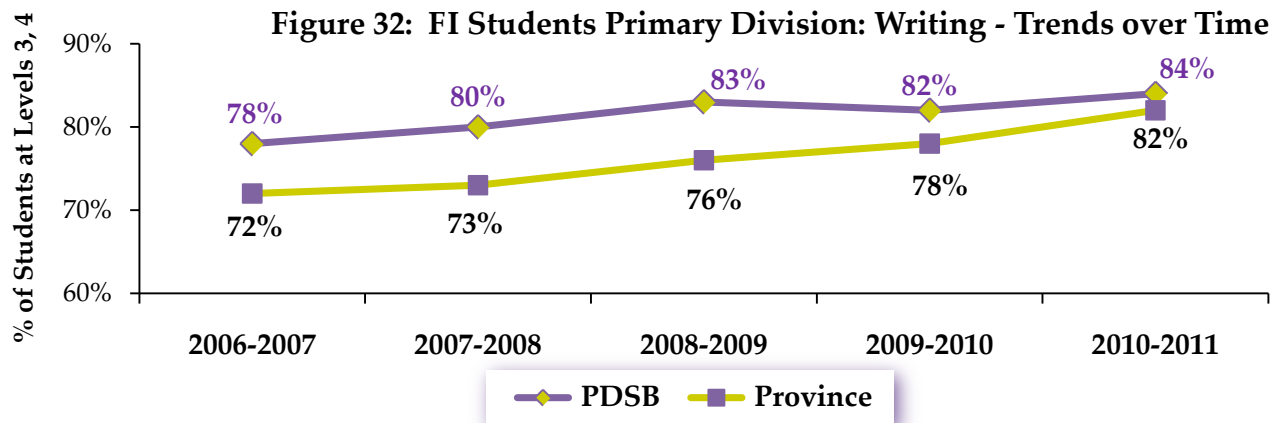
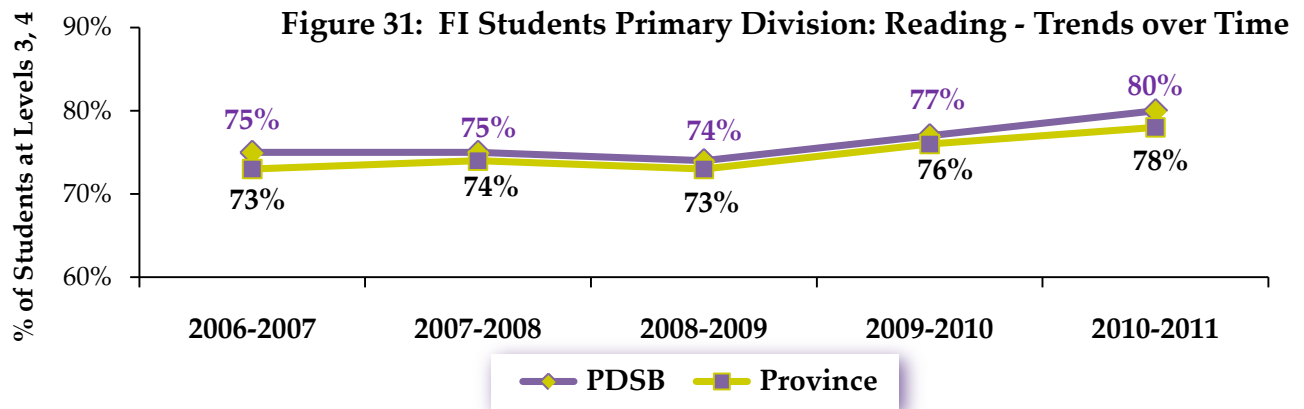
H. French Immersion (FI) Students – Primary Division Levels 3, 4 Results – Trends over Time

When compared to last year's results (2009-2010), PDSB Grade 3 FI students scored:

- 3% higher in 2010-2011 for reading
- 2% higher in 2010-2011 for writing
- the same in 2010-2011 for mathematics

When compared to 2006-2007 results, PDSB Grade 3 FI students scored:

- 5% higher in 2010-2011 for reading
- 6% higher in 2010-2011 for writing
- 5% higher in 2010-2011 for mathematics



I. Grade 3 and Grade 6 Student Questionnaire Results

Table 6: Grade 3 and Grade 6 Student Questionnaire Results

	Grade 3 Students		Grade 6 Students	
Note: In 2010-2011, the focus of some questions was on reading and writing.	Females (N = 5 062)	Males (N = 5 308)	Females (N = 5 197)	Males (N = 5 506)
Student Engagement in Reading Percentage of students who answered “most of the time”				
I like to read.	61%	47%	59%	42%
I am a good reader.	63%	61%	68%	61%
I am able to understand difficult reading passages.	26%	32%	36%	40%
I try to do my best when I do reading activities in class.	85%	77%	84%	75%
Cognitive Strategies used in Reading Percentage of students who answered “most of the time”				
Before I start to read, I try to predict what the text will be about.	23%	22%	15%	16%
I make sure that I understand what I am reading.	74%	68%	77%	70%
I slow down my reading if it is difficult.	59%	48%	62%	52%
When I come to a word I do not understand, I look for clues (e.g., punctuation, word parts, other words in the sentence).	44%	38%	49%	41%
When I am finished reading, I think about what I have read.	46%	40%	44%	39%
Reading Outside School Percentage of students who answered “every day or almost every day”				
Stories or novels	54%	42%	43%	29%
Comics or graphic novels	18%	32%	12%	21%
Books, newspapers, magazines or websites for information	32%	25%	32%	27%
E-mails, text or instant messages	18%	19%	55%	41%
Other things	50%	45%	38%	37%
Student Engagement in Writing Percentage of students who answered “most of the time”				
I like to write.	57%	42%	50%	31%
I am a good writer.	51%	39%	47%	34%
I am able to communicate my ideas in writing.	43%	42%	47%	43%
I try to do my best when I do writing activities in class.	83%	75%	81%	72%

Table 6 con't: Grade 3 and Grade 6 Student Questionnaire Results

	Grade 3 Students		Grade 6 Students	
Note: In 2010-2011 the focus of some questions was on reading and writing.	Females (N = 5 062)	Males (N = 5 308)	Females (N = 5 197)	Males (N = 5 506)
Cognitive Strategies used in Writing	Percentage of students who answered “most of the time”			
I organize my ideas before I start to write.	46%	38%	38%	32%
I edit my writing to make it better.	53%	42%	59%	45%
I check my writing for spelling and grammar.	52%	43%	56%	47%
Writing Outside School	Percentage of students who answered “every day or almost every day”			
Stories	22%	16%	8%	5%
Journal entries	21%	11%	13%	4%
E-mail, text or instant messages	16%	18%	51%	37%
Letters	15%	10%	5%	3%
Other things	41%	34%	30%	26%
Instructional Tools Used in Reading and Writing	Percentage of students who answered “most of the time”			
A computer for reading activities	18%	19%	7%	10%
A computer for writing activities	24%	24%	23%	25%
Reading and writing tools (e.g., a dictionary, thesaurus, word wall, editing checklist)	47%	36%	48%	38%
The Internet to find information	N/A	N/A	54%	53%
Out-of-School Activities	Percentage of students who answered “every day or almost every day”			
I read by myself.	66%	52%	53%	40%
I play video games.	16%	52%	13%	45%
I use the Internet.	41%	50%	66%	62%
I participate in sports or other physical activities.	42%	56%	39%	57%
I participate in art, music, dance or drama activities.	37%	20%	29%	15%
I participate in after-school clubs.	12%	15%	11%	10%

Table 6 con't: Grade 3 and Grade 6 Student Questionnaire Results

		Grade 3 Students		Grade 6 Students	
Note: In 2010-2011 the focus of some questions was on reading and writing.		Females (N = 5 062)	Males (N = 5 308)	Females (N = 5 197)	Males (N = 5 506)
Screen Time (Watching TV) Percentage of Grade 3 students who answered "4 programs or more"					
Before school		6%	13%	N/A	N/A
After school		45%	56%	N/A	N/A
Screen Time Percentage of Grade 6 students who answered "about 3 hours" or "more than 3 hours"					
Before school	Watching TV	N/A	N/A	2%	3%
	Playing video games	N/A	N/A	<1%	3%
	Using the Internet	N/A	N/A	2%	3%
After school	Watching TV	N/A	N/A	22%	21%
	Playing video games	N/A	N/A	4%	19%
	Using the Internet	N/A	N/A	23%	20%
Parental Engagement Percentage of students who answered "every day or almost every day"					
We talk about the reading and writing work I do in school.		45%	36%	28%	25%
We talk about the activities I do in school.		53%	43%	43%	36%
We read together.		23%	19%	4%	5%
We look at my school agenda.		62%	61%	33%	36%
We use a computer together.		16%	17%	8%	8%

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

<http://www.peelschools.org>

