



Highlights of the Provincial Results

Ontario Secondary School Literacy Test (OSSLT)

The Education Quality and Accountability Office (EQAO) is an agency of the Government of Ontario that contributes to the quality and accountability of Ontario’s publicly funded education system. EQAO develops and administers large-scale assessments that produce objective and reliable information to support student success. EQAO data act as a snapshot that shows whether students are meeting curriculum expectations in reading, writing and mathematics at key stages of their education.

Context

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

As part of the digitalization and modernization of EQAO assessments, the agency introduced for the Ontario Secondary School Literacy Test (OSSLT) a new mode of delivery (online) and a new assessment model (testlet-based linear on the fly), which differ from the prior paper-based assessments.

Considerations

The OSSLT is a testlet-based computer assessment that measures whether students are meeting the minimum standard for literacy across all subjects up to the end of Grade 9 as per *The Ontario Curriculum*.

The OSSLT comprises two sessions containing selected-response and open-response questions. Each session is designed to be completed in 60 minutes. The e-assessment model allows for schools to administer the OSSLT over a longer administration period: in 2021–2022, the OSSLT was administered over a period of approximately six weeks in both fall and spring.

Assessment Results¹

Overall success rates on the OSSLT are high, showing stability in the literacy skills acquired by Ontario students up to the end of Grade 9.

ALL PARTICIPATING STUDENTS

In 2021–2022,

255 432 students fully participated in the OSSLT.



Of the
128 160

first-time eligible students who wrote the **OSSLT**,
82% were successful.



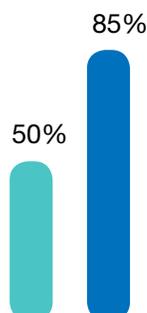
This is an **increase** from the 2018–2019 results.

2018–2019 2021–2022



Of the
127 272

previously eligible students who wrote the **OSSLT**,
85% were successful.²



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

2018–2019 2021–2022

In 2021–2022, schools had the opportunity to administer the OSSLT over a period of approximately six weeks in both the fall and the spring, respectively, whereas historically the test was administered in a single day.

The previously eligible (PE) cohort includes all Grade 11 students who did not have a prior opportunity to write the test during the pandemic. These students had an additional year of learning, and their success

rates are higher than those for first-time eligible (Grade 10) students. These success rates are much higher than in prior years, when the PE cohort included only students who had a prior unsuccessful attempt on the OSSLT.

Additionally, some students benefitted from the opportunity to attempt the test a second time in the spring if they were not yet successful in the fall.

¹ Given the substantial changes to the EQAO assessments (e.g., delivery, model), 2018–2019 results are provided only as reference points, where applicable, to shine a light on how students are doing after a two-year pandemic.

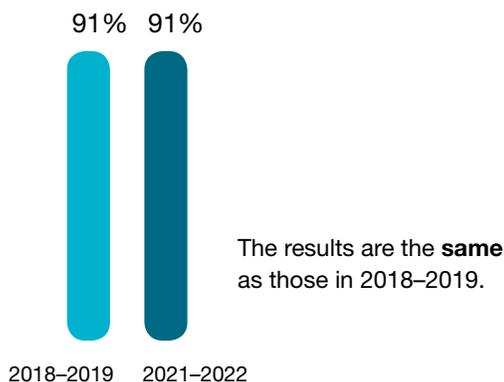
² There is a considerable difference in the size of the 2021–2022 previously eligible cohort in comparison to the size of the cohorts of past school years. A greater number of Grade 11 and non-graduating Grade 12 students who were previously eligible to take the OSSLT were not able to due to the paused assessments in 2019–2020 and 2020–2021.

STUDENTS ENROLLED IN ACADEMIC AND APPLIED COURSES

The gap in achievement between students enrolled in academic and those enrolled in applied courses continues to be an area that requires attention.³

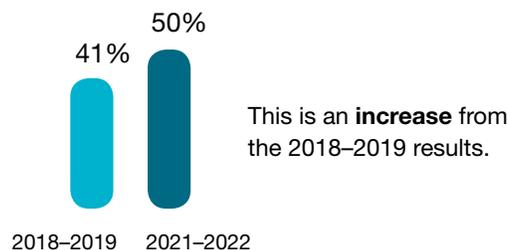
Of the
102 513

first-time eligible students who wrote the OSSLT and were enrolled in the **academic** English course, **91%** were successful.



Of the
20 838

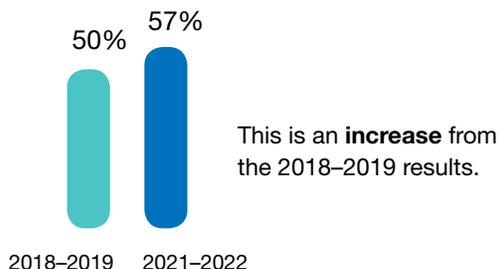
first-time eligible students who were enrolled in the **applied** English course and wrote the test, **50%** were successful.



STUDENTS WITH SPECIAL EDUCATION NEEDS

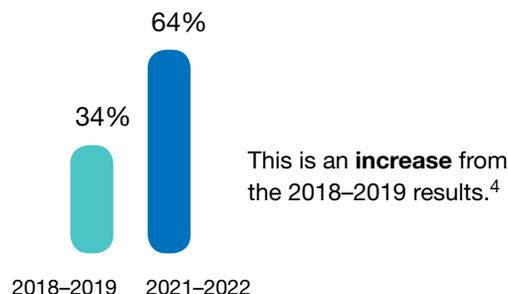
Of the
22 880

first-time eligible students who wrote the OSSLT and were identified as having **special education needs** (excluding gifted), **57%** were successful on the test.



Of the
24 182

previously eligible students who wrote the OSSLT and were identified as having **special education needs** (excluding gifted), **64%** were successful on the test.



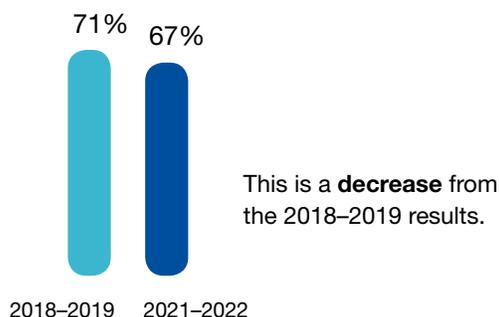
³ Starting in the 2022-2023 school year, Grade 9 English and French courses will be de-streamed; however, Grade 10 English and French courses will remain streamed.

⁴ This large increase is due to the greater number of Grade 11 and non-graduating Grade 12 students who were previously eligible to take the OSSLT but were not able to due to the paused assessments in 2019-2020 and 2020-2021.

STUDENTS WHO ARE ENGLISH-LANGUAGE LEARNERS

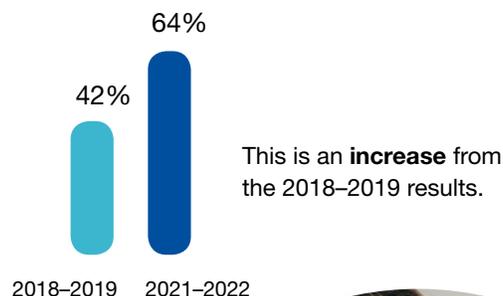
Of the
6301

first-time eligible students who wrote the test and were identified as **English-language learners**, **67%** were successful on the test.



Of the
7236

previously eligible students who wrote the test and were identified as **English-language learners**, **64%** were successful on the test.



Learners' Context

EQAO's student and educator questionnaires are completed voluntarily during the assessment administration and offer valuable attitudinal and contextual information about students' experiences and perceptions with respect to literacy. This type of information is important and should be considered alongside assessment results and data from other sources to build a full understanding of student learning in Ontario.

Overall, 76% of fully participating students completed the Student Questionnaire, 65% of teachers completed the Teacher Questionnaire, and 80% of principals completed the Principal Questionnaire.



INTEREST AND CONFIDENCE IN LITERACY



53% of students like reading on their own time, and

38% like writing on their own time.

79% of students think they are a good reader, and

63% think they are a good writer.

66% of students think being a good reader is important to them, and

65% think being a good writer is important to them.

81% of students think they can read fluently, and

70% think that they can write fluently.

TEACHING TRANSFERABLE SKILLS

Overall,



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



of teachers indicated that they incorporate student development of transferable skills such as digital literacy (e.g., evaluating information sources, privacy and security) into their general practices.

USE OF EQAO DATA

Overall,



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



of principals indicated that they plan to use this year's EQAO data to inform program planning, resource allocation or teaching practices.

EQAO's data are an important indicator of student learning that add to the available knowledge about how Ontario students are doing. These data also help Ontario's education sector with improving student achievement and well-being at the individual, school, school board and provincial levels. EQAO data alongside information from other sources can strengthen conversations about student learning across the province.

