

EDMONTON PUBLIC SCHOOLS

September 27, 2005

TO: Board of Trustees

FROM: A. McBeath, Superintendent of Schools

SUBJECT: Highest Level of Achievement Test Results: June 2005

ORIGINATOR: T. Parker, Executive Director

RESOURCE
STAFF: Anne Mulgrew, Lorie Welk, Corrie Ziegler

INFORMATION

The purpose of this report is to provide a summary of the 2004-05 HLAT results and implications for continued district support to schools for the 2005-06 school year.

The major generalizations from the 2005 administration of the Highest Level of Achievement Tests (HLATs) are as follows.

- For the district overall, the percentage of students reading at or above grade level decreased by 0.5 per cent relative to 2004 but remains high at 85.5 per cent. (pg. 5)
- The percentage of students reading at or above grade level remained the same as the previous year for students coded regular or ESL, but decreased by 2.4 per cent for students coded special needs. (pg. 12)
- For the district overall, the percentage of students writing at or above grade level increased by 0.9 per cent relative to the previous year for a total of 89.2 per cent. (pg. 5)
- The percentage of students writing at or above grade level increased 0.7 per cent for students coded regular, 1.5 per cent for students coded special needs, and 4.0 per cent for students coded ESL. (pg. 12)
- For HLAT writing performance, the percentage of papers “limited” and “adequate” decreased by 2.6 per cent and 1.2 per cent respectively, and the percentage of papers “proficient”, and “excellent” increased by 2.7 per cent and 1.1 per cent respectively relative to 2004. (pg. 11)
- For the district as a whole, high percentages of students achieved one or more years growth in reading (82.7%) and in writing (93.9%). (pgs. 10, 11)

As part of the supporting teaching and learning initiative, many schools have focused on reading and writing to enhance literacy development for students in the district.

Description of the HLAT Program

The HLAT program provides student, school and district information that is different from that provided by the provincial achievement testing program. Provincial achievement tests provide performance information about how well students are demonstrating provincial

standards in core courses at grades 3, 6 and 9. HLATs provide annual grade level of achievement data for all district students registered in grades 1 through 9, and information about growth in reading and writing.

Comparison of 1994-95 HLAT Results to 2004-05 Results

The HLAT testing program has been in place since 1994-95, a total of eleven years. From the inception of the program in 1995, to the most recent administration (May 2005) the following changes in student achievement in reading and writing have occurred:

- a 4.1 per cent increase in the percentage of students reading at or above grade level (from 81.4 per cent to 85.5 per cent)
- a 6.7 per cent increase in the percentage of students writing at or above grade level (from 82.5 per cent to 89.2 per cent)

A 4.1 per cent increase in students reading at or above grade level translates into about 2100 more students who now have a greater potential to successfully complete high school than was true in 1994-95. The increase noted for writing translates into about 3500 students who have a greater potential to successfully complete high school.

A number of strong programs and practices have been introduced during this eleven year period throughout the district that have had a positive impact on these results. There has been an increase in using data to inform instruction, and an increase in the emphasis on reading and writing instruction at all levels through the identification of an instructional focus. The district has provided more support to schools through targeted consultant contracts, the introduction of balanced literacy, reading recovery, Literacy MAP, middle years literacy and other successful research based teaching strategies.

The percentage of students reading at or above grade level has remained constant over the past three years, at 85.5 per cent. The district will continue to investigate which students are reading below grade level, and implement strategies to help more students become successful readers. The district will identify schools that have demonstrated continuous gains in reading to see which of their best practices might be successfully implemented in other schools.

Implications for Action

HLAT data informs decisions made at the school level as well as those made at the district level. A number of district wide supports have been developed or are in the process of being developed to support schools in their efforts to ensure all students can read and write at grade level.

1. Supporting Teaching and Learning: Creating effective staff development
 - Sessions designed to assist schools in creating, implementing and monitoring effective staff development.
2. Intervention Plans:
 - Based on HLAT data students at risk are identified for each school in the fall. This year students at risk will also be identified based on their teacher determined

Grade Level of Achievement (GLA) in Language Arts. Schools develop intervention plans for each of these students to support literacy goals for the year.

3. Support for English as a Second Language (ESL) Learners:
 - An English Language Support Centre has been established at John A. McDougall School that offers assessment of English proficiency to new ESL students in the district. It also provides assistance to parents, schools and students for successful school entry and academic achievement.
4. Support for Aboriginal Students
 - A focus group is being established to investigate strategies that support success for Aboriginal students. Some of these strategies are in the area of literacy support.
5. Using Data Effectively
 - Over the past two years as part of District Professional Development, School Instructional Leadership Teams have been given the opportunity to apply strategies for analyzing and interpreting data. Through these experiences, staff have become more skillful and confident in using data to support teaching and learning in their schools.

Through these ongoing and new initiatives the district continues to focus on superb results from all students.

AM:fm

APPENDIX I - Detailed HLAT Results June 2005

APPENDIX II - Highest Level of Achievement Test Writing Task (Object)

APPENDIX III- Evaluation: Performance Criteria and Achievement Criteria

DETAILED HLAT RESULTS JUNE 2005

During the two week period from April 25 to May 6, 2005, all students enrolled in grades 1 to 9, who receive instruction in English, wrote the Highest Level of Achievement Tests (HLAT) in reading and writing.

Table 3 provides information on the number of students writing HLATs by enrolment grade. The analyzed results include all students who wrote, as well as all students who were declared exempt. Students who were declared absent are not included in the data presented in Tables 4 through 10.

**TABLE 3
DISTRICT STUDENTS PARTICIPATING IN
HIGHEST LEVEL OF ACHIEVEMENT TESTING: JUNE 2005**

Enrolment Grade	Reading						Writing					
	Wrote		Exempt		Absent		Wrote		Exempt		Absent	
	N	%	N	%	N	%	N	%	N	%	N	%
1	4835	92.7	151	2.9	227	4.4	4878	93.6	113	2.2	222	4.2
2	5064	94.6	78	1.5	208	3.9	5079	94.9	62	1.2	209	3.9
3	5317	96.0	57	1.0	166	3.0	5320	96.0	54	1.0	166	3.0
4	5607	96.3	61	1.1	152	2.6	5594	96.1	59	1.0	167	2.9
5	5602	96.5	47	0.8	159	2.7	5592	96.3	45	0.8	171	2.9
6	5695	97.0	42	0.7	137	2.3	5692	96.9	45	0.8	137	2.3
7	5815	95.3	37	0.6	250	4.1	5839	95.7	36	0.6	227	3.7
8	6030	95.2	43	0.7	263	4.1	6007	94.8	42	0.7	287	4.5
9	5995	94.9	31	0.5	291	4.6	5984	94.7	34	0.5	299	4.8
2005 Total	49960	95.4	547	1.1	1853	3.5	49985	95.5	490	0.9	1885	3.6
2004 Total	50731	95.3	533	1.0	1946	3.7	50662	95.2	499	0.9	2048	3.9
2003 Total	51181	95.1	541	1.0	2085	3.9	51147	95.1	492	0.9	2168	4.0

For the reading component, the participation rate ranged from a low of 92.7 per cent at grade 1 to a high of 97.0 per cent at grade 6. Overall, 1.1 per cent of district students were declared exempt and 3.5 per cent were absent from the reading test. These numbers reflect a 0.1 per cent increase in the percentage of students declared exempt and a 0.2 per cent decrease in the percentage of students absent relative to the 2004 data.

For the writing component, the participation rate ranged from a low of 93.6 per cent at grade 1 to a high of 96.9 per cent at grade 6. Overall, 0.9 per cent of district students were declared exempt and 3.6 per cent were declared absent. These numbers reflect no change in the percentage of students declared exempt, and a 0.3 decrease in the percentage of students absent relative to the 2004 data.

Analysis of Results

The following guidelines were used in analyzing the data:

- students exempted from either the reading or writing component were included in the results as “not yet 1” grade level of achievement.
- students whose raw scores on the multiple choice reading test were lower than random chance were classified as “grade level of achievement undetermined” and, for

purposes of analysis, were included as being more than two years below enrolment grade in reading.

- Students who were absent were not included in the data.

Comparison of 2005 Results to 2004 Results

Table 4 provides a two year comparison of the percentage of students achieving a grade level of achievement equal to or greater than their enrolment grade for both the reading and writing components of HLAT.

TABLE 4
PERCENTAGE OF STUDENTS ACHIEVING A GRADE LEVEL
OF ACHIEVEMENT EQUAL TO OR GREATER THAN THEIR
ENROLMENT GRADE: 2004 AND 2005 HLAT RESULTS

Enrolment Grade	Percentage Of Students At Or Above Grade Level					
	Reading			Writing		
	2004	2005	Difference	2004	2005	Difference
1	90.5	89.7	-0.8	88.9	90.1	+1.2
2	87.4	87.3	-0.1	91.2	93.0	+1.8
3	85.7	86.3	+0.6	90.3	91.0	+0.7
4	84.0	83.0	-1.0	88.6	88.9	+0.3
5	84.5	83.9	-0.6	87.4	88.0	+0.6
6	85.4	84.3	-1.1	88.1	88.4	+0.3
7	86.8	87.0	+0.2	87.5	87.9	+0.4
8	84.3	83.4	-0.9	86.6	87.8	+1.2
9	85.8	85.4	-0.4	87.1	88.2	+1.1
TOTAL	86.0	85.5	-0.5	88.3	89.2	+0.9

From Table 4, the following generalizations can be made.

- In the 2005 administration of HLAT reading, the percentage of students reading at or above grade level ranged from 83.0 per cent at grade 4 to 89.7 per cent at grade 1.
- The overall percentage of students reading at or above grade level decreased by 0.5 per cent relative to 2004.
- The change in the percentage of students reading at or above grade level ranged from an increase on 0.6 per cent at grade 3, to a decrease of 1.1 per cent for grade 6.
- The percentage of students reading at or above grade level increased for enrolment grades 3 and 7, but decreased for enrolment grades 1, 2, 4, 5, 6, 8, and 9.
- In the 2005 administration of HLAT writing, the percentage of students writing at or above grade level ranged from 87.8 per cent at grade 8 to 93.0 per cent at grade 2.
- The overall percentage of students writing at or above grade level increased by 0.9 per cent relative to 2004.
- The change in the percentage of students writing at or above grade level ranged from an increase of 0.3 per cent at grade 4 and 6 to 1.8 per cent at grade 2.
- The percentage of students writing at or above grade level increased for all enrolment grades.

Reading Results

Table 5 provides detailed information for 2003, 2004 and 2005 on the reading component of the HLAT. This table displays students' grade level of achievement in reading compared to the grade level in which students are enrolled.

**TABLE 5
PERCENTAGE DISTRIBUTION OF 2003, 2004 and 2005 HLAT
GRADE LEVEL OF ACHIEVEMENT (GL of A)
READING SCORES BY ENROLMENT GRADE**

Grade	Year	>Minus 2	Minus 2	Minus 1	AT *	Plus 1	Plus 2	>Plus 2	N
1	2005			10.3	66.5	20.4	2.8		4986
1	2004			9.5	67.0	20.3	3.2		4988
1	2003			9.2	68.3	20.0	2.5		5135
2	2005		2.5	10.2	63.3	20.1	3.9		5142
2	2004		2.9	9.7	63.4	20.0	4.0		5397
2	2003		3.4	10.5	64.4	18.4	3.3		5508
3	2005	1.9	4.2	7.6	62.5	20.9	2.9		5374
3	2004	1.9	3.7	8.7	63.9	19.1	2.7		5511
3	2003	1.7	3.6	8.4	64.2	19.5	2.6		5619
4	2005	3.4	3.5	10.1	65.9	14.9	2.2		5668
4	2004	3.4	3.6	9.0	66.9	15.3	1.8		5646
4	2003	3.2	3.6	9.1	67.0	14.8	2.3		5653
5	2005	3.9	3.2	9.0	59.4	20.9	3.6		5649
5	2004	4.1	2.8	8.6	59.5	21.0	3.9	0.1	5720
5	2003	3.8	3.2	8.9	59.6	21.0	3.5		5738
6	2005	4.8	2.7	8.1	59.0	20.4	5.0		5737
6	2004	4.5	2.6	7.5	59.7	20.4	5.3		5812
6	2003	4.5	2.5	8.3	59.6	20.1	5.0		6055
7	2005	4.1	2.0	6.9	60.6	21.2	5.2		5852
7	2004	4.7	2.0	6.6	61.9	20.2	4.6		6078
7	2003	3.9	1.6	7.2	61.6	21.2	4.5		6055
8	2005	5.2	2.0	9.4	56.7	21.6	5.1		6073
8	2004	4.5	1.8	9.5	58.6	20.7	4.9		6070
8	2003	4.6	1.5	9.1	59.4	20.9	4.5		6005
9	2005	4.2	2.5	7.9	61.9	19.2	4.3		6026
9	2004	4.7	2.0	7.4	62.6	19.3	4.0		6042
9	2003	4.5	2.1	8.2	62.6	18.5	4.1		5954
Total	2005	3.2	2.5	8.8	61.6	20.0	3.9		50507
Total	2004	3.2	2.4	8.4	62.5	19.6	3.9		51264
Total	2003	3.0	2.3	9.2	62.6	19.3	3.6		51973

* "At" Means GL of A Equals Enrolment Grade

For the population of students who were administered the reading test or who were exempted from the reading test, the following generalizations can be made:

- 61.6 per cent of the students achieved a grade level of achievement in reading commensurate with their enrolment grade (a decrease of 0.9 per cent from 2004)
- 23.9 per cent of the students achieved a grade level of achievement in reading that was either one or two grades above their enrolment grade (an increase of 0.4 per cent from 2004)
- 14.5 per cent of the students achieved a grade level of achievement that was lower than their enrolment grade (an increase of 0.5 per cent relative to 2004)
- the percentage of students reading one grade below enrolment grade increased for all grade levels except grades 3 and 8.
- the percentage of students reading one grade level above enrolment grade increased for all grade levels except grades 4, 5, 6 and 9.
- the overall distribution of reading scores for the total population is very similar to the distribution in 2004.
- the total number of students included in HLAT reading testing decreased by 757 students relative to the previous year.

Writing Results

Table 6 provides detailed information for 2003, 2004 and 2005 on the writing component of the HLAT. This table displays students' grade level of achievement in writing compared to enrolment grade.

TABLE 6
PERCENTAGE DISTRIBUTION OF 2003, 2004 AND 2005 HLAT
GRADE LEVEL OF ACHIEVEMENT (GL OF A)
WRITING SCORES BY ENROLMENT GRADE

Grade	Year	>Minus 2	Minus 2	Minus 1	AT *	Plus 1	Plus 2	>Plus 2	N
1	2005			9.9	89.9	0.2			4991
1	2004			11.1	88.4	0.4	0.1		4981
1	2003			10.4	89.2	0.4			5145
2	2005		2.7	4.4	92.6	0.3			5141
2	2004		3.4	5.5	90.8	0.3			5397
2	2003		3.9	5.4	90.1	0.6			5512
3	2005	1.8	2.3	4.9	90.9	0.1			5374
3	2004	2.1	2.3	5.3	89.9	0.4			5517
3	2003	1.9	2.5	6.4	88.8	0.4			5616
4	2005	3.0	2.7	5.3	88.5	0.4	0.1		5653
4	2004	2.5	3.4	5.5	88.3	0.3			5641
4	2003	2.9	3.2	6.0	87.5	0.3	0.1		5650
5	2005	3.4	3.1	5.5	87.6	0.4			5637
5	2004	3.4	3.4	5.9	86.9	0.4			5690
5	2003	3.4	3.1	6.9	86.2	0.4			5741
6	2005	4.4	3.6	3.6	87.8	0.5	0.1		5737
6	2004	4.2	2.9	4.8	87.6	0.5			5803
6	2003	4.3	4.0	5.9	85.6	0.2			6032
7	2005	5.1	2.7	4.3	87.2	0.6	0.1		5875
7	2004	6.2	2.7	3.6	87.1	0.4			6063
7	2003	5.5	3.0	4.5	86.4	0.6			6048
8	2005	6.2	2.6	3.4	87.4	0.4			6049
8	2004	6.8	2.6	4.0	86.0	0.6			6047
8	2003	6.5	2.6	5.7	84.6	0.6			6007
9	2005	6.1	2.4	3.3	87.4	0.7	0.1		6018
9	2004	6.5	3.0	3.4	86.4	0.6	0.1		6022
9	2003	6.2	3.3	4.0	85.9	0.6			5888
Total	2005	3.5	2.5	4.9	88.7	0.4			50475
Total	2004	3.7	2.7	5.3	87.9	0.4			51161
Total	2003	3.5	2.9	6.0	87.1	0.5			51641

* "At" Means GL Of A Equals Enrolment Grade

For the population of students who were administered the writing test or were declared exempt from the writing task, the following generalizations can be made:

- 88.7 per cent of the students achieved a grade level of achievement in writing commensurate with their enrolment grade (an increase of 0.8 per cent relative to 2004).
- 0.4 per cent of students were writing above grade level (no change from 2004 data).
- 10.9 per cent of the students were writing below grade level (a decrease of 0.8 per cent relative to 2004).
- generally, the grade level distribution of scores is very similar to the 2004 data.
- as in previous years, a very small percentage of students were writing above grade level.

Writing Scores: Grade Level of Achievement and Performance

Writing scores were analyzed to determine the distribution of performance scores based on the grade level of achievement of the writing. Performance scores form a continuum of four levels: Limited, Adequate, Proficient, and Excellent. This information is provided in Table 7.

TABLE 7
PERCENTAGE DISTRIBUTION OF PERFORMANCE SCORES IN
WRITING BY GRADE LEVEL OF ACHIEVEMENT: JUNE 2005

Grade Level of Achievement	Percentage Of Students Achieving Each Performance Score				Number of Students
	Limited	Adequate	Proficient	Excellent	
<1	100.0				1052
1	18.4	45.7	25.6	10.3	5024
2	17.6	47.4	24.2	10.8	5454
3	14.5	46.5	28.2	10.7	5652
4	15.1	44.6	30.0	10.4	5813
5	14.7	45.6	29.4	10.4	5554
6	11.2	41.4	32.9	14.4	5559
7	14.4	43.0	30.2	12.5	5503
8	12.3	43.5	31.7	12.5	5525
9	12.6	41.1	32.4	13.9	5290
10	0.0	2.4	16.7	81.0	42
11	0.0	0.0	0.0	100.0	7
2005 Total	16.3	43.3	28.8	11.6	50475
2004 Total	18.9	44.5	26.1	10.5	51161
2003 Total	21.0	43.6	25.1	10.3	51641

Certain generalizations can be made from Table 7. These generalizations do not apply to papers at a grade 10 or grade 11 level of achievement since these papers have been at a grade level of achievement that is above enrolment grade. The following generalizations are apparent for papers at a grade 1 through grade 9 levels of achievement where, for the majority of the papers, grade level of achievement is commensurate with enrolment grade:

- the percentage of papers judged as “limited” and “adequate” tends to decrease as the grade level of achievement increases.

- the percentage of papers “proficient” and “excellent” tends to increase as the grade level of achievement increases.

The overall results for writing performance for 2005 show that the percentage of papers “limited” and “adequate” decreased by 2.6 per cent and 1.2 per cent respectively relative to 2004 results. The percentages of papers “proficient” and “excellent” increased by 2.7 per cent and 1.1 per cent respectively relative to the 2004 results.

Growth Information

A by-student comparison was undertaken to compare reading and writing scores for individual students over a two-year time period. This data includes only those students who had a reading or a writing score for both 2004 and 2005. Table 8 provides information with respect to the change in reading scores over the two test administrations.

**TABLE 8
PERCENTAGE OF STUDENTS WHOSE READING SCORES CHANGED
ACCORDING TO THE FOLLOWING CATEGORIES BETWEEN 2004 AND 2005**

Enrolment Grade	Number of Students	Percentage of Students Whose Reading Scores				
		Regressed More Than 1 Grade Level	Regressed 1 Grade Level	Stayed The Same	Increased By 1 Grade Level	Increased By More Than 1 Grade Level
1	76	0.0	0.0	57.9	39.5	2.6
2	4387	0.0	0.7	17.9	67.8	13.6
3	4829	0.2	1.6	17.3	66.3	14.6
4	5053	0.2	1.4	19.3	67.2	11.9
5	5095	0.1	0.7	11.3	67.8	20.1
6	5245	0.2	0.8	14.7	67.6	16.7
7	5128	0.5	1.0	14.2	67.5	16.8
8	5505	0.3	0.7	15.7	69.0	14.3
9	5440	0.4	1.4	17.4	65.9	14.9
2005 Total	40758	0.2	1.1	16.0	67.3	15.4
2004 Total	41724	0.3	1.0	15.5	67.4	15.8
2003 Total	41924	0.3	0.9	15.1	67.3	16.4

The data in Table 8 indicates that 82.7 per cent of students increased their reading grade level of achievement by one or more grades between 2004 and 2005. This represents a 0.5 per cent decrease when compared to the growth data for 2004. A total of 17.3 per cent of the students showed no growth or regressed in reading as measured by HLAT in 2005, which represents a 0.5 per cent increase relative to 2004.

A total of 76 students enrolled in grade 1 for a second year in 2005 also had a reading score in 2004. Fewer than half of these students demonstrated a year’s growth in reading between 2004 and 2005.

Of the 45,521 students in grades 2 through 9 who were included in the HLAT reading data in 2005, growth data is available for 40,758 students. This represents 89.5 per cent of the 2005 population. A total of 10.5 per cent of the 2005 population did not have an HLAT reading

score in 2004. This could be due to absences, or to students being new to the district in the 2004-05 school year.

Table 9 provides information with respect to the growth in writing scores over the last two test administrations.

**TABLE 9
PERCENTAGE OF STUDENTS WHOSE WRITING SCORES CHANGED
ACCORDING TO THE FOLLOWING CATEGORIES BETWEEN 2004 AND 2005**

Enrolment Grade	Number of Students	Percentage of Students Whose Writing Scores				
		Regressed More Than 1 Grade Level	Regressed 1 Grade Level	Stayed The Same	Increased By 1 Grade Level	Increased By More Than 1 Grade Level
1	82	0.0	1.2	45.1	53.7	0.0
2	4375	0.0	0.3	4.0	91.1	4.6
3	4822	0.1	0.3	4.6	91.7	3.3
4	5039	0.1	0.7	6.0	89.6	3.6
5	5082	0.2	0.8	5.6	89.8	3.6
6	5223	0.3	1.2	4.8	88.4	5.3
7	5147	0.7	1.4	5.3	87.9	4.7
8	5480	0.7	0.7	4.2	89.6	4.8
9	5431	0.6	1.1	4.4	87.9	6.0
2005 Total	40681	0.4	0.8	4.9	89.4	4.5
2004 Total	41633	0.3	0.9	5.3	87.7	5.8
2003 Total	41687	0.4	1.1	6.2	86.6	5.7

The data in Table 9 indicates that 93.9 per cent of students increased their writing score by one or more grade levels between 2004 and 2005, an increase of 0.4 per cent relative to the data for 2004. For 4.9 per cent of students, the 2005 grade level of achievement in writing remained the same as it had been in 2004. For 1.2 per cent of students, grade level of achievement in writing decreased by one or more grades.

A comparison of Tables 8 and 9 indicates that a higher percentage of students achieved one or more year's growth in writing (93.9 per cent) than in reading (82.7 per cent) between 2004 and 2005. One reason for this is that for the group of students who did not achieve a year's growth in reading, the majority of them (57.8 per cent) had achieved above grade level in the previous year, and achieved at grade level in the current year. Therefore, they do not "show" a year's growth in reading. However, since these students are currently reading "at" grade level, not showing a year's growth is not a significant issue. Very few students are "above grade level" for writing, so this phenomenon with the growth data for writing does not occur.

Distribution of Reading and Writing Grade Levels of Achievement for Students Receiving a Regular Allocation, for Students Receiving a Special Needs Allocation and for Students Receiving an English Second Language Allocation

Table 10 provides information on the distribution of HLAT reading and writing grade levels of achievement for regular, special needs and English Second Language (ESL) students for the 2003, 2004 and 2005 HLAT administrations.

TABLE 10
DISTRIBUTION OF SCORES FOR REGULAR, SPECIAL NEEDS AND ESL
STUDENTS IN READING AND WRITING FOR 2003, 2004 and 2005

Student Category	Year	Number	Percentage of Students Reading		
			Below Grade Level	At Grade Level	Above Grade Level
Regular	2005	42344	6.4	65.9	27.7
	2004	43222	6.4	66.4	27.2
	2003	44129	7.3	66.3	26.4
Special Needs	2005	5651	67.8	29.4	2.8
	2004	5653	65.4	32.0	2.6
	2003	5582	65.2	32.3	2.5
ESL	2005	2512	31.1	62.5	6.4
	2004	2388	31.1	63.2	5.7
	2003	2262	31.0	64.3	4.7
Student Category	Year	Number	Percentage of Students Writing		
			Below Grade Level	At Grade Level	Above Grade Level
Regular	2005	42336	3.3	96.2	0.5
	2004	43160	4.0	95.5	0.5
	2003	44061	5.2	94.3	0.5
Special Needs	2005	5631	63.7	36.2	0.1
	2004	5621	65.2	34.8	0.0
	2003	5576	68.1	31.9	0.0
ESL	2005	2508	19.7	80.3	0.0
	2004	2379	23.7	76.2	0.1
	2003	2255	26.8	73.1	0.1

The information in Table 10 shows that the vast majority of students who are coded for regular programming were reading and writing at or above grade level. The percentage of regular students reading below grade level in 2005 remained the same as in 2004. There was a 0.7 per cent decrease in the percentage of regular students writing below grade level relative to 2004 data.

Approximately two out of three students in receipt of a special needs allocation are reading and writing below grade level. The percentage of special needs students reading below grade level increased by 2.4 per cent relative to the 2004 data; however, the percentage of these students writing below grade level decreased by 1.5 per cent.

For students enrolled in ESL programming, 68.9 per cent were at or above grade level in reading and 80.3 per cent were at grade level in writing. The percentage of ESL students reading at or above grade is the same as in 2004. The percentage of ESL students writing at grade level increased by 4.1 per cent relative to 2004.

Used with students in grades 4 to 9

For Recording Reading Test Results (Optional)	
Level of Test	Grade Level Achieved

Name: _____

School: _____

Homeroom: _____ Grade: _____

HIGHEST LEVEL OF ACHIEVEMENT TEST: WRITING TASK
(Object)

In this test you will do some writing. Read the information below and think about how you will do the writing assignment.

TO THINK ABOUT BEFORE WRITING

Your teacher has asked you to bring something that is important to you to put on display at school. Think about an object that is special to you. Also think about what makes it important to you.

IN YOUR WRITING

Write an interesting report that can be displayed with your object. In your report describe your object, tell where it came from, and what makes it important to you.

DIRECTIONS FOR WRITING

You will have up to 45 minutes to plan and write, so budget your time carefully.

Use the **PLANNING** page to plan your writing. You may brainstorm, web, draw, or list ideas. Think of special things such as keepsakes, souvenirs, mementos, heirlooms or collections. Think of details that will be interesting and informative to describe the object you choose.

Use the **WRITING** pages to write a first draft. You may show changes and corrections on your first draft. Do not write a "good copy". If you need more space to write, use the back of the writing pages. Please number your extra pages.

Your work will be evaluated on **WHAT** you write and **HOW WELL** you write. Remember to

- CONSIDER your audience
- PRESENT your ideas in prose
- ORGANIZE your writing as required by the task
- FOCUS on the purpose of your writing

The specific task "Object" from which the writing for this resource was obtained, will be used on a cyclical basis in the future. Therefore, for security reasons, it should not be used as a practice activity with your students.

STUDENT INPUT

How does this piece of writing compare to other writing you have done this year?

What is something you did well in this piece of writing?

If you could work further on this piece of writing, what would you do?

(Date)

(Student's Signature)

Achievement (Grade Level based on 2005 HLAT achievement criteria) Key: Not Yet One (N), 1-12	<u>Ach</u>	Performance (Quality of Writing – based on 2005 HLAT performance criteria) Key: 4 – Excellent 3 – Proficient 2 – Adequate 1 – Limited	<u>Perf</u>
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COMMENTS:

When writing comments

- *consider noting significant aspects of classroom context or testing conditions that will help others judge the writing fairly.*
- *consider noting specific and pertinent information that will help other teachers and parents better understand the judgement of this student's writing.*

(Teacher's Signature)

**EVALUATION: PERFORMANCE CRITERIA – LIST FORMAT
(QUALITY OF WRITING)**

Key Words	Description
<p>4 – Excellent focused original captivating crafted</p>	<p>The writer fulfils the task and purposefully controls details and language to shape the writing. The paper shows overall unity and artistry of communication. The writing is focused, sustains the reader's interest, and engages audience. The content is imaginative, memorable and the topic is skillfully developed. Vocabulary and usage are often clever, and well chosen for the form and purpose. The organization and style of the paper create a sense of voice unique to the writer. Spelling, grammar, capitalization, and punctuation applications are controlled to enhance the impact of the writing; errors are hardly noticeable.</p>
<p>3 – Proficient thorough effective interesting organized</p>	<p>The writer fulfils the task and uses supportive details and effective language. The paper reads smoothly and is clear and consistent throughout. An awareness of audience is maintained throughout the writing. The content is interesting and there is effective development of the topic. Vocabulary is precise and usage is suitable for the form and purpose. The organization of the paper is coherent and the voice and style are appropriate. Spelling, grammar, capitalization, and punctuation applications are effective; errors are few and do not interfere with the writer's intended meaning.</p>
<p>2 – Adequate sufficient general predictable rambling</p>	<p>The writer addresses the task and uses sufficient details and some language control. The paper generally reads smoothly but may have a few awkward parts. An awareness of audience is conveyed but may not be sustained throughout. The content is appropriate and topic development is predictable. There is evidence of generally suitable vocabulary and usage for the form and purpose. The organization of the paper is logical but may ramble. Spelling, grammar, capitalization, and punctuation applications are uncomplicated; errors are evident but do not significantly interfere with the writer's intended meaning.</p>
<p>1 – Limited underdeveloped imprecise vague awkward</p>	<p>The writer addresses the task to some degree and demonstrates minimal language control. The paper is often awkward to read. Consideration of audience may be vague. The content and topic development are sketchy. Vocabulary and usage choices are within a narrow range. There is evidence of difficulty in organizing ideas. Spelling, grammar, capitalization, and punctuation applications are inconsistent; errors may interfere with the writer's intended meaning.</p>

**EVALUATION: ACHIEVEMENT CRITERIA
(GRADE LEVEL OF WRITING)**

Writing achievement criteria for each grade level have been grouped under the following categories and ordered in the following sequence in this resource. Listed in the chart are the concepts for language arts from the current programs of studies from which the graded criteria in each category have been derived.

	Elementary and Junior High Outcomes	Draft of Senior High Outcomes
1. Audience appeal Writing that entices the reader to keep reading	2.2, 2.3, 2.4 3.1, 3.3, 3.4 4.1, 4.3	1.2.1 3.1.1 4.1.1, 4.1.4
2. Content and planning Generating and selecting ideas and details to achieve a particular purpose	1.1, 1.2 2.4 3.1, 3.3, 3.4	1.1.1 3.1.1 4.1.1, 4.1.3, 4.2.1
3. Vocabulary and usage Selecting and using words and expressions to achieve particular effects.	2.3 4.1	1.1.2 4.2.3
4. Organization and clarity Organizing ideas and details into a coherent whole that is appropriate for a selected form	2.4 3.3 4.1	2.3.3 3.2.1 4.1.1, 4.1.2, 4.1.3, 4.2.2
5. Style and voice Personality of the writer, in or out of role, is evident by the tone communicated to the audience.	2.2, 2.3, 2.4 4.1	4.1.4, 4.2.3
6. Sentence structure and grammar Ability to form complete and effective sentences.	4.2	4.2.4
7. Mechanics: spelling, capitalization, punctuation The use of spelling, capitalization, punctuation and grammar in a standard manner or to achieve particular effects.	4.2	4.2.4
8. Editing and revising Making changes to a word, sentence, paragraph, or full text to correct, refine or enhance writing and/or plan.	4.1	4.2.3 4.2.4

N.B. The language arts curriculum places more emphasis on categories 1-5 (audience appeal, content and planning, vocabulary and usage, organization and clarity, style and voice) than on 6-8 (sentence structure, grammar, spelling, capitalization, punctuation, editing and revising). This is also reflected by the greater weighting placed on content and organization as compared to conventions on the achievement tests and diploma examinations. This balance of the attributes of good writing should always be kept in mind when marking HLAT writing.

NOT YET GRADE 1 ACHIEVEMENT CRITERIA

Work judged **NOT YET GRADE ONE Level** shows that, for students who have completed at least one year of schooling beyond kindergarten, the students

- **audience appeal**
 - show some evidence of writing for teacher-readers

- **content and planning**
 - depict at least one idea
 - use words and/or drawings to record ideas in plan and/or writing

- **vocabulary and usage**
 - use nouns and/or verbs to record ideas
 - use proper names in plan and/or writing

- **organization and clarity**
 - use sections of the test booklet appropriately
 - demonstrate left to right and top to bottom directionality

- **style and voice**
 - make a direct statement from self to readers

- **sentence structure and grammar**
 - write a series of words side by side that visually look like a sentence
 - link words into units of meaning conveying a sense of sentence

- **mechanics: spelling, capitalization, punctuation**
 - use conventional spelling for a few words
 - write a group of letters that represent sounds in the words being attempted

- **editing and revising**
 - erase and/or scribble over letters and words

GRADE 1 ACHIEVEMENT CRITERIA

GRADE 2 ACHIEVEMENT CRITERIA

Work judged **GRADE ONE Level** shows that students

- **audience appeal**
 - write in a natural and unaffected way
 - include details that add meaning and interest

- **content and planning**
 - recall, draw, and write about ideas from personal experiences, or print and other media texts
 - construct and record ideas in plan and/or writing

- **vocabulary and usage**
 - express feelings and experiences through words
 - elaborate ideas to enhance communication

- **organization and clarity**
 - tell information in a straightforward manner
 - include ideas that relate to the topic

- **style and voice**
 - use a personal point of view and voice

- **sentence structure and grammar**
 - use simple sentences

- **mechanics: spelling, capitalization, punctuation**
 - use conventional spelling for words commonly found in their reading
 - spell words according to consonant and vowel sounds
 - use capital letters for names and the pronoun "I"
 - use periods in conventional and unconventional ways

- **editing and revising**
 - add, delete, or replace letters and words

Work judged **GRADE TWO Level** shows that students

- **audience appeal**
 - use words and/or expressions from oral language for emphasis and interest
 - choose words and language patterns to create interest

- **content and planning**
 - draw ideas from personal background knowledge and from other sources
 - provide supportive details about some information
 - record key facts and ideas in plan and/or writing

- **vocabulary and usage**
 - choose words that create clear pictures and/or impressions
 - use some descriptive words

- **organization and clarity**
 - use an opening sentence
 - use a closing sentence

- **style and voice**
 - convey style and voice similar to familiar forms in oral, print, and other media texts

- **sentence structure and grammar**
 - write longer sentences to develop thoughts and ideas
 - use connecting words in sentences (*and, and then, but, so, because, or*)

- **mechanics: spelling, capitalization, punctuation**
 - use conventional spelling of common words for communicating ideas
 - spell less common words using phonic knowledge and skills
 - use capitalization to begin sentences and for proper nouns
 - use periods to indicate the end of a sentence

- **editing and revising**
 - change spelling or add/delete information

GRADE 3 ACHIEVEMENT CRITERIA

GRADE 4 ACHIEVEMENT CRITERIA

Work judged **GRADE THREE** Level shows that students

- **audience appeal**
 - choose words and language patterns to create desired effects
 - hold the reader's interest in presentation of ideas

- **content and planning**
 - support the piece of writing with some specific details
 - elaborate on ideas in plan and/or writing

- **vocabulary and usage**
 - choose words appropriate to the context of their writing
 - use a variety of applicable words to add interest and detail

- **organization and clarity**
 - use sentence variety to link ideas
 - order information in a connected sequence
 - provide an introduction
 - provide closure

- **style and voice**
 - express thoughts and ideas using an authentic personal voice
 - choose words and language patterns to convey personal feelings

- **sentence structure and grammar**
 - vary sentence beginnings by using different words
 - show general control of subject and verb agreement
 - construct complete sentences correctly

- **mechanics: spelling, capitalization, punctuation**
 - use conventional spelling for most common words
 - use capitalization for sentence beginnings, proper names, I, acronyms, and titles
 - use end punctuation correctly (. ? !)

- **editing and revising**
 - make changes in word choices and spelling

Work judged **GRADE FOUR** Level shows that students

- **audience appeal**
 - present ideas and information in a manner that captures the reader's interest

- **content and planning**
 - generate and use significant ideas related to topic
 - establish focus on topic in plan and/or writing

- **vocabulary and usage**
 - achieve particular effects through word choices
 - use a variety of words to extend the reader's understanding of the topic

- **organization and clarity**
 - demonstrate clear relationships between ideas
 - organize information in a logical sequence
 - develop and connect beginnings and endings of their pieces

- **style and voice**
 - convey a personal tone in descriptions of events
 - communicate in a manner that enhances the effect

- **sentence structure and grammar**
 - use a variety of simple and compound sentence structures
 - use correct noun-pronoun agreement

- **mechanics: spelling, capitalization, punctuation**
 - apply spelling generalizations to multi-syllable and content words, sometimes accurately, sometimes inaccurately
 - use generally correct capitalization
 - vary end punctuation
 - include internal punctuation, especially commas

- **editing and revising**
 - insert or delete letters, words, or phrases

GRADE 5 ACHIEVEMENT CRITERIA

GRADE 6 ACHIEVEMENT CRITERIA

Work judged **GRADE FIVE Level** shows that students

- **audience appeal**
 - use techniques throughout the piece to inform and involve the reader

- **content and planning**
 - select and develop aspects of a topic that suit the purpose of the task
 - order and group supportive ideas in plan and/or writing

- **vocabulary and usage**
 - choose descriptive vocabulary appropriate to topic and style
 - include words and phrases that enhance meaning and emphasis

- **organization and clarity**
 - use words and phrases to link and modify ideas
 - use an organizational structure appropriate to the task
 - organize ideas and information to emphasize key points for the audience

- **style and voice**
 - convey a tone and point of view which is appropriate for the task
 - choose words, phrases and sentences to enhance meaning and create special effects

- **sentence structure and grammar**
 - use phrases and compound sentences to extend and link ideas
 - use correct verb tense in sentences

- **mechanics: spelling, capitalization, punctuation**
 - spell most words correctly, and apply spelling generalizations
 - apply capitalization conventions in a variety of situations
 - use a variety of punctuation appropriately (. ? , “ ” ! ’)

- **editing and revising**
 - show evidence of proofreading to improve accuracy and quality of sentence structures

Work judged **GRADE SIX Level** shows that students

- **audience appeal**
 - use language and details to deliberately engage the reader’s attention

- **content and planning**
 - select ideas in a thoughtful and purposeful manner
 - maintain a focus which provides unity for the piece
 - emphasize key ideas and include important supporting details in plan and/or writing

- **vocabulary and usage**
 - use precise words for clarity and effect
 - use language that enhances meaning and impact

- **organization and clarity**
 - use relevant ideas and information to develop key points
 - use an organizational structure in response to purpose and audience needs
 - organize writing using paragraph structures

- **style and voice**
 - sustain a tone and point of view which is appropriate for the content, audience, and purpose
 - experiment with sentence patterns and details to create mood and/or mental images

- **sentence structure and grammar**
 - use complex sentences and a variety of sentence types
 - maintain correct verb tense throughout the piece

- **mechanics: spelling, capitalization, punctuation**
 - use essentially correct spelling including common exceptions to spelling patterns
 - use capitalization to add clarity of meaning or to imply emphasis
 - use punctuation to add clarity of meaning or to imply emphasis

- **editing and revising**
 - show evidence of editing and revising strategies to improve the overall quality of the piece

GRADE 7 ACHIEVEMENT CRITERIA

GRADE 8 ACHIEVEMENT CRITERIA

Work judged **GRADE SEVEN Level** shows that students

- **audience appeal**
 - use a variety of techniques to create reader interest
- **content and planning**
 - select relevant ideas to support topic
 - include appropriate details in descriptions
 - draw on sources of information such as personal experience, curriculum content, oral, print, and other media texts
- **vocabulary and usage**
 - choose vocabulary appropriate to writer's style and purpose
 - incorporate particular language features of effective oral, print, and other media texts
- **organization and clarity**
 - use various methods of developing a piece of writing, such as examples, time order, sequence of events
 - demonstrate competence in developing and using paragraphs
 - unify writing by using related ideas in appropriate order
- **style and voice**
 - use literary techniques to develop the piece
 - experiment with language to provide emphasis and/or to express emotion
- **sentence structure and grammar**
 - construct a variety of sentences correctly
 - accumulate details by using phrases, or a series of sentences
- **mechanics: spelling, capitalization, punctuation**
 - apply common conventions of spelling, punctuation, and capitalization with only minor errors
- **editing and revising**
 - show evidence of editing and revising for precision of vocabulary and usage

Work judged **GRADE EIGHT Level** shows that students

- **audience appeal**
 - plan and shape writing for the particular effect it will have on the audience
- **content and planning**
 - build on indepth knowledge to develop the topic
 - select details carefully to create a dominant impression
 - use diverse ideas, opinions, and experiences to extend own ideas
- **vocabulary and usage**
 - make word choices that emphasize important ideas
 - include words or phrases that create an impression
- **organization and clarity**
 - use a variety of transitional strategies to link ideas
 - delineate an introduction, body and ending in their writing
 - maintain purpose and point of view throughout
- **style and voice**
 - use literary techniques to create particular effects
 - experiment with figurative language in order to create an impression or mood
- **sentence structure and grammar**
 - use a variety of simple, compound, and complex sentence structures to add interest to the writing
- **mechanics: spelling, capitalization, punctuation**
 - compose writing in which the meaning is not obscured by errors in punctuation, spelling, capitalization
- **editing and revising**
 - show evidence of editing and revising to clarify and enhance meaning

GRADE 9 ACHIEVEMENT CRITERIA

GRADE 10 ACHIEVEMENT CRITERIA

Work judged **GRADE NINE** Level shows that students

- **audience appeal**
 - select and organize ideas to appeal to and engage the audience
- **content and planning**
 - generalize from own and vicarious experiences to create written text on a theme
 - incorporate specific, relevant details
 - extend expression of ideas by exploring interactions with others and/or experiences with a variety of texts
- **vocabulary and usage**
 - make deliberate word choices for precision of meaning
 - use a variety of words, phrases and expressions (jargon, idioms, slang) to achieve particular effects
- **organization and clarity**
 - link events or details within sentences and between paragraphs using effective transitions
 - develop an introduction that is purposeful and establishes a focus
 - include a closing that is related to the focus
- **style and voice**
 - convey a personal sense of style
 - experiment with language and form to communicate themes or perspectives
- **sentence structure and grammar**
 - vary sentences by reordering sentence elements
 - construct sentences that develop transitions and cohesion in the piece
- **mechanics: spelling, capitalization, punctuation**
 - compose writing that is essentially free from errors in punctuation, spelling, and capitalization
- **editing and revising**
 - edit and revise to enhance transitions between ideas

Work judged **GRADE TEN** Level shows that students

- **audience appeal**
 - select strategies to accomplish purpose and engage audience
- **content and planning**
 - develop content appropriately to establish a focus by using a controlling idea or a unifying effect
 - select strategies to address expectations and constraints of the task
- **vocabulary and usage**
 - use accurate and effective vocabulary to create tone and emphasis
 - experiment with language, image, and structure to create different effects
- **organization and clarity**
 - use structures consistent with form, content and purpose
 - select an effective strategy to conclude the piece
- **style and voice**
 - use preferred stylistic techniques and/or rhetorical devices
 - experiment with various strategies to create rapport with audience
- **sentence structure and grammar**
 - manipulate sentence structures for emphasis and effect
 - apply conventions of grammar correctly (subject-verb agreement, pronoun-antecedent agreement)
- **mechanics: spelling, capitalization, punctuation**
 - demonstrate control of punctuation, spelling, and capitalization conventions to affect reader understanding and interest
- **editing and revising**
 - review and revise texts in progress to correct common sentence faults

GRADE 11 ACHIEVEMENT CRITERIA

GRADE 12 ACHIEVEMENT CRITERIA

Work judged **GRADE ELEVEN** Level shows that students

- **audience appeal**
 - include ideas and choose preferred strategies to accomplish purpose and engage audience

- **content and planning**
 - develop content to support and establish a focus by using an effective controlling idea or a strong unifying effect
 - select from a repertoire of preferred strategies to address expectations and constraints of the task

- **vocabulary and usage**
 - demonstrate effective word choices for form, purpose, and audience
 - experiment with language, image, and structure to create different effects for different purposes

- **organization and clarity**
 - explore a variety of structures consistent with form, content, and purpose
 - strengthen relationships between controlling ideas and supporting details

- **style and voice**
 - apply stylistic techniques and rhetorical devices to create intended effects
 - draw from a repertoire of effective strategies to create rapport with audience

- **sentence structure and grammar**
 - use purposefully constructed and varied sentences
 - ensure correct use of parts of speech

- **mechanics: spelling, capitalization, punctuation**
 - compose writing that controls punctuation, spelling, and capitalization in order to enhance communication

- **editing and revising**
 - edit and revise by selecting and rejecting ideas to enhance communication

Work judged **GRADE TWELVE** Level shows that students

- **audience appeal**
 - establish a personal focus for the piece, and choose effective strategies to accomplish purpose and engage audience

- **content and planning**
 - refine the controlling idea or desired unifying effect as appropriate to meet the intended purpose
 - select from a repertoire of effective strategies to address expectations and constraints of the task

- **vocabulary and usage**
 - assess the appropriateness and effectiveness of diction , and make word choices to create intended effects
 - demonstrate personal craft and effectiveness in use of language, image, and structure

- **organization and clarity**
 - use a broad variety of complex structures consistent with form, content, and purpose
 - apply the concepts of unity and coherence to ensure the effective organization of text

- **style and voice**
 - draw from a repertoire of stylistic choices that contribute to personal voice
 - create rapport with audience by selecting from a repertoire of effective strategies

- **sentence structure and grammar**
 - show an understanding of sentence structure that ensures that the reader pays attention not only to what is said, but to the way it is said
 - control grammar conventions for correctness or effect

- **mechanics: spelling, capitalization, punctuation**
 - consider matters of convention and the importance of correctness for personal purposes and effect on reader
 - use unconventional punctuation, spelling and sentence structure for effect, when appropriate

- **editing and revising**
 - edit and revise to modify text to better suit topic, purpose and audience