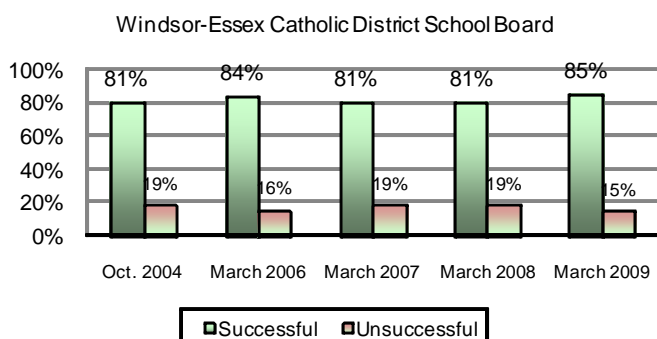


ONTARIO SECONDARY SCHOOL LITERACY TEST, March, 2009

- The purpose of the Ontario Secondary School Literacy Test (OSSLT) is to determine whether a student has the literacy (reading and writing) skills required to meet the standard for understanding reading selections and communicating in a variety of writing forms expected by the Ontario Curriculum across all subjects up to the end of Grade 9.
- Successful completion of the test or of the Ontario Secondary School Literacy Course is one of the 32 requirements for an Ontario Secondary School Diploma. Students who do not pass the OSSLT have another opportunity to write the test or to participate in the Ontario Secondary School Literacy Course.
- EQAO results are valid, reliable and comparable from year to year.
- Results from EQAO testing are important indicators of student learning that measure achievement in relation to a common provincial standard, and have become an important tool for improvement planning at the student, school, school board and provincial levels.
- EQAO tests are developed by Ontario teachers, and all aspects of EQAO's assessment programs are reviewed and validated by experts in the field of large-scale assessment.
- This year, of the students in the WECDSB who were eligible to take the test for the first time, 93% wrote the test.
- Of the 2,023 students who wrote the test for the first time, 85% were successful.
- Of the 322 previously eligible students taking the test, 52% were successful.



Success Rates on the OSSLT over Five Years for First-Time Eligible Students



Highlights of Windsor-Essex Catholic District School Board Achievement Results

FIRST-TIME ELIGIBLE STUDENTS

The following are observations about this year's results in light of those of the past five years:

- * 85% of WECDSB students taking the test for the first time were successful, compared to 81% in 2004.
- * The success rate for WECDSB students enrolled in an academic English course increased by 2 percentage points, from 94% in 2004 to 96% in 2009. This is the fifth straight year, results from this group are 90% or higher.
- * The success rate for WECDSB students enrolled in an applied English course is 63%, as it was in 2004.
- * The WECDSB success rate for boys increased 3 percentage points, from 76% in 2004 to 79% in 2009. The success rate for girls also increased by 4 percentage points, from 86% in 2004 to 90% in 2009.
- * The success rate for WECDSB English Language Learners increased by 28 percentage points, from 22% in 2004 to 50% in 2009.

Tracking Windsor-Essex Catholic District School Board Student Progress: Junior Division Reading (Grade 6) in 2005 to OSSLT in 2009

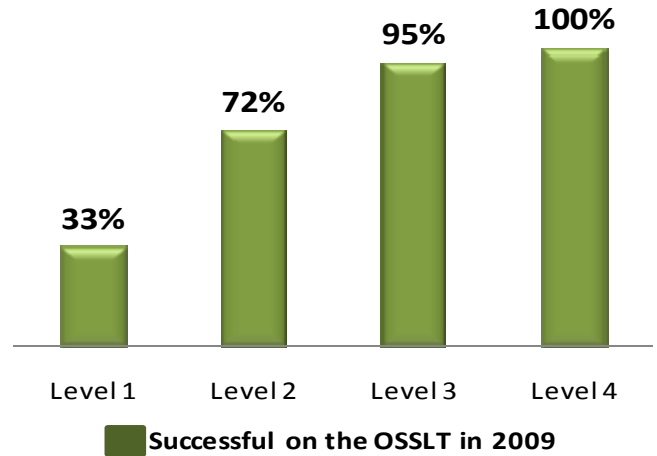
The Windsor-Essex Catholic District School Board has tracked the students who wrote the junior division assessment when they were in Grade 6 in 2005 and compared their 2005 results to those they obtained on the 2009 OSSLT.

Tracking student progress reveals the overwhelming success of those who met the provincial standard when they were in Grade 6 and underscores the importance of providing continued attention and support to those who did not.

In the Windsor-Essex Catholic District School Board, Cohort tracking provides valuable insights about student learning:

- Of the students who had reached or surpassed the provincial standard in reading in Grade 6 in 2005, 96% were successful on the OSSLT (95% and 100% of those who had achieved Levels 3 and 4 in Grade 6 respectively). **This means students who had acquired the literacy skills to reach the provincial standard by the end of Grade 6 were well positioned for success as they progressed through high school.**
- Of the students who did not meet the provincial standard in reading in Grade 6 in 2005, 64% were successful on the OSSLT (33% and 72% of those who had achieved Levels 1 and 2 in Grade 6 respectively). **This demonstrates that continued attention and intervention to support students below the provincial standard in Grade 6 has produced positive results for many of them.**
- Of the students who did not meet the provincial standard in reading in Grade 6 in 2005, 36% were not successful on the OSSLT (66% and 28% of those who achieved Levels 1 and 2 in Grade 6 respectively). **This points to the importance of keeping tabs on achievement throughout students' schooling in order to provide the help that's needed.**

WECDSB Student Achievement in Grade 6 and Grade 10



Legend:	Description
Level 4	The student has demonstrated the required knowledge and skills
Level 3	The student has demonstrated most of the required knowledge and skills (provincial standard)
Level 2	The student has demonstrated some of the required knowledge and skills
Level 1	The student has demonstrated some of the required knowledge and skills in limited ways
Successful	Achievement on the OSSLT met the literacy standard

Parent and Guardian Resources to Help Students Succeed

Parents and guardians can play an important role in helping students acquire literacy skills. Ontario's Ministry of Education resources include:

- "Read Everyday, Read Together, Make Reading Fun"
- Helping Your Child with Reading and Writing: A Guide for Parents*
- Me Read? No Way! A Practical Guide to Improving Boys' Literacy Skills*



Trying the OSSLT yourself is the best way to see what students are expected to learn according to *The Ontario Curriculum*. Try your hand at answering questions that appeared on the 2009 OSSLT at www.eqao.com.

Education Quality and Accountability Office



About EQAO: The Education Quality and Accountability Office (EQAO) acts as a catalyst for increasing the success of Ontario students by measuring their achievement in reading, writing and mathematics against a common curriculum benchmark. As an independent provincial agency, EQAO plays a pivotal role by conducting province-wide tests at key points in every student's primary, junior and secondary education and reporting the results. The objective and reliable facts obtained add to the current knowledge about student learning and are an important tool for improvement at the individual, school and provincial levels.