

## 1<sup>ST</sup> HOUR ANALYSIS

### Examine Patterns, Strengths and Weaknesses in Reading

Results Page 4 presents an analysis of the reading breakdown for students who failed the reading portion of the test. The results are based on students who completed at least half of the questions and failed the test. Note that the design and planning of the test by EQAO ensures that the reading level for the test does not confound the reading and writing results.

A priority list of issues in reading based on these joint percentages will focus the action plan.

Examples of reading patterns are on:

- p. 23 for a low results school
- p. 29 for an average results school
- p. 34 for a high results school

Consider the following questions:

- Are there patterns of strengths and weaknesses? Focus first on the column labelled *very weak*. This designation was used for scores at the low end of the possible scores and generally was given to students who got well below half of the questions correct. Significant percentages in this column immediately indicate areas of concern.
- Are the *weak/very weak* statistics significant? Look at the percentages for both the *very weak* and the *weak* columns and total these. A high total percentage indicates a general weakness for all who failed reading, or in the various categories of skills, strategies and reading selections.

Percentage in Each Category of Those Who Failed the Reading Component			
Reading Skills	Very Weak	Weak	Acceptable
understands directly stated ideas and information	18 %	52 %	30 %
understands indirectly stated ideas and information	40 %	52 %	8 %
makes connections between personal knowledge and experiences and the ideas and information in the reading selections	73 %	25 %	3 %
Reading Strategies			
ability to use knowledge or context to understand vocabulary	3 %	65 %	33 %
ability to use grammar and syntactic structures to aid understanding	10 %	63 %	28 %
ability to use structure and organizational elements to aid understanding	10 %	75 %	15 %
ability to use graphic features to aid understanding	8 %	58 %	35 %
Types of Reading Selections			
information (e.g., explanation, instructions)	38 %	45 %	18 %
graphic (e.g., schedules, graphs, tables)	18 %	60 %	23 %
literary (e.g., story, description, dialogue)	8 %	68 %	25 %



#### Page 4: Reading Details

Where reading is a concern identified, review the detailed reading results. Combine weak and very weak categories when patterns are not clear.

Skills	<input type="checkbox"/>	<input type="checkbox"/>	
Strategies	<input type="checkbox"/>	<input type="checkbox"/>	
Type: Inform	<input type="checkbox"/>	<input type="checkbox"/>	Highlight focus for reading concerns.
Type: Graphic	<input type="checkbox"/>	<input type="checkbox"/>	
Type: Literary	<input type="checkbox"/>	<input type="checkbox"/>	