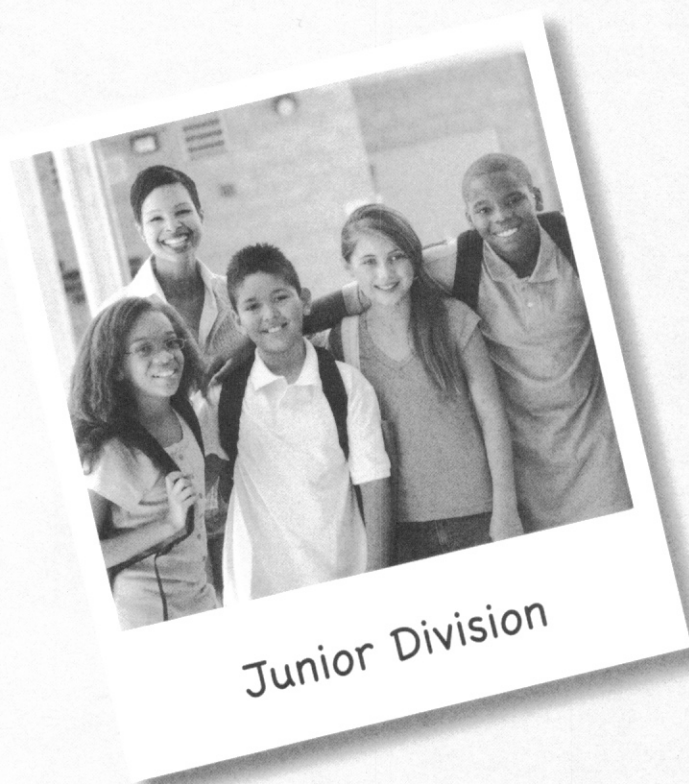


Education Quality and  
Accountability Office



# Understanding Levels of Achievement

Using EQAO Information  
to Improve  
Student Learning

# 2012

Ontario conducts province-wide tests of students' literacy and math skills at key stages of their education. This contributes to public accountability and to the continuous improvement of every student in Ontario's publicly funded education system.

These tests are conducted by the Education Quality and Accountability Office (EQAO), an agency of the Government of Ontario.

#### **About the Education Quality and Accountability Office**

The Education Quality and Accountability Office (EQAO) is an independent provincial agency funded by the Government of Ontario. EQAO's mandate is to conduct province-wide tests at key points in every student's primary, junior and secondary education and report the results to educators, parents and the public.

EQAO acts as a catalyst for increasing the success of Ontario students by measuring their achievement in reading, writing and mathematics in relation to *Ontario Curriculum* expectations. The resulting data provide a gauge of quality and accountability in the Ontario education system.

The objective and reliable assessment results are evidence that adds to current knowledge about student learning and serves as an important tool for improvement at all levels: for individual students, schools, boards and the province.

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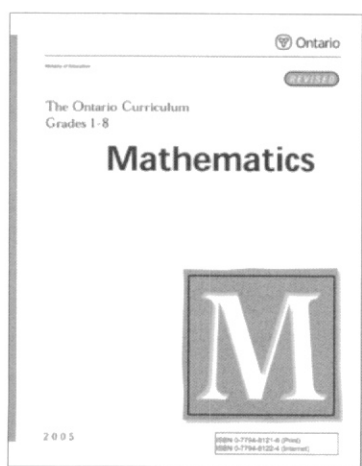
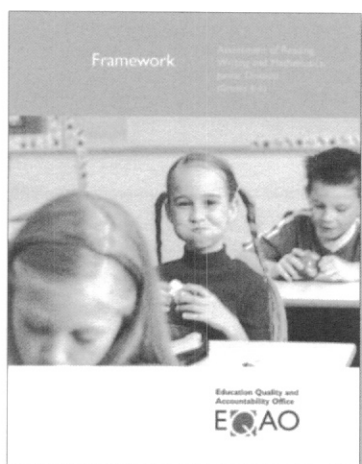
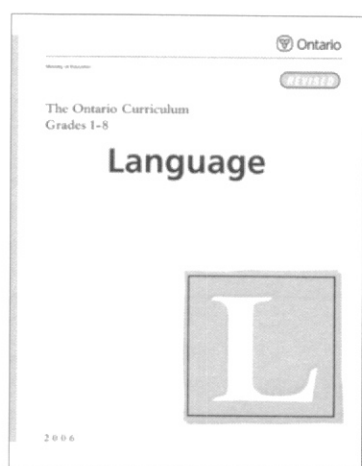
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# Introduction



EQAO assessments provide information about students as learners. The purpose of this resource is to help classroom teachers to make links between student work on the EQAO Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions and their classroom instruction and assessment.

In its curriculum policy documents, the Ministry of Education of Ontario clearly describes the knowledge and skills students are expected to demonstrate by the end of each grade. EQAO provides assessment information about how well students are achieving key reading, writing and mathematics curriculum expectations by the end of Grade 3 (primary division) and the end of Grade 6 (junior division), two strategic points along the learning continuum. Recent surveys by EQAO indicate that more than 80% of teachers use this summative assessment information to help them plan effective learning and assessment experiences for their students.

EQAO assessments are based on the same reading, writing and mathematics curriculum expectations that teachers use to frame students' classroom experiences; however, not all expectations can be assessed appropriately within the limits of a large-scale pencil-and-paper assessment. The primary and junior *Frameworks*, posted on the EQAO Web site ([www.eqao.com](http://www.eqao.com)), summarize the differences between large-scale and classroom assessment, describe the different EQAO assessments and illustrate how their content aligns with the expectations in *The Ontario Curriculum* for language and mathematics.

Classroom assessments reference a broader range of subjects, expectations, tasks, topics and demonstrations of learning than EQAO's. As the Ministry of Education of Ontario states in its assessment policy document *Growing Success*, classroom assessments "are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning."\* Information about a student's performance on an EQAO assessment should always be considered together with classroom assessment information about the student.



As occurs in the classroom, EQAO assessments determine a level of performance based on a body of evidence. All of a student's responses to the multiple-choice and open-response reading, writing or mathematics questions and tasks are used to make this decision for the subject. Since there is often variation in quality across a body of student work, it is important that students have multiple opportunities to show their understanding and skills in relation to the overall expectations assessed.

Looking at a body of student work, or a portfolio, that responds to multiple tasks is an excellent way to observe overall patterns and trends in student performance and track a student's strengths and areas for growth. A portfolio of student work allows teachers to observe the patterns and trends in a student's thinking and learning across tasks and subject areas. This resource may help teachers and administrators find overall patterns and trends in student performances and identify possible areas for improvement.

The descriptions of student performance on EQAO assessments in this resource provide educators with a clearer picture of what an EQAO level designation means practically in terms of a student's performance on the assessments. This resource also identifies some specific strategies that can be used to improve student performance.



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\* Ministry of Education of Ontario. (2010). *Growing Success: Assessment, evaluation, and reporting in Ontario schools* (p.6).

# Background

The descriptions of student work in this resource were developed (from 2007 to 2009) by several groups of Ontario school- and board-based educators who examined a sample of EQAO student booklets in each of the three subject areas (reading, writing and mathematics) in the two elementary divisions (primary and junior).

After categorizing the booklets by level, they examined the booklets for each level and described the qualities of student work they observed. After much discussion, each group then grouped and summarized the descriptions to produce the scales that are central to this resource. The scales describe typical student performance on an EQAO assessment as a whole, with an emphasis on what students are able to do.

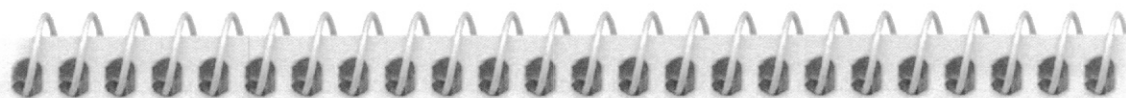
A teacher moderation process was used (from 2009 to 2010) with additional groups of classroom educators to check the validity of the descriptions for reading, writing and mathematics using student work from a different assessment and year than those the original panel used. Their task had two parts. The first was to

- examine the bodies of student work holistically;
- use the descriptive scales to categorize a set of EQAO student booklets;
- compare their interpretations of the scales and
- confirm their judgments about a student's level of performance in each subject area.

The various groups of teachers were consistent in using the scale descriptors to sort and categorize student work. The second part was a set of follow-up discussions to refine the language of the scales in order to make them more accessible and useful to teachers, and to explore how they might be used in day-to-day practice as well as in professional development.

The teacher moderation process provided an opportunity for collaborative professional dialogue with student work as the central focus. For information on using a teacher moderation process in your school, refer to the following Ministry resources:

- Literacy and Numeracy Secretariat. (2007, September). *Teacher moderation: Collaborative assessment of student work* (Capacity Building Series: Secretariat Special Edition 2). Retrieved from ([http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher\\_Moderation.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf))
- Literacy and Numeracy Secretariat. (2007, September 10). *Teacher moderation: Collaborative assessment of student work*. (Webcasts for Educators). [Video webcast]. Retrieved from (<http://www.curriculum.org/secretariat/september10.shtml>)
- Literacy and Numeracy Secretariat. (2007, October 15). *Developing inquiring minds: Moderation of student work* [Webcast]. Retrieved from (<http://www.curriculum.org/secretariat/inquiring/moderation.shtml>)



This resource is the result of the classroom educators' work and recommendations. It contains

- scales that describe the qualities of a body of student work on EQAO assessments at each of the four levels
- descriptions of students' typical areas for growth required at each of the levels and suggested strategies to support student improvement at each level
- suggested resources to support and inform classroom instructional practice
- a sample body of student work on an EQAO assessment at each level
- annotated student responses linked to the level descriptions and to the accounts of the typical areas of growth required at each level

# How to Use This Document

## The Scales

The scales (pages 11 to 17) represent the range of achievement on EQAO's junior Assessment of Reading, Writing and Mathematics. The descriptions of work at each level are based on observable characteristics of student performance from several bodies of work on EQAO assessments at the corresponding level. Each level has a summary statement that captures the performance "at a glance," and several specific statements that describe possible characteristics of student work at the corresponding level.

The statements

- describe the overall performance rather than evaluate it
- are based on multiple-choice and open-response answers and responses to writing tasks
- state what is there, instead of what is not there
- use qualitative rather than quantitative language
- avoid content and technical terms wherever possible

The scales are not intended as checklists but to provide a holistic view, or overall impression, of the EQAO performance level. Some or all of the characteristics of a given level may be evident in a body of student work, and characteristics of several levels of performance may be evident. A teacher's professional judgment will determine which level is the overall best fit.

The scales are one assessment tool that can be used to support teachers in using assessment information to improve student learning (through assessment *for* learning and assessment *as* learning). Teachers can refer to the characteristics described by the scales to help identify, share and clarify the criteria of effective work for students. Involving students in the assessment process and co-constructing criteria can help them develop and deepen their understanding of what a successful performance looks like on EQAO assessments and in the classroom.

There are many possible classroom and whole-school applications for the scales, such as

- examining a body of student work in reading, writing or mathematics from a variety of sources
- engaging in professional dialogue about the scales and student work to find patterns and trends in student performance, and possible next steps
- having students apply the scales, with teacher guidance and independently, to samples of their own and others' work
- having students reflect on a portfolio of their best work, and highlighting key characteristics in the scales that describe their work
- partnering with other teachers in the same grade or division to assess samples of student work
- partnering with other teachers in different divisions to assess samples of student work
- identifying characteristics in the scales that support success criteria developed for classroom assessment

## Guiding Questions

When using the scales to assess a body of student work, ask reflective questions, such as

- What words and phrases in the scale best describe the body of student work?
- Which level best captures this body of work?
- How does this information confirm or challenge what I already know about this student as a reader, writer or mathematician?
- How might I use this information to identify next-step learning goals?
- What patterns in characteristics do I notice among students' performances?
- How might I use this information to target small-group instruction?
- How do my findings about student work compare with other teachers' findings?

## Support Materials

The support materials (pages 19 to 105) provide a detailed look at the scales to help link each EQAO level of performance to classroom instruction. Samples of student work on an EQAO assessment are included to illustrate the descriptions of the level.

Teachers can use the areas-for-growth and next-steps information and strategies as a starting point for grade and divisional discussions and staff development, to inform their instructional decisions, to support the implementation of teaching and learning critical pathways, or for student-parent-teacher conferences.

Sample responses have been selected from one student's body of work on an EQAO assessment in the strand or subject at the appropriate EQAO level of performance.

Note that all of the student's multiple-choice and open responses were taken into consideration when determining the particular level of performance in reading, writing or mathematics. Individual sample responses may therefore vary in the degree to which they illustrate the characteristics of the level and should *not* be used as exemplars for a particular achievement level. For reading, writing and mathematics exemplars, use those provided in the curriculum documents area of the Ontario Ministry of Education Web site at <http://www.edu.gov.on.ca/eng/curriculum/elementary/language.html> and <http://www.edu.gov.on.ca/eng/curriculum/elementary/math.html>.

The sample responses can be used as a starting point for discussions with students about success criteria and the key characteristics of work at each level, with parents before or after EQAO assessments, and with other teachers to highlight the connections between levels and divisions. Examining students' incorrect responses can provide insight into their acquisition and use of reading, writing and mathematics skills and knowledge, their reasoning skills and any gaps or misunderstandings.

The relevant junior reading selections follow the reading section.

# How to Use This Document

## The Support Materials Section at a Glance

The support materials section consists of

- the performance descriptions from the scales
- descriptions of typical areas where growth is required by students at each level
- suggested strategies and resources to support student improvement at each level
- sample annotated responses at each level selected from one student's body of work on an EQAO assessment

**Junior Mathematics**

**LEVEL 1**

When all relevant information is present in the task, uses addition and subtraction to solve familiar problems and to communicate the solutions

**TARGET**  
Support students at Level 1 in comparing mathematical concepts and procedures within and among different contexts.

You may see some or all of these characteristics in a student's performance at this level:

**Computation**

- usually performs addition and subtraction operations successfully
- understands and uses simple patterns
- applies familiar mathematical formulas frequently, sometimes appropriately

**Problem Solving**

- uses the same approach for many problems
- repeats information from the question in an attempt to solve and answer it
- applies simple one-step rules and strategies for most problems
- responds to one part of the problem
- is more likely to attempt to solve problems when all relevant information is present in the problem statement

**Communication**

- attempts to communicate basic information accurately
- uses limited mathematical vocabulary (terminology, symbols, visuals) to explain his or her work

IF STUDENTS NEED HELP WITH...	THEN TRY...	RESOURCE LINKS
understanding problems and what questions are asking	<ul style="list-style-type: none"> <li>• modelling how to identify key words in questions ("construct," "plot," "pattern," "how many," "identify," "explain why") and use them to plan a solution.</li> <li>• having the students ask questions while solving problems as well as before and after.</li> <li>• modelling how to use the information in questions to solve single-step and multi-step problems.</li> </ul>	<p><i>A Guide to Effective Instruction in Mathematics, K-6</i> Volume 1, pp. 24-28, 66-68 [p. 110] Volume 2, pp. 60-62 [p. 110] Volume 5, p. 1-55 [p. 110] <i>Data Management and Probability, Grades 4-6</i>, p. 21 [p. 111] <i>Classroom Visit #2 in Through the Eye of the Learner</i> webcast [p. 113]</p>
understanding mathematical relationships in problems and using familiar operations in unfamiliar contexts	<ul style="list-style-type: none"> <li>• having the students work in mixed-ability groups to hear how others solve problems.</li> <li>• engaging the students in math games and puzzles to help them develop an understanding of mathematical concepts and relationships (e.g., using words and numbers to show fractions, part-whole, relationships between nets and sketches, probability of an answer).</li> <li>• using manipulatives (e.g., mirrors, pattern blocks, tiles) to explore relationships.</li> </ul>	<p><i>A Guide to Effective Instruction in Mathematics, K-6</i> Volume 1, pp. 66-68 [p. 110] Volume 2, pp. 38-45 [p. 110] Volume 5, pp. 46-52 [p. 110] <i>Understanding of Geometric Figures Through Drawing and Paper Folding</i> webcast [p. 113] <i>Measurement, Grades 4-6</i>, pp. 31-39 [p. 111] <i>Number Sense and Numeration, Grades 4-6</i> Volume 1, pp. 30-35 [p. 110] Volume 5, pp. 11-20 [p. 110]</p>
using details from their solution to support their thinking	<ul style="list-style-type: none"> <li>• modelling mathematical language used in different contexts.</li> <li>• demonstrating a variety of ways to justify thinking (e.g., words, diagrams, manipulatives).</li> <li>• using shared approaches such as thinking windows and group solution writing for students to talk about and compare how they represent their mathematical thinking.</li> </ul>	<p><i>A Guide to Effective Instruction in Mathematics, K-6</i> Volume 2, pp. 75-76 [p. 110] <i>Data Management, Grades 4-6</i>, p. 30 [p. 111] <i>Measurement, Grades 4-6</i>, pp. 89-95 [p. 111] <i>Geometry and Spatial Sense, Grades 4-6</i>, pp. 223-237 [p. 111] <i>Number Sense and Numeration, Grades 4-6</i> Volume 1, pp. 36-40 [p. 110] Volume 2, pp. 15-38 [p. 110] Volume 3, pp. 11-23 [p. 110]</p>

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The annotations will identify some of the characteristics of the EQAO level found in the sample responses.

The characteristics will be evident in more than one response. They help link the level descriptions and the typical areas of growth.

The sample responses on the following pages are selected from one student's body of work to illustrate some common characteristics of work at Level 1 and possible areas for growth that can be observed among several responses. Although EQAO does not score the written evidence of the student's thinking about multiple-choice questions, it can provide insights into his or her mathematical thinking and problem-solving processes.

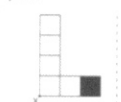
#### OBSERVATIONS

The student's understanding of familiar geometric relationships (e.g., rotation, reflection) when all of the information is presented is inconsistent. In one question, the student has identified the appropriate image using the reflection and rotation described. In the other question, the student has selected the image that represents one 90° rotation counter-clockwise rather than the three rotations required.

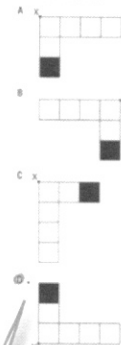
## Junior Mathematics | Level 1

### SAMPLE ANSWER

The shape below is reflected across the dotted line and then rotated 90° clockwise about point X.



Which of the following shows the shape after the two transformations?



### SAMPLE ANSWER

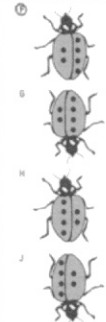
Look at the ladybug below.



The ladybug is rotated three times in the following order:

- 90° counter-clockwise
- 180° clockwise
- 180° clockwise

Which of the following best illustrates the ladybug's position after the three rotations?



The sample responses are from one student's body of work in reading, writing or mathematics at the appropriate EQAO level of performance.

One student's work is used in order to provide a more comprehensive view of the characteristics of a student's overall performance on an EQAO assessment.

For each multiple-choice question, the correct answer will be indicated by an asterisk.

# Junior Reading Scale

You may see some or all of these characteristics in a student's performance at this level:

- Attempts to answer the question, sometimes with unrelated information and ideas
- Demonstrates an inconsistent grasp of the question
- Gives answers that are single words or based on a misunderstanding of the question
- Sometimes repeats or repeats the question rather than answering it

## Understanding of Text

- Demonstrates a very basic, word-level understanding of the text
- Demonstrates an inconsistent grasp of the text and focus on details
- Understands some important ideas from the text, but gives an answer in his or her own words
- Sometimes makes or recalls ideas and events from the text without a clear connection to the question
- Expresses simple thoughts and ideas that may or may not be related to the text

## Support for Answers

- Attempts to use an example or word from the text to answer the question
- Attempts to recall phrases and sentences, with few or no relevant details from the text
- Sometimes provides unrelated or irrelevant information and ideas to his or her answer
- Includes few details from the text or his or her own personal experiences

You may see some or all of these characteristics in a student's performance at this level:

- Understands questions but may answer with facts or ideas from the text
- Gives more relevant information to answer the question

## Understanding of Text

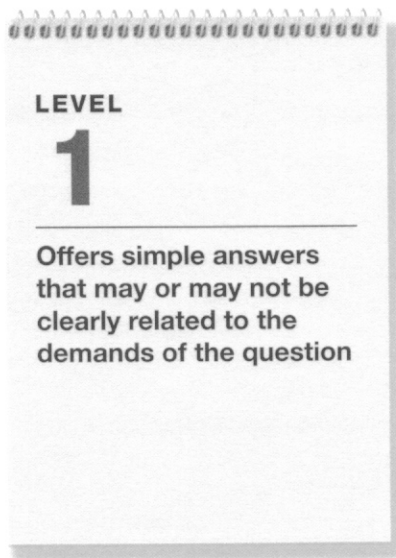
- Gives a straightforward, word-level understanding of the text
- Understands some important ideas from the text, but may not be able to explain them
- Makes word predictions and sometimes a guess about the meaning of the text
- Provides a few phrases and sentences from the text to support his or her answer
- Makes a few inferences but sometimes gives an answer that is not directly stated in the text

## Junior Scales

Reading, Writing and Mathematics



# Junior Reading Scale



You may see *some or all* of these characteristics in a student's performance at this level

## Answers to Questions

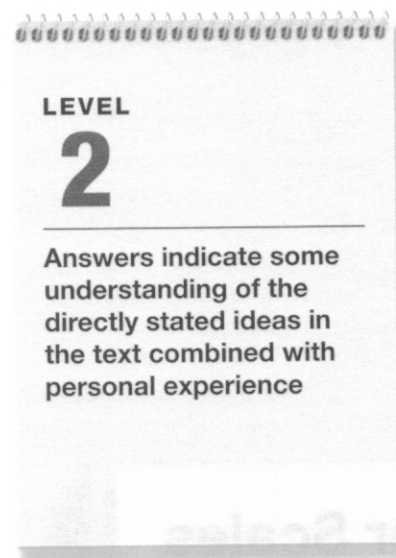
- attempts to answer the question, sometimes with unrelated information and ideas
- demonstrates an inconsistent grasp of the whole question
- gives answers that are simple, partial or based on a misunderstanding of the question
- sometimes repeats or rewords the question rather than answering it

## Understanding of Text

- demonstrates a very basic, literal understanding of the text
- demonstrates an inconsistent grasp of the whole text; focuses on details
- understands some important ideas from the text but gaps are evident in his or her understanding
- sometimes retells or restates ideas and events from the text without a clear connection to the question
- expresses simple thoughts and ideas that may or may not be related to the text

## Support for Answers

- attempts to use an example or words from the text to answer questions
- attempts to make predictions and inferences, with few or irrelevant details from the text
- sometimes provides unrelated or irrelevant information and ideas in his or her answers
- includes few details from the text or little relevant personal experience



You may see *some or all* of these characteristics in a student's performance at this level

## Answers to Questions

- understands questions but may answer only part of some questions
- uses words from the question to answer, often inappropriately

## Understanding of Text

- shows a straightforward, literal understanding of the text
- identifies some important ideas but may miss or confuse details
- makes weak predictions and connections based on an understanding of the text
- bases his or her understanding on personal experiences
- makes simple inferences but sometimes based on specific details rather than whole text
- makes few connections between the text and the inferences
- retells when asked to interpret the text

## Support for Answers

- supports his or her answers by referring directly to the text, but may simply copy words from the text without an explanation of how they provide support for the answer
- offers one piece of information, detail or idea to answer the question when several are possible
- may choose less important or less significant details to support his or her answer
- makes simple inferences about characters or events with little or no supporting evidence from the text
- uses background knowledge and personal ideas that are somewhat relevant to the text to support answers

## LEVEL

# 3

Answers demonstrate an understanding of the ideas directly stated and implied by the text and include relevant support from both the text and prior knowledge and personal experience

You may see *some or all* of these characteristics in a student's performance at this level

### Answers to Questions

- understands questions and generally responds correctly to them
- answers questions using relevant ideas and information directly stated and implied by the text

### Understanding of Text

- makes straightforward inferences and conclusions based on the text
- combines information in the text to make reasonable inferences and reach conclusions
- makes reasonable predictions and connections that relate to the text
- uses background knowledge to identify and explain ideas not directly stated in the text
- misses some context clues in more challenging texts

### Support for Answers

- supports his or her answers with relevant information from the text by paraphrasing or using the author's own words
- clearly explains his or her interpretations using relevant evidence from the text as well as personal knowledge and ideas
- elaborates on some ideas and provides reasons and supporting details
- links ideas in the answer

## LEVEL

# 4

Demonstrates a deep understanding of texts by providing clear, complex answers that include thoughtful, detailed support

You may see *some or all* of these characteristics in a student's performance at this level

### Answers to Questions

- understands and answers all aspects of the questions
- responds thoroughly to question demands
- provides detailed, articulate answers related to the question

### Understanding of Text

- makes interpretations and generalizations based on the whole text and demonstrates understanding
- makes predictions, inferences and connections based on ideas, characters and events in the text
- offers reasonable and creative solutions and responses to problems and situations in the text

### Support for Answers

- supports his or her answers with specific, relevant ideas and information found in the text
- provides explanations of ideas that are clear, well-developed and sophisticated
- elaborates on his or her answers by adding relevant personal ideas and connections
- links ideas to form a cohesive, well-developed answer

# Junior Writing Scale

## LEVEL

# 1

**Briefly responds to the task with a few ideas that may or may not be on topic or connected to the other aspects of the assigned task**

You may see *some or all* of these characteristics in a student's performance at this level

### Responses to Tasks

- relates the response to the topic, but not necessarily to all parts of the task
- often starts to respond without understanding the assigned task

### Ideas/Organization

- includes a few simple ideas with minimal development
- attempts to stay on topic but includes unrelated or irrelevant ideas and information
- uses basic organization, such as simple sequencing or listing, to structure the writing
- uses few transition words
- uses pictures or a few words to brainstorm prior to writing

### Conventions (spelling, punctuation, grammar, usage)

- writes with inconsistent grammar, punctuation and usage, which often make the response difficult to read or understand
- uses some simple sentences that may include basic punctuation
- often spells familiar words phonetically

## LEVEL

# 2

**Responds to the task with a few ideas on the topic and some organization of the response**

You may see *some or all* of these characteristics in a student's performance at this level

### Responses to Tasks

- relates the response to most, but not necessarily all, parts of the task

### Ideas/Organization

- stays on topic and includes relevant ideas; some ideas may be irrelevant
- provides few details to develop and support ideas
- provides simple explanations or justifications for reasoning
- leaves gaps that require the reader to connect ideas to understand the message fully
- uses simple logical structures for writing (e.g., simple sequence, introduction/conclusion) but may include details that are confusing or sound like a simple list
- repeats some common transition words (e.g., first, next, secondly)
- begins to use the features of different written text forms

### Conventions (spelling, punctuation, grammar, usage)

- writes with inconsistent grammar and punctuation, which makes parts of the text difficult to read or understand
- uses simple sentences with some variation of type
- spells familiar words correctly or phonetically

## LEVEL

# 3

**Responds to the task with clear and focused ideas stated in a manner that is easy to read and understand**

**You may see *some or all* of these characteristics in a student's performance at this level**

### Responses to Tasks

- stays on topic
- clearly responds to all parts of the task with an understanding and awareness of audience, purpose and form
- shows an understanding of different forms of writing

### Ideas/Organization

- provides ideas that are appropriate to the task, developed and clearly expressed, but some support may be vague or limited
- includes relevant details from his or her background knowledge and personal experiences to help the reader understand the message
- provides justification for reasoning
- provides an introduction that sets the stage for the reader and draws the reader in
- uses dialogue, quotations and his or her own viewpoint, as appropriate, to advance the writing
- uses connecting and transition words (e.g., however, but) to help the flow of ideas
- shows evidence of having planned and organized ideas to fulfill a clear purpose
- organizes writing into paragraphs and uses a logical but conventional structure

### Conventions (spelling, punctuation, grammar, usage)

- makes few errors in spelling, grammar and punctuation
- varies sentence structure
- includes adjectives, adverbs and descriptive language

## LEVEL

# 4

**Thoughtfully responds to the task with a personalized, unique and well-organized writing style that captures the reader's interest**

**You may see *some or all* of these characteristics in a student's performance at this level**

### Responses to Tasks

- understands the tasks clearly
- demonstrates a clear understanding that writers communicate to a particular audience for a particular purpose in a particular form
- provides well-developed ideas connected to the assigned task in a recognizable written form (e.g., letter, instructions)

### Ideas/Organization

- sets the stage for the reader and holds the reader's attention through to the conclusion
- includes relevant details and personal thoughts to make the text interesting and engaging
- ensures the text flows effectively to communicate a clear message
- uses a varied selection of descriptive words
- engages readers so they can visualize what they read
- makes his or her personal voice evident, consistent and distinct
- organizes his or her writing logically into well-developed paragraphs with effective transition words

### Conventions (spelling, punctuation, grammar, usage)

- uses conventions, spelling and grammar correctly
- combines sentences in different ways using a variety of connecting words
- uses a varied vocabulary and makes effective word choices

# Junior Mathematics Scale

## LEVEL

# 1

When all relevant information is present in the task, uses addition and subtraction to solve familiar problems and to communicate the solutions

You may see *some or all* of these characteristics in a student's performance at this level

### Computation

- usually performs addition and subtraction operations successfully
- understands and uses simple patterns
- applies familiar mathematical formulas frequently, sometimes appropriately

### Problem Solving

- uses the same approach for many problems
- repeats information from the question in an attempt to solve and answer it
- applies simple one-step rules and strategies for most problems
- responds to one part of the problem
- is more likely to attempt to solve problems when all relevant information is present in the problem statement

### Communication

- attempts to communicate basic information accurately
- uses limited mathematical vocabulary (terminology, symbols, visuals) to explain his or her work

## LEVEL

# 2

Uses basic operations (addition, subtraction, multiplication, division) and memorized formulas to solve familiar problems and to communicate the solutions

You may see *some or all* of these characteristics in a student's performance at this level

### Computation

- computes using all four basic operations (addition, subtraction, multiplication, division) with some degree of accuracy
- distinguishes how numbers are used in different ways and what they represent (e.g., quantity, measure, fractions)

### Problem Solving

- applies simple, familiar formulas mechanically to most problems whether appropriate or not
- may miss or misunderstand key information in the question
- applies the same solutions to problems that look like ones solved before
- focuses on getting the answer even if it is unreasonable rather than analyzing the problem
- uses strategies and procedures that are only partially correct
- recognizes different sources of mathematical information (e.g., graphs, tables, charts)
- checks infrequently for the reasonableness of his or her answers

### Communication

- communicates his or her thinking concretely with a few words and representations

## LEVEL

# 3

**Approaches problems logically, accurately performs computations using mathematical language and techniques and communicates results appropriately**

**You may see *some or all* of these characteristics in a student's performance at this level**

### Computation

- performs calculations and operations accurately, with occasional errors
- understands and uses mathematical language, rules and procedures correctly when solving familiar problems

### Problem Solving

- understands what the questions are asking and selects and applies appropriate operations
- approaches problems logically, with mathematical reasoning
- selects appropriate procedures, formulas and strategies to solve multi-step problems, with occasional miscues, especially when solving unfamiliar or more complex problems
- recognizes when problems require more information than provided and fills in gaps where needed to arrive at solutions
- may not check the plausibility of his or her responses

### Communication

- uses mathematical terminology and appropriate representations to explain solutions

## LEVEL

# 4

**Uses sophisticated approaches to problems, generating comprehensive solutions, which are then communicated in a precise, technical manner**

**You may see *some or all* of these characteristics in a student's performance at this level**

### Computation

- makes very few computational errors
- selects and applies operations, vocabulary and units correctly
- generates comprehensive, accurate solutions

### Problem Solving

- creates well-designed solutions to problems, showing a high level of mathematical reasoning and expression in a variety of ways
- evaluates his or her answers for reasonableness
- demonstrates an integrated and flexible understanding of mathematics within and across strands

### Communication

- communicates mathematical thinking and processes clearly
- uses precise mathematical vocabulary and formats to explain his or her solutions and thinking
- sometimes presents alternative strategies and explanations using words or visual representations
- understands the purpose and audience for his or her explanations



# Junior Support Materials

Using EQAO Information to Improve Student Learning

# Junior Reading

## LEVEL

# 1

Offers simple answers that may or may not be clearly related to the demands of the question

## TARGET

Support students at Level 1 with open-ended questions that draw on their prior knowledge and help them make direct connections to the text.

You may see *some or all* of these characteristics in a student's performance at this level:

### Answers to Questions

- attempts to answer the question, sometimes with unrelated information and ideas
- demonstrates an inconsistent grasp of the whole question
- gives answers that are simple, partial or based on a misunderstanding of the question
- sometimes repeats or rewords the question rather than answering it

### Understanding of Text

- demonstrates a very basic, literal understanding of the text
- demonstrates an inconsistent grasp of the whole text; focuses on details
- understands some important ideas from the text but gaps are evident in his or her understanding
- sometimes retells or restates ideas and events from the text without a clear connection to the question
- expresses simple thoughts and ideas that may or may not be related to the text

### Support for Answers

- attempts to use an example or words from the text to answer questions
- attempts to make predictions and inferences, with few or irrelevant details from the text
- sometimes provides unrelated or irrelevant information and ideas in his or her answers
- includes few details from the text or little relevant personal experience

## IF STUDENTS NEED HELP WITH...

## THEN TRY...

## RESOURCE LINKS

having a clear understanding of what is required by questions

- teaching the students how to identify key words in the question (identify, explain why, support, how).
- co-creating a class chart of key-word definitions.
- using a think-aloud to show how a key word suggests the thinking, ideas and information required to answer a question.
- having students ask questions before, during and after reading.
- modelling how to use the text to answer student- and teacher-generated questions.

*A Guide to Effective Literacy Instruction, Grades 4 to 6*  
Volume 1. Part 1, pp. 49–51 [p. 109]  
Part 2, pp. 143–145 [p. 109]  
Volume 5. pp. 27–28, 92 [p. 109]

understanding the overall meaning of a text

- teaching strategies to make and confirm predictions about texts (e.g., talk about the questions before reading, use the title and graphics to make predictions, think about prior knowledge, pausing and checking predictions during reading).
- having the students scan the text for key words and phrases before reading.
- teaching unfamiliar and subject-specific vocabulary.
- having partners summarize important ideas orally after each paragraph or section.

*A Guide to Effective Literacy Instruction, Grades 4 to 6*  
Volume 1. Part 1, pp. 51–52, 53 [p. 109]  
Part 2, pp. 131–132 [p. 109]  
Volume 5. pp. 25–27, 28–39, 88, 90, 95, 97 [p. 109]  
Shared Reading: Signal Words in the *High-Yield Strategies to Improve Student Learning* webcast [p. 113]

using ideas and information from a text to support their thinking

- providing the students with graphic organizers to record and discuss important information as they read.
- modelling how to identify relevant information and details in a text to support an answer.
- having the students use a strategy such as “Text says, I think” to link their thinking to specific text references.

*A Guide to Effective Literacy Instruction, Grades 4 to 6*  
Volume 1. pp. 130, 143 [p. 109]  
Volume 5. p. 94 [p. 109]



The sample responses on the following pages are selected from one student's body of work to illustrate some common characteristics of work at Level 1 and possible areas for growth that can be observed among several responses.

## OBSERVATION

The responses are based on prior knowledge, but indicate basic, literal comprehension only and an inconsistent grasp of the whole text and the questions. Connections to specific, appropriate text details would ensure more accurate answers.

## SAMPLE ANSWER

How is Jessica influenced by the work Brandon does? Use specific details from the text and your own ideas to support your answer.

jessica was having fun watching her brother take out the weeds. She was asking why he was doing it and he told her.

## SAMPLE ANSWER

Is the title "Digging for Gold" an appropriate choice for this text? Use specific details from the text to support your answer.

yes i think so and i dont bc it is a good book but digging for gold sands like a treser Hunt.

# Junior Reading | Level 1

## OBSERVATION

The responses indicate basic, literal comprehension based in part on prior knowledge, but an inability to draw inferences from specific text details. In the second question, the inference may be accurate based on the student's prior knowledge, but it doesn't take into consideration the whole text or Jessica's reply that she wants to buy something.

## SAMPLE ANSWER

Paragraph 6 states that the dandelions' yellow flowers

- A look very nice.
- ☒ B turn into seeds. \*
- C are difficult to dig.
- D are worth one dollar.

## SAMPLE ANSWER

In paragraph 9, Jessica is "blowing and shaking" dandelions because

- F she wants them to grow back. \*
- G they look like white pompoms.
- H her grandfather asks her to pick them.
- ☒ J she likes the way the yellow flowers look.

"Digging for Gold"

## OBSERVATION

The responses demonstrate a literal understanding of specific details of the text rather than the whole. The responses suggest that the student doesn't read for a main idea or understand the purposes of texts.

## SAMPLE ANSWER

The main idea of this text is that two Canadians developed a pump that

- A is easy to use and fix. \*
- B is made of heavy steel.
- C holds up in wet weather.
- ☒ D uses a coloured plastic tube.

## SAMPLE ANSWER

The purpose of this text is to

- ☒ F tell a story about an inventor.
- G celebrate a Canadian invention. \*
- H create interest in the country of Malawi.
- J persuade people to use the Unimade pump.

"Canadian Pump  
Brings Water to the World"

## OBSERVATION

The response shows that the student has attempted to answer the question and has made a tenuous link to the text (sending water to dry countries) but has not identified the characteristics of the pump or how these characteristics are important in the effort to meet the needs of dry countries.

## SAMPLE ANSWER

Explain how the characteristics of the Unimade pump make it an important invention. Use specific details from the text and your own ideas to support your answer.

The pump was made to send water to countries that needed it. Like the dry countries, like Mexico.

"Canadian Pump  
Brings Water to the World"

## OBSERVATION

The response suggests the student is able to respond to a specific prompt and locate information.

## SAMPLE ANSWER

Which paragraph in this text describes the challenge facing Professors Plumtree and Rudin?

- F Paragraph 1
- G Paragraph 3
- ☒ H Paragraph 5 \*
- J Paragraph 7

"Canadian Pump  
Brings Water to the World"

# Junior Reading | Level 1

## OBSERVATION

The responses repeat some information from the questions and attempt an answer but do not respond effectively to what the questions are asking.

## SAMPLE ANSWER

What makes the security features easy to use? Use two examples from the text to support your answer.

I think that the security thing is helping with the banks.

## SAMPLE ANSWER

In the sentence "Knowing how to recognize counterfeit money just makes cents!" what is the significance of the word "cents"? Use information from the text and your own ideas to support your answer.

Recognizing counter-feit money is really hard to do.

## OBSERVATION

The responses suggest a reliance on prior knowledge or reference to text details that are irrelevant to the context of the questions, or indicate an inconsistent grasp of the text details.

## SAMPLE ANSWER

A “watermark” is most like a

- ☒ F dark stain.
- G faint design. \*
- H metallic image.
- J colourful thread.

## SAMPLE ANSWER

The images of the individual security features accompany the text boxes to

- F provide a closer view. \*
- G contrast with older bills.
- H repeat information in the text boxes.
- ☒ J demonstrate the queen’s appearance.

“Funny Money”

# Junior Reading

## LEVEL

# 2

Answers indicate some understanding of the directly stated ideas in the text combined with personal experience

### TARGET

Support students at Level 2 in identifying and meeting the challenges of a text so that they can find important details and make inferences to engage with its meaning.

You may see *some or all* of these characteristics in a student's performance at this level:

#### Answers to Questions

- understands questions but may answer only part of some questions
- uses words from the question to answer, often inappropriately

#### Understanding of Text

- shows a straightforward, literal understanding of the text
- identifies some important ideas but may miss or confuse details
- makes weak predictions and connections based on an understanding of the text
- bases his or her understanding on personal experiences
- makes simple inferences but sometimes based on specific details rather than whole text
- makes few connections between the text and the inferences
- retells when asked to interpret the text

#### Support for Answers

- supports his or her answers by referring directly to the text, but may simply copy words from the text without an explanation of how they provide support for the answer
- offers one piece of information, detail or idea to answer the question when several are possible
- may choose less important or less significant details to support his or her answer
- makes simple inferences about characters or events, with little or no supporting evidence from the text
- uses background knowledge and personal ideas that are somewhat relevant to the text to support answers

IF STUDENTS NEED HELP WITH...	THEN TRY...	RESOURCE LINKS
monitoring comprehension as they read	<ul style="list-style-type: none"> <li>▪ modelling for students how to listen to their "inner voice" as they make connections, ask questions, access prior knowledge or encounter challenges.</li> <li>▪ demonstrating the use of sticky notes to indicate places where meaning breaks down.</li> <li>▪ having students use a monitoring strategy such as "Does this part look right, sound right, make sense?"</li> <li>▪ co-creating an anchor chart of "fix-up" strategies for monitoring and repairing understanding.</li> </ul>	<p><i>A Guide to Effective Literacy Instruction, Grades 4 to 6</i> Volume 1. pp. 41, 47, 54–55 [p. 109] Volume 4. pp. 57, 59 [p. 109] Volume 5. pp. 26–27 [p. 109] <i>Effective Instruction in Reading Comprehension</i> webcast [p. 112]</p>
identifying important and significant details related to the main ideas in texts	<ul style="list-style-type: none"> <li>▪ modelling the use of jot notes to record main ideas and supporting details.</li> <li>▪ using think, pair, share to help the students summarize main points after reading a small section of a text.</li> <li>▪ having the students use concept-mapping strategies to link main ideas and important details in the text.</li> </ul>	<p><i>A Guide to Effective Literacy Instruction, Grades 4 to 6</i> Volume 1. pp. 47–48 [p. 109] Volume 5. pp. 35, 95 [p. 109] <i>Education for All, Kindergarten to Grade 6</i>, pp. 98–100 [p.109]</p>
making inferences and drawing conclusions from the text	<ul style="list-style-type: none"> <li>▪ asking students to make predictions and then confirm or reject them during or after reading.</li> <li>▪ using a think-aloud to show how to combine what they know with details in the text to make an informed guess, using "I think" or "I wonder how" prompts.</li> </ul>	<p><i>A Guide to Effective Literacy Instruction, Grades 4 to 6</i> Volume 5. pp. 26, 28, 93, 99–105 [p. 109]</p>
explaining answers as fully and clearly as possible	<ul style="list-style-type: none"> <li>▪ using paired oral rehearsal of answers with partners using the prompt "tell me more."</li> <li>▪ modelling how to revisit the text to find additional details that support and clarify thinking.</li> <li>▪ co-creating anchor charts of exemplary responses.</li> </ul>	<p><i>A Guide to Effective Literacy Instruction, Grades 4 to 6</i> Volume 5. p. 49 [p. 109]</p>



The sample responses on the following pages are selected from one student's body of work to illustrate some common characteristics of work at Level 2 and possible areas for growth that can be observed among several responses.

## OBSERVATION

The responses demonstrate a literal understanding that draws on some prior knowledge and some simple inferences from unrelated details of the text, but they suggest a lack of understanding of the main ideas.

## SAMPLE ANSWER

How is Jessica influenced by the work Brandon does? Use specific details from the text and your own ideas to support your answer.

Jessica is influenced by the work Brandon does because when Brandon was pulling the weeds out from the ground, Jessica looked very interested. She also showed him how to pull them out the right way.

## SAMPLE ANSWER

Is the title "Digging for Gold" an appropriate choice for this text? Use specific details from the text to support your answer.

No, the title "Digging for Gold" is not an appropriate choice for this text because Digging for Gold sounds like your looking for something under the ground.

# Junior Reading | Level 2

## OBSERVATION

The responses are partially accurate based on prior knowledge and details of the text but suggest only a straightforward, literal understanding of the text. Although the flowers do look like white pompoms, the student has missed the context of Jessica's actions.

## SAMPLE ANSWER

Paragraph 6 states that the dandelions' yellow flowers

- A look very nice.
- ☒ B turn into seeds. \*
- C are difficult to dig.
- D are worth one dollar.

## SAMPLE ANSWER

In paragraph 9, Jessica is "blowing and shaking" dandelions because

- F she wants them to grow back. \*
- ☒ G they look like white pompoms.
- H her grandfather asks her to pick them.
- J she likes the way the yellow flowers look.

"Digging for Gold"

## OBSERVATION

The responses are accurate and based on explicit details of the text. The selected answers suggest an understanding of the important ideas in the text.

## SAMPLE ANSWER

The main idea of this text is that two Canadians developed a pump that

- ☒ A is easy to use and fix. \*
- B is made of heavy steel.
- C holds up in wet weather.
- D uses a coloured plastic tube.

## SAMPLE ANSWER

Which paragraph in this text describes the challenge facing Professors Plumtree and Rudin?

- F Paragraph 1
- G Paragraph 3
- ☒ H Paragraph 5 \*
- J Paragraph 7

"Canadian Pump  
Brings Water to the World"



## OBSERVATION

The responses are accurate and based on explicit details from the text but miss key words in the question. The first response doesn't identify characteristics of the pump or how these characteristics link to the pump's importance. The second response describes what Canada does but not the implied benefit of the project to Canada.

## SAMPLE ANSWER

Explain how the characteristics of the Unimade pump make it an important invention. Use specific details from the text and your own ideas to support your answer.

The Characteristics of the Unimade pump make it an important invention because other countries like Africa, India etc get a chance to really drink clean water.

## SAMPLE ANSWER

Explain whether this project is a good one for Canada to support. Use specific details from the text and your own ideas to support your answer.

This project is a good one for Canada to support because <sup>Canada</sup> is giving the less fortunet countries like Africa, India, Malawi etc clean pure water to drink for a charge.

# Junior Reading | Level 2

## OBSERVATION

The response indicates a simple inference, because the reader seems to be aware of the play on words, but it doesn't link back to the text.

## SAMPLE ANSWER

In the sentence "Knowing how to recognize counterfeit money just makes cents!" what is the significance of the word "cents"? Use information from the text and your own ideas to support your answer.

The significance of the word "cents" was to tricks you because their talking about money.

"Funny Money"

## OBSERVATION

The responses are accurate based on explicit details of the text and the visuals.

## SAMPLE ANSWER

A "watermark" is most like a

- F dark stain.
- ☒ G faint design. \*
- H metallic image.
- J colourful thread.

## SAMPLE ANSWER

Which feature can you see only if you hold the bill up to the light?

- A the hologram
- ☒ B the perfect 20 \*
- C the raised printing
- D the changes in the security thread

"Funny Money"

# Junior Reading

## LEVEL

# 3

Answers demonstrate an understanding of the ideas directly stated and implied by the text and include relevant support from both the text and prior knowledge and personal experience

## TARGET

Support students at Level 3 with many opportunities for conversations about text to help them combine their prior knowledge with textual details to reach interpretations of what they read.

You may see *some or all* of these characteristics in a student's performance at this level:

### Answers to Questions

- understands questions and generally responds correctly to them
- answers questions using relevant ideas and information directly stated and implied by the text

### Understanding of Text

- makes straightforward inferences and conclusions based on the text
- combines information in the text to make reasonable inferences and reach conclusions
- makes reasonable predictions and connections that relate to the text
- uses background knowledge to identify and explain ideas not directly stated in the text
- misses some context clues in more challenging texts

### Support for Answers

- supports his or her answers with relevant information from the text by paraphrasing or using the author's own words
- clearly explains his or her interpretations using relevant evidence from the text as well as personal knowledge and ideas
- elaborates on some ideas and provides reasons and supporting details
- links ideas in the answer

## IF STUDENTS NEED HELP WITH...

## THEN TRY...

## RESOURCE LINKS

noticing important details and clarifications in texts that affect meaning

- modelling how to revisit and reread texts, using skimming and scanning to find important details.
- co-creating an anchor chart of words or phrases that indicate elaboration or clarification (e.g., for example, in addition, and also).
- having small groups examine visual texts (e.g., photographs, posters, magazine ads) and identify the details that help communicate different messages.

*A Guide to Effective Literacy Instruction, Grades 4 to 6*  
Volume 5. p. 94 [p. 109]  
Volume 1. pp. 47–48 [p. 109]

using implicit information in the text to interpret the overall meanings of the text

- using reader's theatre or hot-seating to have students make inferences about characters and events based on information and details in the text.
- using response journals to help students track how their prior knowledge influences their inferences and interpretations of texts.
- using visual texts such as wordless picture books, or comics and cartoons without speech bubbles for students to infer what is happening and what people are saying.

*A Guide to Effective Literacy Instruction, Grades 4 to 6*  
Volume 1. Part 1, pp. 52–54 [p. 109]  
Part 2, p. 93 [p. 109]  
Volume 5. pp. 54–55 [p. 109]  
*Effective Instruction in Reading Comprehension* webcast [p. 112]

using prior knowledge and experience to check the validity of interpretations of texts

- using “quick write” or “place mat” strategies for students to record and share prior knowledge.
- modelling the use of a “text says, I say, and so” response chart.
- using literature circle discussions during which the students can share and compare interpretations.

*A Guide to Effective Literacy Instruction, Grades 4 to 6*  
Volume 1. pp. 143–145 [p. 109]  
Volume 5. pp. 52, 88, 94, 98 [p. 109]  
*Literature Circles* webcast [p. 112]

fully explaining and justifying interpretations

- asking groups to rank effective and less effective exemplar responses to text and explain their reasoning to other groups.
- using literature circle discussions to have all students share, compare and justify their interpretations.

*A Guide to Effective Literacy Instruction, Grades 4 to 6, Volume 5.* pp. 52, 54–55, 98 [p. 109]

The sample responses on the following pages are selected from one student's body of work to illustrate some common characteristics of work at Level 3 and possible areas for growth that can be observed among several responses.

## OBSERVATION

The responses indicate accurate inferences and conclusions based on an understanding of both explicit details and implicit ideas in the text. The support the student has offered doesn't elaborate on connections between the inferences and the text.

## SAMPLE ANSWER

How is Jessica influenced by the work Brandon does? Use specific details from the text and your own ideas to support your answer.

Jessica is influenced by the work Brandon does in a way in which Jessica notices that you can make money from doing simple jobs like picking dandelions or other weeds for money.

## SAMPLE ANSWER

Is the title "Digging for Gold" an appropriate choice for this text? Use specific details from the text to support your answer.

I think this title is a very appropriate use of text for this article. I think this because it relates back to how picking (digging) dandelions for money (gold) is just like digging for gold.

# Junior Reading | Level 3

## OBSERVATION

The responses are accurate and based on prior knowledge and a close reading of details in the text, suggesting an understanding of the important ideas implied by it.

## SAMPLE ANSWER

Paragraph 6 states that the dandelions' yellow flowers

- A look very nice.
- ☒ B turn into seeds. \*
- C are difficult to dig.
- D are worth one dollar.

## SAMPLE ANSWER

In paragraph 9, Jessica is "blowing and shaking" dandelions because

- ☒ F she wants them to grow back. \*
- G they look like white pompoms.
- H her grandfather asks her to pick them.
- J she likes the way the yellow flowers look.

"Digging for Gold"

## OBSERVATION

The responses demonstrate an understanding of the whole text but miss some specific details. The student may not have revisited or reread the text when choosing an answer to the first question. Paragraph 7 describes a solution to the challenges rather than the challenges themselves.

## SAMPLE ANSWER

Which paragraph in this text describes the challenge facing Professors Plumtree and Rudin?

- F Paragraph 1
- G Paragraph 3
- H Paragraph 5 \*
- ☒ I Paragraph 7

## SAMPLE ANSWER

The purpose of this text is to

- F tell a story about an inventor.
- ☒ G celebrate a Canadian invention. \*
- H create interest in the country of Malawi.
- J persuade people to use the Unimade pump.

"Canadian Pump  
Brings Water to the World"

## OBSERVATION

The responses are accurate and supported but are based on limited references to text details. The student has expressed a personal opinion, but the selected details are repetitive or are not elaborated on. Although the first response states that the pump is useful and well used (implying importance), it doesn't mention the characteristics that make it useful. The second response doesn't elaborate on how a better social name is good for Canada and is not supported with relevant details.

## SAMPLE ANSWER

Explain how the characteristics of the Unimade pump make it an important invention. Use specific details from the text and your own ideas to support your answer.

The characteristics make the pump a very important invention. The make the pump important and well used. The characteristics show this because it is a good pump it helps people and it is usefull.

## SAMPLE ANSWER

Explain whether this project is a good one for Canada to support. Use specific details from the text and your own ideas to support your answer.

I think think this project is great because it giving the people of a mahui clean water and gives canada a better social name.



## OBSERVATION

The responses indicate reasonable inferences and conclusions based on details of the text as well as prior knowledge ("sense" and "cents") to explain a link between the features and ease of use or to explain the play on words.

## SAMPLE ANSWER

What makes the security features easy to use? Use two examples from the text to support your answer.

One thing that makes the features easy to use is that if you would try to make a fake bill it won't be the same. Secondly they are simple little things that could change the way you look at money. If you don't see a shadow you know it is fake.

## SAMPLE ANSWER

In the sentence "Knowing how to recognize counterfeit money just makes cents!" what is the significance of the word "cents"? Use information from the text and your own ideas to support your answer.

I think the significance is that it makes sense to recognize money that is real or fake. And money is like cents/change. Cents as in a penny.

## OBSERVATION

The responses suggest an understanding of the whole text. The student has used prior knowledge and text details and visuals to make appropriate inferences and draw conclusions.

## SAMPLE ANSWER

A “watermark” is most like a

- F dark stain.
- ☒ G faint design. \*
- H metallic image.
- J colourful thread.

## SAMPLE ANSWER

The word “specimen” appears on the image of the 20-dollar bill to indicate that the bill is

- A a fake.
- B illegal.
- ☒ C a sample. \*
- D protected.

“Funny Money”



# Junior Reading

## LEVEL

# 4

Demonstrates a deep understanding of texts by providing clear, complex answers that include thoughtful, detailed support

## TARGET

Support students at Level 4 with technical vocabulary to enable them to have deep conversations about their interpretations of text.

You may see *some or all* of these characteristics in a student's performance at this level:

### Answers to Questions

- understands and answers all aspects of the questions
- responds thoroughly to question demands
- provides detailed, articulate answers related to the question

### Understanding of Text

- makes accurate interpretations and generalizations based on the whole text and demonstrates understanding
- makes predictions, inferences and connections based on ideas, characters and events in the text
- offers reasonable and creative solutions and responses to problems and situations in the text

### Support for Answers

- supports his or her answers with specific, relevant ideas and information found in the text
- provides explanations of ideas that are clear, well-developed and sophisticated
- elaborates on his or her answers by adding relevant personal ideas and connections
- links ideas to form a cohesive, well-developed answer

## IF STUDENTS NEED HELP WITH...

## THEN TRY...

## RESOURCE LINKS

### evaluating the ideas in texts

- using a two-column "important/interesting chart" to separate big ideas from smaller ones.
- using a "ranking ladder" for themes or ideas in the text to encourage the student to make judgments about the ideas presented.
- modelling how to read and draw conclusions about the ideas and messages presented in different print advertisements.
- using a three-column chart with the headings "I noticed," "This means" and "So what" for students to examine and challenge the ideas and information in texts.

*A Guide to Effective Literacy Instruction, Grades 4 to 6*  
Volume 1. Part 1, pp. 63–64 [p. 109]  
Part 2, p. 145 [p. 109]  
Volume 5. pp. 28–30, 98 [p. 109]  
*Critical Literacy* webcast [p. 112]

### using textual elements (e.g., point of view, figurative language) to support interpretations

- using role play strategies such as "character conversations," in which students assume the roles of different characters in real or imagined situations to examine topics through different points of view, motivations and uses of language.
- having students use reader's theatre to make interpretations based on the characters, events and language in fictional and informational texts.
- using modelled and guided writing to structure and discuss effective written interpretations of texts.

*A Guide to Effective Literacy Instruction, Grades 4 to 6*  
Volume 5. pp. 52–54 [p. 109]  
*Effective Instruction in Reading Comprehension* webcast [p. 112]

### using technical terminology related to the features and form of texts

- modelling the use of technical terminology to describe the features and form of texts.
- using guided reading to deconstruct text forms, and co-creating anchor charts of key features and elements.
- having small groups create posters defining and illustrating technical terminology with pictures and examples from different texts.

*A Guide to Effective Literacy Instruction, Grades 4 to 6*  
Volume 1. Part 1, pp. 36–39 [p. 109]  
Part 2, p. 117 [p. 109]  
Volume 5. pp. 115–128, 130 [p. 109]

The sample responses on the following pages are selected from one student's body of work to illustrate some common characteristics of work at Level 4 and possible areas for growth that can be observed among several responses.

## OBSERVATION

The responses indicate the student has made accurate inferences and interpretations with multiple references to specific relevant details of the text.

## SAMPLE ANSWER

How is Jessica influenced by the work Brandon does? Use specific details from the text and your own ideas to support your answer.

Jessica is influenced by Brandon's work because her Grandpa is paying her brother 1 dollar for every 25 dandelions and she was influenced to spread more seeds around, so that she would be able to pick them and make a profit.

## SAMPLE ANSWER

Is the title "Digging for Gold" an appropriate choice for this text? Use specific details from the text to support your answer.

I think that "Digging for Gold" is an appropriate title because "Digging" refers to digging up the dandelions and "for gold" refers to making a profit (Money).

# Junior Reading | Level 4

## OBSERVATION

The responses suggest that the student has used prior knowledge and relevant details to make inferences and understand the whole text.

## SAMPLE ANSWER

Which word would best replace the word “method” as used in paragraph 5?

- F root
- G order
- ☒ H procedure \*
- J experiment

## SAMPLE ANSWER

In paragraph 9, Jessica is “blowing and shaking” dandelions because

- ☒ F she wants them to grow back. \*
- G they look like white pompoms.
- H her grandfather asks her to pick them.
- J she likes the way the yellow flowers look.

“Digging for Gold”

## OBSERVATION

The responses indicate the student has made accurate inferences using the whole text. The student has used relevant information from the text to draw conclusions about its main idea and purpose.

## SAMPLE ANSWER

The main idea of this text is that two Canadians developed a pump that

- ☒ A is easy to use and fix. \*
- B is made of heavy steel.
- C holds up in wet weather.
- D uses a coloured plastic tube.

## SAMPLE ANSWER

The purpose of this text is to

- F tell a story about an inventor.
- ☒ G celebrate a Canadian invention. \*
- H create interest in the country of Malawi.
- J persuade people to use the Unimade pump.

“Canadian Pump  
Brings Water to the World”

## OBSERVATION

The responses indicate the student has made reasonable inferences and conclusions with clear connections to specific and relevant information in the text, and has used multiple details from the text as support.

## SAMPLE ANSWER

Explain how the characteristics of the Unimade pump make it an important invention. Use specific details from the text and your own ideas to support your answer.

The unimade pump is an important invention because it is light, ~~easy to move, easy to install~~ and repair. It isn't expensive, easy to use and really simple. It is used in 15 countries around the world and can draw water from very deep down and most importantly its canadian.

## SAMPLE ANSWER

Explain whether this project is a good one for Canada to support. Use specific details from the text and your own ideas to support your answer.

I think that this would be a good project for canada to support because it would give all the second world countries a chance for clean water. It would give them all the benefits of clean water and plus its a simple pump.

"Canadian Pump  
Brings Water to the World"

## OBSERVATION

The responses take into consideration all aspects of the questions and provide detailed and articulate answers. The logical conclusions and generalizations are well supported and based on the whole text.

## SAMPLE ANSWER

What makes the security features easy to use? Use two examples from the text to support your answer.

The security features are easy to use because they are easy to find on the bill. All you have to do is hold it up to the light or look very closely for the features. So that anybody who knows all the features can easily identify if it is fake or not.

## SAMPLE ANSWER

In the sentence "Knowing how to recognize counterfeit money just makes cents!" what is the significance of the word "cents"? Use information from the text and your own ideas to support your answer.

In that sentence they do a play with words. Instead of actually saying the word "sense" they said "cents" as in money so that they can say two things in one. That it makes sense and saves cents.

## OBSERVATION

The responses are accurate and are based on inferences drawn from text details and prior knowledge.

## SAMPLE ANSWER

A “watermark” is most like a

- F dark stain.
- ☒ G faint design. \*
- H metallic image.
- J colourful thread.

## SAMPLE ANSWER

The images of the individual security features accompany the text boxes to

- ☒ F provide a closer view. \*
- G contrast with older bills.
- H repeat information in the text boxes.
- J demonstrate the queen’s appearance.

“Funny Money”



# Reading Selections

## Assessment of Reading, Writing and Mathematics, Junior Division, 2009

### Digging for Gold



“What are you doing?” Jessica asked her older brother when she saw him kneeling in Grandma and Grandpa’s yard. 1

“I’m digging dandelions out of Grandpa’s lawn, and I’m earning money at the same time,” replied Brandon. 2

When their grandfather had heard that Brandon was saving money to buy an official-type soccer ball to practise with at home, Grandpa had made him an offer. If Brandon helped remove the weeds, Grandpa would pay him a dollar for every 25 dandelions he dug up. But they must have most of the root still attached. 3

“Can you show me how to do that?” asked Jessica. 4

“It’s not too hard, once you know how,” said Brandon. “You shove the weed-digging tool into the grass beside the dandelion, and then bend it so the root snaps off below the ground. Then the whole dandelion can be pulled up, root and all.” He found a big dandelion and demonstrated the weeding method for his sister. 5

“Grandpa says that you have to get the root, or else the dandelion will grow back, maybe double,” Brandon explained. “Grandpa also says that you have to get the dandelions before the yellow flowers turn into those white pompoms or fluff-balls. Each one of those has hundreds of seeds that can blow back into the lawn and start more dandelions.” 6

By the end of the day, Grandpa’s lawn didn’t have a dandelion left in it. Grandpa and Brandon counted out the pulled dandelions with roots, and Grandpa paid him \$8.50. 7

“Cool!” said Brandon. “When I add this to my own money, I can buy a new soccer ball and have some left over.” 8



Two weeks later, Grandma was surprised to see Jessica dancing in the yard with an armful of white dandelion pompoms. She was blowing and shaking them all over the grass. “Where did you get those?” Grandma asked. “And why are you doing that?” 9

“I picked them in the field down the street,” replied Jessica. “And I’ll probably want to buy something next summer!” 10

“Well, Jessica,” said Grandpa, “you’ll have to find another job, because you’ll be picking the dandelions that you’re planting for free.” 11

“Oh!” said Jessica, as she began to race around the yard trying to collect all the seeds. 12

© EQAO, 2006

### Canadian Pump Brings Water to the World



Millions of people in dry countries around the world have fresh water because of two Canadian inventors. 1

The Canadian government wanted someone to invent a hand-operated water pump for use in arid lands. 2

Professor Alan Plumtree and Professor Alfred Rudin of the University of Waterloo began to work on their design in the late 1970s. 3

Their challenge was to make a pump that didn't cost very much. It also had to be light and easy to move, install and repair. 4

The problem: Standard water pumps used in villages in places such as Africa and Malaysia were very heavy. They were made of iron or steel. The pumps were difficult to repair. Spare parts were expensive and hard to find. As a result, many old pumps broke down. Sometimes they were never repaired. 5

The professors designed a simple pump. It was able to draw the water from deep in the ground. It was made out of plastic so it could be glued together and wouldn't rust. 6

"We made the pump as simple as possible, so it would be easily understood and easily repaired by anyone," Professor Plumtree said. 7

Some of the parts that need replacing can be made from plastic pipe, rope or carved from a piece of wood. This has allowed local people to look after their own water supply. 8

It is now called the Unimade pump and is being used around the world. The pump supplies clean water to more than one million people in about 15 countries. 9

In one country, Malawi, part of the pump was made of white coloured plastic instead of the usual blue. It had to be changed because the plastic was being eaten by hyenas who thought it was a large bone. 10

Now, people are saying, "Thank you, Canada!" when they take a drink of pure, cold water. 11

# Reading Selections

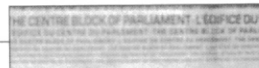
## Assessment of Reading, Writing and Mathematics, Junior Division, 2009

### Funny Money

Knowing how to recognize counterfeit money just makes cents! So in 2004, the Bank of Canada began to print bills with new, easy-to-use security features.

#### The Fine Print

In the tiny microprinting next to the Parliament Building pictures are the words THE CENTRE BLOCK OF PARLIAMENT • L'ÉDIFICE DU CENTRE DU PARLEMENT. With each line, the printing gets smaller and smaller.



#### Now You See It

A watermark showing a ghostly image of the Queen appears when you hold a bill up to the light.



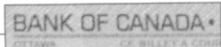
#### Cool Threads

The security thread changes from gold to green when you tilt the bill. On the thread, you can see 20 CAN.



#### Nice Touch

Intaglio or raised printing is featured on the large number in the right-hand corner, on the coat of arms, and on the words BANK OF CANADA • BANQUE DU CANADA.



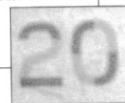
#### On the Move

A hologram in the tiny metallic strip seems to move and change colour. Numerals and maple leaves seem to dance up the side of the bill.



#### See the Light

When you hold the bill up to the light, the lines on the front and back form a perfect 20.



Adapted from Owl magazine, "Funny Money," by Janice Weaver, May 2005 Owl. Used with permission of Bayard Presse Canada Inc. Photos © Bank of Canada

# Junior Writing

## LEVEL

# 1

Briefly responds to the task with a few ideas that may or may not be on topic or connected to the other aspects of the assigned task

### TARGET

Support students at Level 1 with structured brainstorming strategies to develop ideas for writing, and with graphic organizers to group and link ideas.

You may see *some* or *all* of these characteristics in a student's performance at this level:

#### Responses to Tasks

- relates the response to the topic, but not necessarily to all parts of the task
- often starts to respond without understanding the assigned task

#### Ideas/Organization

- includes a few simple ideas with minimal development
- attempts to stay on topic but includes unrelated or irrelevant ideas and information
- uses basic organization, such as simple sequencing or listing, to structure the writing
- uses few transition words
- uses pictures or a few words to brainstorm prior to writing

#### Conventions (spelling, punctuation, grammar, usage)

- writes with inconsistent grammar, punctuation and usage, which often make the response difficult to read or understand
- uses some simple sentences that may include basic punctuation
- often spells familiar words phonetically

## IF STUDENTS NEED HELP WITH...

## THEN TRY...

## RESOURCE LINKS

understanding the requirements of the task

- modelling how to identify and define the key words in different writing tasks.
- providing oral and written instructions (on paper, Smart Board) and underlining or highlighting key words.
- activating the students' prior knowledge of the writing topic by inviting and recording their initial responses to different prompts.
- having partners explain the task to each other.

*A Guide to Effective Literacy Instruction, Grades 4 to 6*  
Volume 1. p. 46 [p. 109]  
*Education for All, Kindergarten to Grade 6*, pp. 108–109 [p. 109]

developing content

- using shared writing to illustrate how to ask questions about the task and topic before writing.
- modelling a "quick write" strategy to activate prior knowledge and generate ideas.
- using graphic organizers such as webs and mind maps to generate and group ideas about a topic.
- having students use an oral rehearsal strategy to verbalize their content before writing it.

*A Guide to Effective Literacy Instruction, Grades 4 to 6*  
Volume 1. Part 1, p. 43 [p. 109]  
Part 2, pp. 120, 133, 145 [p. 109]  
Volume 6. pp. 27, 46 [p. 110]  
*Story Telling and Story Writing* [p. 111]

ordering and linking ideas into sentences and paragraphs

- modelling how to sort and group ideas and information into sentences and paragraphs.
- having small groups recreate a paragraph from sentence strips and compare their result to the original text.
- using shared reading to identify and record how different texts use transition words to link ideas.

*A Guide to Effective Literacy Instruction, Grades 4 to 6*  
Volume 1. p. 136 [p. 109]  
Volume 6. pp. 24, 50, 73–75 [p. 110]  
*Education for All, Kindergarten to Grade 6*, p. 109 [p. 109]

using punctuation

- modelling strategies for finding and correcting errors.
- co-creating punctuation anchor charts.
- having students correct a transparency of a writing draft of yours to discuss how punctuation affects meaning.
- having partners add punctuation to sample paragraphs and compare their decisions to the original text.

*A Guide to Effective Literacy Instruction, Grades 4 to 6*  
Volume 6. pp. 43–44 [p. 110]

The sample responses on the following pages are selected from one student's body of work to illustrate some common characteristics of work at Level 1 and possible areas for growth that can be observed among several responses. Although EQAO does not score the content in the ideas box, the student's prewriting can provide insights into his or her writing process.

## OBSERVATION

The responses indicate difficulties in structuring sentences and paragraphs coherently. The student has relied on personal experience and hasn't used the context provided to select the best answer.

## SAMPLE ANSWER

Choose the words that best complete the sentence.

The athlete was on the front page of the newspaper in the morning she set new records in relay which distance running.

- A that, or
- B still, and
- ☒ C however, or
- D because, and \*

## SAMPLE ANSWER

Choose the best closing sentence for the following paragraph.

The most important meal of the day is breakfast. Research shows that students who eat a well-balanced breakfast every morning do better in school than students who skip breakfast. Eating a breakfast of fruit and cheese, for example, provides your body with energy. Skipping breakfast can leave you feeling tired in class.

- ☒ A You need to eat three healthy meals every day.
- B If you skip breakfast, be sure to take your vitamins.
- C You can learn more effectively if you eat breakfast daily. \*
- D Include foods from all of the food groups in your breakfast.

## OBSERVATION

The response indicates that the student recognizes correct sentence structure.

## SAMPLE ANSWER

Which is the best way to combine the information in the following sentences?

It was late at night.

The raccoon woke up.

The full harvest moon rose in the black sky.

- A It was late at night, the full harvest moon rose in the black sky but the raccoon woke up.
- ☒ B Late at night, the raccoon woke up as the full harvest moon rose in the black sky. \*
- C It was late at night, the raccoon woke up, the full harvest moon rose in the black sky.
- D It was late at night when the raccoon woke up, the full harvest moon rose in the black sky.



# Junior Writing | Level 1

## OBSERVATION

The student has responded to the prompt without indicating the topic or developing organized, coherent ideas and details. The student has not included the additional details recorded in the brainstorming "ideas" box in the final draft.

## SAMPLE ANSWER

You have been named principal for the day. Describe what you would do during your day as the principal.

Ideas for My Description

I would Lik to make  
a fue change Lik more time  
test's and more Detention  
Because kid Don't Like it

### Remember:

- Check over your work.
- Check your spelling, grammar and punctuation.

Write your description here.

for my first thing to Do  
i would Lik the School yard  
to Be Bigger.



## OBSERVATION

The response begins on topic ("start recycling") but includes irrelevant ideas ("be kind to another"). The student has not developed the main idea with details about why recycling is important. Problems with conventions do not interfere with the reader's understanding of the response.

## SAMPLE ANSWER

Write an announcement that you would read at a school assembly to convince everyone in your school that recycling is important.

Ideas for My Announcement

recycl Please Every one

### Remember:

- Check over your work.
- Check your spelling, grammar and punctuation.

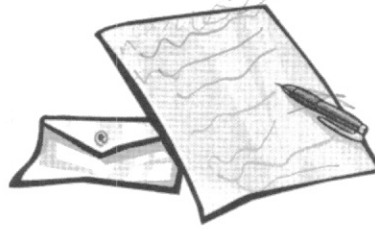
Write your announcement here.

I would like you kids to start  
recycl and be kind to another  
kid on and off the play  
ground

# Junior Writing | Level 1

## SAMPLE ANSWER

Write a story in which someone's life is changed for the better after receiving a letter in the mail.



Ideas for My Story



Remember:

- Check over your work.
- Check your spelling, grammar and punctuation.