

2008 Writing Assessment for Learning Project

Creighton SD Sub-Population Results Report

A Report of Selected Opportunity-to-Learn and Writing Performance Results

- Male Students
- Female Students
- First Nations & Metis Students
- French Immersion Students
- Community School Students

Preface

What is the purpose of the Assessment for Learning Program?

The Assessment for Learning Program is a provincial assessment designed to provide system data to be used (along with experiences and data from other sources) to plan for improvement in core student skill areas.

What core areas are assessed?

Students are tested in reading (Grade 4, 7, and 10) and in mathematics (Grade 5, 8, and Math 20) in Spring of odd years (2007, 2009, 2011, ...). Grade 5, 8, and 11 students were tested in writing in 2008 (and will be in Spring of even years). Beginning in 2010, Grade 7 and 10 students will be tested in science during Spring of even years (2010, 2012, ...).

What is the quality of the assessment?

Quality is typically described using the terms 'validity' and 'reliability'. Validity refers to the nature of the assessment tasks and the derived measures, and how well these reflect what is intended to be tested. The Assessment for Learning Program is curriculum-based. Validity is improved by having reference committees review conceptual frameworks, tables of specification, and assessment items to ensure they align appropriately with and represent well intended curriculum outcomes. Validity is improved by involving several Saskatchewan teachers in the design of assessment items. Validity is improved by using different rounds of field-testing in a variety of classroom settings, and modifying items to manage bias and improve clarity based on feedback provided by students and teachers.

'Reliability' refers to confidence that the results reflect accurately the population that is being tested. Often questions of reliability are considered when sampling methods are used to represent the population. The Assessment for Learning Program is designed to test all students at the tested grades, so reliability issues related to sampling are minimized. Reliability of results can be affected by the efforts of students to do their best and show what they know and can do. Reliability of profiles is also affected by the student population size contributing to the profile, particularly for small schools. In the case of smaller schools, the assessment results provide a reliable and valuable snapshot of opportunity and achievement, but considerable variation in outcomes could be expected for future small groups from the school.

What is measured and reported in the Assessment for Learning Program?

The Assessment for Learning Program reports both indicators of student **opportunity-to-learn** and indicators of **student achievement**. The next page describes which measures of the 2008 Writing Assessment are reported for each of these assessment areas.

The Assessment for Learning Program provides school, division, and provincial profiles. The Program also provides selected sub-population profiles (such as those included in this report) at the division and provincial levels.

The Assessment for Learning Program does not provide individual student reports. Planning specific improvement for individuals is best informed by effective and ongoing classroom-based assessment, and through dialogue and interactions involving the teacher, student, and parent(s). There is an option for teachers to score student work on this assessment, to include this work as part of their assessment plan, and to provide feedback to students, prior to returning the work for central scoring and processing.

2008 Writing Assessment Components

Student Opportunity-to-Learn Measures

Five opportunity-to-learn (OTL) measures were developed for this assessment. Each OTL measure was determined using a 5-level scale (Level 1 low to Level 5 high). The **three OTL measures displayed** throughout this report were derived from student questionnaire responses.

- Student **propensity to learn** considers student preparation for and reflection on writing; and motivation, attitude, confidence, and persistence related to writing.
- Student **knowledge and use of writing strategies** considers the frequency and variety of various strategies used before, during, and after writing, as well as the use of resources for generating ideas and assisting in the writing process.
- **Home support for writing and learning** considers the resources and supports provided or arranged by family, and the nature and frequency of interactions focused around learning and writing.

The two OTL measures derived from teacher questionnaire responses (availability and use of resources; and, instruction and learning) are reported in *Detailed Division Reports* and *Detailed School Reports*, and included in the summary reports. They are not included in this report because responses from teachers span across many of the sub-populations contained in this report. For example, most teachers would teach both male and female students, and their responses informing the measures would not distinguish differences in opportunity for these two sub-populations.

Student Writing Performance Measures

Students completed one writing task in which they were given a topic or situation, posited in either a narrative context (*tell a story*) or an expository context (*provide explanation or instruction*). They showed their writing process (generation of ideas, plan, draft, revision, and final copy). From this work, the following five broad student performance outcome areas were measured:

- **Writing Process:** Student work was reported on a 3-level scale (rubric) to describe the extent to which prewriting planning, completion of a draft, and revisions occurred.
- **Product:** The overall quality of the writing piece was reported on a 6-level scale (rubric) by considering the following three measures (each also reported on a 6-level scale).
 - **Messaging:** Considerations include the development and support of main ideas, the maintenance of focus, and the adherence to the narrative or expository context.
 - **Organization:** Considerations include the quality of the introduction and the conclusion, and the presentation of ideas and information (overall coherence and connections in the writing shown by transitions).
 - **Language Use:** Considerations include word choice, tone, style, effectiveness of syntax, and correctness of the mechanics in the writing.

This report contains results for sub-populations related to these five measures combining results of the narrative and the expository writing contexts. Results are not shown specifically and separately for these two types of writing within this report. **Detailed Division Reports** and **Detailed School Reports** provide findings for each of these two writing contexts for the student population, but not for sub-populations.

Standards Used in the 2008 Writing Assessment

Student opportunity-to-learn results and student writing achievement results are displayed in this report as the percentages achieving specified standards. Standards were established by teachers and academics through a process that involved careful consideration of the assessment tasks, the learning context, discussion about various experiences and perspectives of other panelists, all leading to the average of all panelists' opportunity or performance judgments indicating what students in Saskatchewan should be able to do related to each of the assessment measures. Separate and independent panels set standards for Grade 5, 8, and 11. Two types of standards were set for each opportunity and writing achievement measure.

For each opportunity-to-learn measure, panelists set a standard of excellent opportunity and a standard of sufficient (or higher) opportunity (on a 5-level scale). Similarly, for each writing achievement measure, panelists set a standard of proficient performance and a standard of adequate (or higher) performance (on a 6-level scale, except for writing process which used a 3-level scale). The standards are shown in Figure 1 below.

Figure 1: Opportunity-to-Learn Standards and Writing Performance Standards

Opportunity Measure	Scale	Grade 5		Grade 8		Grade 11	
		Excellence	Sufficiency	Excellence	Sufficiency	Excellence	Sufficiency
Propensity to Learn	5-level	4.03	2.69	4.09	2.90	3.96	2.57
Knowledge and Use of Writing Strategies	5-level	3.95	2.61	4.17	3.08	3.93	2.45
Home Support for Learning	5-level	4.09	3.02	3.55	2.54	4.14	2.88
Performance Measure	Scale	Grade 5		Grade 8		Grade 11	
		Proficiency	Adequacy	Proficiency	Adequacy	Proficiency	Adequacy
Demonstration of Writing Process	3-level	2.66	1.87	2.55	1.87	2.41	1.79
Quality of Writing Product	6-level	4.53	3.10	4.59	3.26	4.51	3.46
Messaging and Content	6-level	4.41	2.98	4.56	3.25	4.48	3.53
Organization and Coherence	6-level	4.63	3.19	4.50	3.18	4.45	3.35
Language Use	6-level	4.55	3.12	4.70	3.35	4.60	3.49

Comparisons and Meaningful Distinctions

In this report, 2008 Writing Assessment results are displayed showing percentages of students achieving the standards and are compared for each sub-population group with the total student population in the division, the total student population in the province, and the corresponding sub-population in the province. In most instances, any differences between sub-population results in the division compared to those of the province, or compared to the overall student population in the division and province will be statistically significantly different. This is because virtually the entire population participates in the assessment (not just a sample). However, just because there is a statistically significant difference, it does not necessarily mean the difference is very large or meaningful.

When making comparisons between results, the terms **meaningfully higher**, **meaningfully lower**, and **similar to** are used. Differences were arbitrarily set as meaningful if there was more than an 8% difference and at least a 2 percentage point difference between the school and provincial profiles. For example, if the school achieved 55% of students with at least adequate performance compared to 50% for the province, then the school's results would be meaningfully higher than the province, because 55% is 10% higher than 50% (i.e., $55\%/50\%=1.1$ or 110%) and 55% is 5 percentage points more than 50% (i.e., $55\%-50\%=5\%$).

Student Participation Numbers and Rates

All students in Grade 5 and 8 were eligible to participate in the 2008 Writing Assessment. All students registered in Language Arts 20 courses during the second semester of 2008 were expected to participate. School divisions could choose to have the balance of Grade 11 students (not registered in Language Arts 20 second semester course) also write the assessment. Most divisions did not elect to do this.

In some instances, students may be developing their writing skills in courses where significant outcome portions of the language arts curriculum have been modified to accommodate their needs. If this were the case, teachers with approval from their administrators could designate that these particular students not be included in contributing to the school or division profile (although such students could participate in portions of the assessment appropriate to their program of study, but their work would not be returned for central processing). The top two rows of information in each of Figures 5.1, 8.1, and 11.1 show the total number of students and the number of students expected to participate.

Students had opportunity to provide responses to declare their gender and whether they were First Nations or Metis. The linking of student assessment numbers to school identifiers enables analysis and reporting of assessment results for students in French Immersion programs and for students in community schools. Participation numbers are provided in Figures 5.1, 8.1, and 11.1 for each of the sub-populations included in this report. Participation rates for these sub-populations are unavailable because information about gender or First Nations and Metis declaration are not known for those who did not participate in the assessment.

Figure 5.1: Participation Numbers and Rates, Grade 5

	Division	Province		
Total Number of Grade 5 Students	33	12,040		
Grade 5 Students Expected to Contribute to the Profile	33	11,468		
Percentage Expected to Contribute to the Profile	100.0%	95.2%		
	Student Questionnaires		Writing Tests	
	Division	Province	Division	Province
Number of Participating Students	30	10,998	30	11,075
... as a percentage of those expected to participate	90.9%	95.9%	-	-
... as a percentage of all Grade 5 Students	90.9%	91.3%	-	-
Number of Participating Male Students	14	5,439	14	5,382
Number of Participating Female Students	16	5,457	16	5,400
Number of Participating First Nations & Metis Students	13	2,143	13	2,105
Number of Participating French Immersion Students	nr	692	nr	690
Number of Participating Community School Students	30	1,771	30	1,750

Figure 8.1: Participation Numbers and Rates, Grade 8

	Division	Province		
Total Number of Grade 8 Students	35	13,009		
Grade 8 Students Expected to Contribute to the Profile	35	12,442		
Percentage Expected to Contribute to the Profile	100.0%	95.6%		
	Student Questionnaires		Writing Tests	
	Division	Province	Division	Province
Number of Participating Students	32	11,775	32	11,836
... as a percentage of those expected to participate	91.4%	94.6%	-	-
... as a percentage of all Grade 8 Students	91.4%	90.5%	-	-
Number of Participating Male Students	19	5,839	19	5,788
Number of Participating Female Students	13	5,797	13	5,743
Number of Participating First Nations & Metis Students	6	2,108	6	2,083
Number of Participating French Immersion Students	nr	524	nr	516
Number of Participating Community School Students	32	1,922	32	1,912

Figure 11.1: Participation Numbers and Rates, Grade 11

	Division	Province		
Total Number of Grade 11 Students	35	9,505		
Grade 11 Students Expected to Contribute to the Profile	35	9,306		
Percentage Expected to Contribute to the Profile	100.0%	97.9%		
	Student Questionnaires		Writing Tests	
	Division	Province	Division	Province
Number of Participating Students	33	7,986	33	8,013
... as a percentage of those expected to participate	94.3%	85.8%	-	-
... as a percentage of all Grade 11 Students	94.3%	84.0%	-	-
Number of Participating Male Students	12	3,981	12	3,924
Number of Participating Female Students	21	3,938	21	3,871
Number of Participating First Nations & Metis Students	9	1,057	9	1,026
Number of Participating French Immersion Students	nr	252	nr	248
Number of Participating Community School Students	33	1,265	33	1,231

Overview of Division Results

The percentages shown in Figures 5.2, 8.2, and 11.2 represent the proportion of students in the division (and sub-populations within the division) achieving the excellent standard for three opportunity-to-learn measures (propensity to learn; knowledge and use of writing strategies; and, home support for learning and writing) and achieving the proficient standard for five writing achievement measures (demonstration of the writing process; quality of the writing product; messaging and content; organization and coherence; and, language use and syntax). Figures 5.3, 8.3, and 11.3 show percentages within the division achieving sufficient (or higher) standards for the opportunity-to-learn measures and the percentages within the division achieving adequate (or higher) for the writing achievement measures.

Cells shaded within these figures indicate that there is a meaningful distinction in the division subpopulation results compared to the overall provincial results and/or corresponding provincial subpopulation results. Shading in cells containing percentages show the presence of meaningful distinctions between the division subpopulation and the overall provincial results. Shading in cells showing the arrow symbols indicate whether there is a meaningful distinction between the division subpopulation and the corresponding provincial subpopulation (see the legend below the figures). Recall the definitions of meaningful distinctions offered in an earlier section of this report.

Figure 5.2: Percentages Achieving Standards of Excellence/Proficiency, Division Sub-Population Results, Grade 5

Percentage Achieving Excellent Opportunity Among ...	All Students		Male		Female		First Nations & Metis		French Immersion		Community Schools	
Opportunity-to-Learn Measures												
Propensity to Learn	16%	↓	7%	↓	24%	↓	22%	↑	nr	✗	16%	↔
Knowledge & Use of Writing Strategies	9%	↓	2%	↓	16%	↓	2%	↓	nr	✗	9%	↓
Home Support for Writing & Learning	20%	↓	20%	↔	19%	↓	16%	↓	nr	✗	20%	↔
Percentage Achieving Proficient Achievement Among ...												
Writing Performance Measures												
Demonstration of Writing Process	40%	↔	31%	↓	48%	↔	31%	↔	nr	✗	40%	↑
Quality of Writing Product	3%	↓	0%	✗	6%	↓	0%	✗	nr	✗	3%	↓
Messaging and Content	9%	↓	0%	✗	16%	↓	0%	✗	nr	✗	9%	↓
Organization and Coherence	2%	↓	5%	↓	0%	✗	3%	↓	nr	✗	2%	↓
Language Use and Context	3%	↓	0%	✗	6%	↓	0%	✗	nr	✗	3%	↓

Legend: Division **subpopulation** results are:

62% meaningfully higher than the provincial (all) results	45% meaningfully lower than the provincial (all) results	54% similar to the provincial (all) results
↑ meaningfully higher than the provincial subpop'n	↓ meaningfully lower than the provincial subpop'n	↔ similar to the provincial subpop'n

Figure 5.3: Percentages Achieving Standards of Sufficiency/Adequacy (or Higher), Division Sub-Population Results, Grade 5

Percentage Achieving Sufficient (or Higher) Opportunity Among ...	All Students	Male	Female	First Nations & Metis	French Immersion	Community Schools
Opportunity-to-Learn Measures						
Propensity to Learn	65% ↓	59% ↓	70% ↓	68% ↓	nr	65% ↓
Knowledge & Use of Writing Strategies	62% ↓	51% ↓	71% ↓	55% ↓	nr	62% ↓
Home Support for Writing & Learning	68% ↓	70% ↔	66% ↓	90% ↑	nr	68% ↔
Percentage Achieving Adequate (or Higher) Achievement Among ...						
Writing Performance Measures						
Demonstration of Writing Process	88% ↔	81% ↔	95% ↔	80% ↔	nr	88% ↑
Quality of Writing Product	55% ↔	39% ↓	69% ↑	35% ↓	nr	53% ↑
Messaging and Content	74% ↔	72% ↔	75% ↔	54% ↓	nr	74% ↑
Organization and Coherence	34% ↓	32% ↓	35% ↓	26% ↓	nr	31% ↓
Language Use and Context	57% ↓	38% ↓	73% ↔	54% ↔	nr	56% ↔

Legend: Division **subpopulation** results are:

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 45% meaningfully **lower** than the **provincial (all)** results
 54% **similar** to the **provincial (all)** results
↑ meaningfully **higher** than the **provincial subpop'n**
 ↓ meaningfully **lower** than the **provincial subpop'n**
 ↔ **similar** to the **provincial subpop'n**

Figure 8.2: Percentages Achieving Standards of Excellence/Proficiency, Division Sub-Population Results, Grade 8

Percentage Achieving Excellent Opportunity Among ...	All Students	Male	Female	First Nations & Metis	French Immersion	Community Schools
Opportunity-to-Learn Measures						
Propensity to Learn	14% ↑	19% ↑	7% ↓	15% ↑	nr	14% ↑
Knowledge & Use of Writing Strategies	12% ↔	11% ↑	13% ↓	20% ↑	nr	12% ↑
Home Support for Writing & Learning	33% ↓	42% ↔	21% ↓	18% ↓	nr	33% ↓
Percentage Achieving Proficient Achievement Among ...						
Writing Performance Measures						
Demonstration of Writing Process	64% ↑	68% ↑	58% ↓	54% ↑	nr	64% ↑
Quality of Writing Product	24% ↔	15% ↓	37% ↑	14% ↔	nr	21% ↑
Messaging and Content	46% ↑	33% ↔	65% ↑	48% ↑	nr	44% ↑
Organization and Coherence	23% ↓	21% ↓	27% ↓	17% ↔	nr	22% ↑
Language Use and Context	10% ↓	9% ↓	11% ↓	0% ↘	nr	7% ↓

Legend: Division **subpopulation** results are:

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 45% meaningfully **lower** than the **provincial (all)** results
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 ↓ meaningfully **lower** than the **provincial subpop'n**
 ↔ **similar** to the **provincial subpop'n**

Figure 8.3: Percentages Achieving Standards of Sufficiency/Adequacy (or Higher), Division Sub-Population Results, Grade 8

Percentage Achieving Sufficient (or Higher) Opportunity Among ...	All Students	Male	Female	First Nations & Metis	French Immersion	Community Schools
Opportunity-to-Learn Measures						
Propensity to Learn	60% ↔	62% ↑	59% ↓	40% ↓	nr	60% ↔
Knowledge & Use of Writing Strategies	44% ↓	39% ↔	51% ↓	20% ↓	nr	44% ↔
Home Support for Writing & Learning	72% ↓	80% ↔	60% ↓	49% ↓	nr	72% ↔
Percentage Achieving Adequate (or Higher) Achievement Among ...						
Writing Performance Measures						
Demonstration of Writing Process	97% ↔	100% ↑	93% ↔	100% ↑	nr	97% ↑
Quality of Writing Product	66% ↔	64% ↔	69% ↔	46% ↓	nr	63% ↑
Messaging and Content	79% ↔	70% ↔	92% ↑	67% ↑	nr	74% ↑
Organization and Coherence	52% ↓	58% ↔	43% ↓	30% ↓	nr	49% ↑
Language Use and Context	67% ↔	66% ↔	68% ↓	43% ↓	nr	64% ↑

Legend: Division **subpopulation** results are:

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 54% **similar** to the **provincial (all)** results
↑ meaningfully **higher** than the **provincial subpop'n**
 ↓ meaningfully **lower** than the **provincial subpop'n**
 ↔ **similar** to the **provincial subpop'n**

Figure 11.2: Percentages Achieving Standards of Excellence/Proficiency, Division Sub-Population Results, Grade 11

Percentage Achieving Excellent Opportunity Among ...		All Students		Male		Female		First Nations & Metis		French Immersion		Community Schools	
Opportunity-to-Learn Measures													
Propensity to Learn	25%	↑	10%	↑	33%	↑	39%	↑	nr	↔	25%	↑	
Knowledge & Use of Writing Strategies	18%	↑	3%	↓	27%	↑	15%	↑	nr	↔	18%	↑	
Home Support for Writing & Learning	23%	↑	16%	↑	27%	↑	23%	↑	nr	↔	23%	↑	
Percentage Achieving Proficient Achievement Among ...		All Students		Male		Female		First Nations & Metis		French Immersion		Community Schools	
Writing Performance Measures													
Demonstration of Writing Process	61%	↓	48%	↓	68%	↓	57%	↔	nr	↔	61%	↔	
Quality of Writing Product	33%	↔	25%	↓	38%	↓	11%	↓	nr	↔	31%	↑	
Messaging and Content	43%	↔	38%	↔	45%	↓	22%	↓	nr	↔	42%	↑	
Organization and Coherence	50%	↑	47%	↑	51%	↔	42%	↑	nr	↔	46%	↑	
Language Use and Context	24%	↓	13%	↓	30%	↓	20%	↑	nr	↔	23%	↑	

Legend: Division **subpopulation** results are:

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 45% meaningfully **lower** than the **provincial (all)** results
 54% **similar** to the **provincial (all)** results
↑ meaningfully **higher** than the **provincial subpop'n**
 ↓ meaningfully **lower** than the **provincial subpop'n**
 ↔ **similar** to the **provincial subpop'n**

Figure 11.3: Percentages Achieving Standards of Sufficiency/Adequacy (or Higher), Division Sub-Population Results, Grade 11

Percentage Achieving Sufficient (or Higher) Opportunity Among ...		All Students		Male		Female		First Nations & Metis		French Immersion		Community Schools	
Opportunity-to-Learn Measures													
Propensity to Learn	72%	↔	51%	↓	85%	↔	86%	↑	nr	↔	72%	↔	
Knowledge & Use of Writing Strategies	74%	↔	62%	↔	80%	↔	79%	↑	nr	↔	74%	↑	
Home Support for Writing & Learning	64%	↔	66%	↑	64%	↓	64%	↑	nr	↔	64%	↔	
Percentage Achieving Adequate (or Higher) Achievement Among ...		All Students		Male		Female		First Nations & Metis		French Immersion		Community Schools	
Writing Performance Measures													
Demonstration of Writing Process	90%	↔	80%	↓	96%	↔	91%	↑	nr	↔	90%	↔	
Quality of Writing Product	65%	↔	60%	↔	68%	↓	58%	↔	nr	↔	62%	↑	
Messaging and Content	63%	↓	57%	↓	66%	↓	54%	↔	nr	↔	57%	↔	
Organization and Coherence	74%	↑	64%	↔	80%	↔	88%	↑	nr	↔	73%	↑	
Language Use and Context	67%	↔	54%	↓	74%	↔	62%	↔	nr	↔	65%	↑	

Legend: Division **subpopulation** results are:

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 54% **similar** to the **provincial (all)** results
↑ meaningfully **higher** than the **provincial subpop'n**
 ↓ meaningfully **lower** than the **provincial subpop'n**
 ↔ **similar** to the **provincial subpop'n**

Gender Results

This section shows results for male students and for female students. Students who did not indicate their gender are not included in the sub-population gender profiles. The first set of graphs (Figures 5.4a, 5.4b, 8.4a, 8.4b, 11.4a, and 11.4b) show gender results for three opportunity-to-learn measures (briefly described on page 3 of this report). For each measure displayed in the graph, four profiles are shown: the male or female division result; the overall division result; the male or female provincial result; and, the overall provincial result. The black portion of the bar shows the percentage achieving the excellent standard, and the entire bar shows the percentage achieving the sufficient (or higher) standard.

The second set of graphs (Figures 5.5a, 5.5b, 8.5a, 8.5b, 11.5a, and 11.5b) show gender results for five writing achievement measures (briefly described on page 3 of this report). The profiles shown in the achievement graphs and the layout of each of these graphs is similar to what was described for the opportunity-to-learn graphs.

Figure 5.4a: Percentages Achieving Standards, Opportunity-to-Learn, Grade 5 Male Students

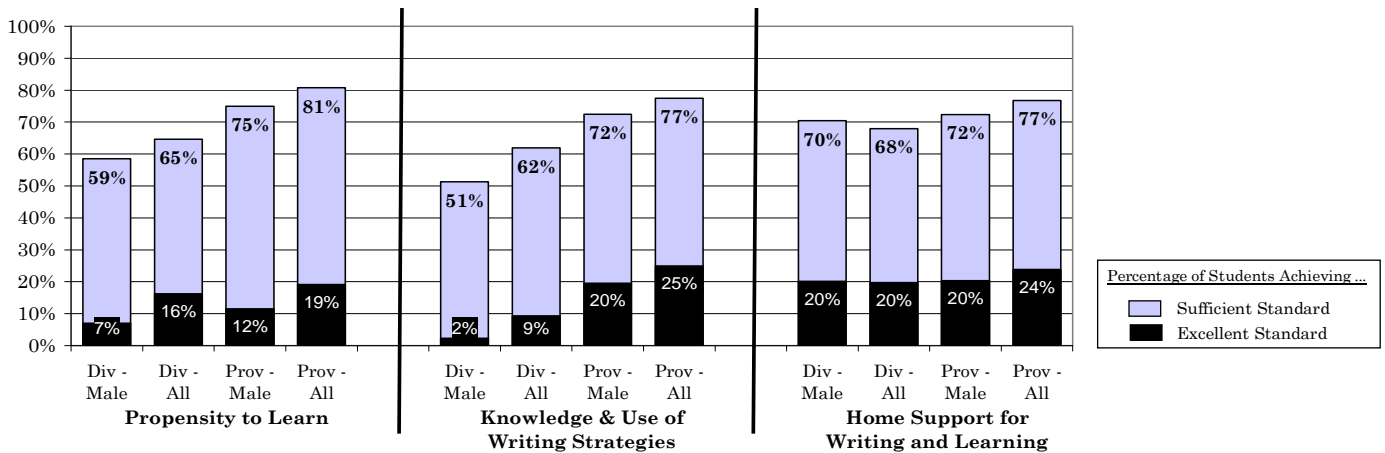


Figure 5.4b: Percentages Achieving Standards, Opportunity-to-Learn, Grade 5 Female Students

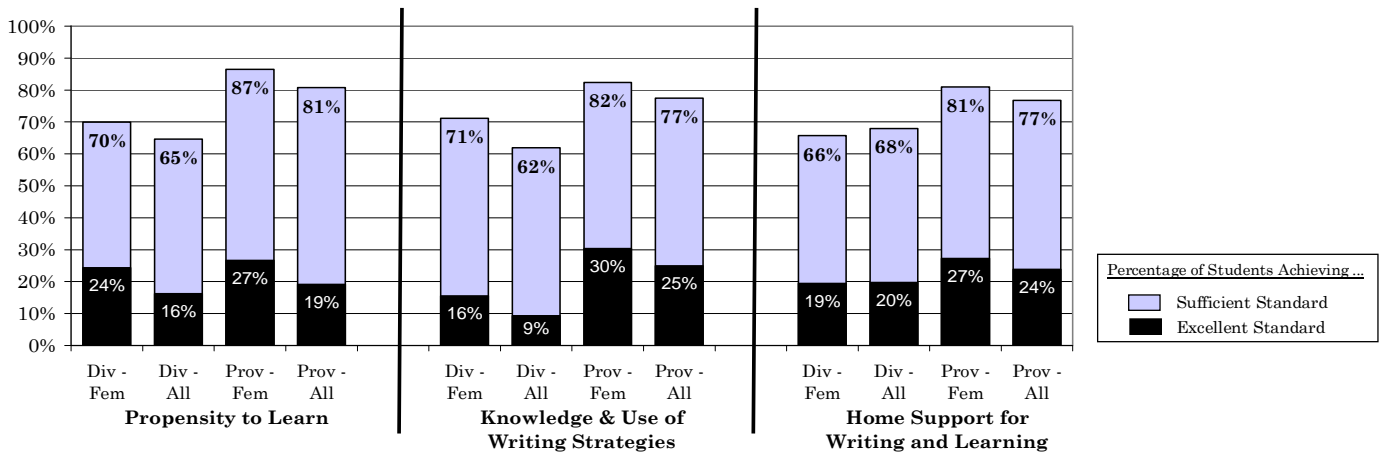


Figure 8.4a: Percentages Achieving Standards, Opportunity-to-Learn, Grade 8 Male Students

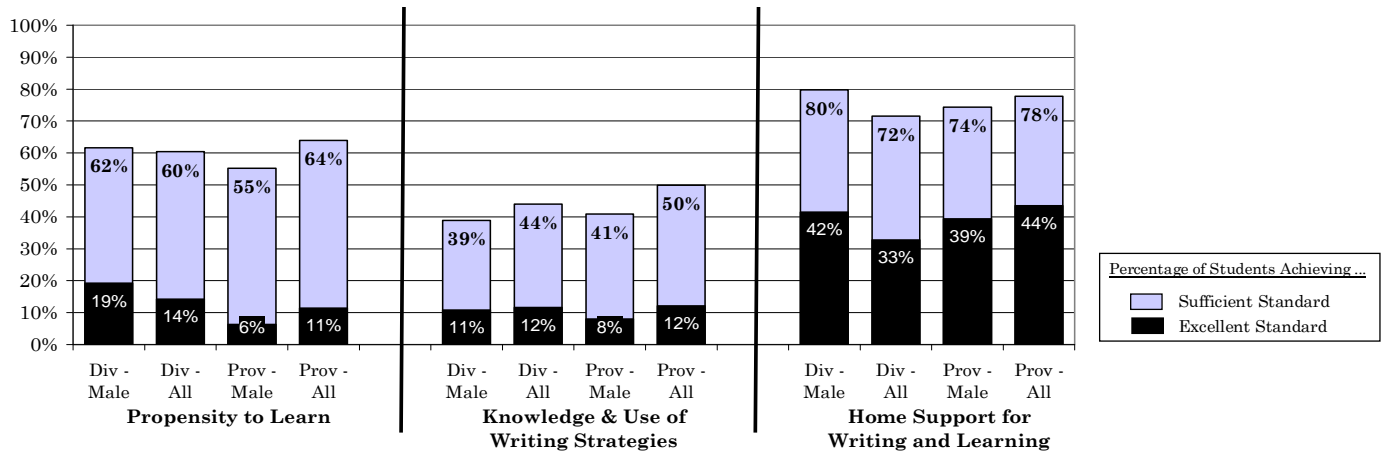


Figure 8.4b: Percentages Achieving Standards, Opportunity-to-Learn, Grade 8 Female Students

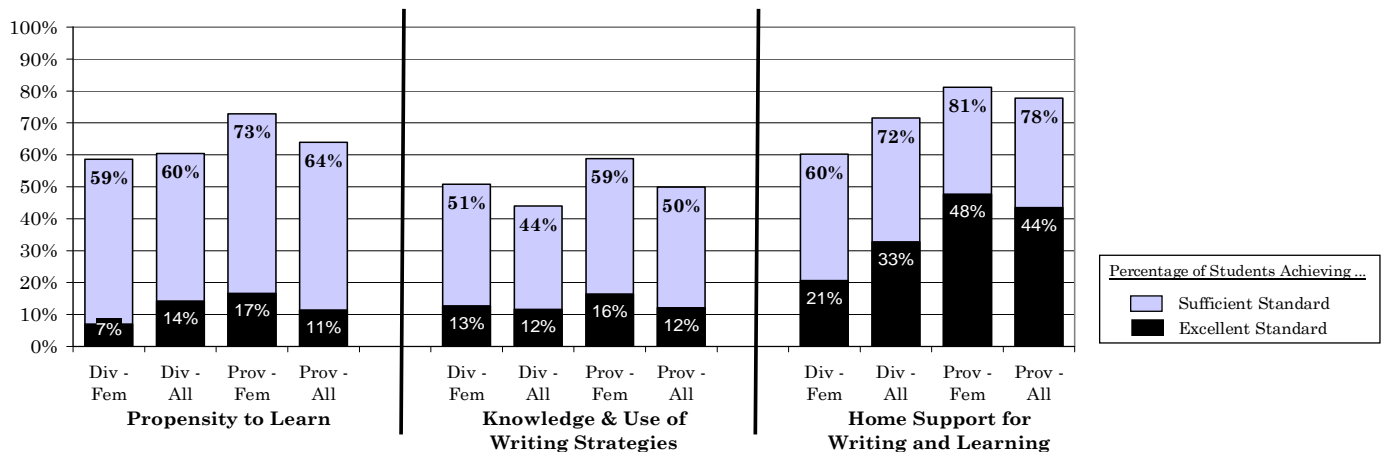


Figure 11.4a: Percentages Achieving Standards, Opportunity-to-Learn, Grade 11 Male Students

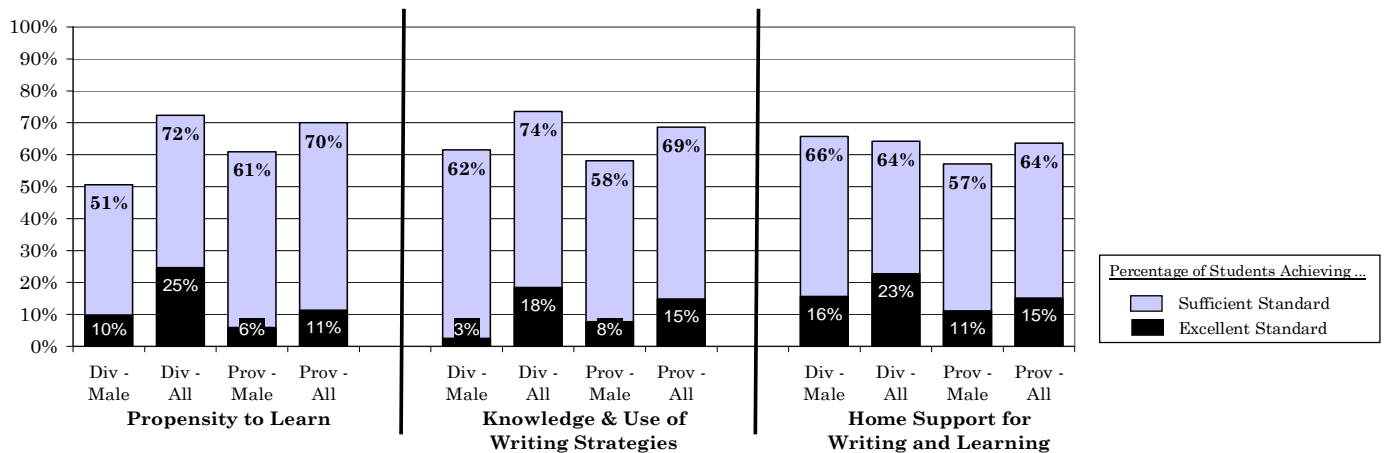


Figure 11.4b: Percentages Achieving Standards, Opportunity-to-Learn, Grade 11 Female Students

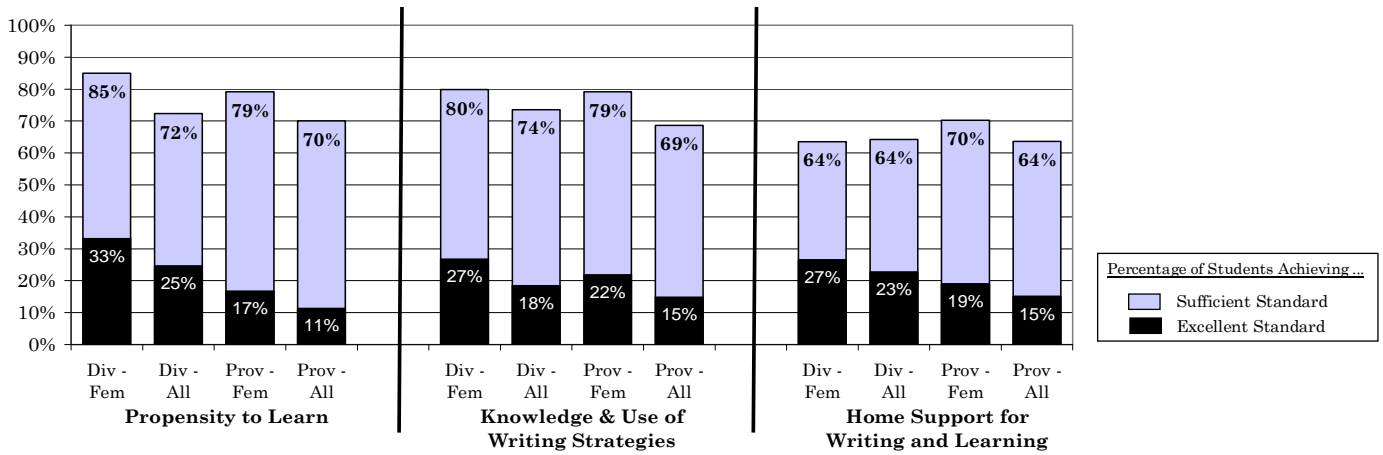


Figure 5.5a: Percentages Achieving Standards, Writing Performance, Grade 5 Male Students

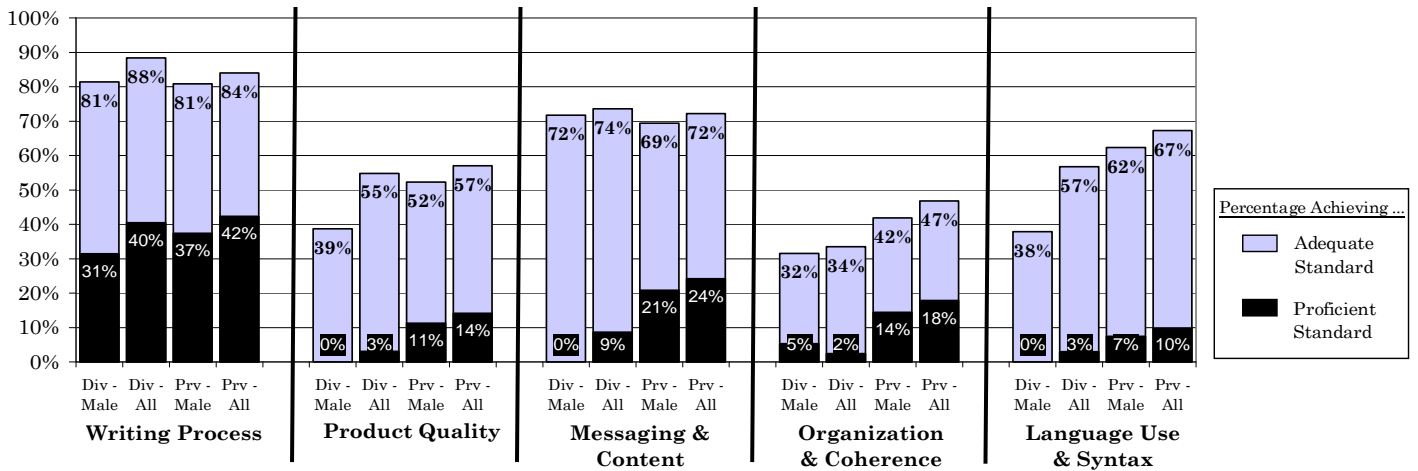


Figure 5.5b: Percentages Achieving Standards, Writing Performance, Grade 5 Female Students

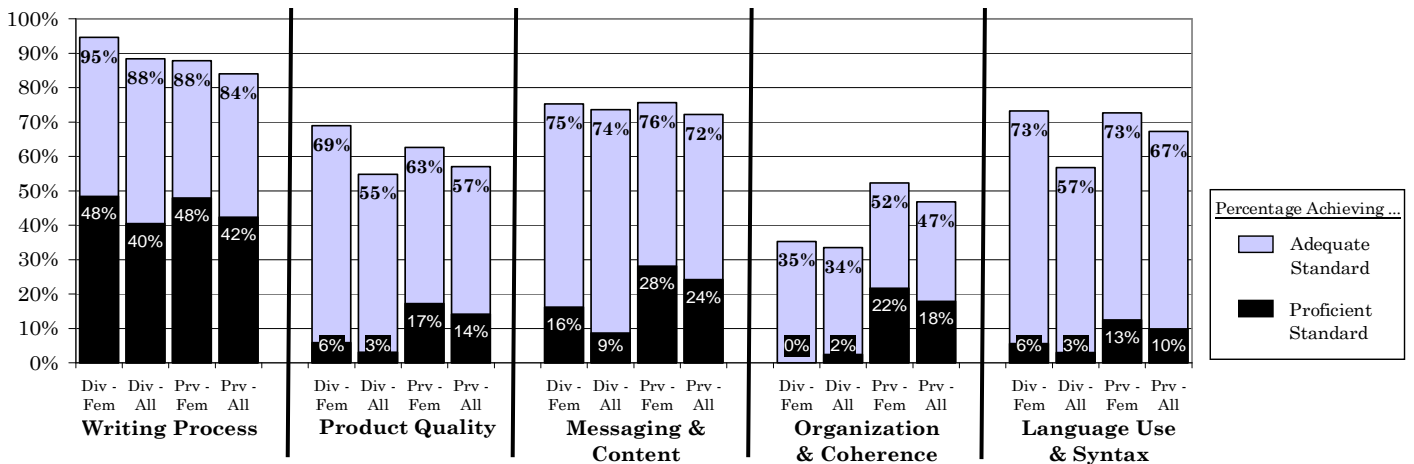


Figure 8.5a: Percentages Achieving Standards, Writing Performance, Grade 8 Male Students

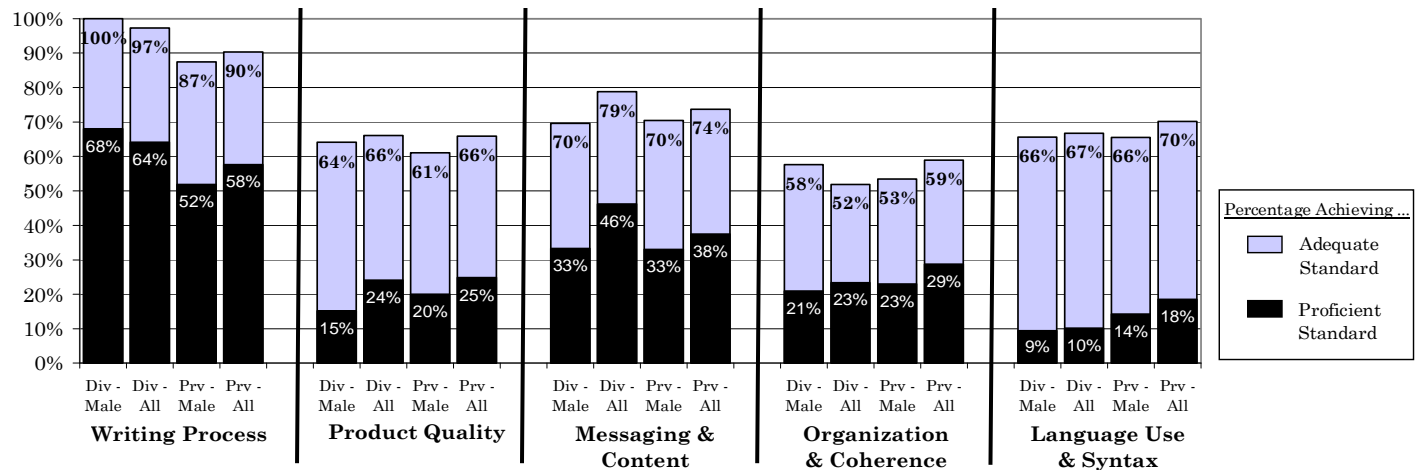


Figure 8.5b: Percentages Achieving Standards, Writing Performance, Grade 8 Female Students

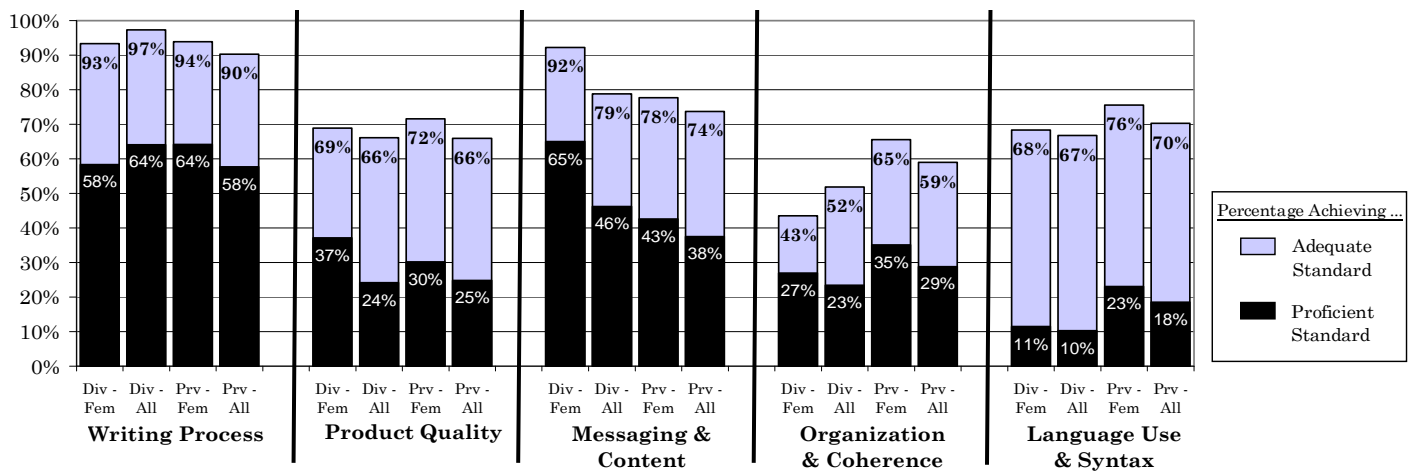


Figure 11.5a: Percentages Achieving Standards, Writing Performance, Grade 11 Male Students

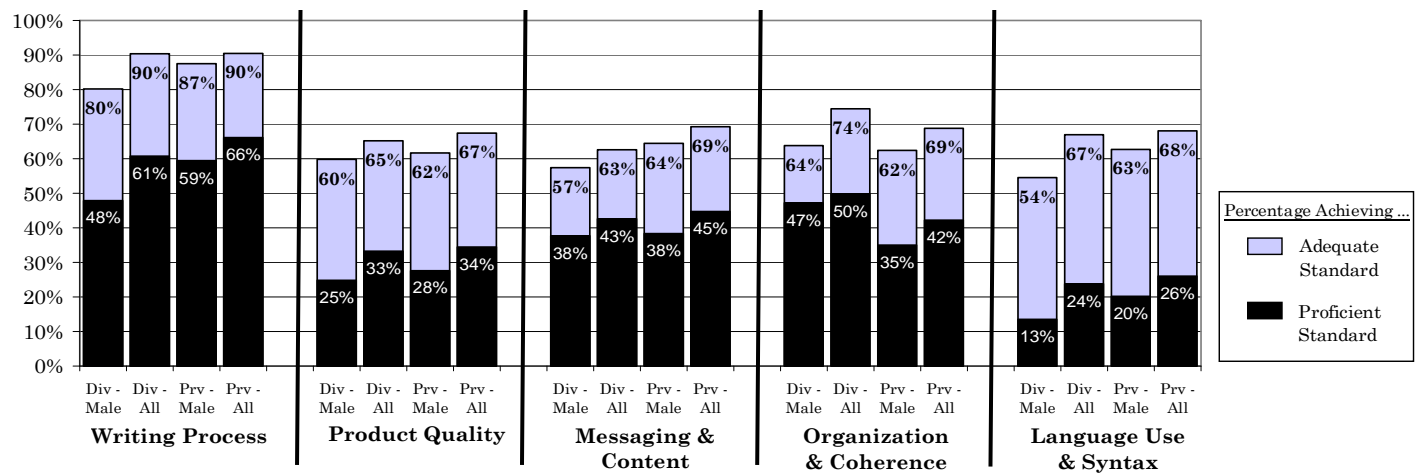
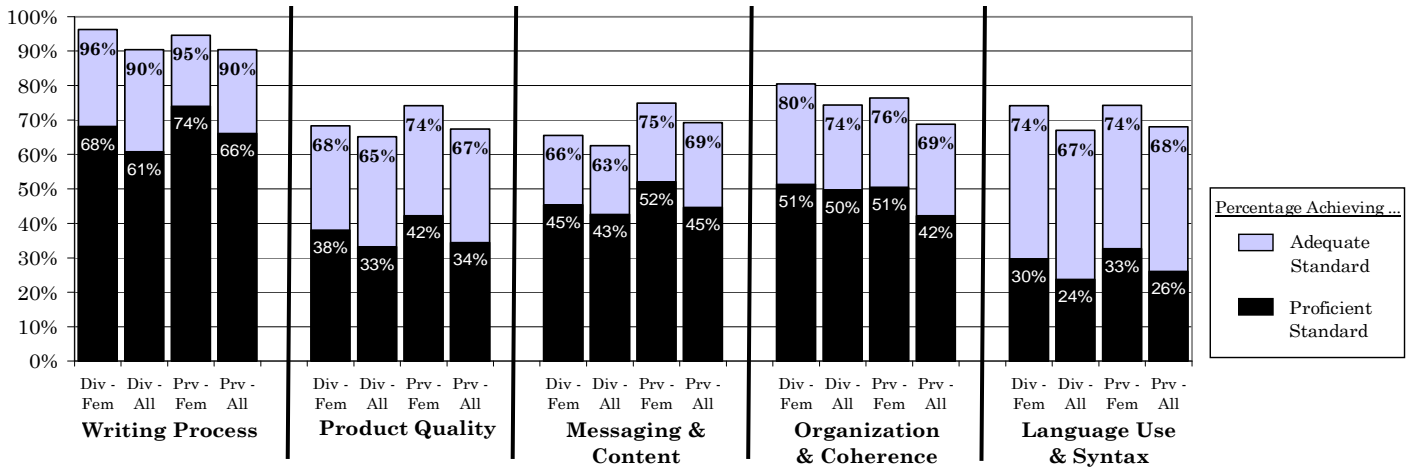


Figure 11.5b: Percentages Achieving Standards, Writing Performance, Grade 11 Female Students



First Nations & Metis Student Results

This section shows results for students who declared as First Nations or Metis people. The first set of graphs (Figures 5.6, 8.6, and 11.6) show results for three opportunity-to-learn measures (briefly described on page 3 of this report). For each measure displayed in the graph, four profiles are shown: the division result for First Nations and Metis students; the overall division result; the provincial result for First Nations and Metis students; and, the overall provincial result. The black portion of the bar shows the percentage achieving the excellent standard, and the entire bar shows the percentage achieving the sufficient (or higher) standard.

The second set of graphs (Figures 5.7, 8.7, and 11.7) show First Nations and Metis results for five writing achievement measures (briefly described on page 3 of this report). The profiles shown in the achievement graphs and the layout of each of these graphs is similar to what was described for the opportunity-to-learn graphs.

Figure 5.6: Percentages Achieving Standards, Opportunity-to-Learn, Grade 5 First Nations & Metis Students

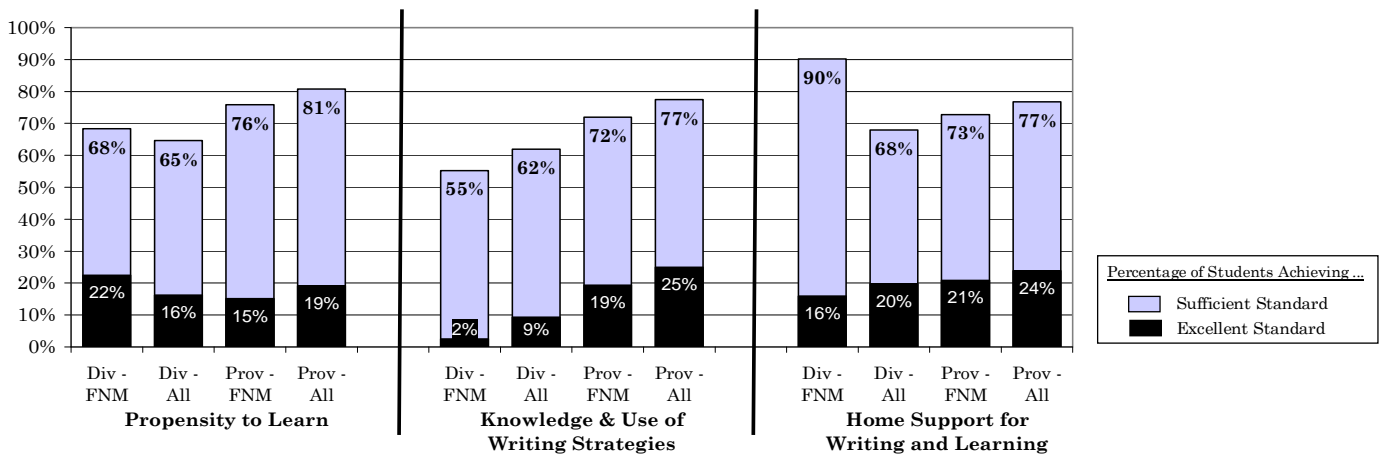


Figure 8.6: Percentages Achieving Standards, Opportunity-to-Learn, Grade 8 First Nations & Metis Students

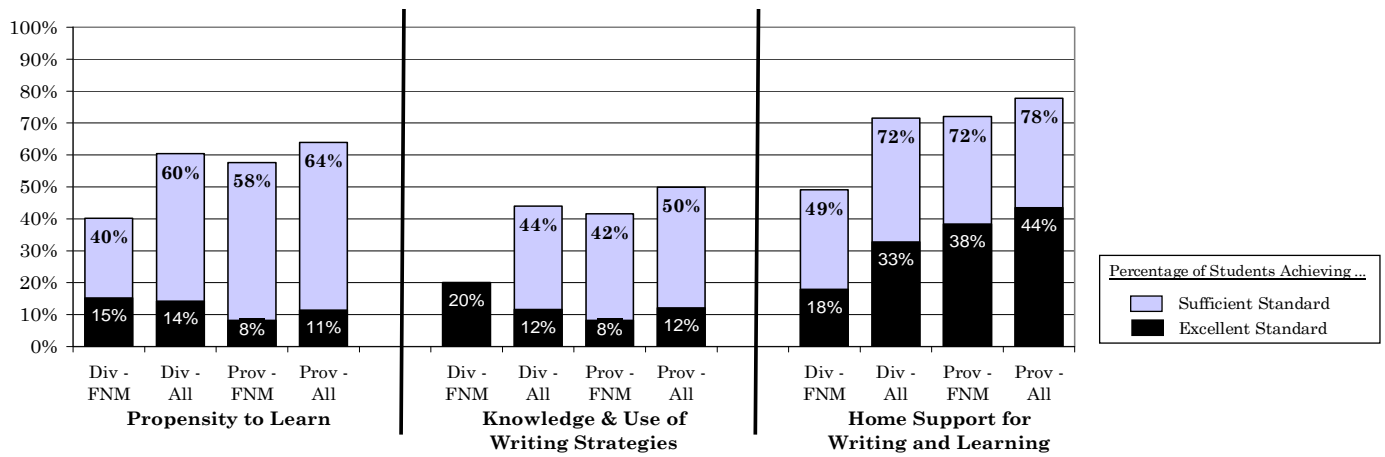


Figure 11.6: Percentages Achieving Standards, Opportunity-to-Learn, Grade 11 First Nations & Metis Students

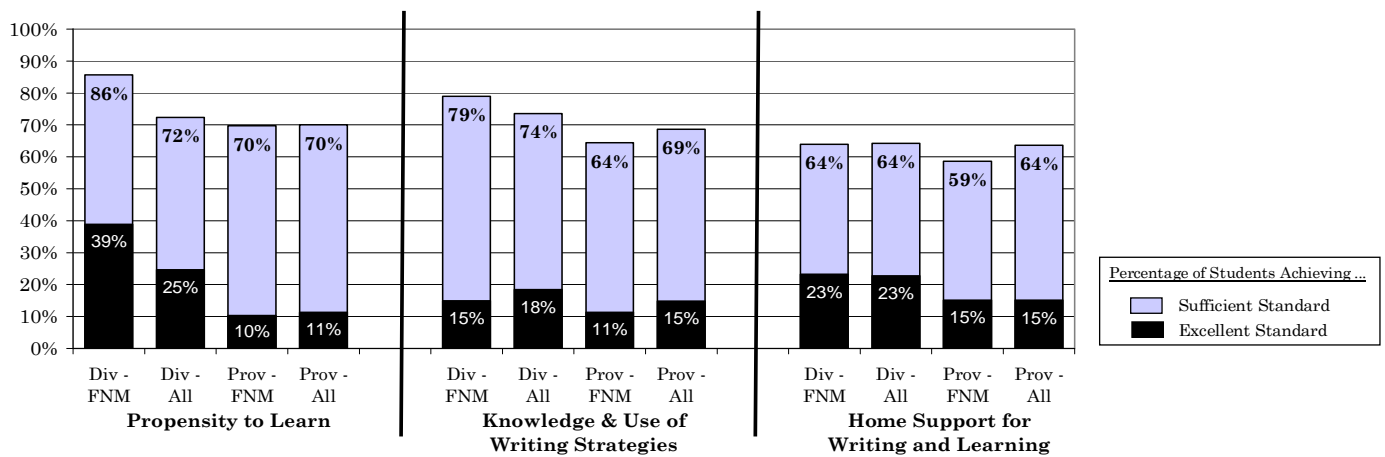


Figure 5.7: Percentages Achieving Standards, Writing Performance, Grade 5 First Nations & Metis Students

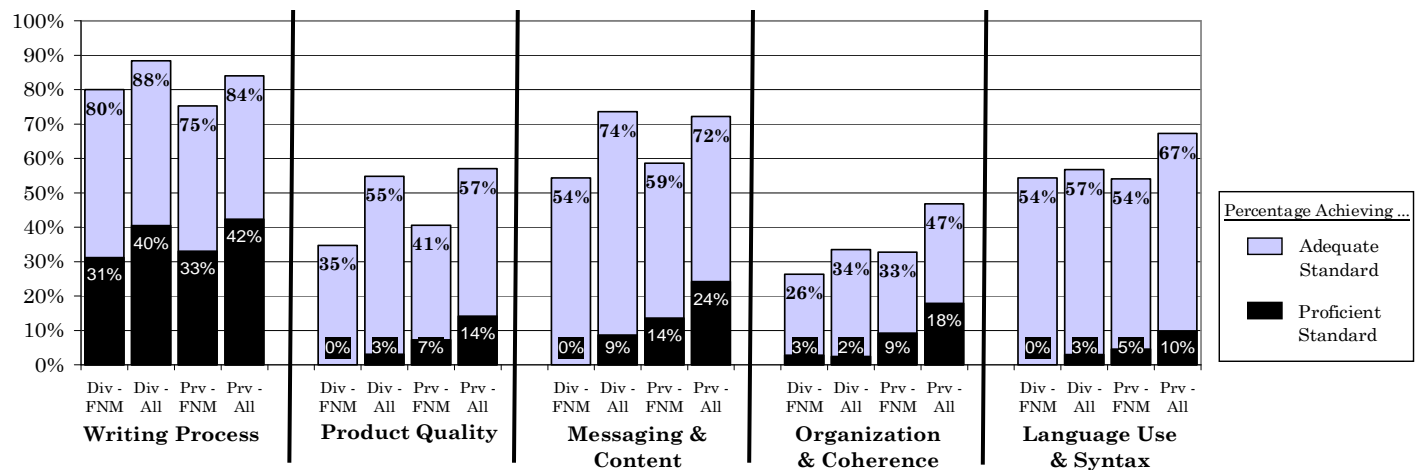


Figure 8.7: Percentages Achieving Standards, Writing Performance, Grade 8 First Nations & Metis Students

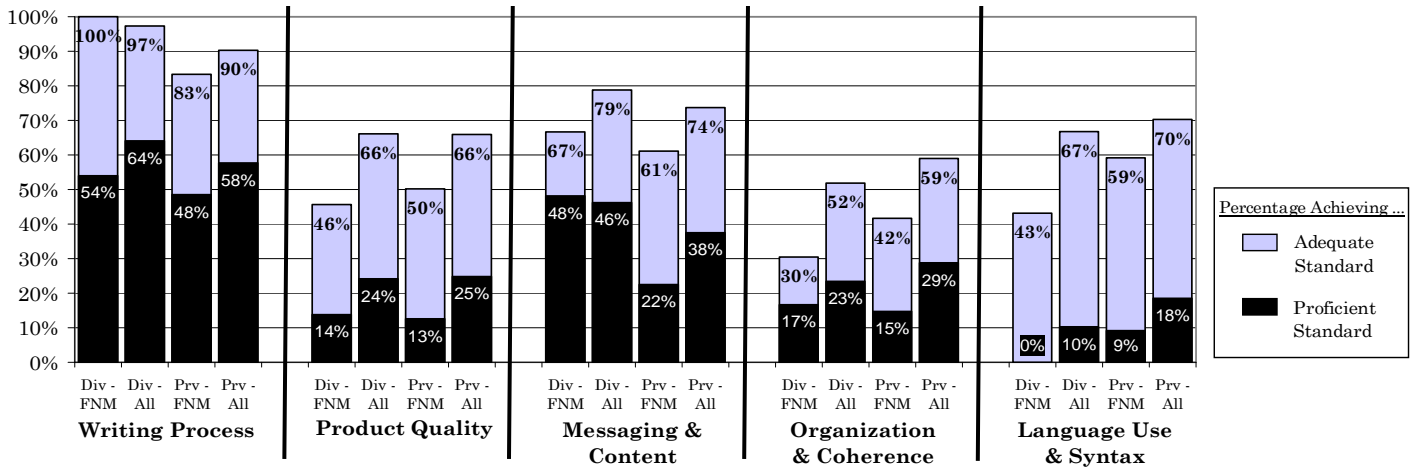
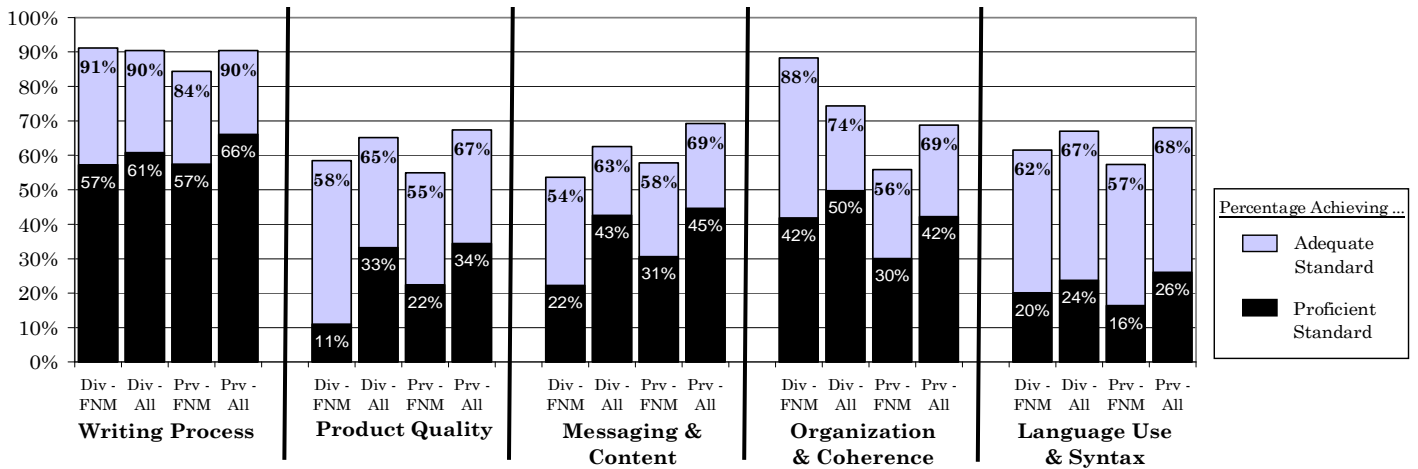


Figure 11.7: Percentages Achieving Standards, Writing Performance, Grade 11 First Nations & Metis Students



French Immersion Student Results

This section shows results for students identified to be learning in French Immersion programs. The first set of graphs (Figures 5.8, 8.8, and 11.8) show results for three opportunity-to-learn measures (briefly described on page 3 of this report). For each measure displayed in the graph, four profiles are shown: the division result for French Immersion students; the overall division result; the provincial result for French Immersion students; and, the overall provincial result. The black portion of the bar shows the percentage achieving the excellent standard, and the entire bar shows the percentage achieving the sufficient (or higher) standard.

The second set of graphs (Figures 5.9, 8.9, and 11.9) show French Immersion results for five writing achievement measures (briefly described on page 3 of this report). The profiles shown in the achievement graphs and the layout of each of these graphs is similar to what was described for the opportunity-to-learn graphs.

Figure 5.8: Percentages Achieving Standards, Opportunity-to-Learn, Grade 5 French Immersion Students

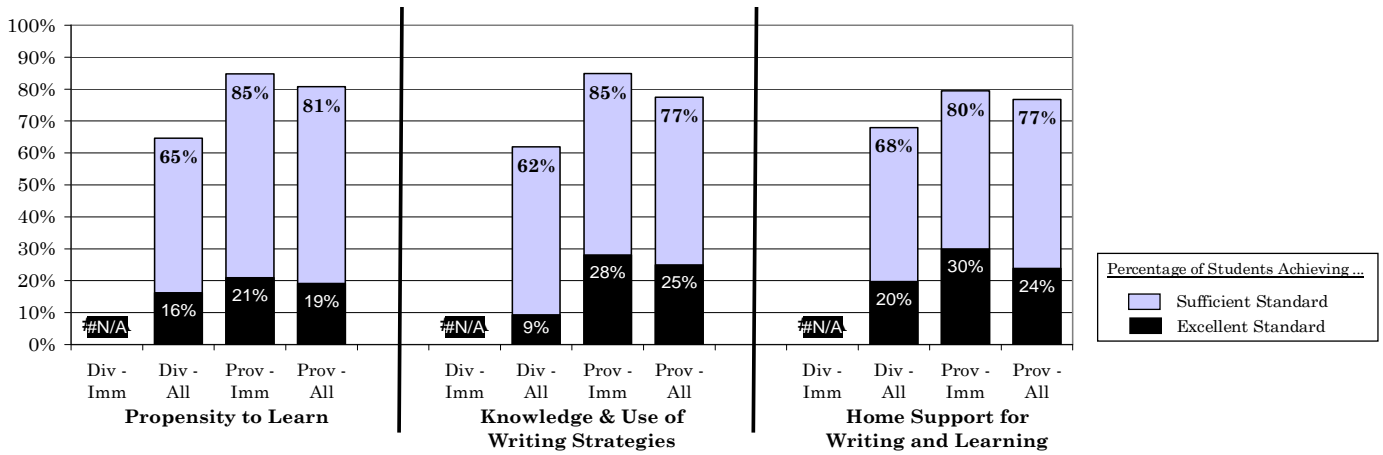


Figure 8.8: Percentages Achieving Standards, Opportunity-to-Learn, Grade 8 French Immersion Students

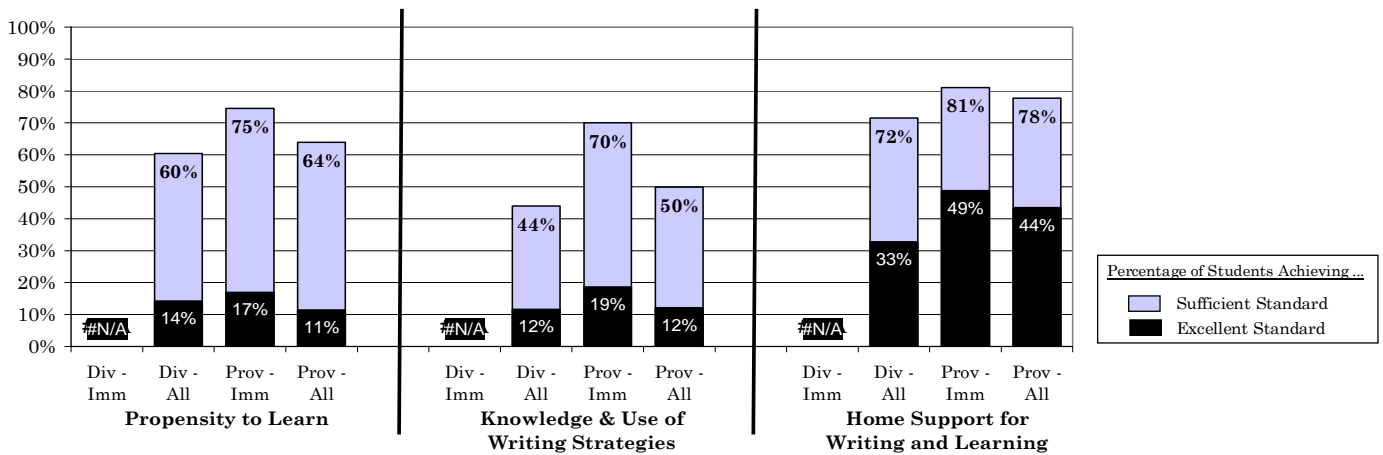


Figure 11.8: Percentages Achieving Standards, Opportunity-to-Learn, Grade 11 French Immersion Students

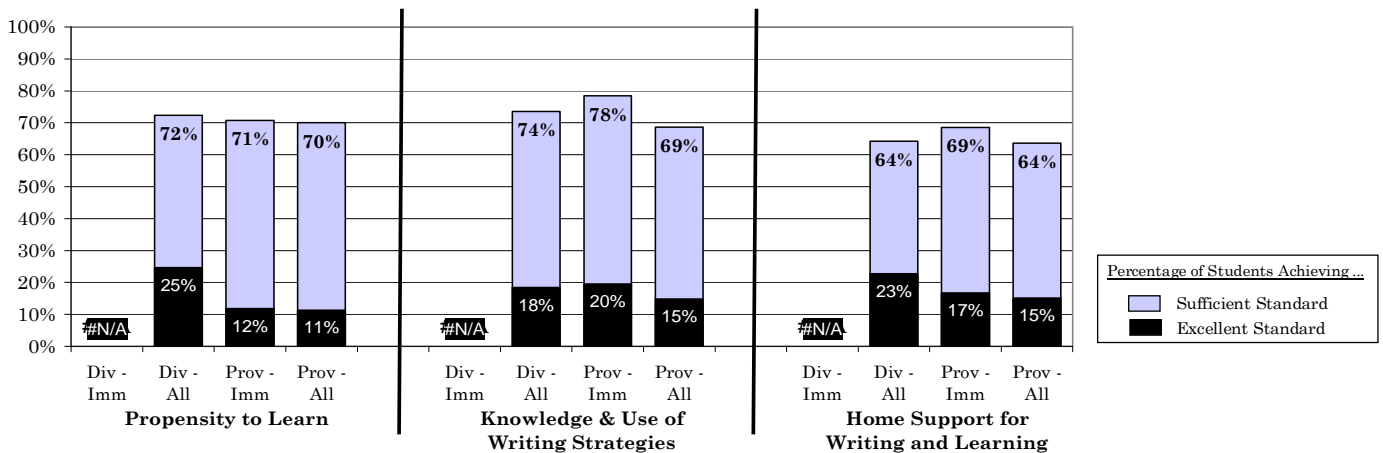


Figure 5.9: Percentages Achieving Standards, Writing Performance, Grade 5 French Immersion Students

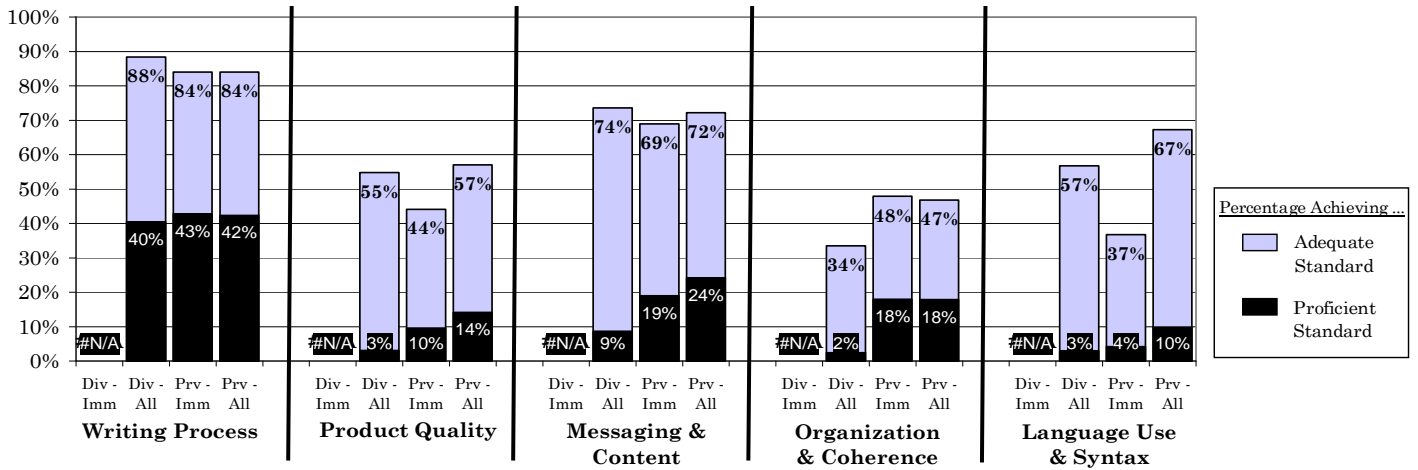


Figure 8.9: Percentages Achieving Standards, Writing Performance, Grade 8 French Immersion Students

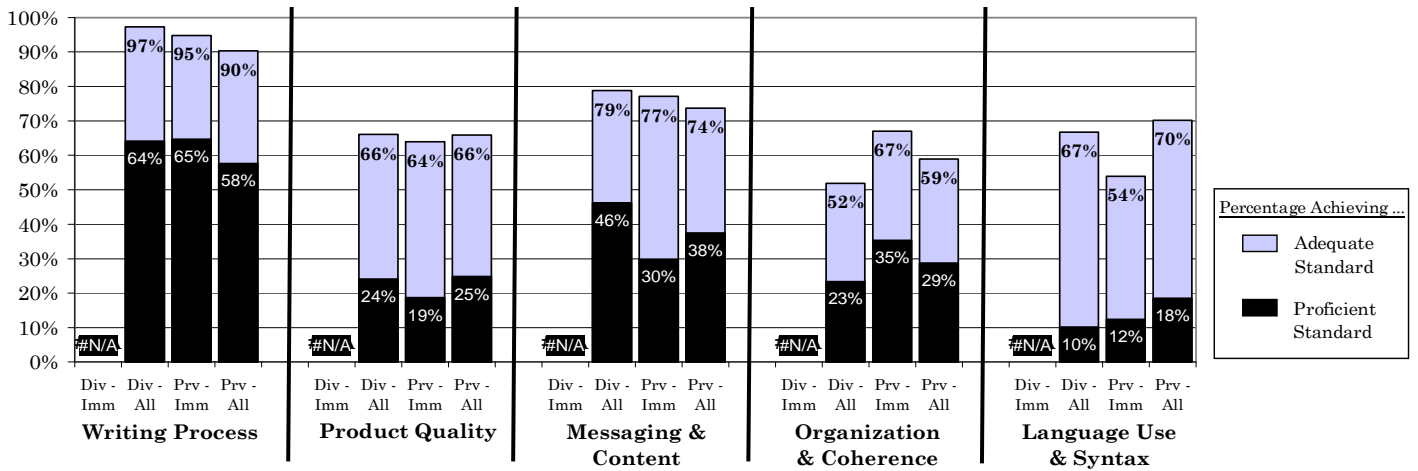
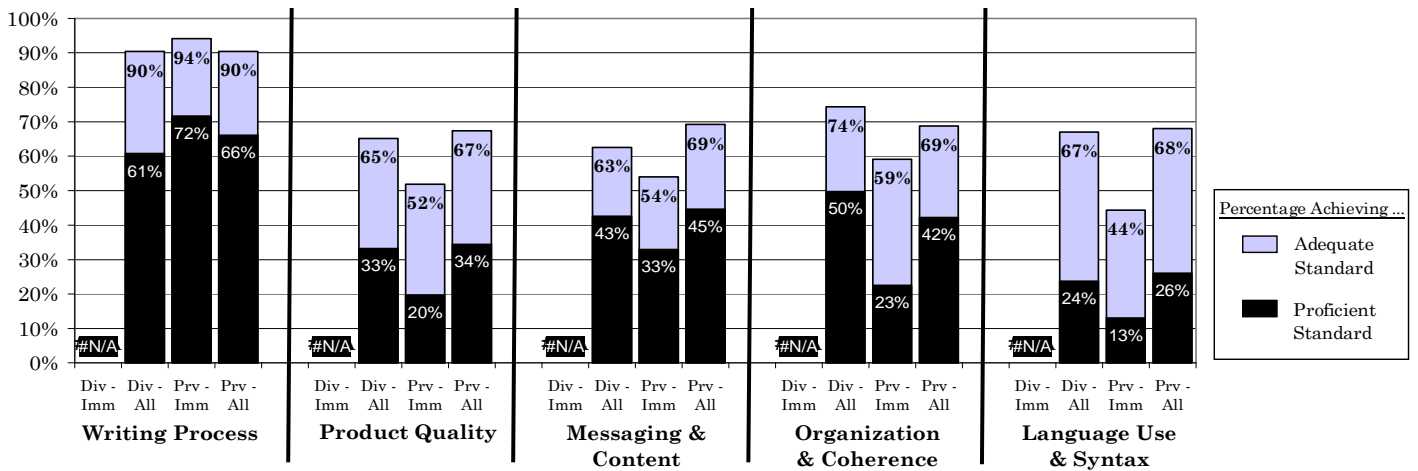


Figure 11.9: Percentages Achieving Standards, Writing Performance, Grade 11 French Immersion Students



Community School Student Results

This section shows results for students identified as learning in community schools. The first set of graphs (Figures 5.10, 8.10, and 11.10) show results for three opportunity-to-learn measures (briefly described on page 3 of this report). For each measure displayed in the graph, four profiles are shown: the division result for students learning in community schools; the overall division result; the provincial result for students learning in community schools; and, the overall provincial result. The black portion of the bar shows the percentage achieving the excellent standard, and the entire bar shows the percentage achieving the sufficient (or higher) standard.

The second set of graphs (Figures 5.11, 8.11, and 11.11) show results for students learning in community schools for five writing achievement measures (briefly described on page 3 of this report). The profiles shown in the achievement graphs and the layout of each of these graphs is similar to what was described for the opportunity-to-learn graphs.

Figure 5.10: Percentages Achieving Standards, Opportunity-to-Learn, Grade 5 Community School Students

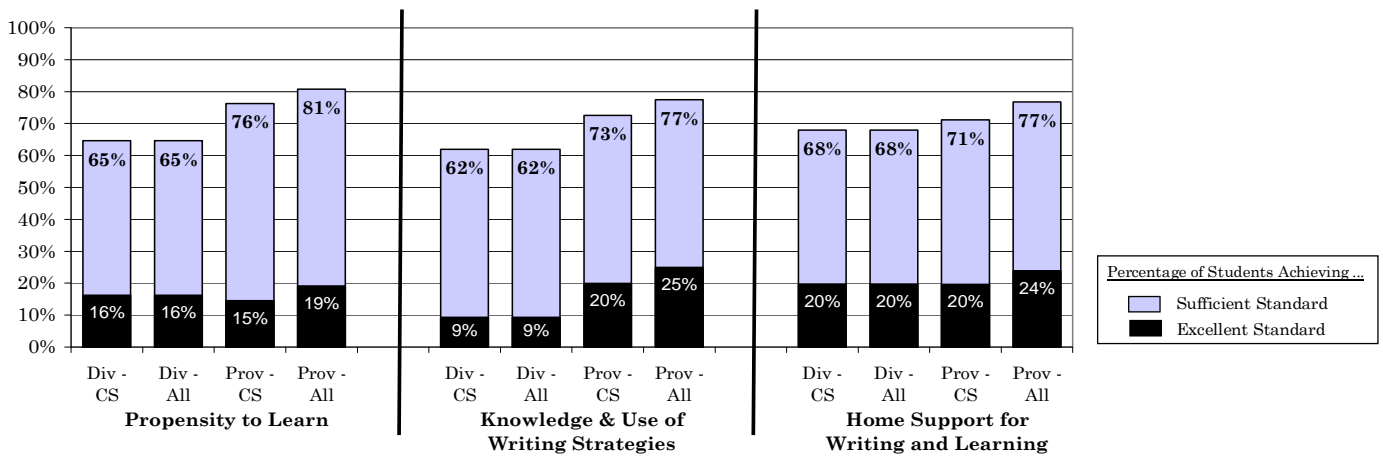


Figure 8.10: Percentages Achieving Standards, Opportunity-to-Learn, Grade 8 Community School Students

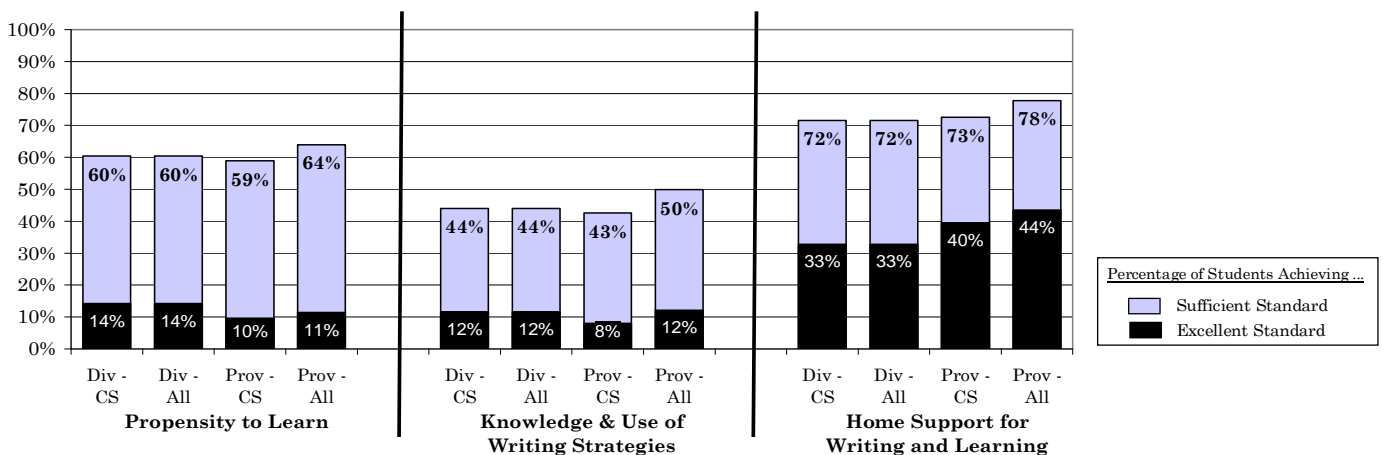


Figure 11.10: Percentages Achieving Standards, Opportunity-to-Learn, Grade 11 Community School Students

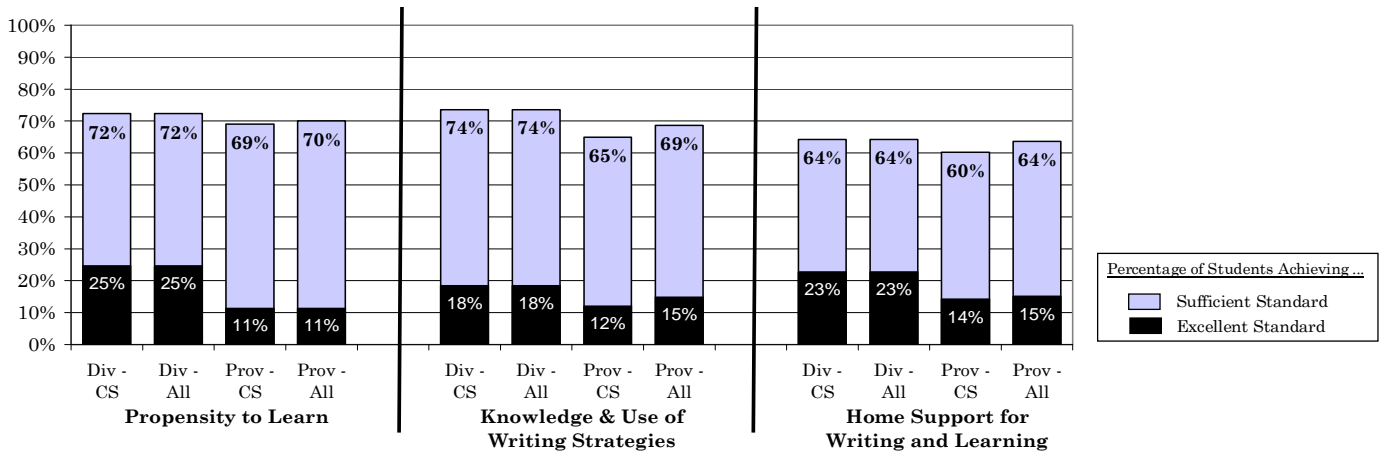


Figure 5.11: Percentages Achieving Standards, Writing Performance, Grade 5 Community School Students

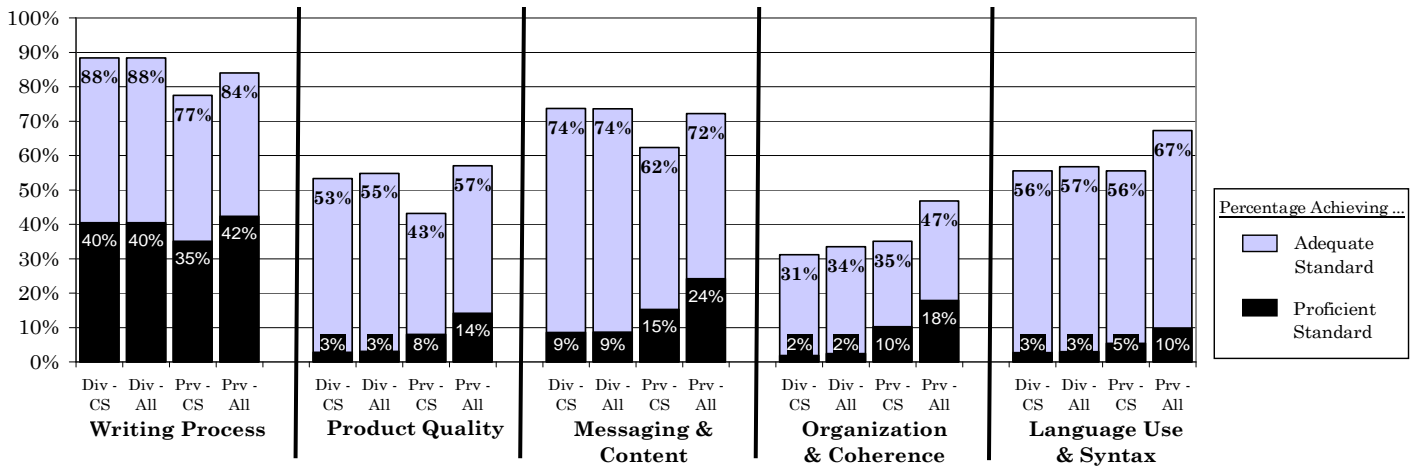


Figure 8.11: Percentages Achieving Standards, Writing Performance, Grade 8 Community School Students

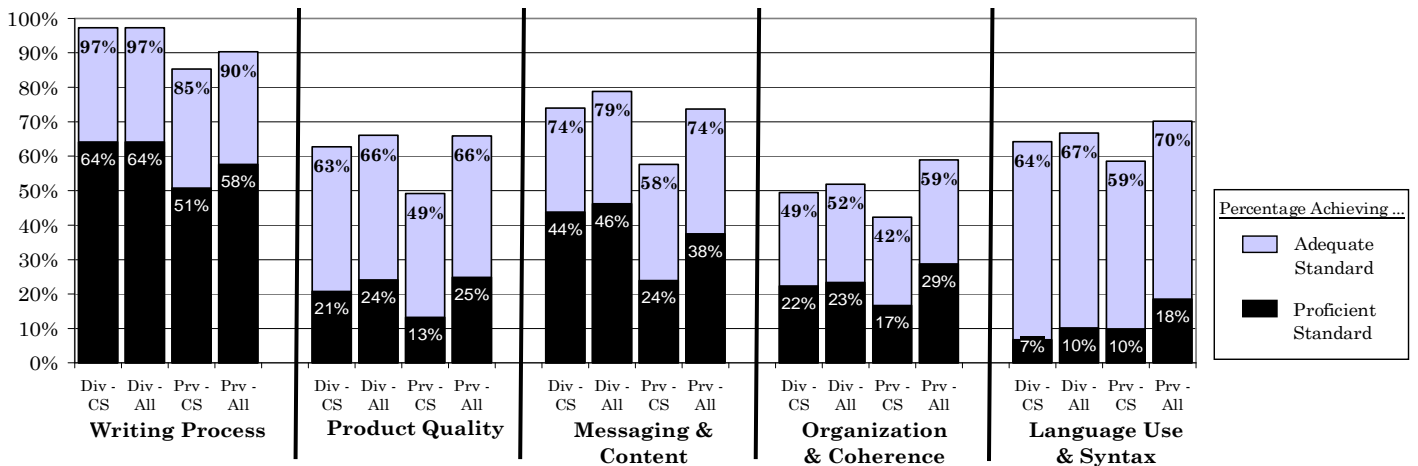


Figure 11.11: Percentages Achieving Standards, Writing Performance, Grade 11 Community School Students

