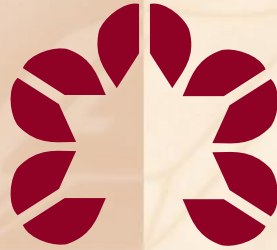
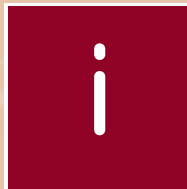


**Council of Ministers  
of Education, Canada**



**Conseil des ministres  
de l'Éducation (Canada)**



**SCHOOL ACHIEVEMENT  
INDICATORS PROGRAM**

**1998**  
**REPORT ON**  
**READING AND WRITING**  
**ASSESSMENT**

The Council of Ministers of Education, Canada (CMEC), created in 1967, provides the ministers responsible for education in the provinces and territories with a mechanism for consultation on educational matters of mutual interest and concern, and facilitates cooperation among the provinces and territories on a broad range of activities at the elementary, secondary, and postsecondary levels. CMEC Secretariat offices are located in Toronto.

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# INTRODUCTION

## SCHOOL ACHIEVEMENT INDICATORS PROGRAM

Canadians, like citizens of many other countries, want their children to have the best educational preparation possible. Consequently, they have asked how well our educational systems prepare students for lifelong learning and for the global economy.

To help answer this question, ministries<sup>1</sup> of education have participated in a variety of studies since the mid-eighties. At the international level, through the Council of Ministers of Education, Canada (CMEC), they took part in the International Educational Indicators Program of the Organisation for Economic Co-operation and Development (OECD). Individual jurisdictions participated in various achievement studies such as those of the International Assessment of Educational Progress (IAEP), the International Association for the Evaluation of Educational Achievement (IEA), and the Third International Mathematics and Science Study (TIMSS). In addition, in most jurisdictions, the ministries undertook or enhanced measures to assess students at different stages of their schooling.

Since all ministers of education wished to bring the highest degree of effectiveness and quality to their systems, they recognized a need for collective action to assess these systems. They acknowledged that achievement in school subjects is generally considered to be one worthwhile indicator of an education system's performance. Therefore, the ministers wanted to answer as clearly as possible the following question: "How well are our students doing in mathematics, language, and science?"

In that context, in 1989, CMEC initiated the School Achievement Indicators Program (SAIP). It was a first-ever attempt by the ministers of education of all provinces and territories to arrive at a consensus on the elements of a national assessment. In December 1991, in a memorandum of understanding, the ministers agreed to assess the achievement of 13- and 16-year-olds in reading, writing, and mathematics. In September 1993, the ministers further agreed to include the assessment of science. They decided to administer the same assessment instruments to the two age groups to study the change in student knowledge and skills due to the additional years of instruction. The information collected through the SAIP assessments would be used by each jurisdiction to set educational priorities and plan program improvements.

It was decided that the assessments would be administered in the spring of each year according to the following schedule:

Mathematics	Reading and Writing	Science
1993	1994	1996
1997	1998	1999
2001	2002	2003

The first cycle of assessments took place as scheduled, and the reports were published in December 1993, December 1994, and January 1997. The second cycle began with mathematics, and that report was published in February 1998. Reading and Writing II was administered in April and May 1998, and Science is on schedule for 1999.

Because this is the second cycle of the Reading and Writing assessment, two questions are asked. In addition to the question: "How well do Canadian 13- and 16-year-old students do in reading and writing in 1998?", there is also the question: "Has the achievement of Canadian 13- and 16-year-old students in reading or writing changed since 1994?"

<sup>1</sup> In this report, "ministry" means "department" as well, and "jurisdiction" means both "province" and "territory."

School curricula differ from one part of the country to another, and so comparing test data resulting from these diverse curricula is a complex and delicate task. Young Canadians in different jurisdictions, however, do learn many similar skills in reading and writing, mathematics, and science. The SAIP assessments should help determine whether these students attain similar levels of performance at about the same age.

In the SAIP assessments, the achievement of individual students is not identified, and no attempt is made to relate an individual's achievement to that of other students. The SAIP assessments essentially measure student performance in a subject and reflect this back to each jurisdiction. These assessments do not replace individual student assessments, which are the responsibility of teachers, schools boards, and ministries of education. Similarly, no attempt is made to compare schools or school districts. The results are reported at the pan-Canadian and jurisdictional levels only.

## OVERVIEW OF THE 1998 READING AND WRITING ASSESSMENT

In April and May 1998, the SAIP Reading and Writing Assessments were administered to a random sample of students drawn from all jurisdictions. Students were randomly assigned to either the reading or the writing assessment. Approximately 46,000 students made up the total sample — 24,000 13-year-olds and 22,000 16-year-olds. Students completed the assessment in their first official language; about 34,000 students wrote in English and about 12,000 in French. Students in French immersion wrote in English. Detailed breakdowns of the numbers of students assessed in each jurisdiction are presented in the appendix. The exact numbers differ on that table because some students could not be attached to a jurisdiction.

Numbers of students writing the assessment by age and language:

13-year-olds				16-year-olds			
Reading		Writing		Reading		Writing	
English	French	English	French	English	French	English	French
9263	3113	8520	3107	8406	2758	7641	2743

Students had two and a half hours to complete the assessments. The writing assessment permitted them to discuss the theme in a group, prior to the date of testing, and with a partner, for the first 10 minutes of the testing time. The students completing the reading assessment read selections and responded to questions individually. A break was given after the first hour of working time.

Computers were permitted where students normally used them for composition work. Similarly, students who had accommodations made for them in the classroom were allowed those accommodations for the assessments. For example, students who normally had a scribe to write were permitted a scribe for these assessments. Braille or large-print tests were also provided as needed. Students were given extra time to complete the assessments if they required it in the judgment of the school-based staff.

All students sampled were asked to complete background questionnaires that described some of their reading and writing habits and interests. Selected results from the questionnaires are highlighted at the end of this report, and more complete results will be presented in the *Technical Report*. The 1994 writing assessment collected classroom samples of student work and scored them with the test writing to determine if there were differences between the two types of writing. The 1998 assessment did not collect classroom writing samples.

## **DEVELOPMENT AND REDEVELOPMENT OF THE ASSESSMENT MATERIALS**

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All the provinces and territories were involved in developing the original assessment materials, beginning in December 1990. Using a cooperative, consensus-driven approach, the development went forward under the guidance of a consortium team from Alberta, Ontario, and Quebec. Ministries of education reviewed assessment proposals, draft criteria, and assessment materials according to their own curricula and procedures. Classroom teachers and professional groups also reviewed the criteria and the proposed assessment framework. All of the suggestions and concerns informed the revisions.

For the reading assessment, committees of teachers met in Nova Scotia, Quebec, and Alberta to select suitable reading passages and to develop trial questions reflecting the reading criteria. Ministries also conducted reviews of all the materials for bias. The first round of field testing took place in Quebec, Alberta, and New Brunswick classrooms. These field tests formed the basis for extensive revision, design adjustment, criteria revision, text selection, and other technical considerations. Subsequent development informed another round of field testing in English and French across Canada (except Saskatchewan). Teachers whose students wrote the field test reviewed and commented on all aspects of the assessment. Students completed feedback questionnaires about the assessment as well.

For the writing assessment, English and French descriptive criteria were identified to design the assessment and scoring rubric. These criteria and the rubric grew out of examining writing produced by 13- and 16-year-old students in classrooms. Consultation over a two-year period was then expanded to include ministry personnel, educators at all levels, and interested members of the general public. Concerns and suggestions directed multiple revisions of the criteria and assessment design.

In 1992, the writing assessment was field-tested across Canada in both official languages. English- and French-speaking teachers from several jurisdictions assessed the field tests, confirming the appropriateness and range of difficulty of the resource materials, task, instructions, administrative procedures, criteria, and scoring procedures. Teachers whose students wrote the field test reviewed and commented on the instructions, administrative procedures, time, criteria, student questionnaires, student resource booklets, and writing tasks. Developers also considered students' comments about the questionnaires, the resource materials, the tasks, and the administrative procedures. As with reading, all this information formed the basis for further decisions and revisions. In May 1994 the assessment was administered, and the results were reported in December 1994.

For the second cycle, a team from the Northwest Territories, Saskatchewan, Ontario, Quebec, New Brunswick (francophone), and Nova Scotia (francophone) came together in April 1997 to review the assessments and prepare them for re-administration. A close analysis of all 1994 assessment statistics and results, advice from statisticians and scorers, and a review of student exemplars informed the discussion.

In the end, educators, students, and members of the public in every province and territory contributed to the evolution of the reading and writing assessment materials. The result was uniquely Canadian reading and writing assessments in both official languages.

## **HARMONIZATION OF ENGLISH AND FRENCH INSTRUMENTS AND PROCEDURES**

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Because the assessment required comparable instruments in both English and French, the original development team and the redevelopment team worked on the assessment materials in both languages in parallel. In 1998, minor changes that would harmonize English and French instruments were made.

To ensure comparability of Form 1 of the reading assessment, four passages previously published in both languages were used. Three of the eight texts in Forms 2 and 3 were common to both languages. A committee of bilingual educators determined comparability between French and English passages and student work during the reading scoring session. This committee also monitored the application of the agreed-upon standards within the scoring group each day.

Developers dealt with the issue of language comparability somewhat differently in the writing assessment. The stimulus material in writing (the *Student Resource Booklet for Writing*) contained a number of passages on the theme of heroism to get students thinking about the task. One third of the selected passages were translations of the same text, but most of the passages in the French resource booklet were parallel but not identical to those in the English one. During the scoring session, special procedures were carried out to ensure that the student exemplars in English and French were equated.

In the 1998 administration of the assessments, two teams of bilingual scorers rated student work in their second language. Unilingual scorers who were unaware that the student work had been previously scored then rescored these papers. This furnished a direct measure of the inter-rater reliability with respect to language for both the reading and writing assessments. In addition, the English and French scorers worked in the same room, under the same conditions and procedures. Trainers for the two language groups worked together to ensure that similar standards and procedures were applied in all instances.

## COMPARABILITY OF THE 1994 AND 1998 ASSESSMENTS

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A primary concern of the development consortium in this cycle of assessments was to maintain comparability of the 1998 administration with that of the 1994 assessment. To this end, the assessment used the same criteria, instruments, administrative procedures, scoring procedures, and exemplars as had been used in 1994. Changes in the assessment instruments were minimal and minor, so as not to bias results with the changes. Even where items had been cancelled for statistical reasons in the first assessment, these items were left unchanged to ensure that disruptions in the sequence did not affect results.

Changes to the 1998 assessment instruments and scoring procedures were kept to a minimum. The same criteria and student exemplars were used to assess student work in both cases. Scoring procedures and conditions were replicated as much as possible from information provided by the previous team. Changes to instruments were restricted to minimal changes such as

- corrections to typographical or linguistic matters,
- standardizing formatting for all questions and adoption of a consistent format for both French and English,
- minor wording changes for clarity in a very few places,
- augmenting questions for reflection in the *Student Resource Booklet for Writing* in French to match English, and
- replacement of two dated French and three dated English articles in the *Student Resource Booklet for Writing* by two new pieces (which were the same in English and French).

In all other ways, the assessment materials were the same. Items cancelled for statistical reasons in 1994 were cancelled again in 1998. Students responded to all items, with no indication of which were cancelled, to maintain parallelism of the assessment. Reading passages, as well as the presentation of passages and items, were the same. In writing, stimulus materials, presentation of the task, and procedures were the same in 1998 as in 1994.

A second source of comparability from 1994 included the involvement of scoring leaders and scorers from 1994 sessions in the 1998 scoring sessions. This helped to establish similar scoring communities with similar contexts for scoring. In the writing scoring session, a sample of 1994 papers were rescored under 1998 conditions. This provided a direct measure of scoring changes. Where available, training papers and reliability checks used in 1994 were reused in 1998 to train scorers in a similar methodology.



## ASSUMPTIONS FOR THE READING ASSESSMENT

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The reading assessment is grounded in the following assumptions:

A student's reading fluency depends on the

- personal experience the student brings to the reading task,
- student's language base (vocabulary and language strategies),
- complexity of the textual information, and
- difficulty of the task.

Personal experiences, both real and imaginary, allow a student greater or lesser access to the content of the material to be read. A student's language base is the result of his or her language background and environment. It is a synthesis of knowledge, skills, and attitudes.

Text complexity includes consideration of vocabulary, organization, rhetorical devices, syntax, ideas, and subject matter. In straightforward texts these features are uncomplicated, direct, concrete, and conventional. In more complex texts these features are relatively complicated, more varied, indirect, and somewhat more abstract, but usually remain conventional. In sophisticated texts the features are subtle, challenging, frequently abstract, and often innovative and unconventional. Students are asked to read texts at these three levels of complexity.

Educators and researchers alike recognize that large-scale assessments, like individual assessments, should reflect as much as possible classroom curricula and methods. For this reason, students in the reading assessment are presented with a booklet of readings from recognized literature, essays, and newspaper articles. Some readings are complete articles and some are excerpts of longer works. The selections present varying lengths (up to four pages), different genres, and various degrees of difficulty. After reading the materials, students are asked to answer multiple-choice questions and also to respond in writing to specific questions and tasks. The written responses require the students to

- express opinions about the texts,
- explain something in the texts,
- make judgments about textual information,
- extract ideas from the texts, or
- relate concepts in the texts to their personal experiences.

Three types of questions are presented to students. Interpretive questions require students to demonstrate an understanding of the reading passages at literal and figurative levels. Evaluative questions ask students to make judgments about textual information and the author's purposes. Extension and extrapolation questions require the student to relate concepts in the texts to their personal experiences, explaining the links clearly.

For the reading assessment, five levels of reading accomplishment are identified. Each level indicates the degree to which the student can read more difficult and sophisticated texts and respond to more subtle and complex questions. Each level is anchored both by criteria that explain the increasing sophistication of the responses and by examples of student work that exemplify the level. A student's booklet of responses is placed at the one level at which it demonstrates consistent success. It is possible for a student's work to be placed below level 1, if it does not meet the minimum criteria for that level. These students are reported as being below level 1.

## READING ASSESSMENT CRITERIA

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Assessment for overall impression is based on the reader's response to the student's work in the booklet as a whole according to the criteria for the level it most closely matches.

### Level 1

The student reader interprets, evaluates, explores surface meanings from straightforward texts and some meaning from more complex texts by

- responding to vocabulary, syntax, concrete details, directly stated ideas, or key points;
- making judgments about purpose, content, or relationships; and
- exploring in the context of personal experience.

### Level 2

The student reader interprets, evaluates, explores surface and/or directly implied meanings from straightforward texts and some meaning from more complex texts by

- responding to concrete details, strongly implied ideas, or key points;
- making supported judgments about purpose, content, or relationships; and
- exploring in the context of personal experience and understanding.

### Level 3

The student reader interprets, evaluates, explores complex meanings in complex texts and some meaning from sophisticated texts by

- responding to more abstract language, details, and ideas;
- making informed judgments about purpose, content, or relationship among elements; and
- exploring and demonstrating personal understanding and appreciation.

### Level 4

The student reader interprets, evaluates, explores complex meaning in complex texts and in some sophisticated texts by

- responding to more subtle and/or implicit language, details, and ideas;
- making well-supported judgments about purpose, content, or relationships; and
- exploring and integrating a thoughtful understanding and appreciation.

### Level 5

The student reader interprets, evaluates, explores complex meanings in sophisticated texts and questions by

- responding to elements of style, selection of details, matters of organization and characterization, and complex ideas;
- making insightful and substantiated relationships between content, purpose, and style; and
- exploring and integrating insightful and substantial understanding and appreciation.

## SAMPLE EXEMPLARS FOR THE READING ASSESSMENT

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Exemplars are actual examples of student work that illustrate the characteristics of the criteria at each level. Therefore, errors in the work are those of the student. Scorers use the criteria and exemplars together to place student work at a performance level.

Because exemplars are actual students' work, different exemplars were chosen for English and French. They are not translations of the same writer's work. Translators and bilingual educators verified the comparability of exemplars across languages. The French version of this report uses samples of actual French student work. Therefore, those exemplars are not identical to the English ones, but are deemed to be equivalent.

Students were asked to answer multiple-choice questions and open-response questions about each of four reading passages on each form of the reading assessment. In scoring the resulting student work, scorers took into account the multiple-choice questions that the students had answered correctly and the depth, subtlety, and complexity of their answers to the open-response questions. The open-response questions could be scored at either two or three different levels, depending on the quality of the student's response. Each level of response was described by the reading criterion for that level and type of question.

### Exemplars for Levels 1 and 2

This question follows an excerpt from the novel *Dear Bruce Springsteen* by Kevin Major. The main character, Terry, helps organize and performs in an "air band" concert, where students sing songs on stage imitating their favourite rock performers. He is pleased by the success of his efforts in performing a song by his idol, Bruce Springsteen. He addresses his diary to Bruce Springsteen.

### ***Level 1 Criterion***

### ***Question Type: Interpretation***

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The student reader applies those reading strategies needed to construct and interpret elementary or surface meaning from straightforward texts/questions and some degree of surface meaning from some more complex texts and/or questions by responding to

- conventional vocabulary and syntax;
- concrete details and information and uncomplicated elements of characterization and conventional organization;
- directly stated or strongly implied ideas and key points.

### **Student Responses Exemplifying Level 1 (Exemplars)\*:**

*What does Terry reveal about himself when he says "Once they got over the shock of seeing me up there" (line 55)? Explain your response.*

- A. The audience apparently doesn't see Terry as that type of person who would get up in front of a big crowd & do that.
- B. They were surprized to see him up there on the stage.
- C. The crowd never thought that he would be up there.

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\* Errors in the responses reflect students' actual usage.

The student reader applies those reading strategies needed to construct and interpret surface and/or directly implied meaning from straightforward texts (including questions) and surface meaning from some more complex texts and/or questions by attending and responding to

- conventional vocabulary and syntax;
- concrete details and information, and uncomplicated elements of characterization and conventional organization;
- directly stated or strongly implied ideas and key points.

**Student Responses Exemplifying Level 2 (Exemplars)\*:**

*What does Terry reveal about himself when he says “Once they got over the shock of seeing me up there” (line 55)? Explain your response.*

- A. Terry reveals that he is shy and reserved. The kids at school aren't used to him doing things that could cause embarrassment.
- B. Terry reveals that the audience doesn't expect him to be there. He is shy and doesn't usually do things like this.
- C. I think Terry was a sort of nerd or geek and they did not expect him up on the stage because he was the quiet type.

**Exemplars for Levels 3, 4, and 5**

Students were asked to read an excerpt from an Alice Munro short story called *The Red Dress*. In this story, the first-person narrator, a girl at her first dance, sits on the sidelines, and then is befriended by Mary Fortune, an older girl who is also not being asked to dance by any boys. Just as the two girls start to leave the dance together, the narrator is asked to dance by Raymond. She accepts, abandoning Mary Fortune, and feels she has joined the ranks of the socially accepted.

The student reader evaluates interpretation of complex texts and surface interpretation of some more sophisticated texts and/or questions by making informed and clearly supported judgments of a certain degree of complexity about

- the writer's purpose, audience, and choice of language, including figurative language;
- content (ideas, values, characters), organization, and structure;
- relationships between and among these elements.

**Student Responses Exemplifying Level 3 (Exemplars)\*:**

*Considering Raymond's behaviour and comments on the walk home, what do you conclude about his experience that night compared to the narrator's?*

- A. He was just having another night out. The narrator was new to this game.
- B. That this night wasn't as big a deal to Raymond as it was for the narrator. He wasn't as shy & didn't care as much as she does about everything.
- C. Raymond didn't seem nervous about that night or to think it was a big thing but the narrator seemed to.

\* Errors in the responses reflect students' actual usage.

The student reader evaluates interpretation of complex and some sophisticated texts and/or questions by making thoughtful, complex, and well supported judgments about

- the writer’s purpose, audience, tone, stance, and choice of language, including figurative language;
- content (ideas, values, characters), organization, and structure;
- relationships between and among these elements.

**Student Responses Exemplifying Level 4 (Exemplars)\*:**

*Considering Raymond’s behaviour and comments on the walk home, what do you conclude about his experience that night compared to the narrator’s?*

- A. It seems that he isn’t acting under the same influences as the narrator. He appears to be just going through the motions rather than meaning what he’s doing. However, it could be that he was just as nervous as she was.
- B. It was just another night for him, not a big deal. He was just talking about hockey with his friend then doing his duty by walking a girl home. The author’s night came very close to becoming isolated with Mary and instead she ended up in the “ordinary world”.

The student reader evaluates interpretation of sophisticated texts and/or questions by making complex, analytical, insightful, substantiated judgments about

- the writer’s purpose, audience, tone, stance, and choice of language, including figurative language;
- content (ideas, values, characters), organization, and structure;
- complex and sometimes ambiguous relationships between and among these elements.

**Student Responses Exemplifying Level 5 (Exemplars)\*:**

*Considering Raymond’s behaviour and comments on the walk home, what do you conclude about his experience that night compared to the narrator’s?*

- A. Raymond appears uncomfortable because he makes small talk and the kiss shows that he is unsure of what was expected from her but he know you were supposed to kiss a girl goodnight. The narrator made small talk with Mary and was gratefull for the attention from the older girl. She was also inexperienced and unsure. Perhaps Raymond had never asked a girl to dance or maybe he’d been rejected like her? That would make their experiences parallel.
- B. He probably spent the whole time with the ‘guys’ arguing about a hockey game. He doesn’t really care about any of the girls. Just dances for the sake of dancing, talking for the sake of talking. We can see this because he didn’t even seem to notice that he was now talking to the narrator instead. The narrator learned to listen, be more understanding, not so scared of failure. Raymond is full of himself & doesn’t care & probably had just another boring night.

\* Errors in the responses reflect students’ actual usage.

## ASSUMPTIONS FOR THE WRITING ASSESSMENT

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A student's writing fluency depends on the

- personal experience that the student has with written language,
- degree to which the student's language base (background and environment) allows expression of ideas, and
- complexity of the writing task.

Personal experiences, both real and imaginary, allow a student greater or lesser access to the subject of the material. A student's language base is the result of the student's language background and environment. It is a synthesis of knowledge, skills, and attitudes.

The complexity of the writing task includes the subject and the writer's grasp of it, the intended purpose and audience for the writing, and the genre or form used.

The writing assessment seeks to follow typical writing processes. It is structured so that students have the opportunity to

- read textual materials on a theme (heroes),
- make notes about the textual material,
- discuss their ideas with peers in the classroom (an option),
- write first drafts, and
- revise or edit their drafts using normally available reference books such as dictionaries and thesauruses.

For the writing assessment, five levels of accomplishment are identified. Each level indicates the degree to which the student can write more clear, insightful, original and interesting compositions. Student compositions are placed at the level at which they demonstrated consistent success. Each level is anchored both by criteria that explain the increasing sophistication of the writing and by examples of student work that exemplify the level. It is possible for a student's work to be placed below level 1 if it does not meet the minimum criteria for that level. These students are reported as being below level 1.

## WRITING ASSESSMENT CRITERIA

---

Assessment for the overall impression is based on the reader's response to the writing as a whole according to the following criteria.

### Level 1

The writer demonstrates an elementary and uncertain grasp of fundamental elements of writing. Integration of these elements is not evident. The writing conveys simplistic and/or partial and/or fragmented meaning. Some characteristics are that:

- The writer's voice/tone/stance are discernible but may be ambiguous, inappropriate, and/or unclear. The writer demonstrates surface interest in the task but little awareness of the reader.
- Ideas and development are elementary and may not be clear.
- Lack of control of syntax and rules of language obscures communication.

## Level 2

The writer demonstrates an uneven and/or uncertain grasp of the elements of writing. Integration of some of the elements is apparent, but development is sketchy and/or inconsistently maintained. The writing conveys simple and/or uneven meaning. Some characteristics are that:

- The writer's voice/tone/stance are discernible but may be inconsistent or uneven. The writer demonstrates some evidence of engagement with the subject and superficial awareness of the reader.
- The controlling idea and its development are limited but discernible.
- Grasp of conventional syntax and rules of language is limited. Errors are distracting and interfere with communication.

## Level 3

The writer demonstrates a control of the elements of writing. The writing is generally integrated, and development is generalized, functional, and usually maintained throughout. The writing conveys a clear perspective. Some characteristics are that:

- The writer's voice/tone/stance are clear and appropriate. It is apparent that the writer is interested in the subject and in communicating with the reader.
- The controlling idea and its development are straightforward, clear, and appropriate, if overgeneralized.
- Control of conventional style, syntax, and rules of language is evident. Errors do not unduly affect the reader.

## Level 4

The writer demonstrates an effective control of the elements of writing. The writing is integrated, clearly and fully developed, and comes together as a secure whole. The writing conveys a thoughtful perspective. Some characteristics are that:

- The writer's voice/tone/stance are secure and appropriate. The writer is clearly interested in the subject and in communicating with the reader.
- The controlling idea and its development are thoughtful, clear, and purposeful.
- A solid control of style, syntax, and the rules of language is evident and effective. Errors are minimal.

## Level 5

The writer demonstrates an effective and confident command of the elements of writing. The writing is thoroughly integrated, precisely and fully developed, and the elements enhance one another. The writing conveys an insightful and sophisticated perspective. Some characteristics are that:

- The writer's voice/tone/stance are confident, and enhance the impact of the writing. The writer's strong engagement with the subject sustains the reader's interest.
- The controlling idea and its development are thoughtful and well considered.
- Command and control of style, syntax, and the rules of language effectively enhance communication. Errors are minimal.

## SAMPLE EXEMPLARS FOR THE WRITING ASSESSMENT

Exemplars are actual examples of student work that illustrate the characteristics of the criteria at each level. Therefore, errors in the work are those of the student. Scorers apply the criteria and exemplars together to place student work at a performance level.

Because exemplars are actual students' work, different exemplars were chosen for English and French. They are not translations of the same writer's work. Translators and bilingual educators verified the comparability of exemplars across languages. The French version of this report uses samples of actual French student work. Therefore, those exemplars are not identical to the English ones, but are deemed to be equivalent. (The theme for the writing assessment was heroism.)

### LEVEL 1

#### Level 1 Criterion

The writer demonstrates an elementary and uncertain grasp of fundamental elements of writing. Integration of these elements is not evident. The writing conveys simplistic and/or partial and/or fragmented meaning.

##### **EXEMPLAR LEVEL 1**

#### **You Cant run for ever**

It was June 3 1980 when it all started. I was a detictive a privet I if thats what you like to call it. I was minning my own business when all of a sudden There was a knok at my door.

"Come in" I said. She barged in I have a problem somebody is trying to kill my son She said Who is your son? Morgen donason What I said. You see morgen was an itle To me, he was the best detictive that ever Lived. Why would aneyone want to kill him? I sad Ill Take the case miss donason.

There was onley one problem as soon as she walked out side a bus hit here. On the next day I had to find a motive, so I went to the Police Station to see who was Let out that morgen may have arrested. An hour went by. Ive got it I shouted I ran out as fast as I could. Now I got a suspect WILLY THE BEGLE he hated morgen for puting him a way. I said. Now I have a motive and a suspect. The next day I heard on the news morgen was dead. So now I really had to find willey befor he leaves. day after day I Looked for willey on till one day I found him. he was at a bus stop.

Willey stay rate There your ander arrest for the murder of morgen donason. I took him in, After 4 hours of intimagation he admitted that he killed morgen but he didn't kill miss donason. Then who did Tom. Joe I said. These Where Willeys boys They could have done it. I told you everything I know now can I go. Willey the onley place you are going is jail. Thats what I said.

I found out that miss donason left Two weeks befor her son died. Still 20 years later questions still comes to my mind. Who was that person who came and told me a bout morgen?



## Level 2 Criterion

The writer demonstrates an uneven and/or uncertain grasp of the elements of writing. Integration of some of the elements is apparent, but development is sketchy and /or inconsistently maintained. The writing conveys simple and/or uneven meaning.

### *EXEMPLAR LEVEL 2*

#### **An Everyday Hero**

There is an everyday hero I know, she is not no movie star or cowgirl. Though but a simple mother with three children to raise alone. Her name is Marg and many people don't realize how much of a heroine she really is. Marg is a very brave individual, with having the problems many people have and more. She had to deal with children in the hospital, a difficult delivery, temporary diabetes, a most probable chance of a child with a life long disease and even having to save her own son's life. To me a mother could be the most heroic person on the whole world.

Marg was adopted by a family and was found by her biological family when she was an adult. Her real mother did not want to know her which started the process of the breakdown of Marg's self esteem. She married to an epileptic man who ended up being abusive to her. This man was terrible for when he watched their young son; just a baby. The man got angry with their son one day when he was crying for food. Then he ended up getting angry with the baby and in his temper broke his arm; very hard to do. This caused problems that the child would be taking to a foster home to live. Luckily Marg's mother took the baby in for a while. The marriage later ended when the police had to be called. Where the man was thrown out of town. They had two sons and the missing father figure hurts them very much.

The two son's have both had to stay in the hospital. The oldest to have penicils removed and from an ear infection that caused an epileptic fit he ended up in the hospital for it. Her second son formed Peti-Mal and has epileptic fits. The first few times she had to place him in the hospital where he would stay for several days. Then ended up having to treat him at home. The son had to have many tests done and operations done. Mainly to find what is the cause. He had quite a man, parts taking lot to see if it was causing it. Marg had to save her oldest son from drowning once. She, her two son's and her friend went to stay at a cabin once and went to the docks one day. Marg was on one dock and her son on the other when her son fell in. She in a notice jumped in to swim to her son. When Marg got to her son he was just going down for the last time. He son was saved. During the panic Marg had lost her top and had to wait for everyone to leave before she could get out. The water was icy cold.

Marg after a long while met another man who she ended up having a baby with and when it was found out the man left that day. That hurt Marg very much. Marg had a difficult pregnancy with her baby. She came down with temporary diabetes which emotional was hard on her. Marg had to be induced because of this her sugar level was too high and may cause the death of her unborn child. Now that she has three children with no father she has the long process of bringing them up alone. Where they also have emotional problems because of the missing father figure.

Marg is a hero, a hero in life. Dealing with the problems in life and doing the best she can do to raise her children to achieve their potential. Marg shows the deep love that all good mothers have. She would risk everything to see that her children receive all the things they need. She will fight to the end for her children. Marg is an every day hero.

**Level 3 Criterion**

The writer demonstrates a control of the elements of writing. The writing is generally integrated, and development is generalized, functional, and usually maintained throughout. The writing conveys a clear perspective.

**EXEMPLAR LEVEL 3**

Is a hero only one who has saved somebody's life or became famous because they did some extraordinary deed? I truly believe that anyone and everyone has a hero somewhere inside of them.

Heroism can be simply helping a friend with a problem. It is when you give someone hope and courage. You can even be a hero to yourself by doing something that you didn't think you could do. When you try your best on a difficult exam, it is being a hero to yourself because of your determination.

When you feel heroic, you feel good within yourself because you have accomplished or achieved something great.

Life is full of ups and downs and heroism is needed to give everyone a boost of self-confidence. When you admire somebody, you strive for excellence so you can be like him/her. When a baby takes its first step, it is a big accomplishment for him. When one baby sees another baby walk, he wants to walk as well. Therefore babies are also heroes because they give others hope and determination.

I believe that everyone should look at themselves as a hero. There must be numerous times in your life when you have done something to make yourself or someone else feel good. The reason why most people don't think of themselves as heroic people is because a "hero", in our society, is defined as someone who has done something spectacular in the eyes of everyone else. We always hear of people saving other people's lives or people like Terry Fox who raised millions of dollars for cancer research. Of course these wonderful people are heroes but they are not the only heroes. You can do something and in the eyes of your family and friends; and also be a hero.

It is always wonderful to feel that you have somebody that you can look up to and admire. My hero is my very own mother. My mother hasn't saved anybody's life but she has guided me through mine. Whenever I feel that I can't solve a problem for myself, I turn to my mom I just hope that one day I will have some of her strong qualities.

Everybody has a hero in them and when that hero comes out, it brings happiness, hope and confidence to everyone else around him.

**Level 4 Criterion**

The writer demonstrates effective control of the elements of writing. The writing is integrated, clearly and fully developed, and comes together as a secure whole. The writing conveys a thoughtful perspective.

**EXEMPLAR LEVEL 4**

As he stepped out onto the track my heart began beating rapidly! Just the sight of him sent shivers down my spine. The excitement of the race was flowing through my entire body, and even though I wasn't actually there, I felt as if I was. I could feel the intensity of the racers and the constant roar from the thousands of people who were watching. I kept a close eye on him as he approached the gates. He was a Canadian, and the fastest man in the world. He was going to win the gold medal, and he was my hero.

Finally the race began, and before I could even take a breath, he was the first to cross the finish line. In record time he had captured Canada the gold medal, in perhaps one of the most exciting sporting events in the world. In that short moment of time he made every Canadian proud, and me the happiest little girl in the entire world. I could hardly fall asleep that night, and when I finally did I dreamt of meeting this wonderful man. I wanted to be just like him; just like my hero. I slept peacefully that night, but I was awakened with the news that gave me, the biggest shock in my entire life.

My special day was followed by one of disaster. I soon learned that my so-called, hero had been taking steroids, and that he was nothing but a cheater. I was devastated, and at the same time extremely angry for what he had done. To think that I had actually admired and wanted to be just like this man. What was I thinking? Not only did he rip away Canada's pride, but he crushed my dreams and hopes. I felt as though I could never trust anyone again, and for days after I moped about with a black cloud over my head in disgust.

These angry feelings eventually went away, but this event changed my entire life. Never again could I place anyone on such a high pedestal, unless I truly knew everything about them. These superstars, which live in the media, may appear glamorous on the outside, but how can we call them heroes if we don't know what is on the inside. Should it be an athlete, an actor, a singer or even a politician, how can we admire them so simply on their actions and not their true feelings and intentions.

Today I have a new hero. He hasn't done anything heroic and he is not famous, but to me he is the most special man in the world. The person is my father and although his actions may not be in the literal definition of the word hero, he is one to me. He is funny, loving and generous. he knows how to cheer me up and gives me support when I need it. He does not judge me or criticize me, and I love him very much. He may never save the world, but he will always be my hero.

### Level 5 Criterion

The writer demonstrates an effective and confident command of the elements of writing. The writing is thoroughly integrated, precisely and fully developed, and the elements enhance one another. The writing conveys an insightful and sophisticated perspective.

#### EXEMPLAR LEVEL 5

##### “When a Hero is Needed”

6:00 A.M. “...weather forecast for today is a sunny one, but it’s still pretty frigid out there so don’t forget your mitt...” A clumsy hand comes crashing down on the snooze button. After his shower, Allen stood in front of the bathroom mirror. The first rays of sun bounced off the mirror and caressed his rugged, 40-something face. Even though he stood alone on the cold floor of his tiny apartment, he could not deny the small tingle of exultation that the warm sun brought to his body. “Yes,” he thought, “today is going to be a good day”. He picked up his briefcase and walked out onto the stone steps in front of his apartment, doing up his jacket as he went.

The crunch of the snow beneath his boots sent shivers through his body, but the bright, empty street and cold air that filled his lungs made him feel alive. “A morning like this reaffirms your faith in humanity”, he thought as he quickened his step.

He loved quiet mornings. They gave him a chance to dream and to piece together his thoughts. Nothing else moved on this street except a car in the distance. As the car drew nearer, he noticed that there was only one person inside. No, wait! There was a second person, a young girl, peeking her head over the dash to take in the scenery.

As the car reached him, he flashed a smile to the unnoticing family. Just then the car’s journey was interrupted as the rear tires spun on a patch of ice and caused the car to turn slightly sideways. The mother panicked and slammed the brake to the floor. The car now sliding totally sideways, hit a spot of pavement and rolled viciously three times before slamming into a parked truck and coming to rest on its roof. Most of the glass was smashed, and the tires spun furiously, gripping only the cold January air.

Allen was struck with shock. His numb face stared in disbelief at the overturned car; as helpless as a turtle on its back. “Oh, my God! Oh, my God!”, was all that he said as his heart thundered loudly in dreadful synchronism with the jolts of pain in his head. “Snap out of it!”, he whispered as he took the first step towards the car that laid a mere 200 feet from him. His feet stopped again. The seconds passed like hours. “I could have had them out of there by now”, he thought as he took a second step forward, “surely, they couldn’t have survived that,” he thought. “But maybe they did.” “I have to check!” Just then the engine and tires on the car burst into flame. He could see the orange light flickering inside the car as well. Fire! Oh God, how he hated fire! He took a step backwards and fell. “What’s that noise?”, he thought. “It must be the metal warping... or, or something.” The long, high-pitched noise continued. “It’s not a scream! it’s not a scream!”, he cried. His shouts were interrupted by the violent explosion of the charred vehicle. He felt a wave of hot air, but he was safely out of harm’s way.

He picked himself up off the ground and staggered to the nearest phone booth. “What is the emergency”, the operator repeated. “Corner of 45th and Maple. Car accident...Fire,” he whispered.

“What is your name, sir?”

The receiver dangled by its cord as Allen walked away from the booth. His mind echoed with dark thoughts. Why him? Why not someone brave? He could have saved them. He had had enough time; even before the flames. “Well,” he said, “I did make the call. What more could they ask for?” But he couldn’t convince himself. If he had reacted they could still be alive now. He continued his walk on that crisp January morning, with the screams still ringing in his head.

# RESULTS OF THE 1998 READING AND WRITING ASSESSMENT

In this report, performance by level charts are based on **cumulative results** and actually show percentages of students at or above each level. The inference here is that students performing, for example, at level 5 have also satisfied the criteria for levels 1, 2, 3, and 4.


## NOTES ON STATISTICAL INFORMATION

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### *Confidence Intervals*

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In this assessment, the percentages calculated are based on samples of students. Therefore, these are only estimates of the actual achievement students would have demonstrated if all of the students in the population had taken the assessment. Because an estimate based on a sample is rarely exact, it is common practice to provide a range of percentages within which the actual achievement is likely to fall. This range of percentage values is called a confidence interval. The confidence interval represents high- and low-end points between which the actual achievement would fall 95% of the time. In other words, one can be confident that the actual achievement level of all students would fall somewhere into the established range 19 times out of 20, if the assessment were repeated with different samples from the same student population.

In the charts in this report, confidence intervals are represented by  (see sample chart on page 18). If the confidence intervals overlap, the differences are not statistically significant. It should be noted that the size of the confidence interval depends upon the size of the sample. In smaller jurisdictions, a large interval may indicate difficulties in achieving a large sample, and does not necessarily reflect on the competency of the students who were administered the assessment. Note that no confidence interval is shown for Nova Scotia (F) because all students in both age groups took part in both assessment components.

### *Differences*

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In this report the terms “difference” or “different”, used in the context of performance levels and percentages, refer to a difference that is not due to chance. In a technical sense, they refer to a statistically significant difference.

### *Percentages*

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Percentages in the student questionnaire information section are rounded to the nearest whole number.

### *Comparisons*

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Caution is advised when comparing achievement results based on assessment instruments prepared in different languages, despite the care taken to ensure equivalency. There are many ways to establish comparability; none is perfect. Every language has unique features that are optimal for speaking, writing, or reading, but these features are not easy to equate.

In the reading assessment, Form 1 was as close as possible to identical in both English and French. However, Forms 2 and 3 contained different passages and questions in English and French (except for the three passages that were translations from one language to the other). Form 3 in reading is slightly more difficult in French (only) than Forms 1 and 2. One-third of the students writing in French wrote this form of the reading assessment. Therefore, the English and French results for these assessments must be compared

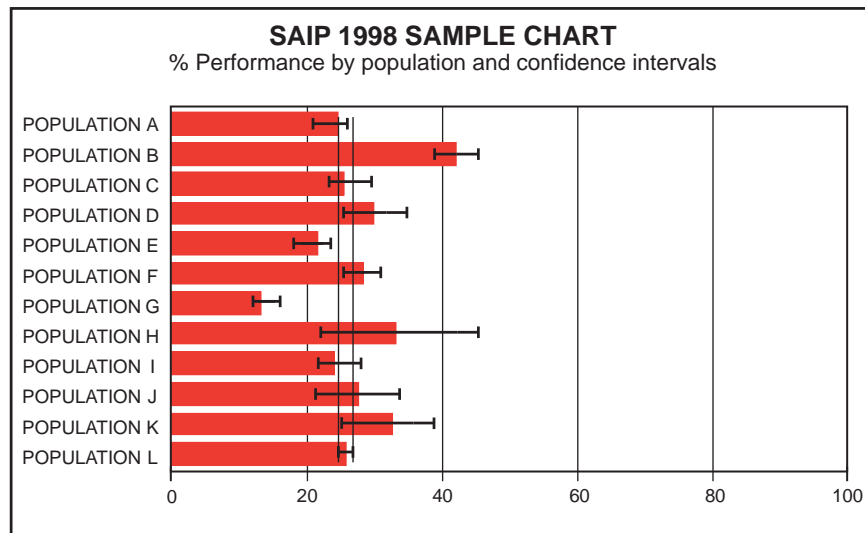
with great caution. Similarly, in the writing assessment, while the task was the same in English and French, pedagogical differences relating to differences in language structure render comparisons between languages inherently more difficult.

In all its work, the 1998 consortium strove to make the second cycle of the assessment comparable to the 1994 cycle. Attention was paid to this factor at all levels — instrumentation, administration, scoring, data collection and interpretation, and reporting.

### ***SAMPLE CHART***

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The following chart is provided to help readers interpret the confidence intervals used in this report. For example, there is no significant difference between population L and populations A, C, D, E, H, I, J, and K, but there is a significant difference between population L and populations B, E, and G because their confidence intervals do not overlap.



## RESULTS FOR CANADA

Charts 1 to 6 compare overall Canadian results combining performance from all jurisdictions and both languages for

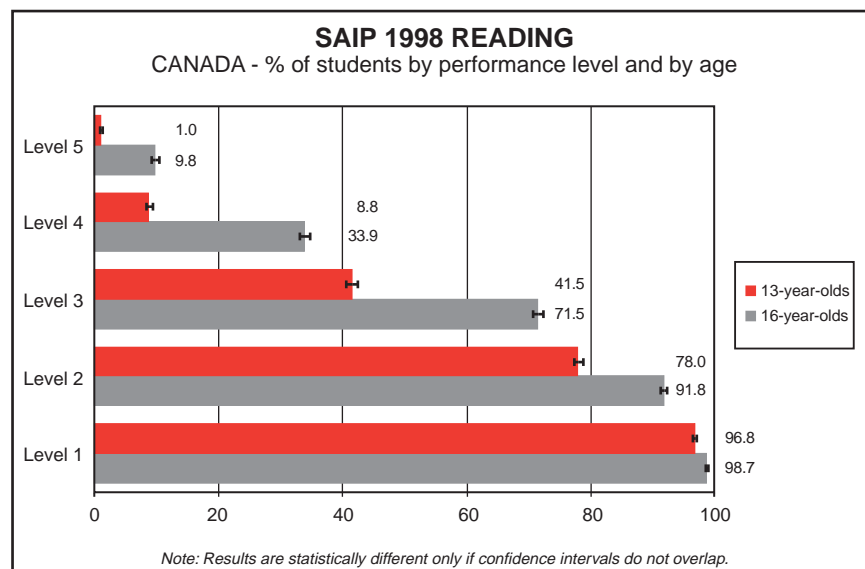
- the two age groups (Charts 1 and 2) and
- for the 1994 and 1998 assessments (Charts 3 to 6).

### Reading Achievement

Virtually all students reach at least level 1 in this assessment. More than three-quarters of the 13-year-olds are able to achieve level 2. More of the older than the younger students achieve the higher performance levels (4 and 5) in reading. Where almost 34% of the 16-year-olds score at 4 or 5, just under 9% of the 13-year-olds do so. When the combined levels 3, 4, and 5 are considered, 71.5% of the 16-year-olds are able to interpret, evaluate, and explore complex and sophisticated texts (as defined in the Reading Assessment Criteria), while 41.5% of the 13-year-olds are able to do this. When levels 2 through 5 are combined, 91.8% of 16-year-olds are able to manage surface and directly implied meaning from simple and some complex texts. Over three-quarters (78%) of the 13-year-olds also do so.

It is unsurprising that the older students outperform the younger students. However, this SAIP assessment goes beyond opinion to give a direct comparison of the relative skills of the two age groups on the same administration of a sophisticated assessment instrument to this large sample of Canadian students.

### CHART 1

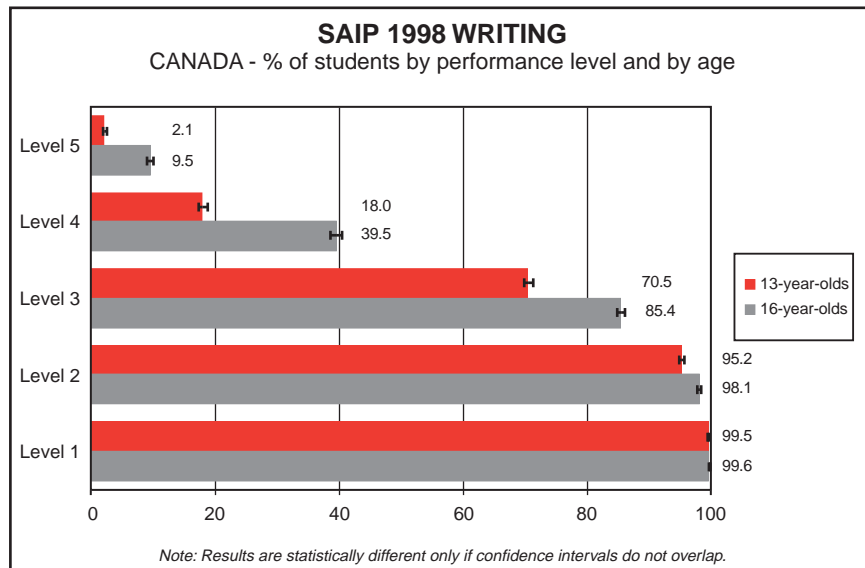


## Writing Achievement

It is important to note that since the reading and writing criteria are different (see the sections on the criteria above), the results of the reading and writing assessments are not comparable. It is not surprising, however, that in writing as in reading, a greater percentage of older students are at the higher writing levels (4 and 5). Almost 40% of the older students reach levels 4 and 5 combined, while 18% of the younger students do so. However, when the top three levels are taken together, about 15% more 16-year-olds than 13-year-olds reach levels 3, 4, and 5 combined.

Virtually all students taking the test score at least at level 1 in both age groups. Thirteen-year-olds largely demonstrate at least some grasp of the elements of writing, if unevenly (95% scored at levels 2 or higher). The bulk of 16-year-olds (85%) demonstrate at least a general control of the elements of writing (levels 3, 4, and 5 combined).

### CHART 2

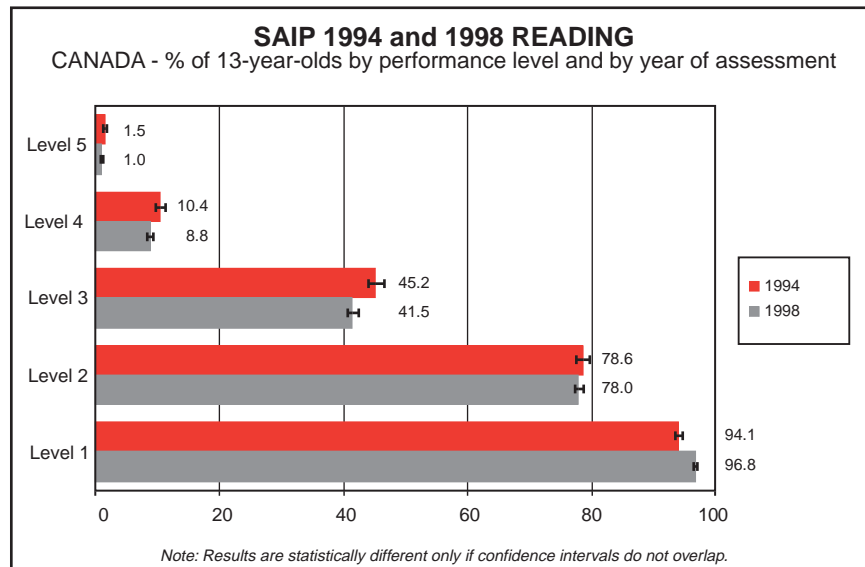




## Achievement Differences between 1994 and 1998

Differences in the achievement of 13-year-olds are statistically significant at levels 1, 3, and 4. A slightly higher proportion of the 1998 students score at level 1. A slightly lower proportion of them score at levels 3 and 4. The differences in performance are slight. In 1998 as in 1994, over three-quarters of 13-year-olds achieve level 2. They can interpret, evaluate, and explore surface and directly implied meanings from straightforward texts and some more complex texts, as detailed in the criteria for this level. Over 40% of the students in both years demonstrate level 3 or higher: interpreting, evaluating, and exploring complex meaning in complex texts and some sophisticated ones.

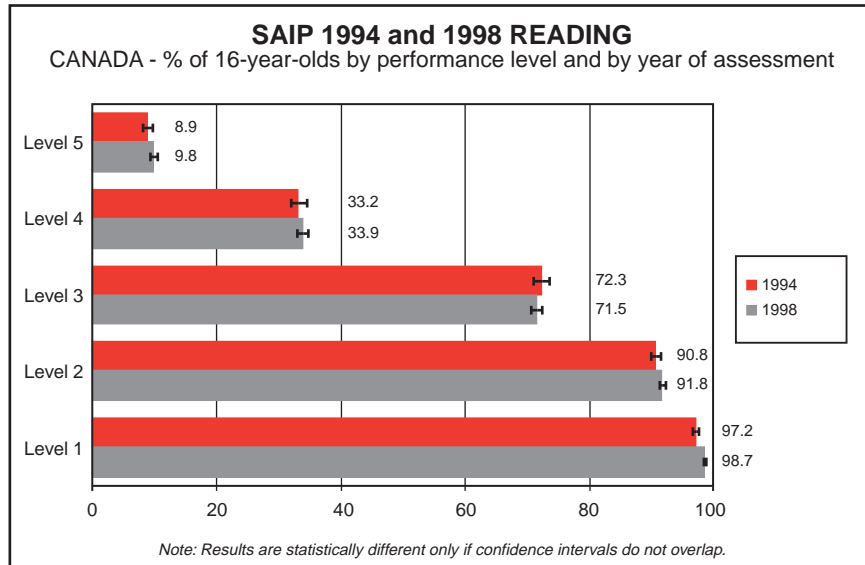
### CHART 3



For 16-year-olds, differences between 1994 and 1998 are significant only at level 1. Taking confidence intervals into account, level 1 has a very slightly larger proportion of students, and the other levels are within the same range.

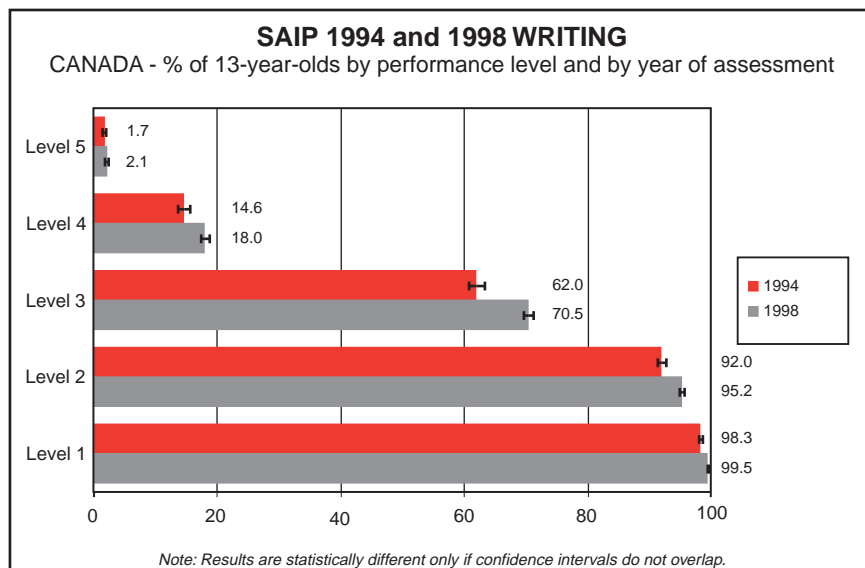
In both years, about 72% of 16-year-olds demonstrate level 3 performance, showing the skills to interpret, evaluate, and explore complex meaning in complex texts and surface meanings in some sophisticated texts. Fully one-third go further, to interpret, evaluate, and explore complex meanings in both complex and some sophisticated texts. Nearly a tenth of the students are able to manage sophisticated texts in an insightful way.

## CHART 4



A larger proportion of 13-year-old students in 1998 achieve each of the levels from 1 to 4. Level 5 includes the same proportion of students in both cycles of the assessment when the confidence intervals are taken into account. Over 95% of the younger students now have a grasp of the elements of writing, even if it is uneven or uncertain (level 2). In 1994, a little under two-thirds of the 13-year-olds had at least a general control of the elements of writing (level 3). In 1998, a little over two-thirds have such control.

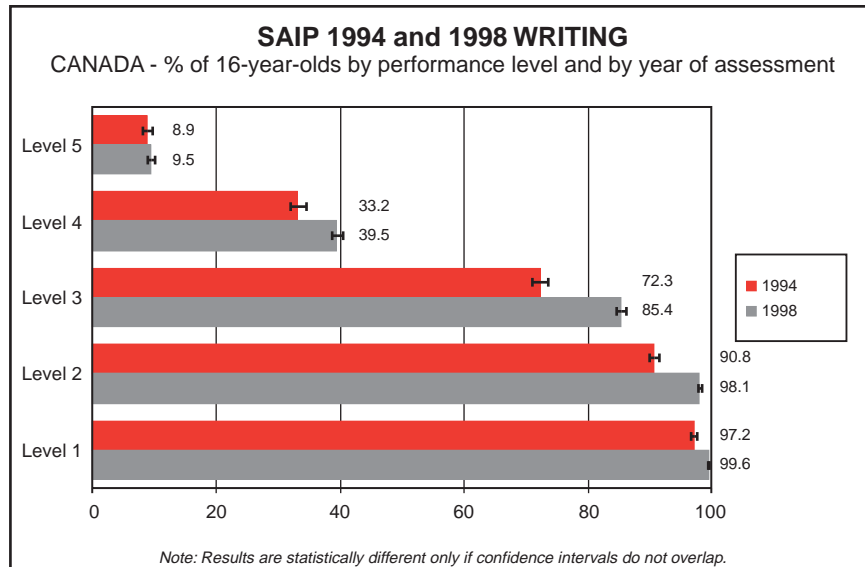
## CHART 5



A greater proportion of 16-year-old students in 1998 achieve all levels of writing performance, except level 5. When the confidence interval is considered, the highest level (5) has a similar proportion of students in 1998 as in 1994.

Where almost three-quarters of 16-year-olds in 1994 had at least a general control of the elements of writing, in 1998 fully 85% do. In 1994 just over 33% of students had an effective or insightful command of the elements of writing; in 1998, almost 40% did.

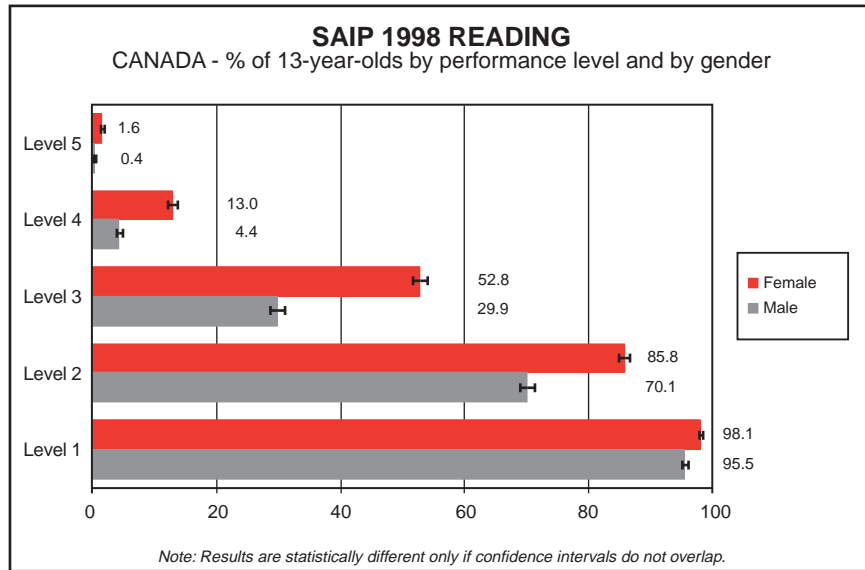
## CHART 6



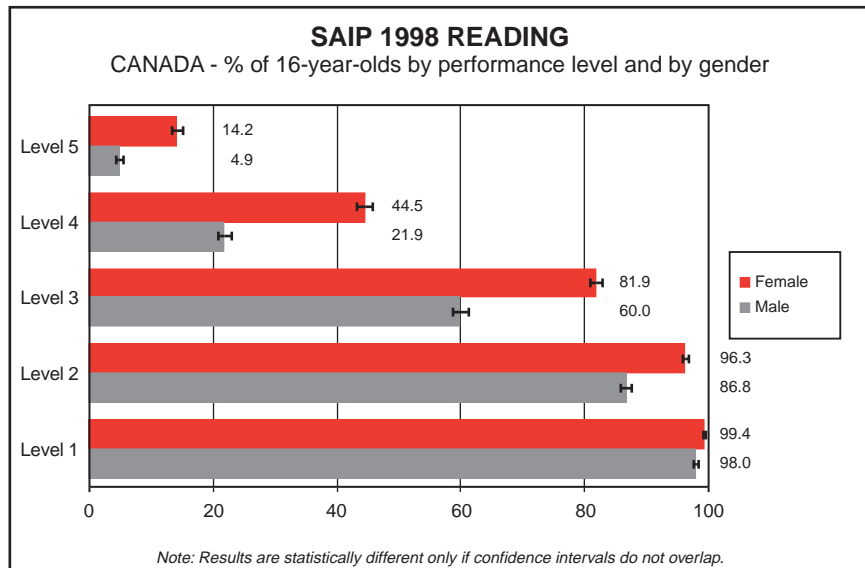
## Achievement Differences by Gender and Age

Females show significantly higher percentages at all levels for both age groups. Over 15% more 13-year-old females than males achieve at least level 2 performance (85.8% of the females compared with 70.1% of the males). The difference was even more pronounced at level 3 for younger students, and there was a clear difference also at level 4. Almost 22% more 16-year-old females than males achieve at least level 3 performance (81.9% of the females compared to 60% of the males). In the older age group, about 23% more females than males achieve at least level 4 performance (44.5% of the females compared with 21.9% of the males).

### CHART 7

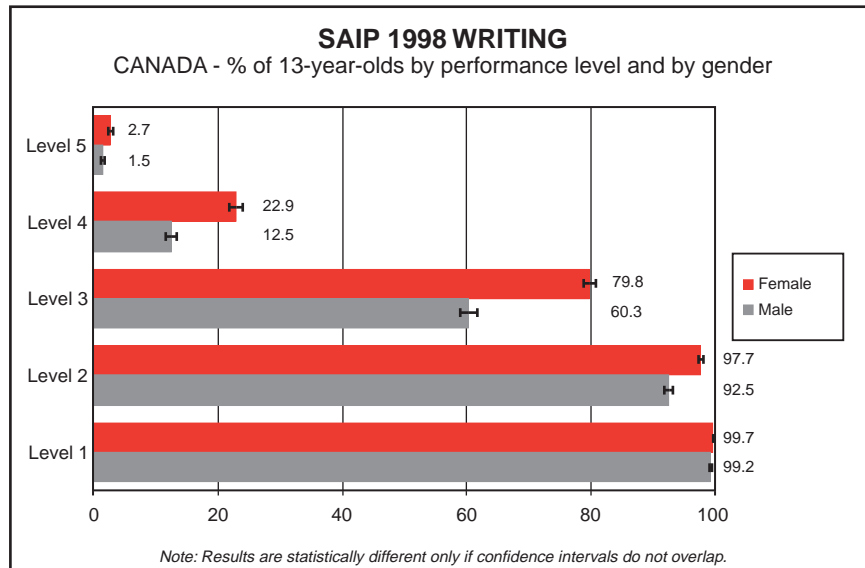


### CHART 8

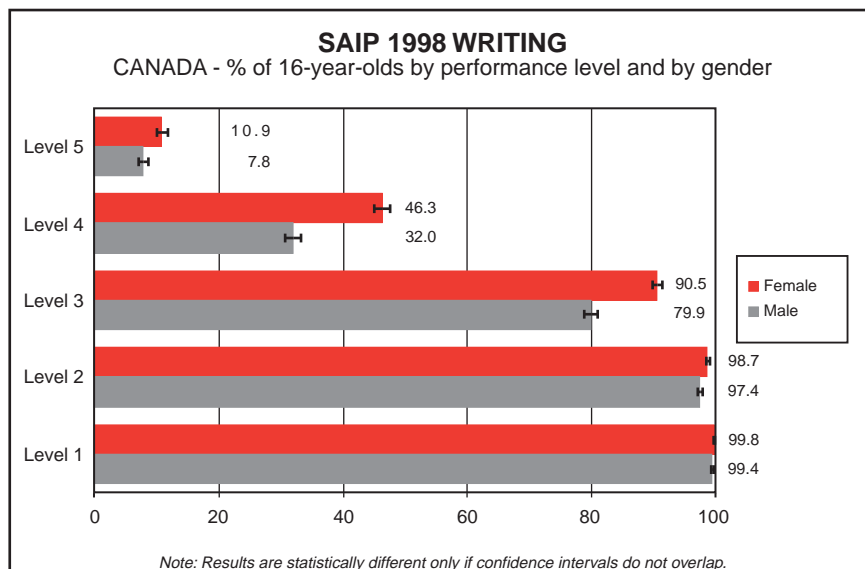


Females show significantly higher percentages at all levels for both age groups. Most of the younger students achieve level 2 criteria for writing, so gender differences at this performance level are not large. However, almost 20% more 13-year-old females than males achieve at least level 3 performance. Almost 11% more 16-year-old females than males achieve at least level 3 performance. In the older age group, about 14% more females than males achieve at least level 4 performance. Three per cent more 16-year-old females than males achieve level 5 performance.

## CHART 9



## CHART 10



## PAN-CANADIAN EXPECTATIONS FOR PERFORMANCE IN READING AND WRITING IN 1998

To assist with the interpretation of outcomes for the SAIP 1998 Reading and Writing assessment, the Council of Ministers of Education, Canada (CMEC) convened a pan-Canadian panel of educators and non-educators. Each panelist attended one of the three sessions held in Atlantic, Central, and Western Canada in October/November 1998. This anonymous panel consisted of teachers, parents, university academics and curriculum specialists, Aboriginal teacher trainers, business and industry leaders, community leaders, and members of national organizations with an interest in literacy education. The panel featured representatives from every province and territory but one.

The 85-member panel reviewed all assessment readings and questions, criteria, scoring procedures, and actual student results to determine the percentage of 13- and 16-year-old students who should achieve at each of the five performance levels. Full and open disclosure was provided to panelists of any information pertinent to the assessment, including sampling of students and the varying opportunities that students across the country have in learning to read and write.

A collaborative process was used to define pan-Canadian expectations for student achievement in reading and writing. Specifically, participants were asked to answer independently the question: “What percentage of Canadian students should achieve at or above each of the five performance levels, as illustrated by the criteria, readings, and questions?”

Panelists’ answers to that question were then integrated to determine the desired Canadian student performance and to help interpret how students should do in comparison with actual results. In Charts 11 to 14, overall Canadian student performance is compared to panelists’ combined expectations of what students should achieve on this assessment at each age level. The range of expectations and the median (mid-point) expectation are identified for each level of achievement. This range is presented beside the bar representing the actual results and their confidence interval, for the purpose of interpreting the actual results. These expectations will be used over the next three years as guidelines by the ministries of education when enhancing language arts programs across the country.

As charts 11 and 12 show, student performance at levels 1 and 2 matches the expectations. The panelists believe that 16-year-olds also meet the challenge at level 3. More 13-year-olds should also achieve this, they feel. While more 13-year-olds should achieve at higher levels, 16-year-olds meet the challenge at level 4. They can interpret, evaluate, and explore complex meaning in both complex texts and some sophisticated texts. At the highest level of reading performance, 9.8% of the older students demonstrate insightful and substantial work, while 10 to 15% are expected to do so.

Charts 13 and 14 show that both educators and non-educators are generally pleased with the performance of Canadian students in writing. At all levels but the highest, students’ performance falls within the range expected of them. Only at level 5 do both age groups fall below demonstrating an effective and confident command of all the elements of writing. For the 16-year-olds, it is barely below expectations, with 9.4% achieving this level, and 10 to 11% expected to do so. For the 13-year-olds, 2% achieve the level, while 5% are expected to do so.

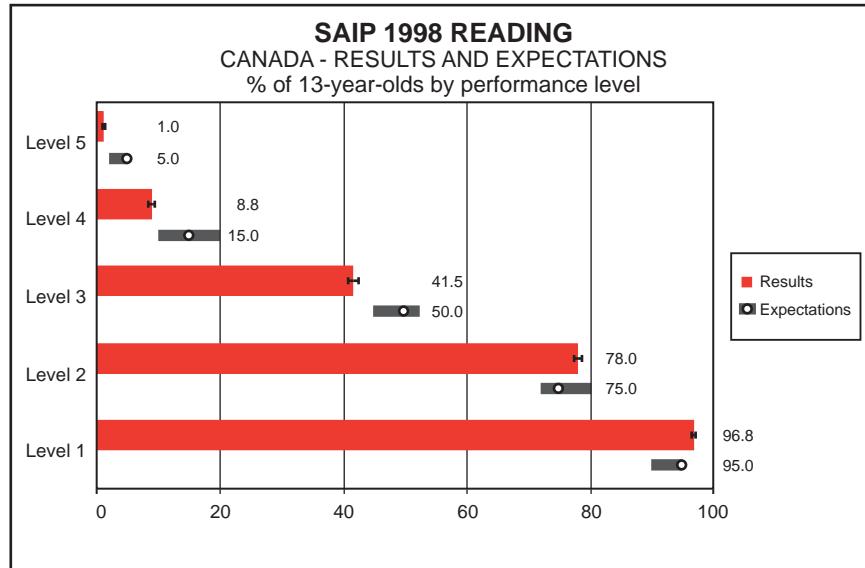
In general, students did accomplish what is expected of them in reading and writing, except that more students should be able to determine and explain complex meaning in sophisticated texts and demonstrate effective and confident command of the elements of writing. In particular, more 13-year-olds should reach the highest levels of literacy.

\* The range is the interquartile set of expectations, which represents the middle 50% of panelists’ views. The median is the mid-point in the complete range of all panelists’ expectations.

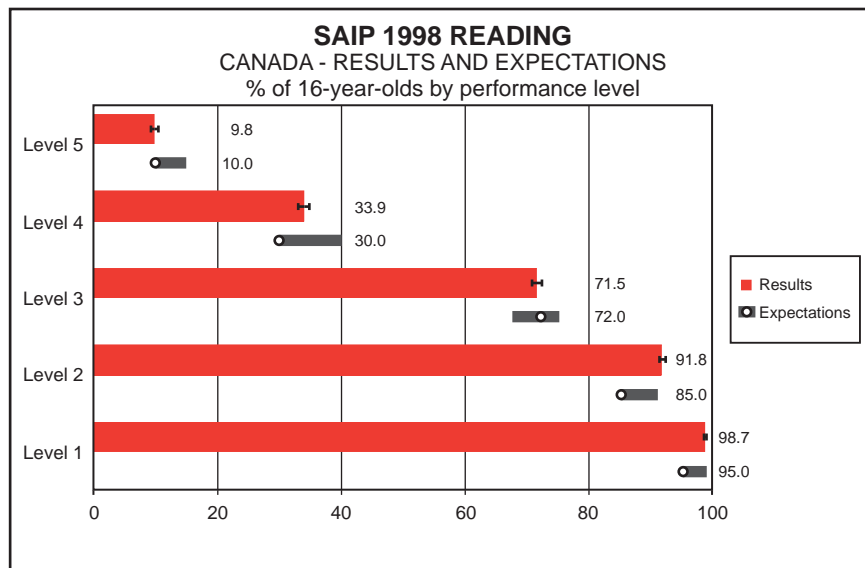
## Pan-Canadian Expectations and Results in Reading

In general, student performance in reading at the lower levels matches expectations for both age groups in levels 1 and 2. At level 3, the 16-year-olds' performance matches what was expected of them, but the 13-year-olds fall short. At level 4, the 16-year-olds achieve within the range expected, but again there are fewer 13-year-olds than expected. At the highest level, 16-year-olds are almost within the range expected, but 13-year-olds fall below expectations.

### CHART 11



### CHART 12

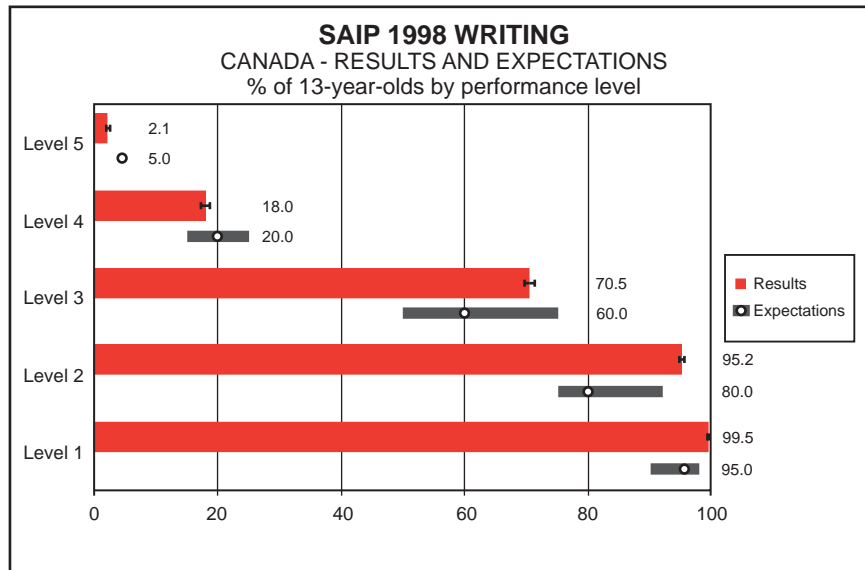


Note that "expectations" are represented by medians with the 25th to 75th percentile range. For "results," confidence intervals are based on sampling error, as is the case for all other charts in this report.

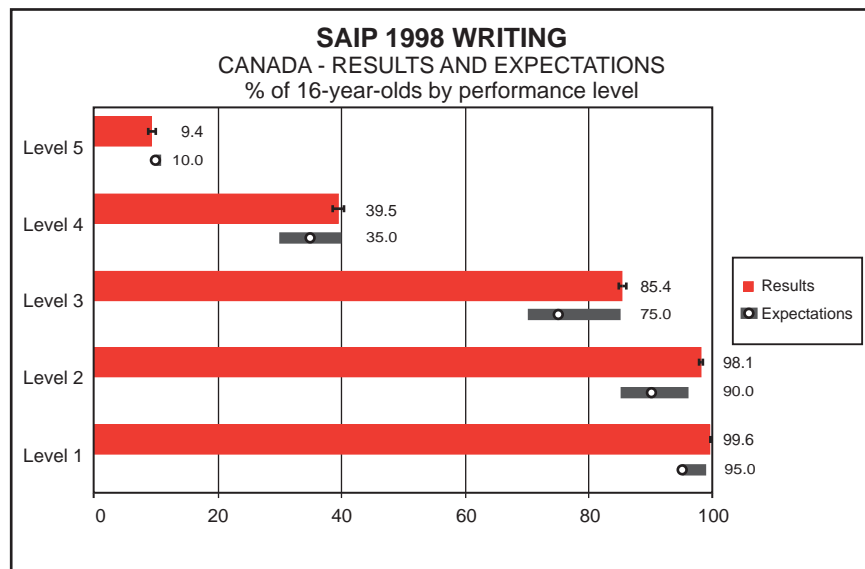
## Pan-Canadian Expectations and Results in Writing

Student performance in writing at levels 1 through 4 in both age groups matches the expectations. At all these levels, student performance falls within the range expected by panelists. At level 5, there are fewer 13-year-olds than expected. For the 16-year-olds, though, there is almost the percentage of students achieving this level as expected.

### CHART 13



### CHART 14



Note that “expectations” are represented by medians with the 25th to 75th percentile range. For “results,” confidence intervals are based on sampling error, as is the case for all other charts in this report.



# RESULTS FOR THE JURISDICTIONS

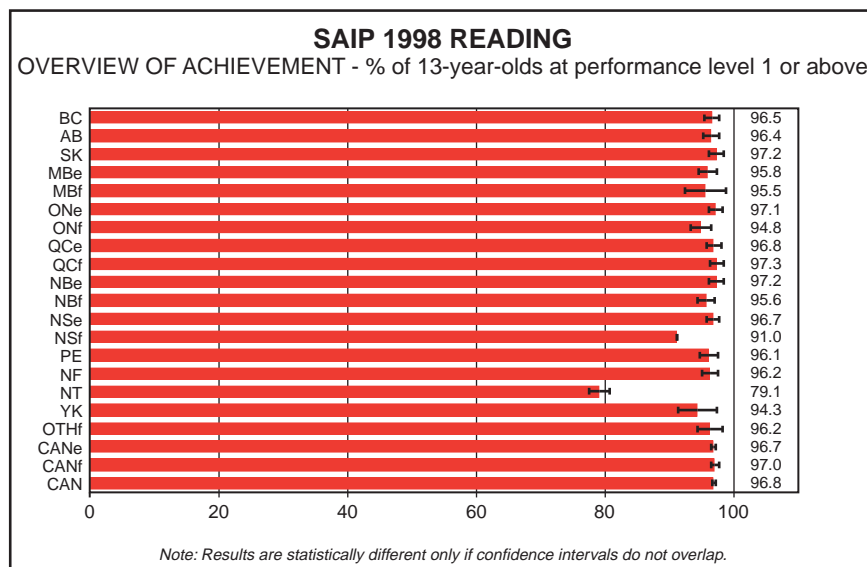
This section of the report presents the charts entitled “Overview of Achievement by Level.” Results are then shown for each participating jurisdiction. On jurisdictional results, comparisons should be made to the Canadian results by language. That is, the English jurisdictions should be compared to the Canada English average, and the French ones to the Canada French average. On the charts that follow for each jurisdiction, these are the comparisons that have been made.

## Overview of Achievement by Level

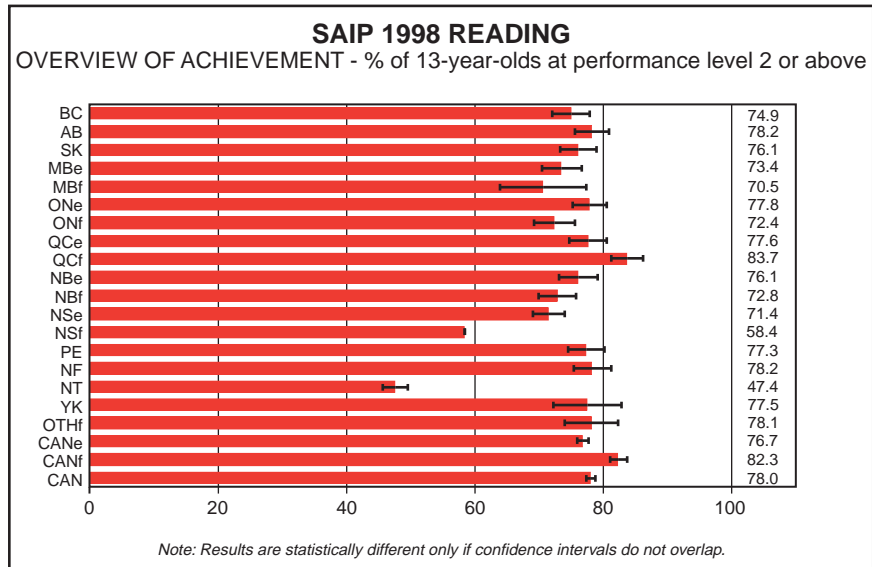
The following charts present the cumulative achievement levels for all jurisdictions, together with the overall Canadian results. Charts for reading precede those for writing, and 13-year-olds precede 16-year-olds. The data shown are an overview and display the percentage of students at or above a particular level. Results do vary from jurisdiction to jurisdiction. In some cases achievement is significantly different from another jurisdiction, from the weighted results within English or French, or from Canada as a whole.

As before, percentages are based on samples of students, except for Nova Scotia French, where all students wrote the two assessments. For all populations except Nova Scotia French, the performances are only estimates of the actual achievement students would have demonstrated if all of the students in the population had taken the assessment. The estimates are shown through the use of *confidence intervals* (see previous explanation in **Notes on Statistical Information**). Where confidence intervals overlap, there is **not** a statistically significant difference.

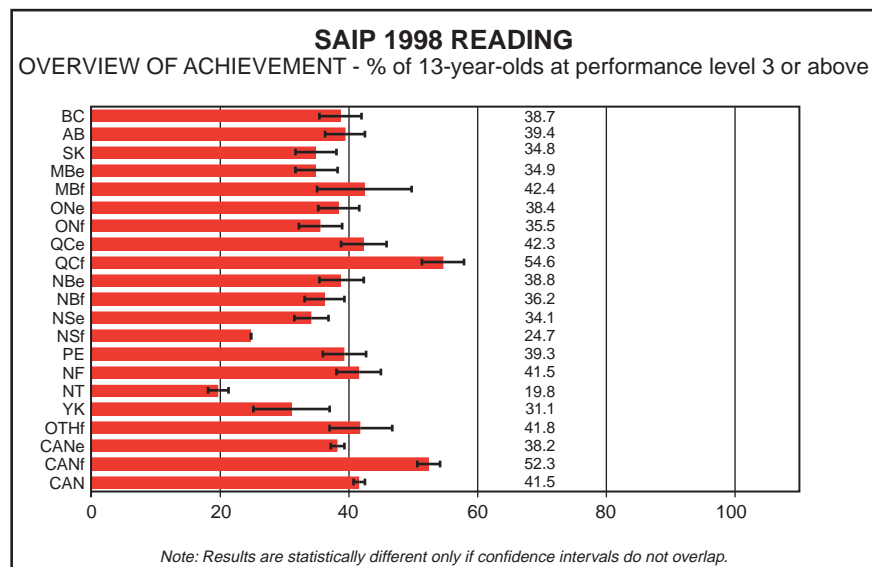
## CHART 15



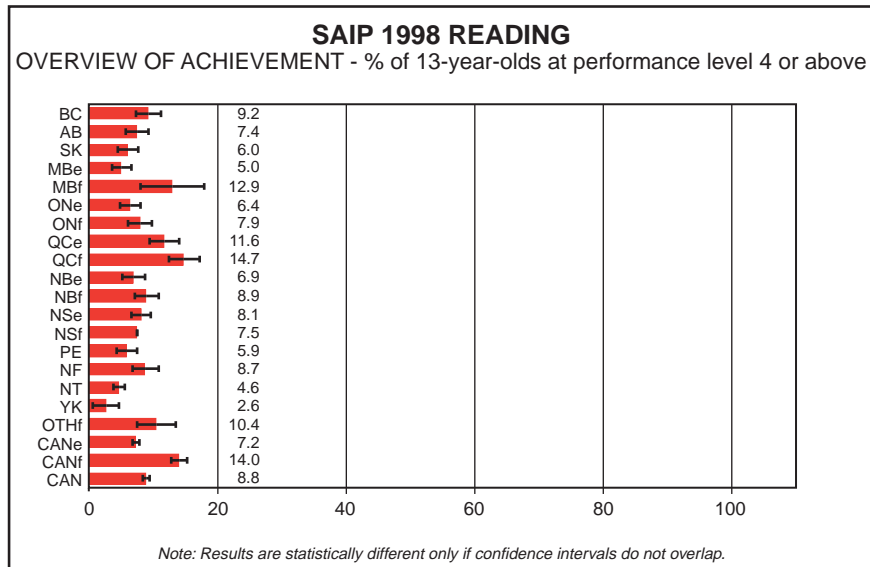
## CHART 16



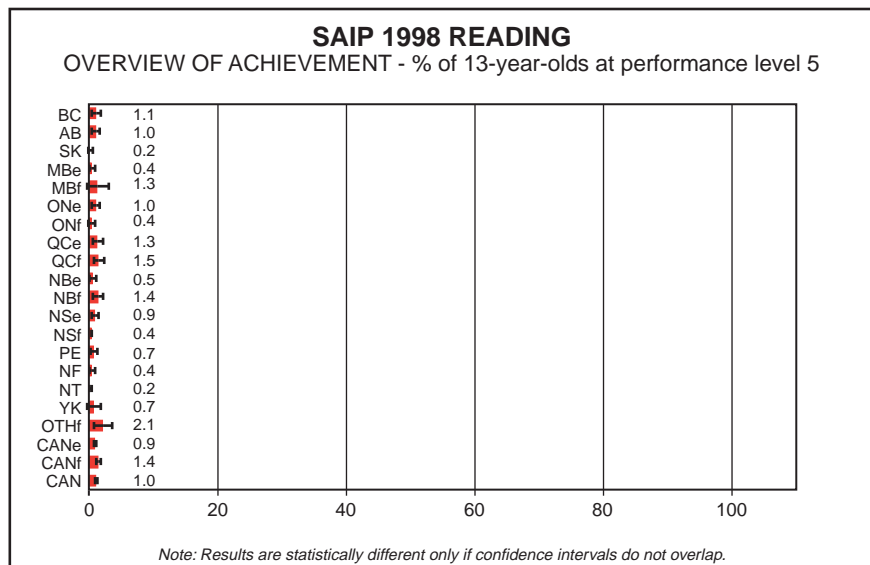
## CHART 17



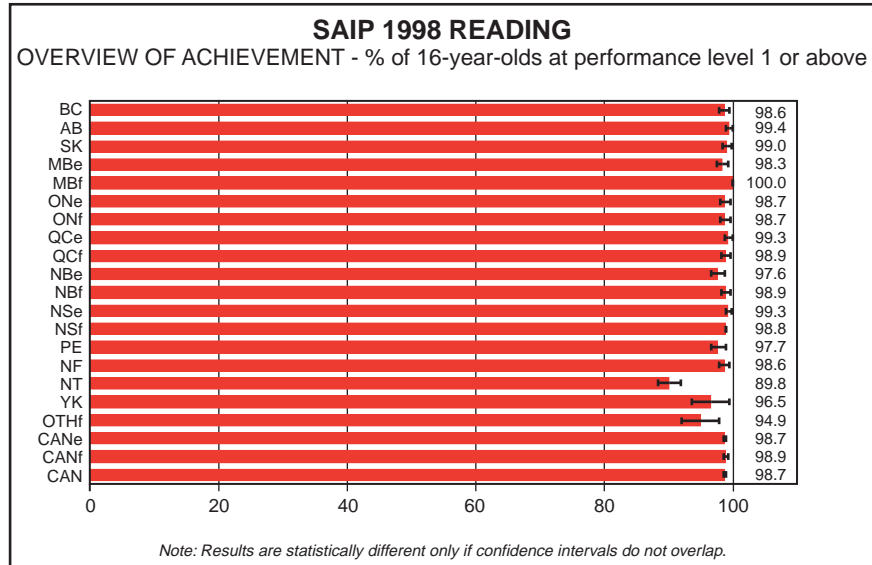
## CHART 18



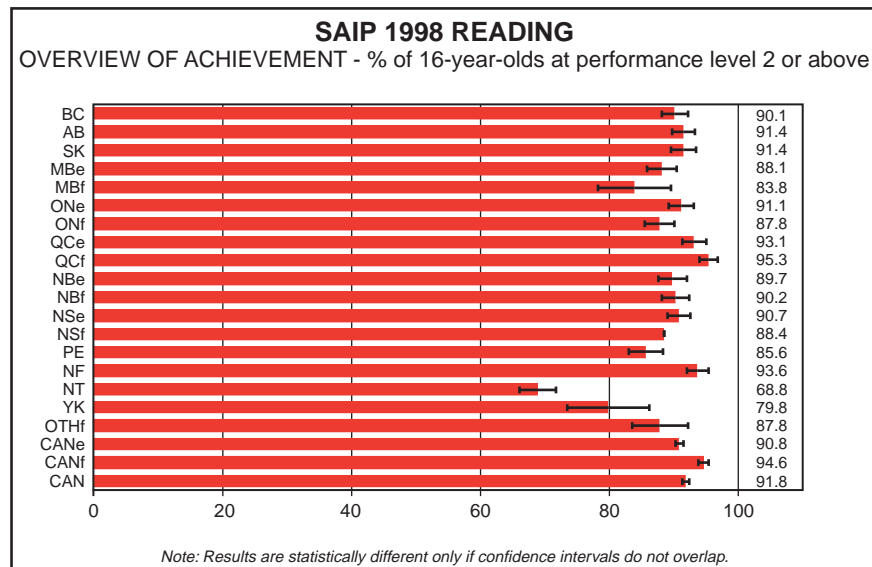
## CHART 19



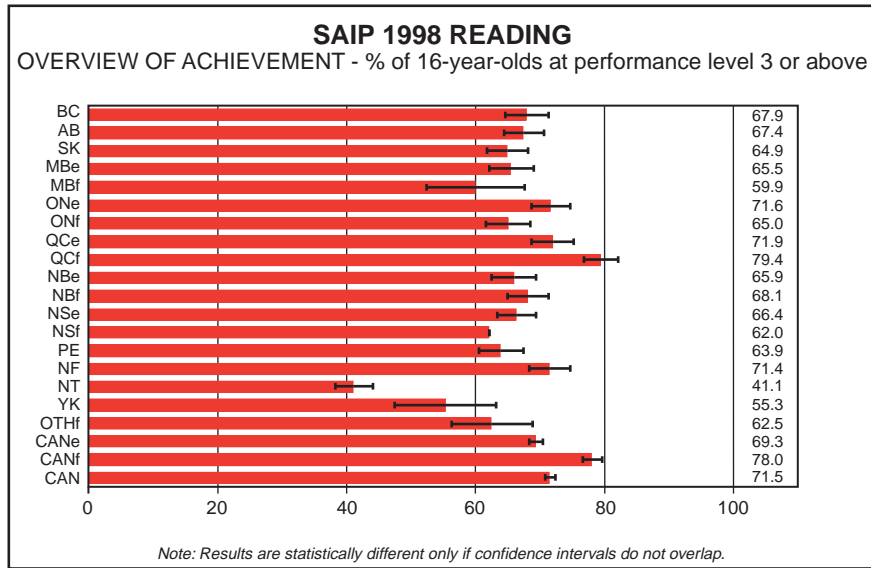
## CHART 20



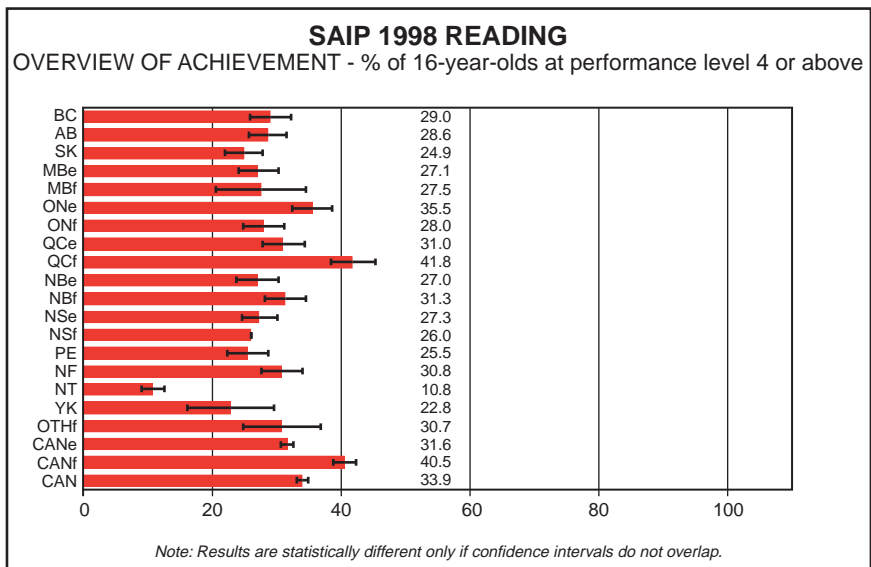
## CHART 21



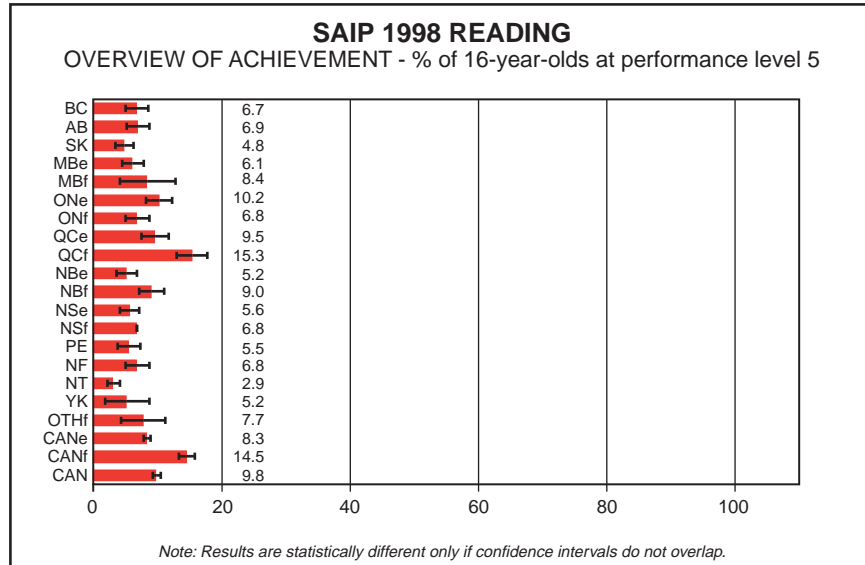
## CHART 22



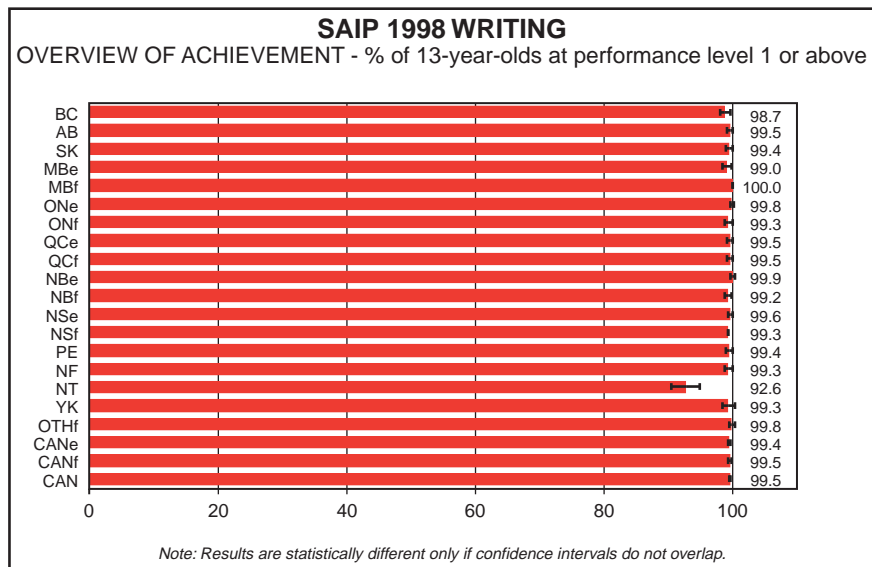
## CHART 23



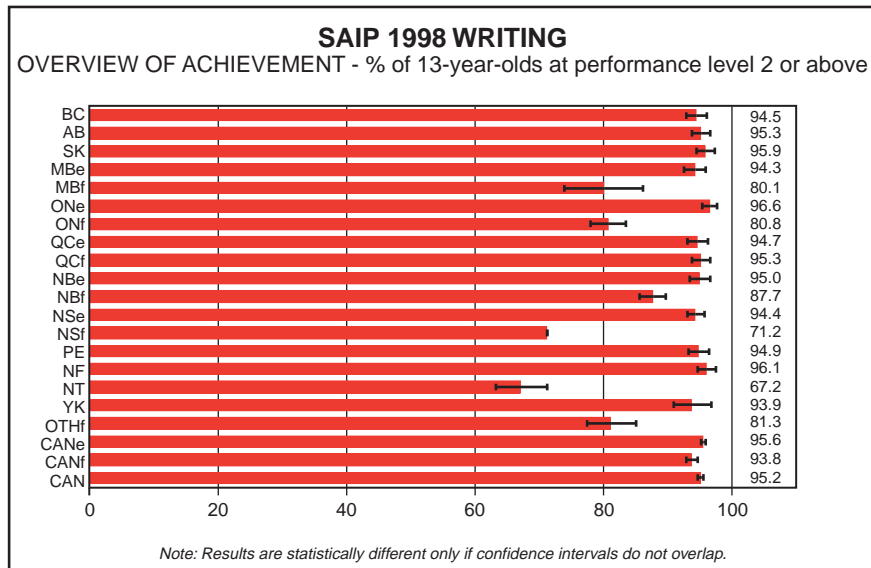
## CHART 24



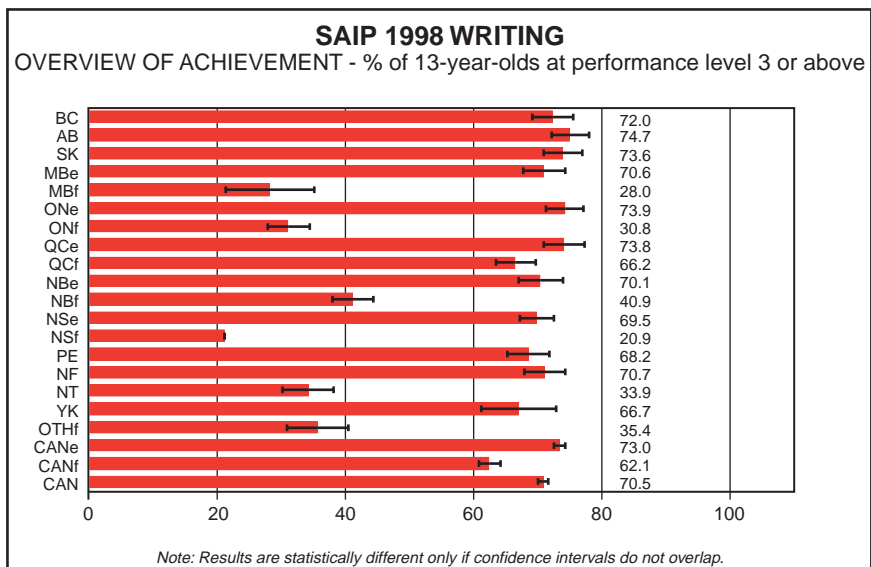
## CHART 25



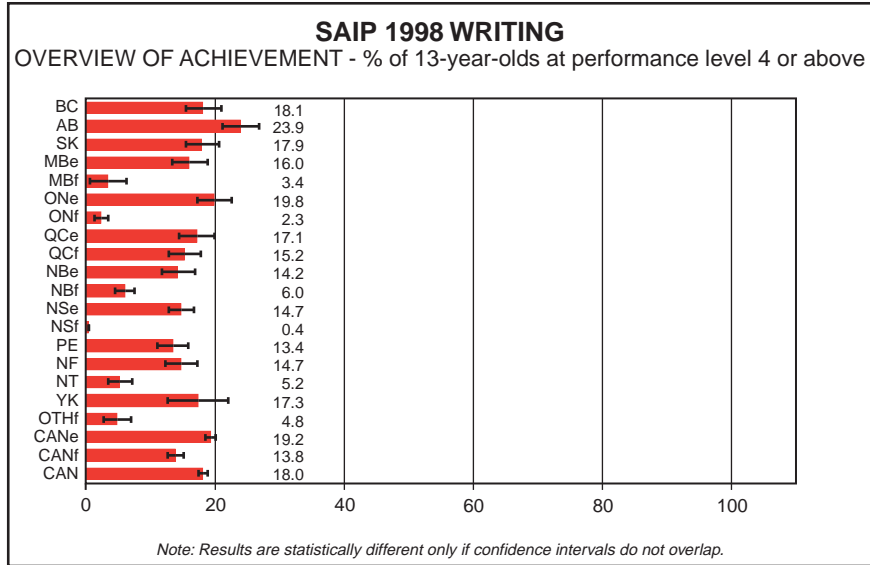
## CHART 26



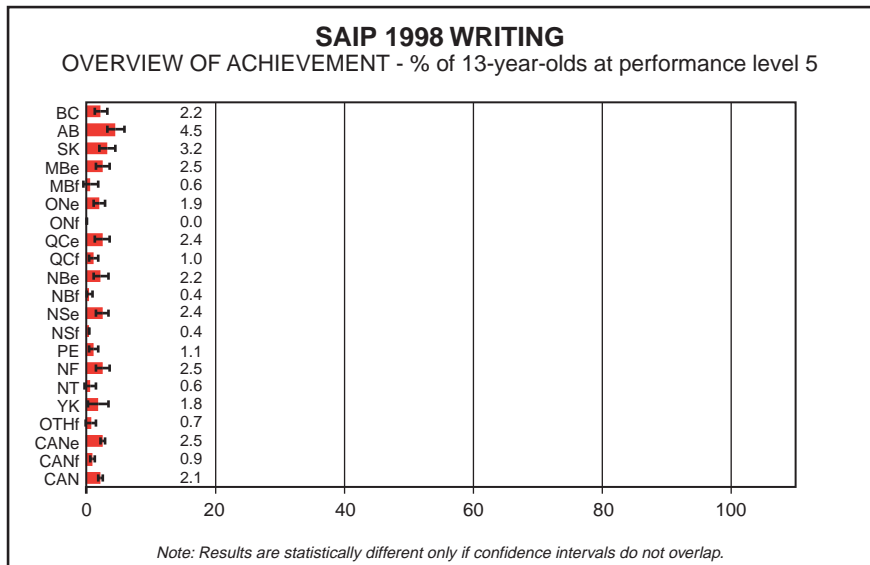
## CHART 27



## CHART 28

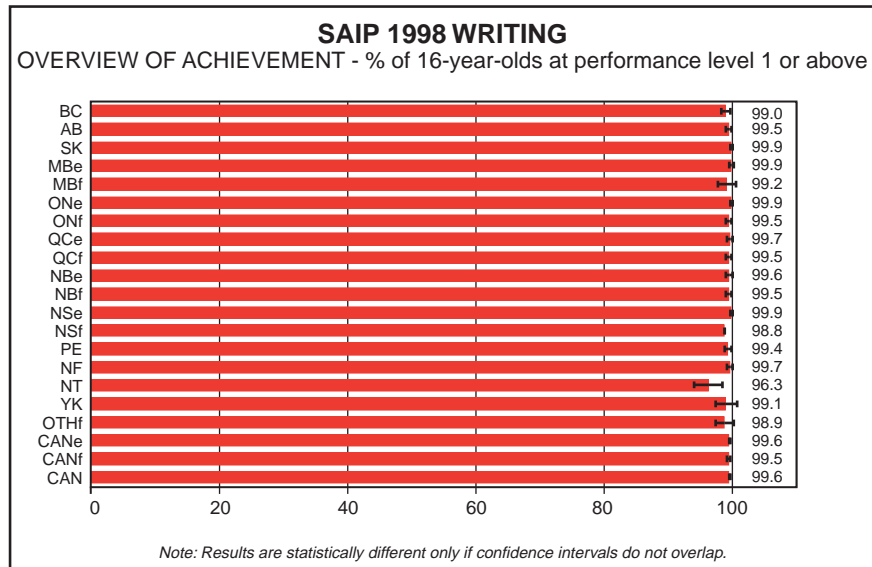


## CHART 29

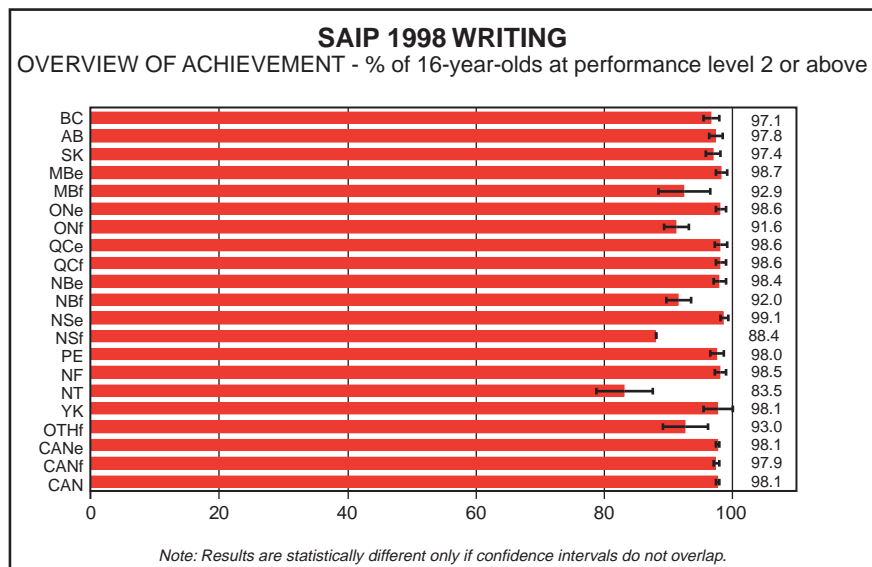




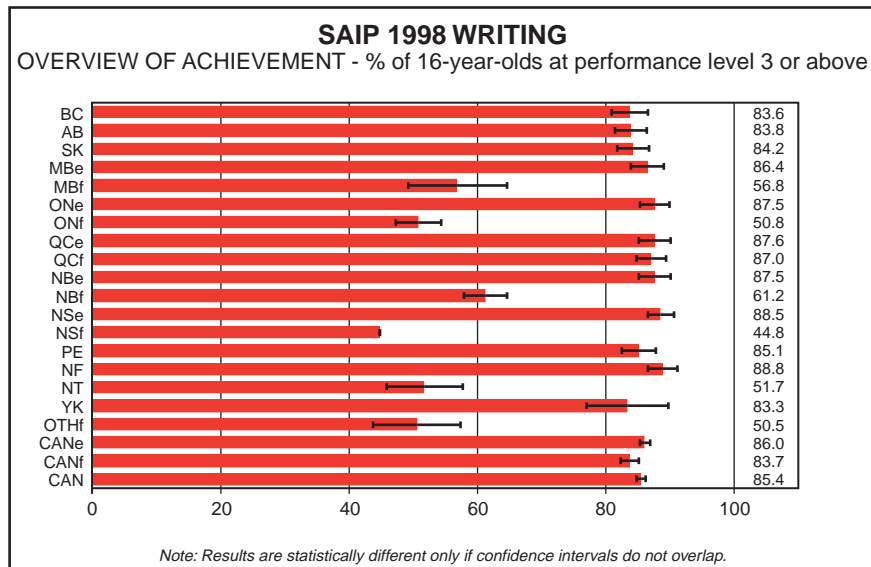
## CHART 30



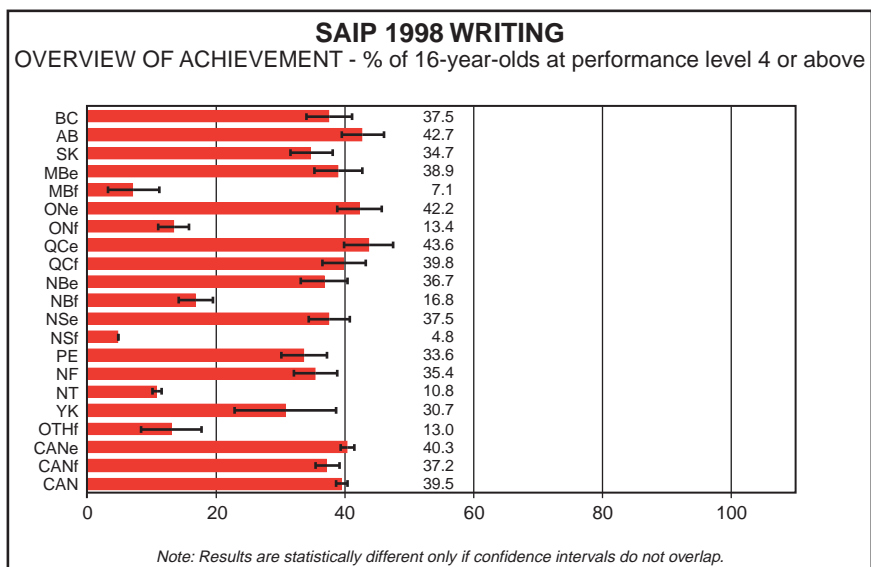
## CHART 31



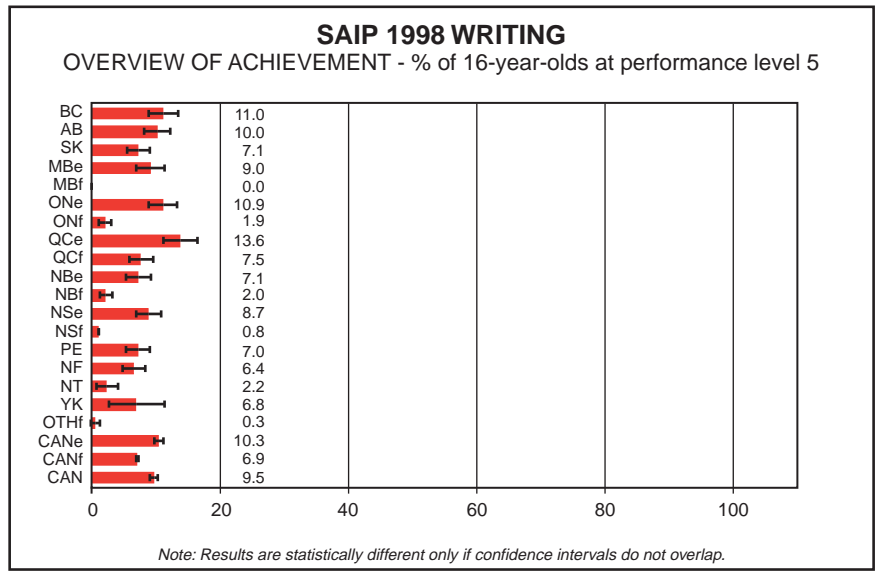
## CHART 32



## CHART 33



# CHART 34



## **CONTEXT STATEMENT**

### **Social Context**

British Columbia has Canada's fastest growing population of any province or territory — approximately 4 million — with 82% of people living in urban areas. An issue of current interest is the provision of educational services to an increasing number of students from immigrant families, three-quarters of whom are from Asian countries. Approximately 12% of the student population are enrolled in English-as-a-second language (ESL) instruction. Enrolment in ESL has increased by 330% in the last 10 years. This influx has placed heavy demands on schools in the province to provide ESL instruction, 90% of which is in the Greater Vancouver Area. A further 11% of the student population is enrolled in special education programs, an increase of 100% in the last 10 years.

### **Organization of the School System**

The public school system enrolls about 604,000 students, employs about 38,000 educators, and is organized into 59 school districts that are highly diverse in both population and geography. Across the province, there are 2,860 students enrolled in a francophone education program. The Francophone Education Authority governs approximately 1,800 francophone students in 11 major districts. Approximately 8% of the students attend independent schools. Almost all 13-year-olds are in grade 8 or 9 and take a common English 8 or 9 or Français langue première 8 or 9. Most 16-year-olds are in programs at the grade 11 or 12 level. Anglophone students in grades 11 and 12 are required to take English 11, Communications 11, or Technical and Professional Communications 11 and English 12, Communications 12, or Technical and Professional Communications 12. Francophone students must take Français langue première 11 and 12.

### **Language Teaching**

British Columbia has recently reviewed its Language Arts/English/Français langue première curricula, and revisions have been incorporated into Integrated Resource Packages (IRPs), which are being implemented in schools across the province. The learning outcome statements contained in the IRPs are content standards for the provincial education system. They are statements of what students are expected to know and to do at an indicated grade, and comprise the prescribed curriculum, which is mandated by the minister of education. However, teachers select the appropriate methods of instruction, and a wide range of teaching and learning strategies is used, based on the needs of the learner and the preferences of the teacher.

The provincial English Language Arts/Français langue première curricula emphasize the practical application of communication skills by focussing on reading, writing, oral communication, and media literacy. The new curricula emphasize the literary, informational, and mass media applications of language as well as critical and creative thinking. To ensure that students are prepared for further education, the workplace, and the growing demands of an information age, the secondary years of the English Language Arts/Français langue première curricula help students to become articulate and literate citizens who will be confident users of language and versatile thinkers.

### **Language Testing (Assessment)**

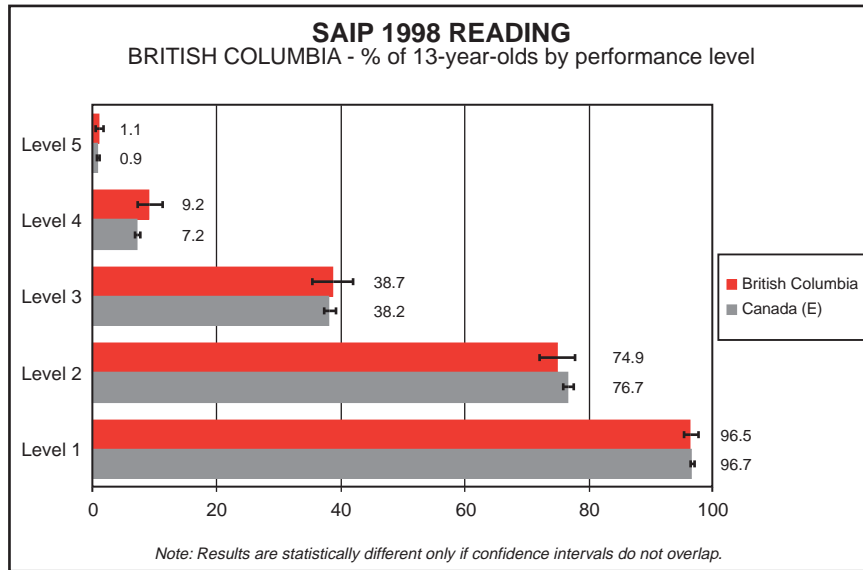
In addition to participating in national and international assessments, British Columbia has, since 1976, assessed students in grades 4, 7, and 10 in mathematics, reading and writing, science, and social studies approximately every four years. The province has recently introduced an annual census assessment of reading and writing for grades 4, 7, and 10. In 1999 mathematics will be added to the annual census assessment program. Assessments in science, social studies, and other subject areas will be conducted periodically as required and will be done on a sample basis.

## British Columbia

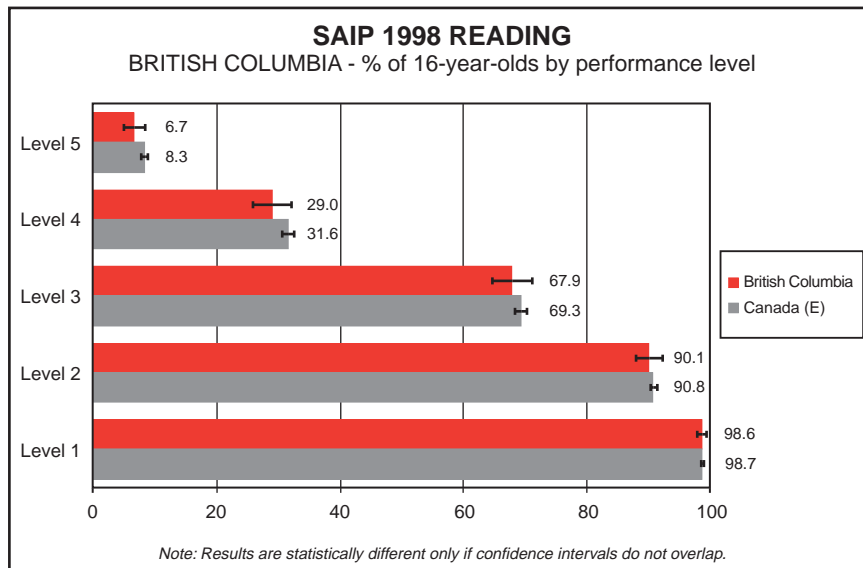
For reading, there are no significant differences between this jurisdiction's performance and English Canadian performance at any level for either age group.

Three-quarters of 13-year-olds can interpret, evaluate, and explore surface and directly implied meanings in straightforward and some complex texts. Two-thirds of 16-year-olds achieve higher performance, demonstrating skills in developing complex meanings in complex texts and surface meanings in some sophisticated texts.

### CHART 35



### CHART 36



For writing, there are no significant differences between this jurisdiction's performance and English Canadian performance at any level for either age group.

Virtually all 13-year-olds have at least some grasp of the elements of writing. Most 16-year-olds have a general control of the elements of writing. Their writing has functional development and integration. It conveys a clear, appropriate perspective. Errors are minor and do not interfere with meaning.

CHART 37

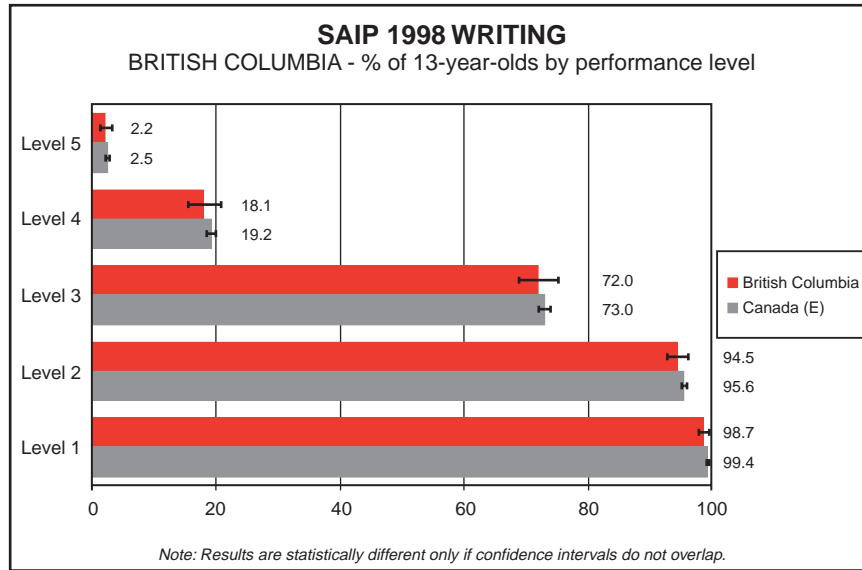
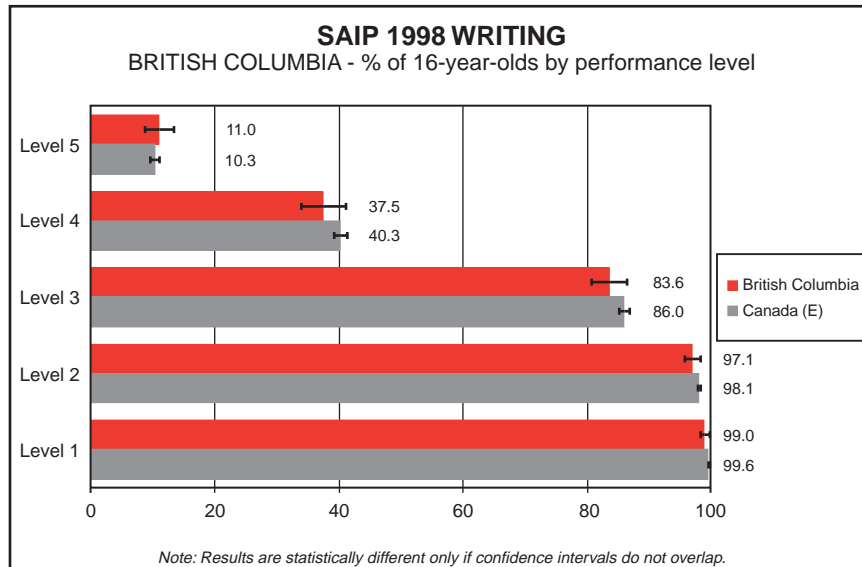


CHART 38



## CONTEXT STATEMENT

### Social Context

Alberta has a multicultural population of approximately 2.8 million. All children are required to attend school from the age of 6 to 16. The provincial government has the primary responsibility for education, but shares this responsibility with local boards.

### Organization of the School System

In the 1997-98 school year in Alberta, 574,147 students were registered in 2,225 schools. Of these students, 71.7% attended public schools, 21.1% attended separate schools, and the remaining 7.2% attended a variety of private, charter, provincial, and federal schools. About 3,420 students (0.6%) were enrolled in French first language programs offered by public, separate, or francophone authorities. Nearly all 13-year-old students (98.9%) are enrolled in junior high school. There are 7.3% in grade 7, 65.5% in grade 8, and 26.1% in grade 9. All students, regardless of program, are enrolled in English language arts in each grade. All students registered in francophone programs are enrolled in Français (French first language).

Nearly all 16-year-old students (98.5%) are enrolled in senior high school. The senior high English language arts program has three course sequences: English 10-20-30, 13-23-33, and 16-26-36. The Français program has two sequences: Français 10-20-30 and 13-23-33. The 10-30 sequence is designed for students in academic programs, the 13-33 sequence for general program students, and the 16-36 sequence for students enrolled in the Integrated Occupational Program. Students may transfer from one course sequence to another. English-as-a-second language (ESL) is offered to students who are not English speakers.

For the 1997-98 school year, 16-year-old students completed the following English language arts and Français courses (the bracketed figure is completion as a percentage of the 16-year-old student population):

English 10 (5.9%)	Français 10 (0.03%)	English 13 (9.0%)	Français 13 (0.01%)	English 16 (1.2%)
English 20 (38.9%)	Français 20 (0.2%)	English 23 (16.0%)	Français 23 (0.02%)	English 26 (1.0%)
English 30 (16.4%)	Français 30 (0.1%)	English 33 (6.5%)	Français 33 (0.01%)	English 36 (0.1%)

English as a Second Language 10 (0.4%)

### Language Arts Teaching

Alberta schools are expected to provide a variety of learning experiences so that students can read for information, understanding, and enjoyment, and also write and speak clearly, accurately, and appropriately for the context. The following principles provide the framework for the language arts program:

- Language skills are applied throughout life.
- Language use involves the interrelated acts of listening, speaking, reading, writing, and viewing.
- Literature plays an integral part in the language learning program.
- Language is used to communicate understandings, ideas, and feelings; to assist social and personal development; and to mediate thought processes.
- Language skills are emphasized throughout the entire curriculum. In the early years, thinking and language abilities develop in a child's own dialect. In the high school years, increased emphasis is placed on quality and flexibility in the use of language and in the interpretation of complex literature.
- Language is closely interwoven with experience in all learning situations. Print and other mass media present ideas in different and characteristic ways.
- Language skills expand with practice.

The following principles provide the framework for the learning and teaching of French language arts to French first language students. Students learn a language best when

- the language is seen as a communication tool;
- the language is seen in its totality;
- there are several opportunities to use the language, especially in interactive situations;
- students are exposed to a wide variety of presentations and texts/passages;
- students are exposed to excellent language models;
- learning is geared toward finding meaning;
- risk-taking is encouraged in a climate of trust;
- learning situations are meaningful and interactive;
- learning situations take into consideration student interests and needs;
- learning situations allow students to make choices;
- learning situations allow for diversity in learning styles and forms of intelligence;
- there are numerous contacts with the francophone community/world and with its linguistic and cultural diversity;
- evaluation methods reflect and support the above-mentioned principles.

In the case of French first language students, the development of language skills goes hand in hand with the development of one's francophone identity.

Alberta, along with its partners in Western Canada, has been involved in curriculum development of English language arts, K-12, and Français. The common *Curriculum Framework for English Language Arts, 1998*, enables students to understand and appreciate language, and to use it confidently and competently in a variety of situations for communication, personal satisfaction, and learning. In the 1998-99 school year, the new K-9 program is available for optional implementation; provincial implementation is scheduled for September 1999. Senior high school changes will be implemented in the 2000-2001 school year.

The new English Language Arts curriculum has five general outcomes and numerous specific outcomes that students are to achieve by the end of each grade level. The outcomes are interrelated and interdependent, and each is to be achieved through a variety of listening, speaking, reading, writing, viewing, and representing experiences.

In March 1998, Alberta Education published new programs of study for the learning and teaching of French first language. Provincial implementation is scheduled for September 1999 for grades 1 to 6 levels, and September 2000 for grades 7 to 12. The new programs of study make explicit the planning, monitoring, and evaluation strategies used by effective communicators.

### **Language Arts Assessment**

Since 1982, student achievement has been monitored through a provincial testing program for grades 3, 6, and 9. As well, provincial diploma examinations, which count for 50 per cent of a student's final grade in selected grade 12 courses, have been administered since 1984. All of the diploma examinations and language arts achievement tests include an extensive written component. The achievement tests and diploma exams are based on provincial standards and provide information on the degree to which students in the province have met these standards.

The province has developed classroom assessment materials (CAMP) for use by teachers in grades 1, 2, 4, 5, 7, 8, 10, and 11. This award-winning program provides examples of student work that illustrate standards. The program includes extensive and varied oral, collaborative, writing and self-assessment materials.

In the spring of 1999, Alberta Education will publish a set of comprehensive French Language Performance Models that include samples of student work at the grades 1 to 6 levels that illustrate acceptable and excellent standards of performance in the four skill areas (listening, reading, speaking, and writing). Similar materials for grades 7 to 12 will be published in the spring of 2000.

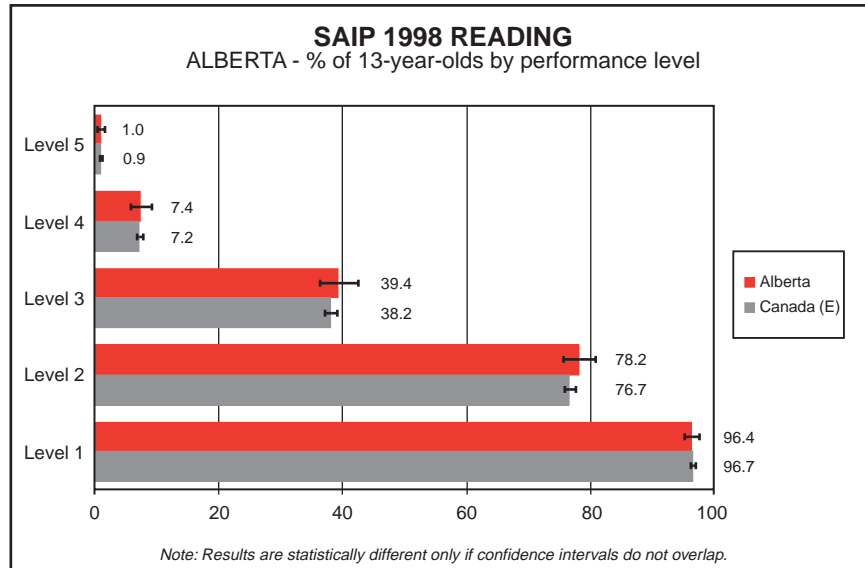


## Alberta

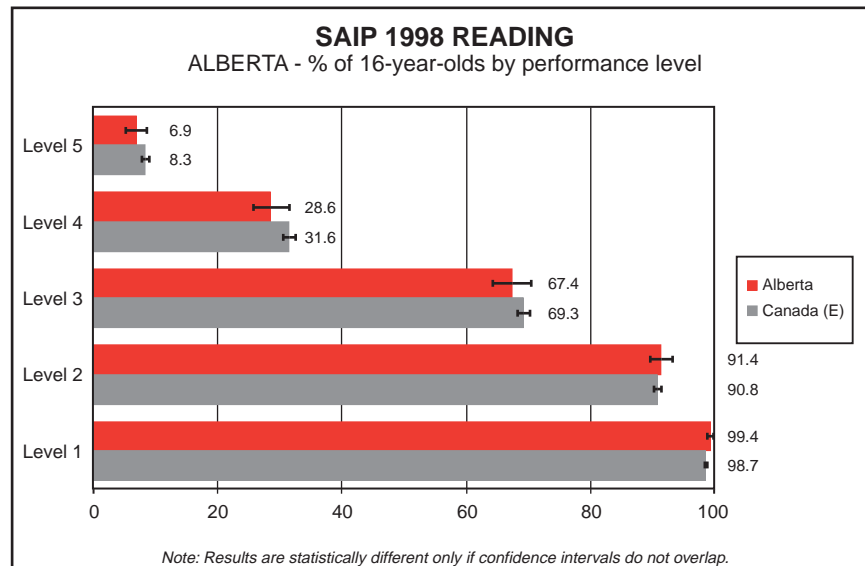
In this jurisdiction, there are no significant differences at any level between students' achievement in reading and the English Canadian performance at either age.

Just over three-quarters of 13-year-olds can interpret, evaluate, and explore surface and directly implied meanings in straightforward and some complex texts. About two-thirds of 16-year-olds achieve higher performance, demonstrating skills in developing complex meanings in complex texts and surface meanings in some sophisticated texts.

### CHART 39



### CHART 40



In writing, the percentage of Alberta 13-year-olds reaching levels 4 and 5 is above the English Canadian performance. Levels 1-3 are not statistically different from English Canadian performance. For 16-year-olds, there are no significant differences between jurisdictional and English Canadian performance.

Virtually all 13-year-olds have at least some grasp of the elements of writing. Most 16-year-olds have a general control of the elements of writing. Their writing has functional development and integration. It conveys a clear, appropriate perspective. Errors are minor and do not interfere with meaning.

CHART 41

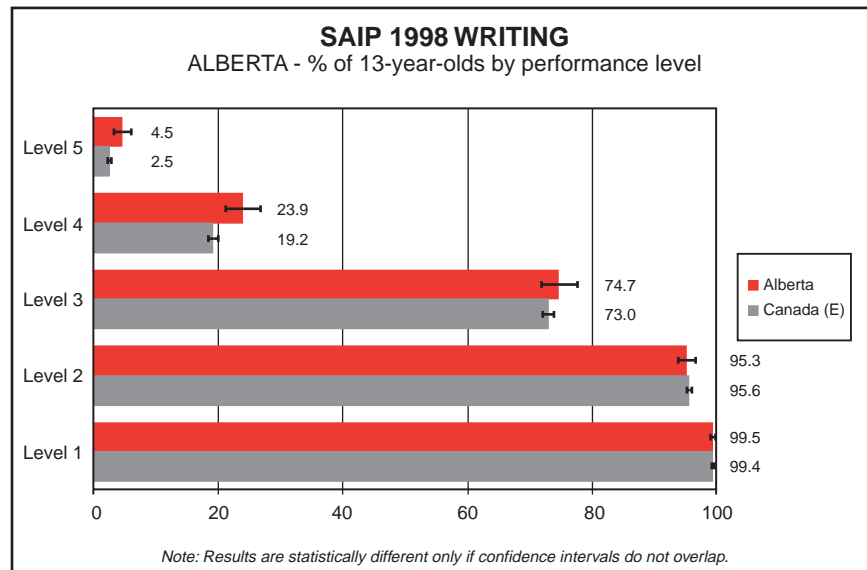
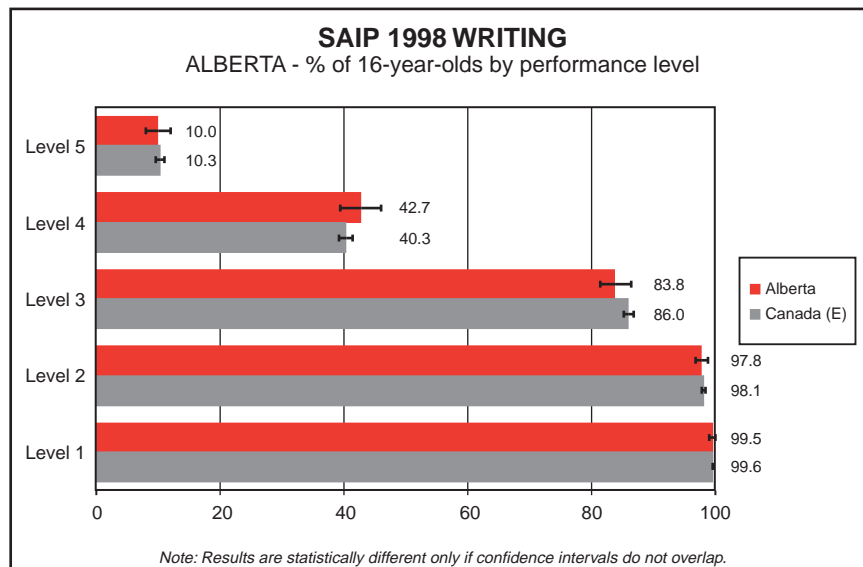


CHART 42



## CONTEXT STATEMENT

### Social Context

Saskatchewan has a population of approximately one million spread throughout a vast geographic area. About half Saskatchewan's population lives in towns, villages, and rural municipalities, or on Indian reserves, giving a strong rural influence in the province. Agriculture, potash and uranium mining, oil production, and forestry are major industries. Saskatchewan has a diverse cultural and ethnic heritage, including a large and growing Indian and Métis population.

### Organization of the School System

Saskatchewan has approximately 192,500 kindergarten to grade 12 students in 796 provincially funded schools.

Over the past decade, Saskatchewan has devoted considerable effort to renewing its curricula. In the Language Arts, new curricula were introduced for grades 1-5 over a three-year period beginning in 1992. New curricula for grades 6-10 became available in the fall of 1997. School divisions have a three-year window in which to begin implementation. Grade 11 teachers began receiving information about the new curriculum for their grade at about the time students were writing this assessment. Curriculum development in the Language Arts occurred concurrently with the development of the Western Canadian Language Arts Curriculum Framework, and is consistent with that framework.

In 1989, Saskatchewan undertook a complete redevelopment of its French curricula. Curricula were developed for immersion schools, francophone schools, and French as a second language from kindergarten to grade 12. These curricula have now been implemented, except for French Language Arts (francophone) from grades 10 to 12 (now in pilot). These curricula are aligned with the French Second Language and French First Language Curriculum Frameworks (respectively) of the Western Consortium.

The common *Curriculum Framework for English Language Arts* (1998) was developed by the ministries of education in Alberta, British Columbia, Manitoba, Saskatchewan, Northwest Territories, and Yukon in cooperation with teachers and other educators from these provinces and territories. This collaborative effort resulted in the identification of common educational goals and student learning outcomes designed to prepare students for present and future language requirements. The five general outcomes for kindergarten through grade 12 English language arts are as follows:

Students will listen, speak, read, write, view, and represent to

- explore thoughts, ideas, feelings, and experiences;
- comprehend and respond personally and critically to oral, print, and other media texts;
- manage ideas and information;
- enhance the clarity and artistry of communication; and
- celebrate and to build community.

### Language Arts Teaching

The purpose of the Language Arts curriculum is to guide the continuous growth and development of students' speaking, listening, reading, writing, viewing, representing, and thinking abilities from kindergarten to grade 12. Its integrated, resource-based approach to instruction aims to develop students' understanding and appreciation of language and literature. The ultimate aim is to graduate individuals who can use language confidently and effectively to meet life's various intellectual, social, and vocational challenges.

The general goals of Saskatchewan's English Language Arts curricula, kindergarten to grade 12, are to

- encourage enjoyment of, and develop proficiency in, speaking, listening, reading and writing, viewing, and representing;
- develop appreciation of, and responses to, literature;
- develop students' English language abilities as a function of their thinking abilities; and
- promote personal growth and social development by developing students' knowledge and use of the English language.

The purpose of the French First Language Curriculum of Saskatchewan is to guide the growth and development of the francophone student's skills, knowledge, and attitudes in the different domains of language use: oral communication, reading, and writing. These three domains integrate the student's work while developing his or her communicative, strategic, and cognitive competencies. In addition, a fourth domain, Culture and Identity, nourishes the previous three and is integrated throughout the curriculum.

From kindergarten to grade 12, in a progressive approach, Fransaskois students learn to plan, regulate, and evaluate their learning while respecting the following goals:

- learning the French language through linguistic and cultural experiences;
- using the French language for learning, thinking, communicating effectively, and understanding the different functions of language;
- better understanding the French language, including its grammar, syntax, semantics, and all that permits speaking, listening, interacting, reading, and writing;
- studying regional, provincial, national, and international francophone literature; and
- studying the French language as an expression of identity and culture.

The francophone students of Saskatchewan, in terms of their secondary studies, must be competent in their language, conscious of their identity, and capable of contributing significantly to ensure the vitality of their community.

### **Language Arts Assessment**

Classroom teachers in Saskatchewan are responsible for assessment, evaluation, and promotion of students from kindergarten through grade 11. At grade 12, teachers are responsible for at least 60% of each student's final mark, and those teachers accredited in language arts are responsible for assigning 100% of the grade 12 final mark.

Students are assessed on the full range of knowledge, skills, attitudes, and values they have been using and developing during instruction. Teachers are encouraged to develop diversified evaluation plans that reflect the various instructional methods they use in adapting instruction to each class and to each student.

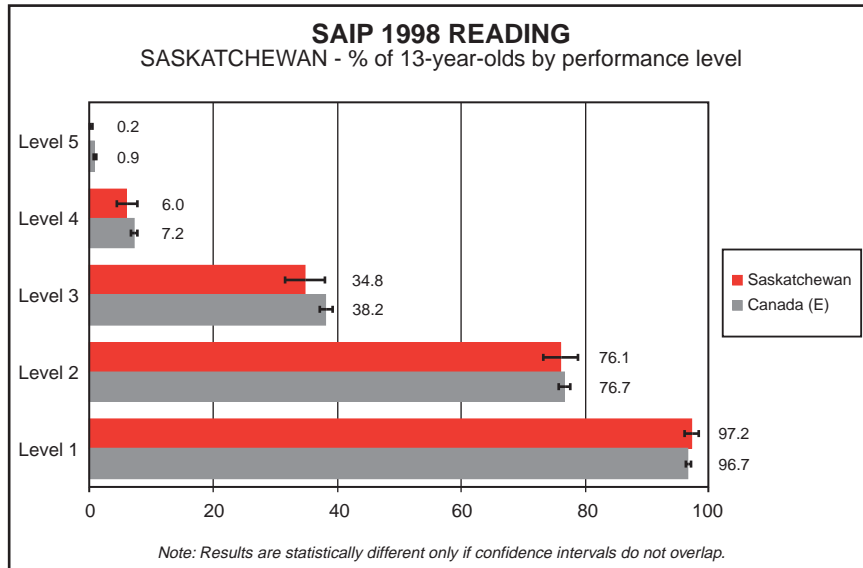
In 1994 and 1996, student learning in English reading and writing was provincially assessed at grades 5, 8, and 11. In 1998, student learning in English listening and speaking was provincially assessed. Randomly selected schools participated in both components assessed. Individual students were assessed in reading or in writing in the first two cycles, and in an integrated listening and speaking assessment in the third cycle. The results of these assessments are interpreted against provincial standards to provide information on how well students in the province are performing in English language arts.

## Saskatchewan

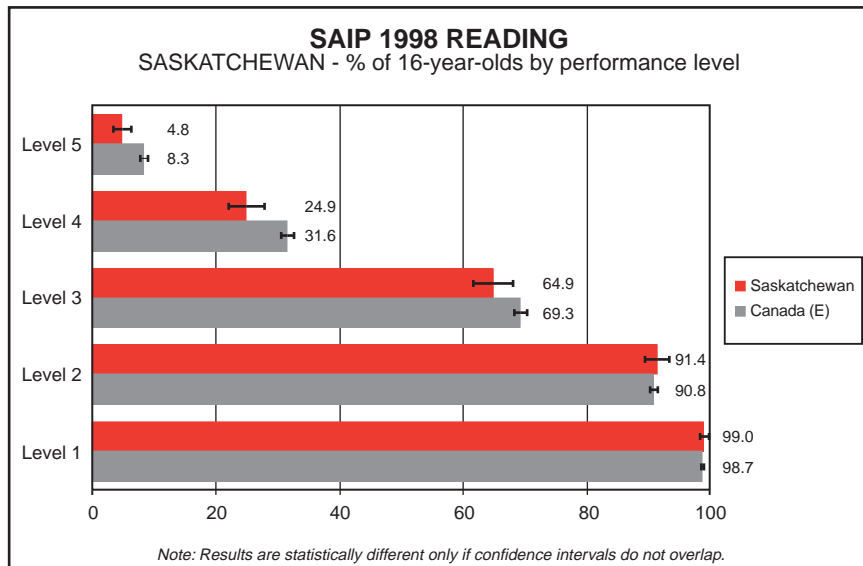
Reading results in this jurisdiction do not differ statistically from the English Canadian performance except at level 5 for 13-year-olds, and at levels 3 to 5 for 16-year-olds.

Just over three-quarters of 13-year-olds can interpret, evaluate, and explore surface and directly implied meanings in straightforward and some complex texts. Almost two-thirds of 16-year-olds achieve higher performance, demonstrating skills in developing complex meanings in complex texts and surface meanings in some sophisticated texts.

### CHART 43



### CHART 44



For writing, there is no significant difference between this jurisdiction's results and those of English Canada at the younger age level. For 16-year-olds, significant differences exist at levels 4 and 5 by comparison with English Canadian performance.

Virtually all 13-year-olds have at least some grasp of the elements of writing. Most 16-year-olds have a general control of the elements of writing. Their writing has functional development and integration. It conveys a clear, appropriate perspective. Errors are minor and do not interfere with meaning.

CHART 45

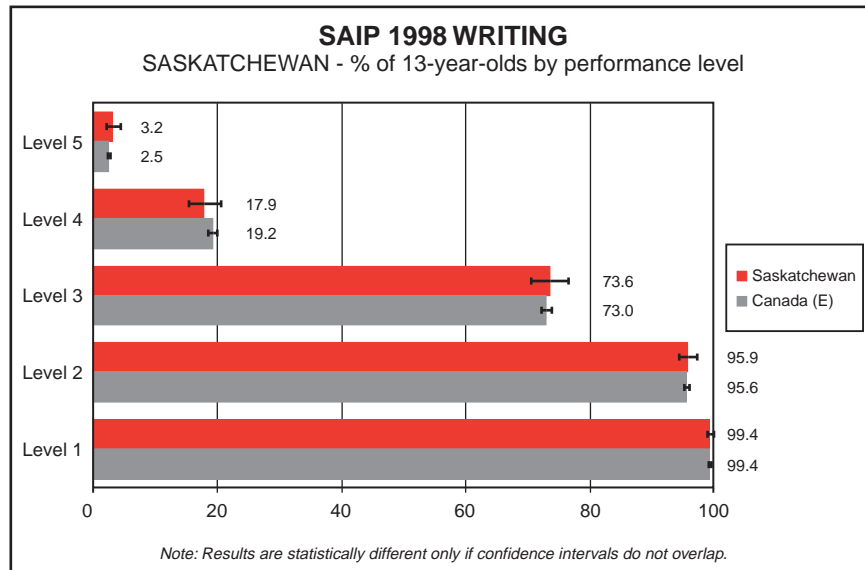
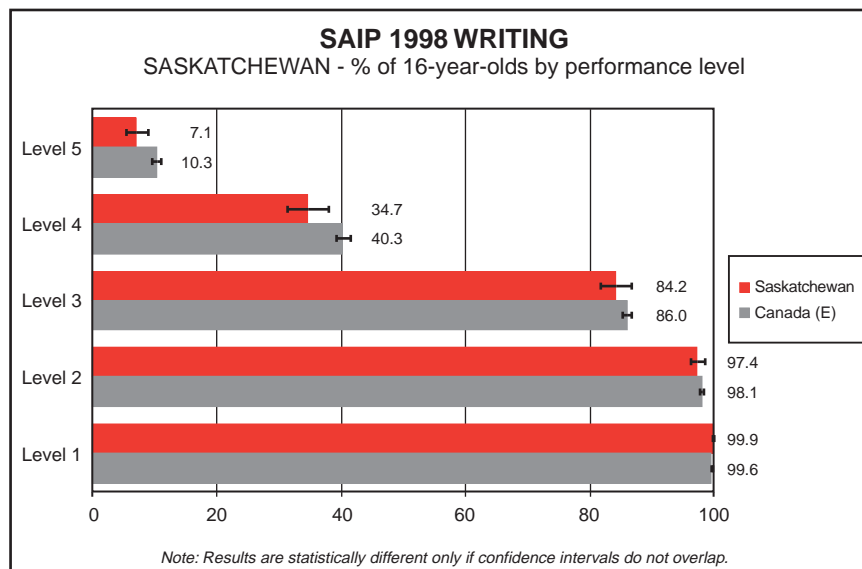


CHART 46



## CONTEXT STATEMENT

### Social Context

Manitoba has a population of approximately one million, 60% of whom reside in the capital city of Winnipeg. Manitoba must meet the educational needs of a wide range of ethnic and cultural groups. English-as-a-second-language (ESL) instruction is provided for immigrant students. There is a strong Franco-Manitoban community in the province with students enrolled in the Français program. In addition, the French Immersion program has become an option for about 10% of students. Manitoba has a broad diverse economic base.

### Organization of the School System

Manitoba's school system enrolls approximately 200,000 students in kindergarten to senior 4 (grade 12). It employs about 13,000 teachers in 48 school divisions and 8 districts. For program delivery purposes, curriculum is organized to group grades according to early years (kindergarten to grade 4), middle years (grades 5 to 8), and senior years (senior 1 to 4). Students may choose courses from four school programs — English language, Français, French Immersion, and, in senior years, Technology Education. The students selected to participate in the 1998 SAIP Reading and Writing assessment were either 13 or 16 years of age. Most 13-year-old students were in grade 8 or in grade 9 (senior 1), and most 16-year-old students were in senior 3 or senior 4.

### Language Teaching

In 1996, Manitoba Education and Training introduced its new language arts curricula (English/Français). The *Manitoba Curriculum Framework of Outcomes and Standards* in English language arts was developed based on *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12*. The curriculum *Les résultats d'apprentissage manitobains en français langue première (M-S4)* was developed based on the document *Cadre commun des résultats d'apprentissage en français langue première (M-12)*. Both projects were initiated under the Western Canadian Protocol for Collaboration in Basic Education.

The language arts curricula identify outcomes and standards of performance for Manitoba students from kindergarten to senior 4. The English language arts curriculum includes five general learning outcomes that serve as the foundation for identifying the knowledge, skills, and strategies that students are expected to demonstrate with increasing competence and confidence. These general outcomes are interrelated and interdependent. Each outcome is to be achieved through a variety of listening, speaking, reading, writing, viewing, and representing experiences.

The Français langue première curriculum is constructed around four domains: culture and identity, oral communication, reading, and writing. Each of these domains defines the skills, knowledge, and attitudes required by the students so that, at the end of their secondary school years, they are able to use the French language to communicate effectively in everyday situations, to think, to learn, to build their identity, and to create their cultural environment.

## **Language Assessment**

Following the introduction of the language arts curricula, province-wide standards tests will be implemented starting in June 1999 for grade 3 and grade 6, in January 2000 for senior 1, and in January 2002 for senior 4.

These standards tests will assess student performance in relation to the established standards and outcomes at the grade levels tested. Individual profiles of students' test results in relation to the learning outcomes will provide information to improve programs and student performance. Test results will not count towards a student's final mark at grade 3, but will count for 20%, 25%, and 30% at grade 6, senior 1, and senior 4, respectively.

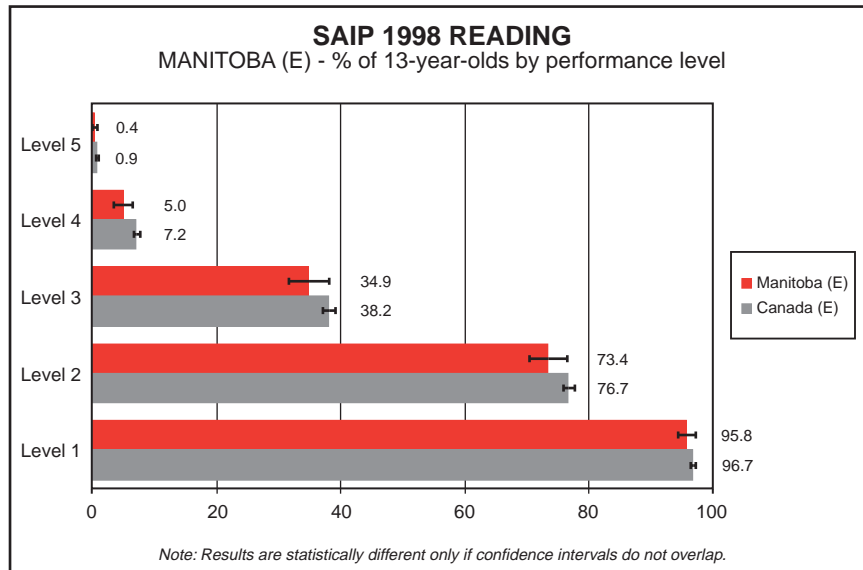


## Manitoba (English)

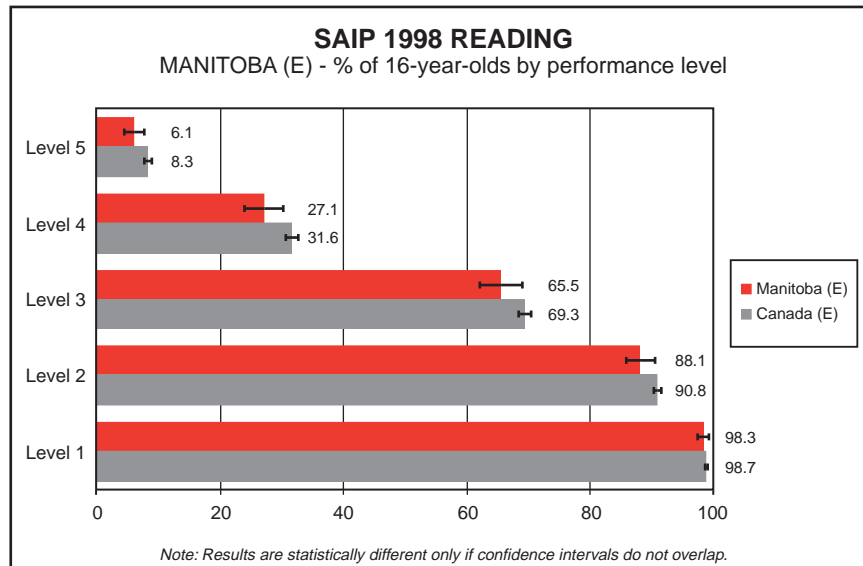
Comparing this jurisdiction with the English Canadian reading performance, there is a significant difference for both age groups at level 4 only.

Just under three-quarters of 13-year-olds can interpret, evaluate, and explore surface and directly implied meanings in straightforward and some complex texts. Almost two-thirds of 16-year-olds achieve higher performance, demonstrating skills in developing complex meanings in complex texts and surface meanings in some sophisticated texts.

### CHART 47



### CHART 48



Writing results for this jurisdiction show no differences from the anglophone Canadian performance at any level for either age group.

Virtually all 13-year-olds have at least some grasp of the elements of writing. Most 16-year-olds have a general control of the elements of writing. Their writing has functional development and integration. It conveys a clear, appropriate perspective. Errors are minor and do not interfere with meaning.

CHART 49

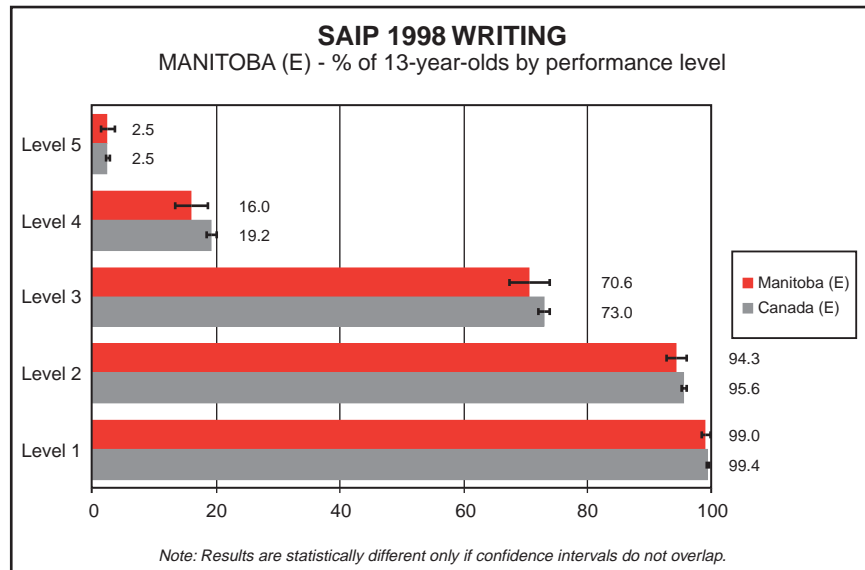
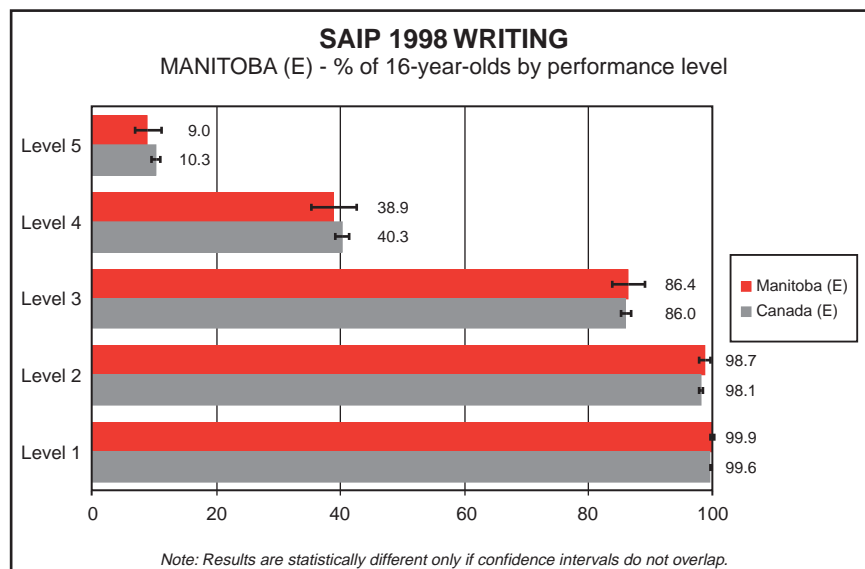


CHART 50

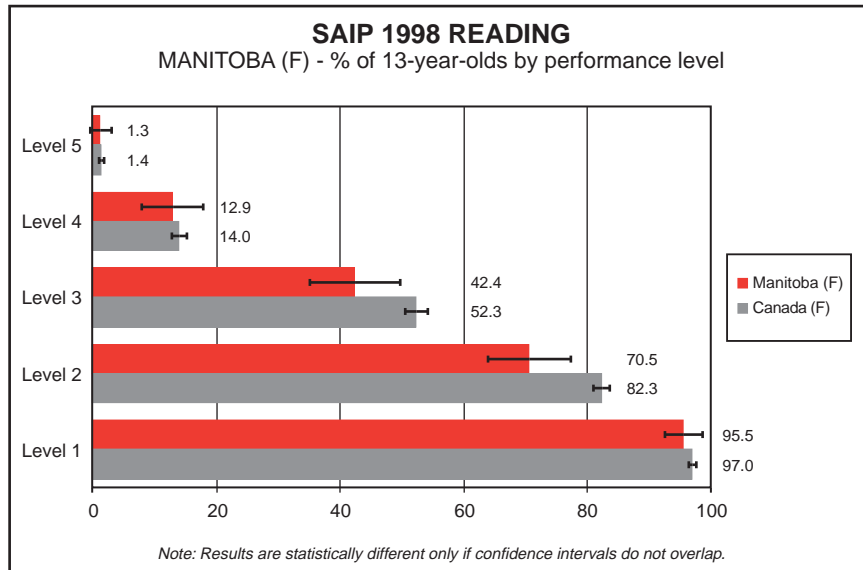


## Manitoba (French)

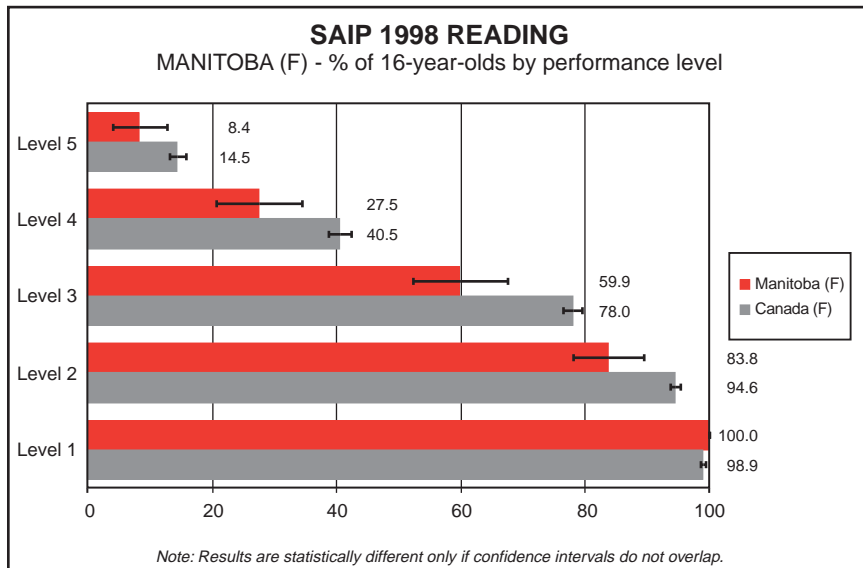
Reading results for 13-year-olds differ from overall Canadian French performance at levels 2 and 3. Levels 1, 4, and 5 are statistically similar. For the 16-year-old students, reading results differ at all levels. Level 1 has a larger proportion of students in this jurisdiction than in French Canada overall.

Just over 70% of 13-year-olds achieve level 2, demonstrating the capability to interpret, evaluate, and explore surface and directly implied meanings from straightforward and some complex texts. Almost 60% of the 16-year-olds achieve the higher level 3, developing complex meanings in complex texts and surface meanings in some sophisticated texts.

### CHART 51



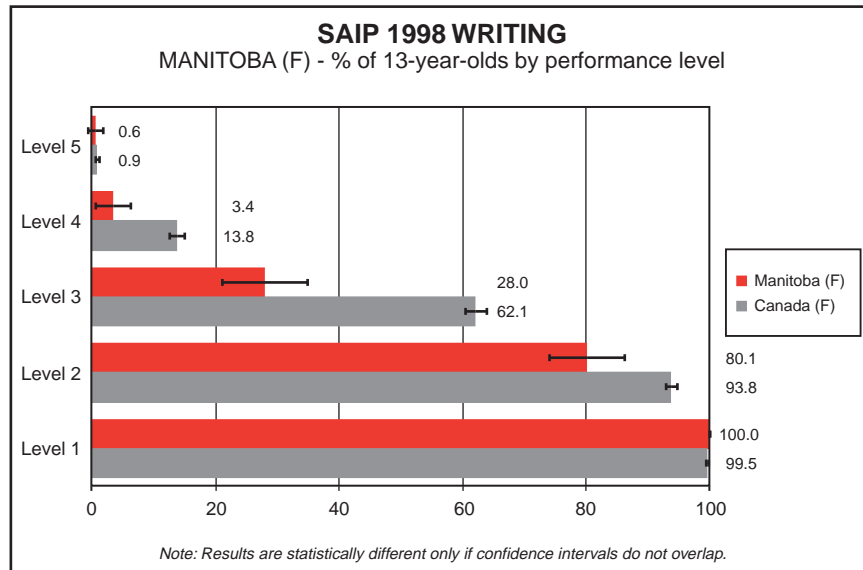
### CHART 52



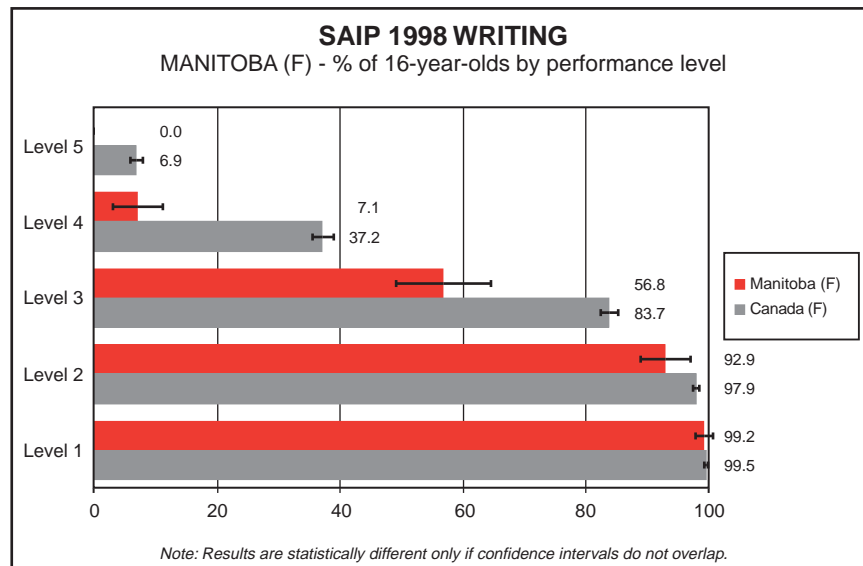
When confidence intervals are taken into account, writing results for 13-year-olds are similar for level 5 performance and higher for level 1 performance. Performance for levels 2 to 4 in this jurisdiction differ from Canadian French performance overall. For 16-year-olds, performance in writing differs from the Canadian French performance at all levels except level 1, which is similar.

About 80% of 13-year-olds in this jurisdiction demonstrate at least some grasp of the elements of writing. Almost 57% of 16-year-olds have a general control of the elements of writing. Their writing has functional development and integration. It conveys a clear, appropriate perspective. Errors are minor and do not interfere with meaning.

## CHART 53



## CHART 54



## **CONTEXT STATEMENT**

### **Social Context**

Ontario is characterized by a range of boards, from large urban school boards that serve densely populated communities, to northern district school boards that serve small numbers of students spread over wide geographic areas. A recent restructuring of the school board system led to the creation of 60 English-language and 12 French-language boards as well as 37 school authorities, which are responsible for schools in small and remote communities. A critical issue in the provision of education programs and services is the diverse ethnocultural composition of Ontario's student population and the large number of children and youth from immigrant families. To overcome language and cultural barriers that could affect student achievement, schools and boards, especially in urban areas, have to provide instruction in English- and French-as-a-second-language, as well as community outreach services.

### **Organization of the School System**

Ontario has two types of publicly funded school boards: public boards, which enrol 70% of the student population, and separate (usually Roman Catholic) boards, which enrol the other 30% of the student population. Of the 5% of students enrolled in French-language school programs, 80% are in Catholic separate schools.

In 1997-98, Ontario had 1,394,701 students enrolled in 3,946 elementary schools, and 697,311 students enrolled in 805 secondary schools. There were approximately 117,452 full-time teachers. Seventy per cent of the boards offer French-language education. The school program can extend from junior kindergarten (age 4) to the Ontario Academic Courses (OACs) usually taken in the final year of secondary school, which are designed to prepare students for university.

### **Language Teaching**

Ontario has restructured and refocused programs and program delivery in grades 1 to 8. The secondary panel is currently being restructured. Language programs currently offered in grades 10, 11, and 12 are delivered in English and French at three levels of difficulty: basic, general, and advanced. University preparation is the focus of the OAC English set of courses.

The following principles and practices are common to all language programs:

- Language is essential to emotional, intellectual, and social development and is a key element of the curriculum.
- Reading, writing, and oral and visual communication skills are interconnected and interdependent.
- Personal response to literature is important in developing language and critical thinking skills, as well as positive attitudes to reading.
- Writing is taught as a process, with a focus on writing correctly and appropriately for various purposes and audiences.
- Textbooks are authorized by the province, but teachers are also free to choose from a wide range of learning resources.

The Ministry of Education and Training works with language experts and other education partners to develop curriculum policy documents that are mandated by the province. At the school and classroom level, teachers use these curriculum documents to implement local programs based on school and community resources, students' needs and abilities, and community needs.

## Language Testing

In 1993-94 and again in 1994-95, all grade 9 students in the province participated in a reading and writing test. The test was designed to give students, their teachers, and parents an indication of students' level of performance as measured against provincial standards. Individual student performances in reading and writing were measured against a descriptive six-level provincial scale that set the range of provincial standards at levels 3, 4, and 5. The test was a unit of work that integrated the testing of reading and writing into day-to-day classroom activities. Writing was assessed by the portfolio method, and reading was assessed by reviewing responses to multiple passages.

Classroom teachers are responsible for evaluation and promotion; Ontario does not conduct province-wide examinations for these purposes. The Education Quality and Accountability Office (EQAO) was established in 1996 to ensure greater accountability and to contribute to the enhancement of education in Ontario. In 1997 and 1998, the EQAO conducted a test of all grade 3 students in reading, writing, and mathematics. In 1997, it evaluated mathematics for a random sample of grade 6 students; in 1998, a similar assessment was administered to a random sample of grade 9 students. These tests assessed student achievement according to the outcomes in the provincial curriculum documents in use at the time of the assessment. The province-wide testing of all grade 3 students in these subjects will take place every year. The minister recently announced that all grade 6 students were also to be tested in these three subject areas every year. The ministry has also announced that starting in the 2000-2001 school year all grade 10 students will have to pass a basic literacy test (reading, writing, and communications) to obtain their high school diploma. The following chart indicates the provincial assessment schedule.

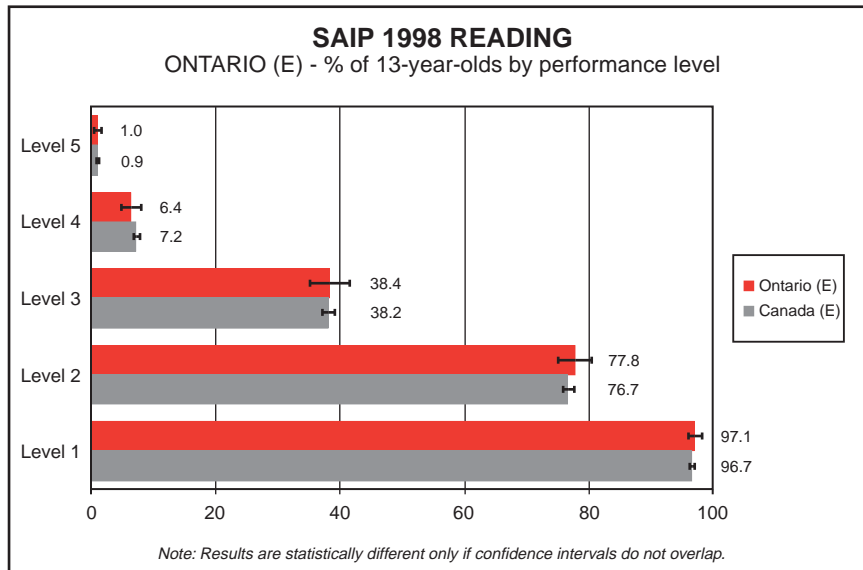
<b>Grade/Year</b>	<b>1997-1998</b>	<b>1998-1999</b>	<b>1999-2000</b>	<b>2000-2001</b>
All Grade 3 students	Reading, Writing, Mathematics	Reading, Writing, Mathematics	Reading, Writing, Mathematics	Reading, Writing, Mathematics
All Grade 6 students			Reading, Writing, Mathematics	Reading, Writing, Mathematics
Sample of Grade 9 students	Mathematics			
All Grade 10 students				Literacy

## Ontario (English)

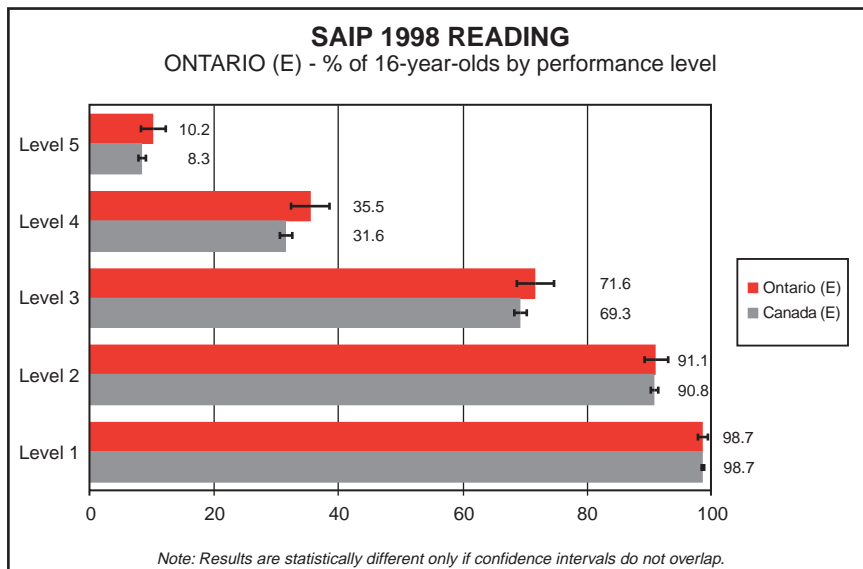
Reading performance in this jurisdiction shows no significant differences from the English Canadian performance at any level for either age group assessed.

Over three-quarters of 13-year-olds for this jurisdiction achieve level 2, demonstrating they can interpret, evaluate, and explore surface and directly implied meanings in straightforward and some complex texts. Almost 72% of 16-year-olds demonstrate the capability to develop complex meanings in complex texts and surface meanings in some sophisticated texts.

### CHART 55



### CHART 56



Writing results indicate that this jurisdiction shows no significant differences from the anglophone Canadian performance at any level for either age group assessed.

Virtually all 13-year-olds for this jurisdiction show at least some grasp of the elements of writing. Most 16-year-olds demonstrate a general control of the elements of writing. Their writing conveys a functional development and integration. It has a clear, appropriate perspective. Errors are minor and do not interfere with meaning.

CHART 57

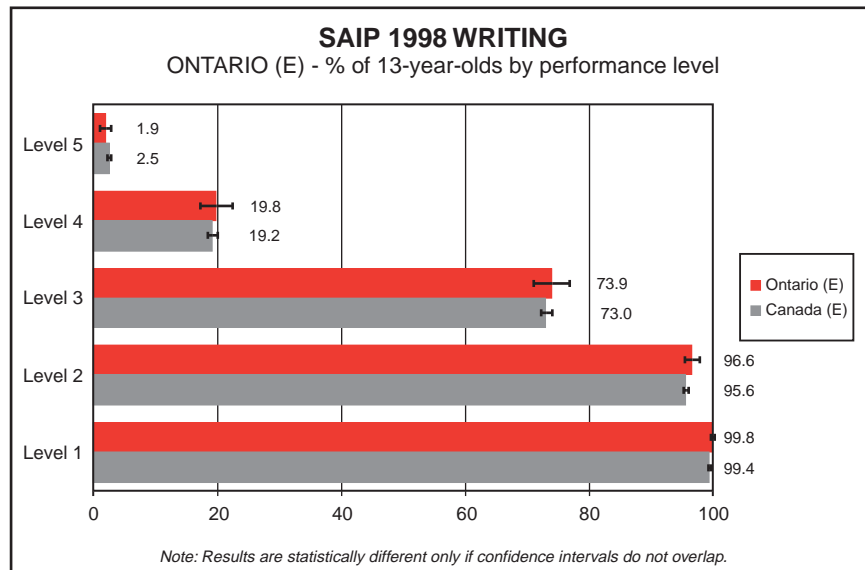
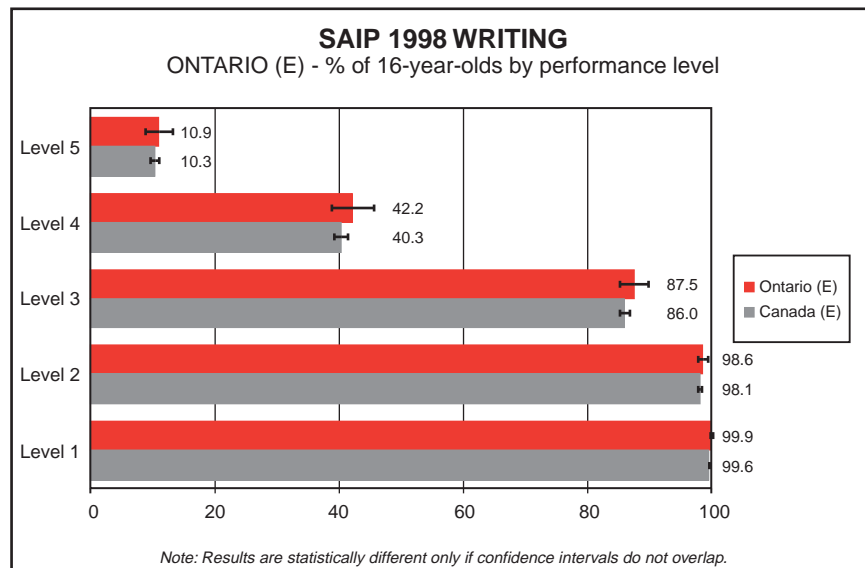


CHART 58



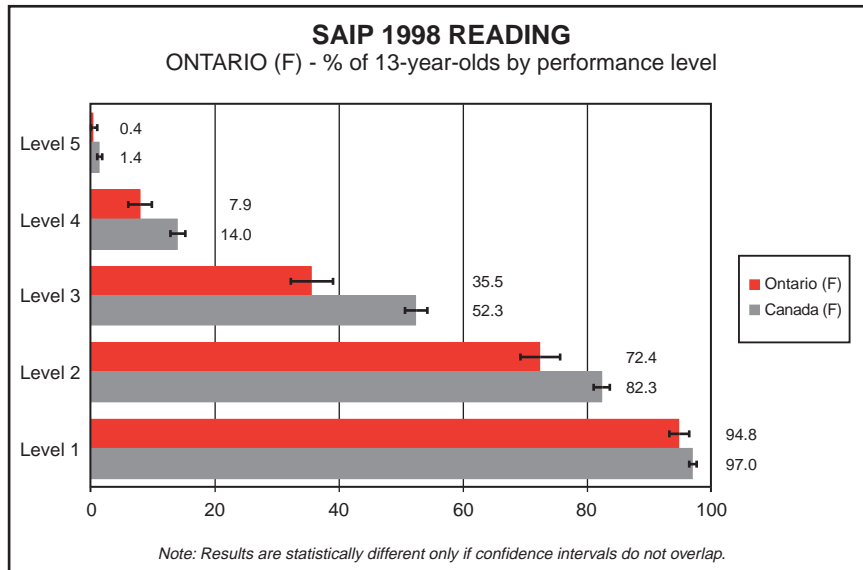


## Ontario (French)

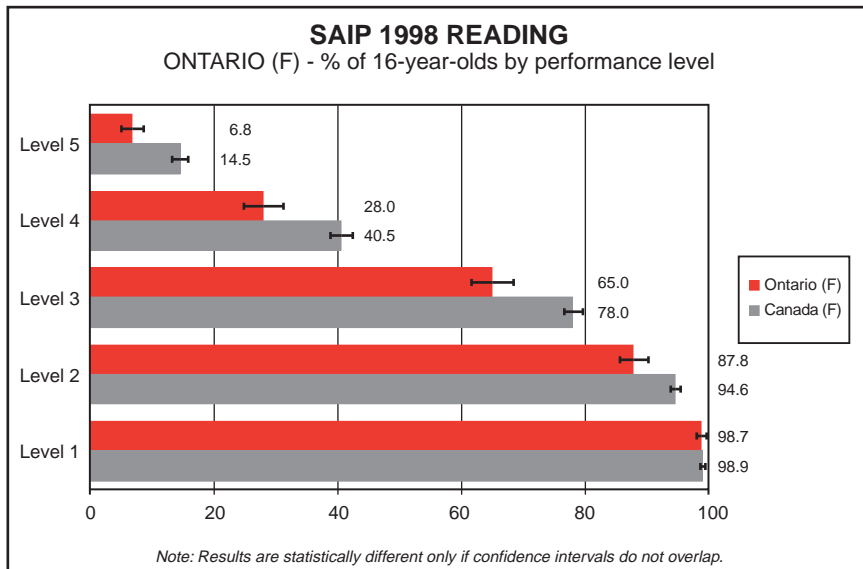
Reading performance for both age groups in this jurisdiction differs from the Canadian French performance at all levels except level 1.

Over 72% of 13-year-olds achieve level 2, demonstrating they can interpret, evaluate, and explore surface and directly implied meanings in straightforward and some complex texts. Almost two-thirds of 16-year-olds go further, to develop complex meanings in complex texts and surface meanings in some sophisticated texts.

### CHART 59



### CHART 60



Writing performance for both age groups in this jurisdiction differs from the Canadian French performance at all levels except level 1.

Over four-fifths of 13-year-olds have at least some grasp of the elements of writing. Over half the 16-year-olds have a general control of the elements of writing. Their writing conveys a functional development and integration. It has a clear, appropriate perspective. Errors are minor and do not interfere with meaning.

CHART 61

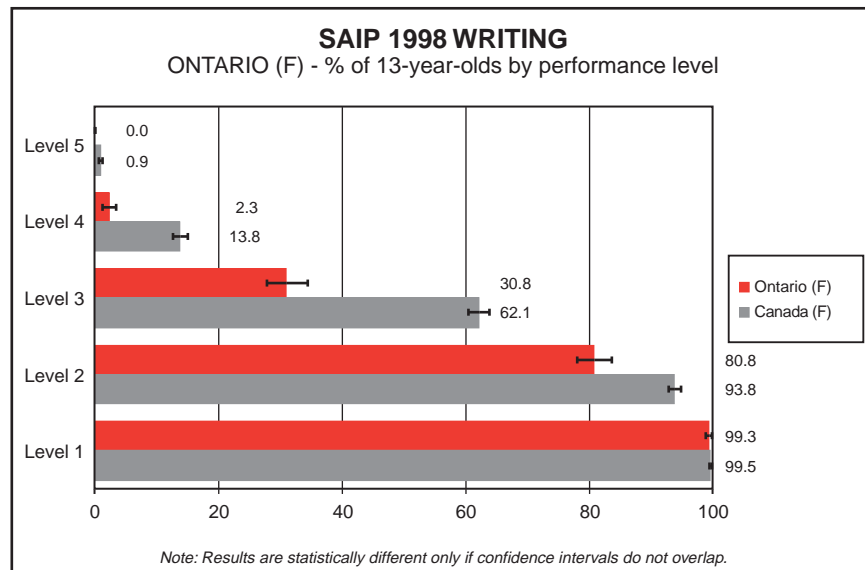
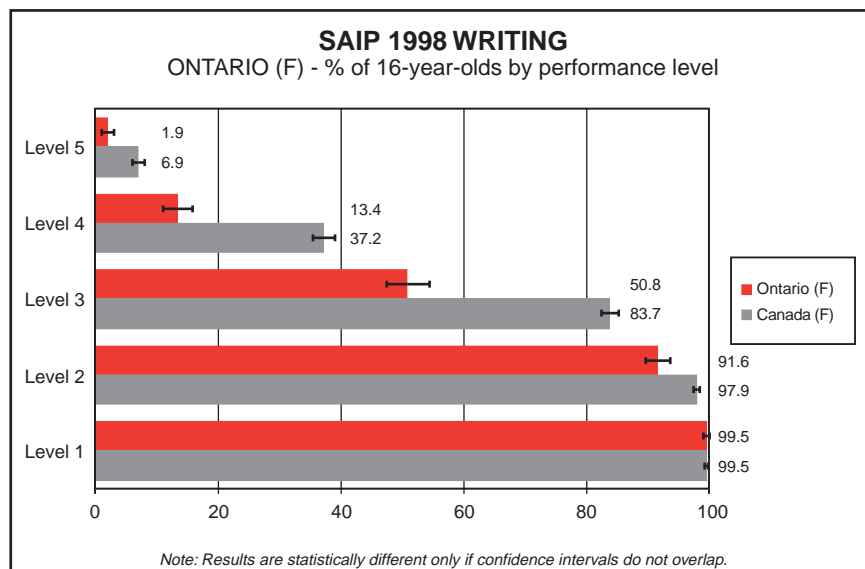


CHART 62



## **CONTEXT STATEMENT**

### **Social Context**

For some time now, Quebec has been modifying its education system in order to meet the requirements of today's society. The current education reforms are the result of a democratic process. The Estates General on Education, initiated in 1995, were structured to involve the people in all parts of Quebec in consultations on the problems in the education system, on remedial measures, and on medium- and long-term changes required to ensure that the system adapts to the socioeconomic and sociocultural changes heralding the end of the twentieth century.

Quebec's more than seven million people are concentrated in the south of the province, many in its largest city, Montreal, and the capital, Quebec City. The official language of Quebec is French. The francophone community makes up about 80% of Quebec's total population. Anglophones make up about 9% and have access to a complete network of educational institutions, from pre-school to university-level. There are eleven Aboriginal nations in Quebec: eight under federal jurisdiction and three under the aegis of the Quebec Ministry of Education. Funding is provided by both levels of government.

In addition, an increase in immigration, especially in Montreal's metropolitan area, has resulted in a massive inflow of students whose mother tongue is neither French nor English, and who are required to attend French-language schools. Fully aware of the needs of this new client group, schools have implemented special measures, which include welcome and francization programs as well as welcome classes.

### **Organization of the School System**

Quebec has four levels of education: elementary, secondary, college, and university. Children are admitted to elementary school at six, and school attendance is compulsory until the age of 16. The official language of instruction at the elementary and secondary levels is French. English-language instruction is available primarily to students whose father or mother received elementary instruction in English in Canada. Approximately 10% of students receive instruction in English in Quebec.

Elementary school is usually preceded by one year of full-time kindergarten for five-year-olds. Some children from underprivileged backgrounds may have access to half-time kindergarten from the age of four.

Elementary school lasts six years. The school year is made up of 180 days of classroom teaching. A normal school week consists of five full days and 23.5 hours of teaching. Students who experience learning difficulties or who have behavioural problems or minor disabilities are integrated into regular classrooms. Students with more significant problems attend smaller specialized classes.

Secondary school lasts five years and is divided into two levels. The school week is made up of five days and must include a minimum of 25 hours of educational activities. The first level (years 1 through 3) focusses on the teaching of basic skills. At the second level (years 4 and 5), students continue with general education, but may also take optional classes that allow them to explore other avenues of learning before reaching the CEGEP level. Requirements for a secondary school diploma are set by academic regulations.

Students wishing to undertake vocational training are usually required to complete a number of general-stream courses in their language of instruction, in their second language, and in mathematics, at the level of the fourth year of secondary school. Starting in year 5, students can thus begin vocational training leading to a specialized trade. An experimental program allows students to begin vocational training in year 4 and pursue the required general education concurrently. Requirements for a vocational school diploma are set by academic regulations.

Thus, the majority of 13-year-old students are enrolled in the second year of secondary school, the majority of 16-year-olds attend the fifth and last year of the secondary level, and a few are starting their CEGEP program.

In 1997-98, a total of 926,207 students were enrolled in 2,700 elementary and secondary public schools managed by 158 school boards.

### **Language Teaching**

In Quebec, all elementary and secondary school students must study French or English. Identical time is allotted to either French or English, that is at least seven hours per week in elementary school and approximately five hours in secondary school. Starting in September 1999, the time set aside for language instruction will be significantly increased.

For students attending school in French, the study of French is compulsory at all levels of elementary and secondary school. For these same students, the study of English as a second language is compulsory from the fourth year of elementary school (from the third year starting in September 1999) until the end of secondary school.

For students attending school in English, the study of English is compulsory at all levels of elementary and secondary school, and the study of French as a second language begins in the first year of elementary school. It should be noted that many anglophone parents choose to send their children to French immersion classes as of the first year of elementary school; these students only start English language arts instruction in year 3.

The Ministry of Education determines the curriculum content for language, as it does for other compulsory programs. The curriculum for students attending school in French, at both the elementary and secondary levels, stresses reading and writing skills involving both literary and everyday texts, as well as oral communication. The curriculum for students attending school in English is different and integrates reading, writing, and oral communication, while stressing the integration of literary, written, oral, and media discourse.

### **Language Assessment**

Most summative assessment activities are carried out by teachers and school boards.

The Ministry of Education administers a compulsory writing assessment in French to students attending school in French at the end of elementary schooling and in the third year of secondary school, as well as a single writing assignment at the end of the fifth year of secondary schooling. This last assessment is marked by the ministry, and the results make up half of the year's writing mark.

To students attending school in English, the ministry assesses students in English only at the end of secondary schooling, using a single English Language Arts assessment integrating reading, writing, and oral communication. This assessment is marked by the students' teachers.

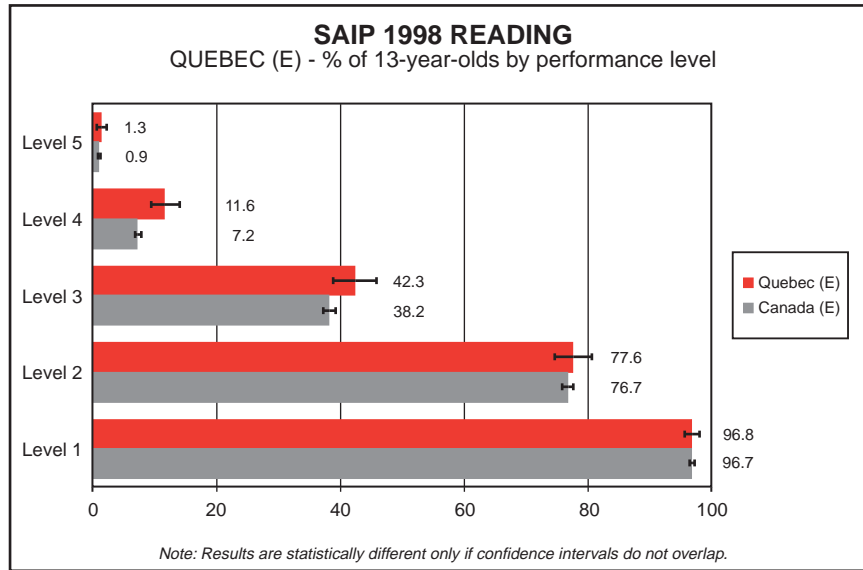
Successful completion of language-of-instruction (French or English) courses in years 4 and 5 of secondary school, and of the second-language course in year 4, is required to obtain a secondary school diploma.

## Quebec (English)

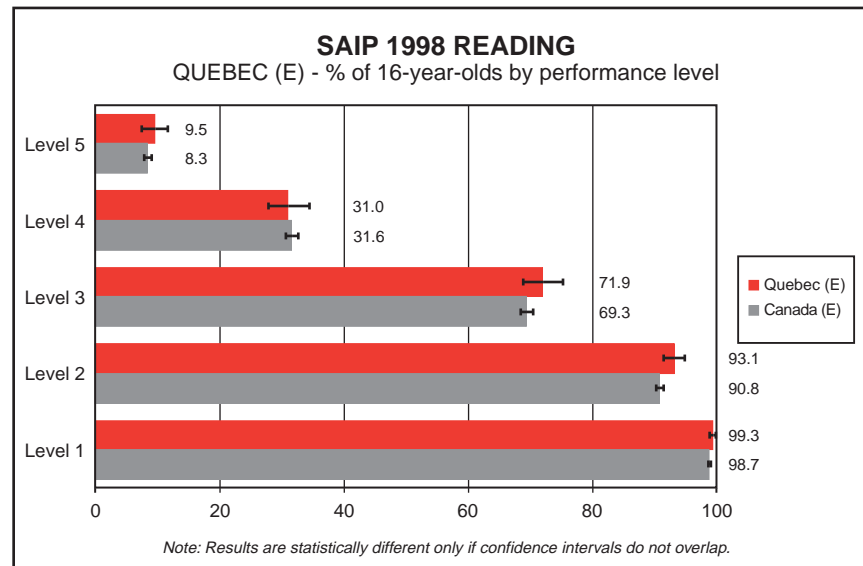
In this jurisdiction, results in reading performance are similar to English Canadian performance at all levels except level 4, where there is a higher proportion of 13-year-olds. For 16-year-olds, performance in this jurisdiction is not significantly different from the English Canadian performance in reading at any level.

Over three-quarters of 13-year-olds can interpret, evaluate, and explore surface and directly implied meanings in straightforward and some complex texts. Almost 72% of 16-year-olds for this jurisdiction can develop complex meanings in complex texts and surface meanings in some sophisticated texts.

### CHART 63



### CHART 64



Writing results show no significant differences for this jurisdiction compared with the anglophone Canadian performance overall at any level and for either age level.

Virtually all 13-year-olds have at least some grasp of the elements of writing. Most 16-year-olds have a general control of the elements of writing. Their writing has functional development and integration. It conveys a clear, appropriate perspective. Errors are minor and do not interfere with meaning.

CHART 65

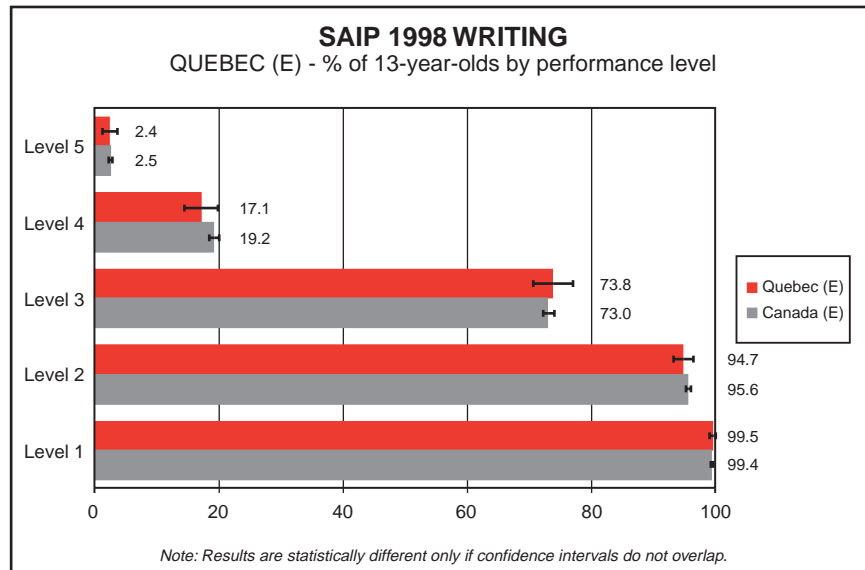
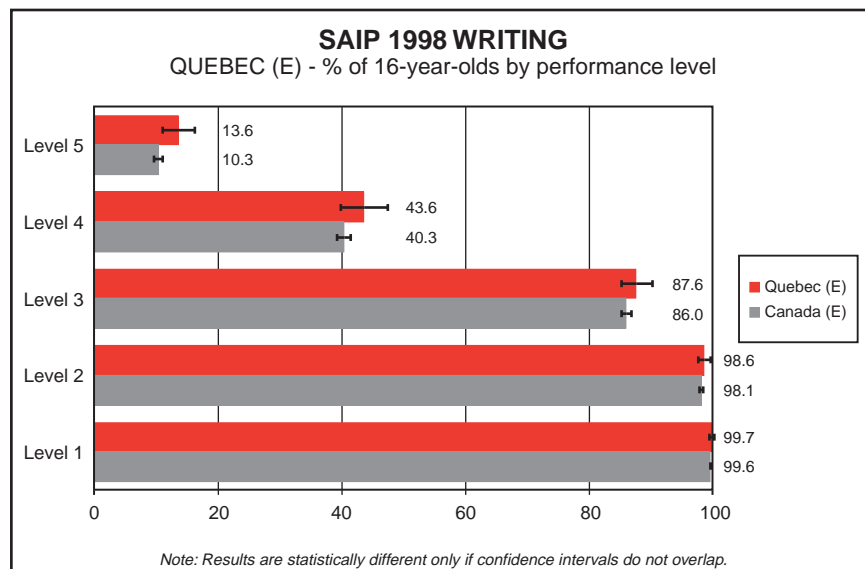


CHART 66

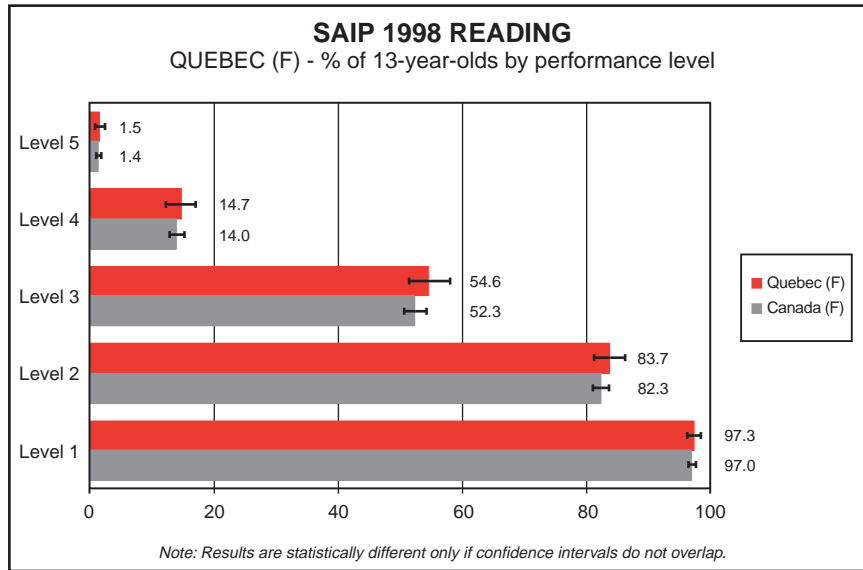


## Quebec (French)

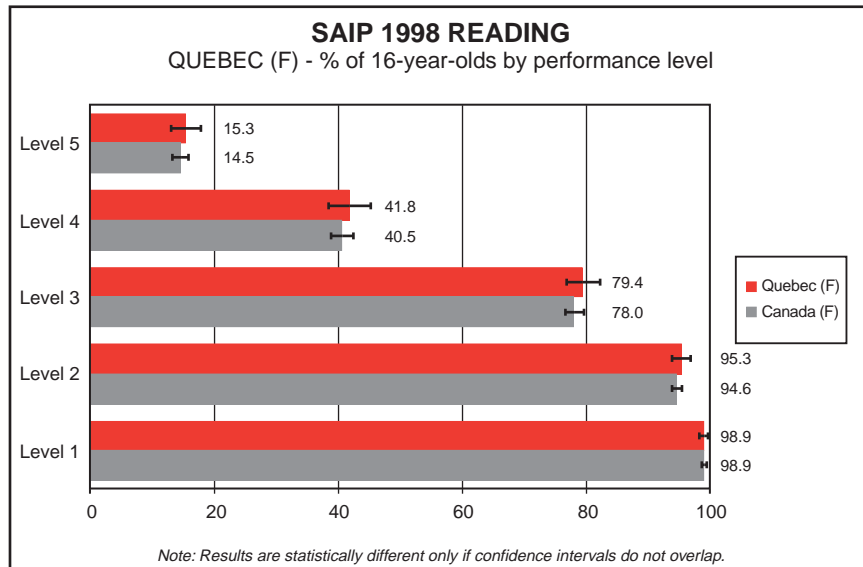
There are no significant differences in reading performance between this jurisdiction and Canadian French performance overall for either age group.

Almost 84% of 13-year-old francophones can interpret, evaluate, and explore surface and directly implied meanings in straightforward and some complex texts. Almost four-fifths of 16-year-old francophones for this jurisdiction can develop complex meanings in complex texts and surface meanings in some sophisticated texts.

### CHART 67



### CHART 68



There are no significant differences in writing performance between this jurisdiction and Canadian French performance overall for either age group.

Virtually all 13-year-olds have at least some grasp of the elements of writing. Most 16-year-olds have a general control of the elements of writing. Their writing has functional development and integration. It conveys a clear, appropriate perspective. Errors are minor and do not interfere with meaning.

CHART 69

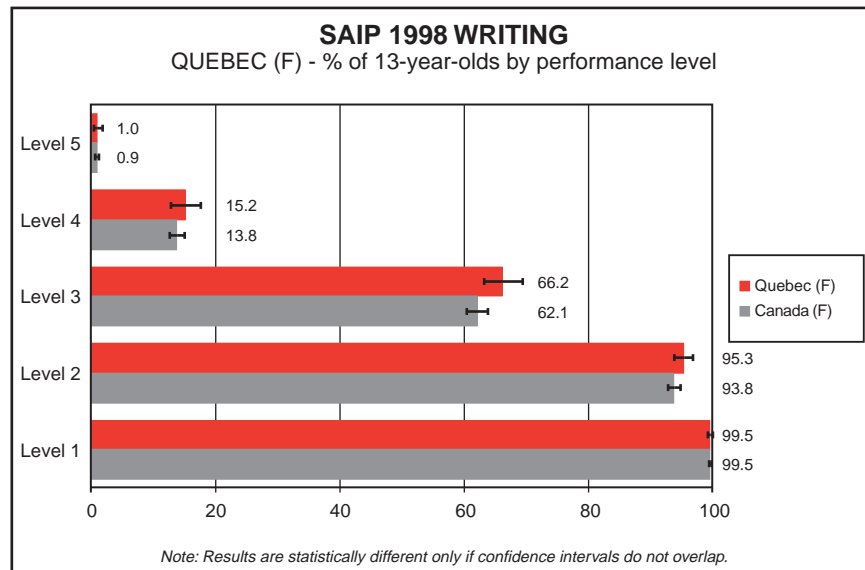
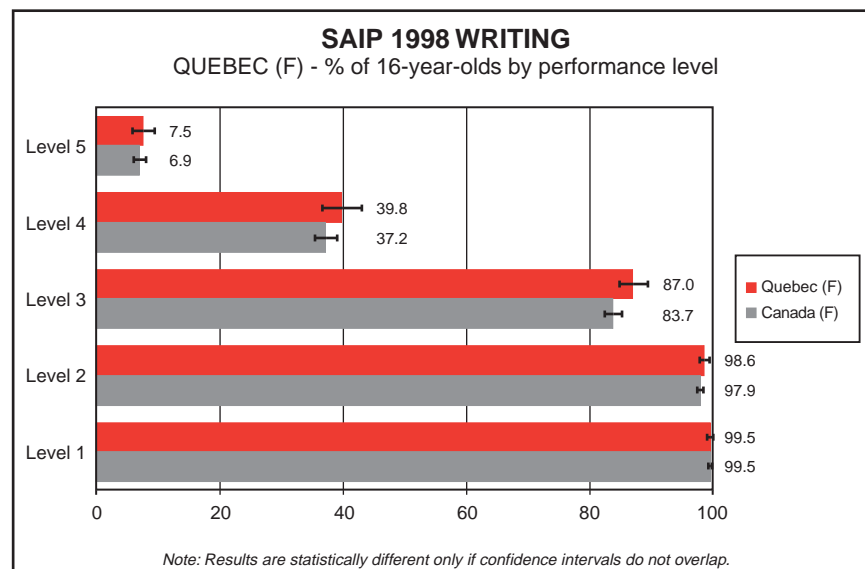


CHART 70





## **CONTEXT STATEMENT**

### **Social Context**

New Brunswick's population of 761,117 is 49% urban and 51% rural. The population distribution, together with a commitment to equal opportunity for all students, places a heavy demand on the Department of Education to provide equitable educational programs and services throughout the province.

In recent years, the department has made a considerable effort to develop a school system that meets the needs of all students. It has put in place programs to reduce school-leaving, to integrate disabled students, and to facilitate inclusion of children with special needs. As of 1999-2000, schooling will be compulsory to age 18 (or graduation), thus posing an even greater challenge to the system.

### **Organization of the School System**

Since 1967, the provincial government has had sole responsibility for financing public schools. The Minister of Education has the authority to prescribe curriculum and assess the degree to which goals are attained by students.

In 1969, New Brunswick became officially bilingual. In 1974, in recognition of its linguistic duality, the province established two parallel but separate education systems.

In 1992, New Brunswick amalgamated many school districts, reducing the number from 42 to 18 (twelve anglophone, six francophone).

In 1996, the province unveiled plans for a renewed education system for New Brunswick, which addressed structural as well as quality issues. In this reform, the 18 existing school districts were maintained, but were grouped into eight administrative units (five anglophone, three francophone). As well, school boards were replaced by a parent-driven structure at the school, district, and provincial levels.

Each linguistic division of the Department of Education is responsible for its own curriculum and assessment. Educational programs and services are delivered in both official languages. In 1997, New Brunswick introduced the new *Education Act*, which respects the province's principles of equality, duality, and equity, and has quality as its underlying theme. This act helps prepare students for the 21st century, by clearly defining roles and responsibilities, and by focussing on learning and teaching, rather than administration.

In the 1997-98 school year, enrolment for kindergarten through grade 12 totalled 131,586. This includes 89,399 students in the anglophone districts, and 42,187 students in the francophone districts. The starting age for school is five, and students attend classes for 187 days per year.

### **English Language Arts Teaching**

In the mid 1990s, the Atlantic Provinces Education Foundation brought together experienced English language arts educators to develop a common curriculum. New Brunswick curriculum documents, published in 1998, articulate the intended outcomes of English language arts learning from kindergarten through grade 12. The resources and levels of expectation become more sophisticated as students move through the system, but the identified areas of learning are common to all. The ten general English language arts curriculum outcomes are divided into three strands: speaking and listening; reading and viewing; writing and representing. Support documents specific to K-3, 4-6, 6-8, and 9-12 elaborate upon the outcomes by grade. The curriculum includes choice and flexibility in classroom organization, teaching practices, resources, and school-based assessment. Teachers can organize and structure teaching and learning in a variety of ways to meet student needs.

## English Language Arts Assessment

The Department of Education administers a comprehensive provincial evaluation program to monitor student achievement at particular points in the system. This provides important feedback at provincial, local, and individual levels about the knowledge and skills students have mastered.

The program of grades 3 and 6 cyclical assessments have been completed. These assessments tested outcomes identified in the provincial language arts, mathematics, and science curriculum documents. These were designed as program assessments with a focus on reporting group data rather than individual student achievement. In the 1998-99 school year, assessments in language arts and mathematics will be administered to all grades 3 and 5 students, with individual student achievement being reported.

At the middle school level, reading and writing are tested early in grade 8; success on this assessment is one of the requirements for receiving a New Brunswick high school diploma. Students have three further opportunities to meet this basic literacy requirement before graduation.

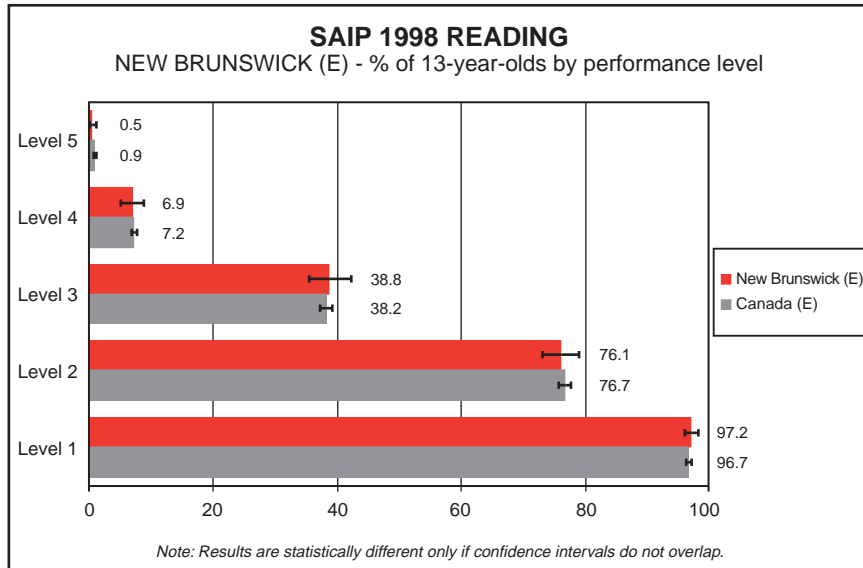
Since 1993, the Department of Education has administered provincial examinations in English at the grade 11 level, which account for 30% of a student's final mark.

## New Brunswick (English)

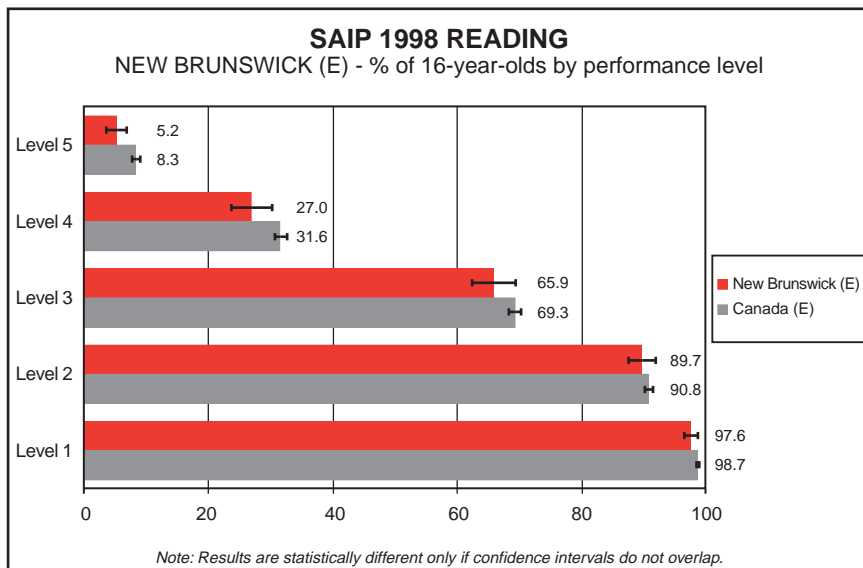
There is no significant difference between reading results for 13-year-olds in this jurisdiction and the English Canadian results at any level. For the 16-year-olds, results are similar for levels 1, 2, and 3. The proportion of older students at levels 4 and 5 is different from the English Canadian results.

Three-quarters of 13-year-olds for this jurisdiction can interpret, evaluate, and explore surface and directly implied meanings in straightforward and some complex texts. Almost two-thirds of 16-year-olds demonstrate the capability to develop complex meanings in complex texts and surface meanings in some sophisticated texts.

### CHART 71



### CHART 72



Writing results show this jurisdiction to differ significantly from English Canadian results only at level 4 for 13-year-olds. For 16-year-olds, the only significant difference from anglophone Canadian results is at level 5.

Virtually all 13-year-olds have at least some grasp of the elements of writing. Most 16-year-olds have a general control of the elements of writing. Their writing has functional development and integration. It conveys a clear, appropriate perspective. Errors are minor and do not interfere with meaning.

CHART 73

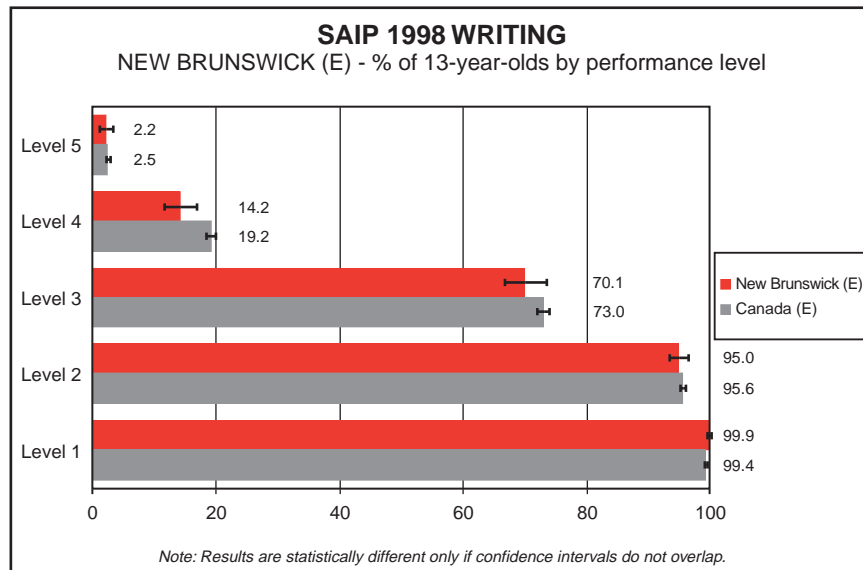
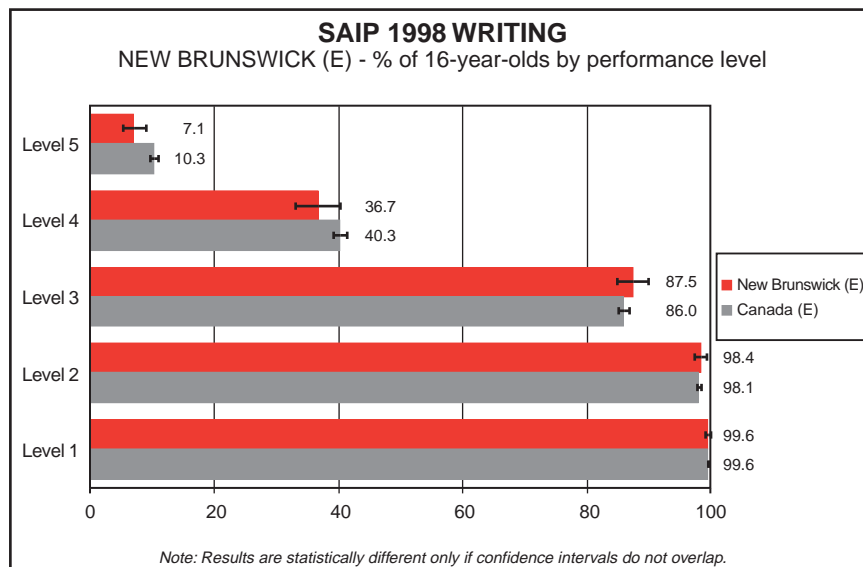


CHART 74



## **CONTEXT STATEMENT**

### **Social Context**

For several years now, New Brunswick has experienced significant socioeconomic growth. Nevertheless, its unemployment rate is still greater than the Canadian average, especially in the francophone regions of the province. As of July 1, 1998, New Brunswick's population was 752,351, of whom 51% lived in rural areas, one of the highest ratios in Canada.

New Brunswick has been officially bilingual since 1969. The native language of more than a third of the population is French. School enrolment is 131,586, of whom 32% (42,187) attend francophone schools. Of the latter, almost half live in a majority anglophone environment.

### **Organization of the School System**

In 1974 the province created an educational system composed of two parallel and distinct divisions, one for each linguistic community. The francophone section of the Department of Education is responsible for providing curriculum and assessment that responds to the needs of the francophone population (administered by three general administrative units). The New Brunswick school system comprises 12 years of schooling, from grades 1 to 12. Enrolment age for grade 1 is six years old as of December 31. A public kindergarten system for children age 5 was instituted in 1992.

In recent years the department has made considerable effort to respond to the particular needs of all its students. This has resulted in a high level of educational integration and the lowest school dropout rate in Canada.

In accordance with the *Education Act*, which stipulates that the educational requirements of all students be considered, school administrators are required to place students with special needs in regular classrooms. From kindergarten to grade 8, almost all students with special needs have been integrated into regular classes, while from grades 9 to 12, the integration level is almost 80%. Moreover, early detection programs have been put in place to discourage school-leaving. At the end of the 1996-97 school year, francophone schools recorded a dropout rate of 3.2%.

### **French Language Teaching**

Educational programs in French favour a communicative approach in a multimedia context, with a philosophy geared to skill development. These programs develop students' linguistic competence through a variety of communicative forms: expressive, informational, analytical, critical, imaginative, etc. The essential elements of French programs are communication and the rules of language. The parameters of the SAIP tests are for the most part covered in the programs since the same competencies are found, with the exception of extrapolation skills.

## **Assessment of Reading and Writing Skills**

There is no provincial directive covering achievement levels from grades 1 to 8. However, in the majority of school districts the overall average passing grade is between 60% and 65%. In grades 9 to 12, the minimum passing grade is 55%. Since 1991, provincial secondary school examinations are given to all students at the end of their studies and count for 40% of their final grade in seven required subjects, including French in grade 12.

Examination results are used in granting diplomas, and are sent to the schools within five days following the examination. In addition, a detailed statistical report is distributed to the school boards and schools a few weeks after the exam.

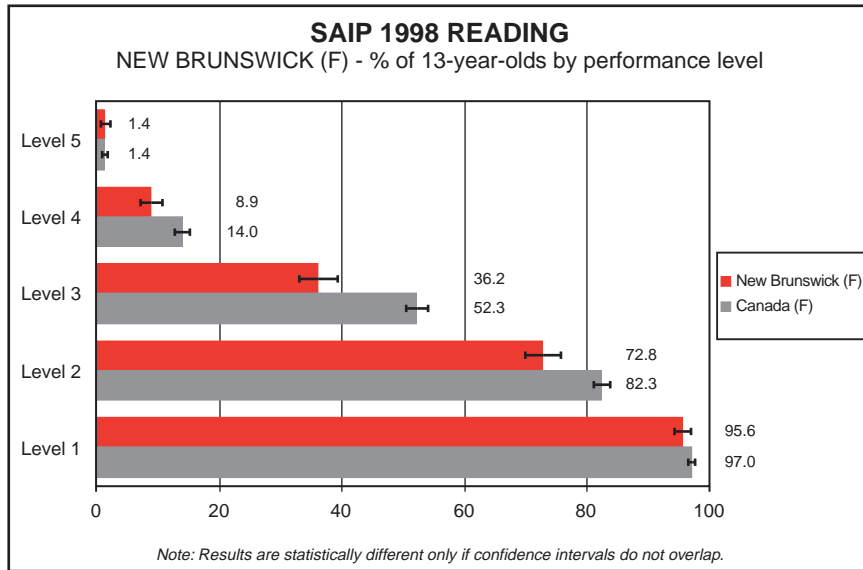
The year 1993 marked the debut of a formative assessment program in French at the primary level, in grades 4 and 8. Results are used to determine students' strengths and weaknesses at the very beginning of the school year. These data, provided to teachers and parents, also serve to enable students to position themselves strategically on their educational paths.

## New Brunswick (French)

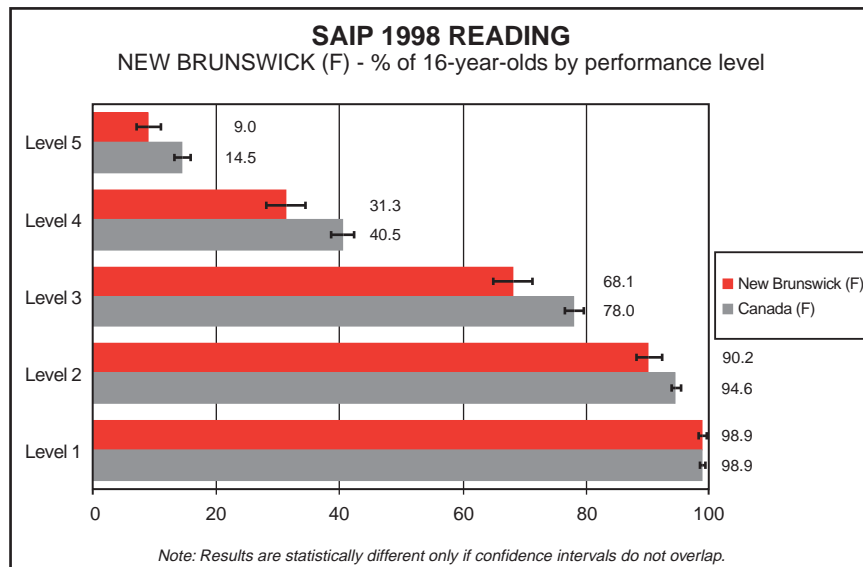
Results for this jurisdiction's 13-year-olds show no differences at levels 1 and 5, but significant differences in French reading performance at levels 2 to 4. For 16-year-olds, reading results differ at levels 2 to 5 from Canadian French results.

Almost three-quarters of 13-year-olds prove able to interpret, evaluate, and explore surface and directly implied meanings in straightforward and some complex texts. Over two-thirds of 16-year-olds demonstrate these skills to develop complex meanings in complex texts and surface meanings in some sophisticated texts.

### CHART 75



### CHART 76



Results for this jurisdiction's 13-year-olds show no differences at levels 1 and 5, but significant differences in French writing performance at levels 2 to 4. For 16-year-olds, writing results differ at levels 2 to 5 from Canadian French results.

Most 13-year-olds for this jurisdiction demonstrate at least some grasp of the elements of writing. Just over 61% of the 16-year-olds demonstrate a general control of the elements of writing. Their writing conveys a functional development and integration. It has a clear, appropriate perspective. Errors are minor and do not interfere with meaning.

CHART 77

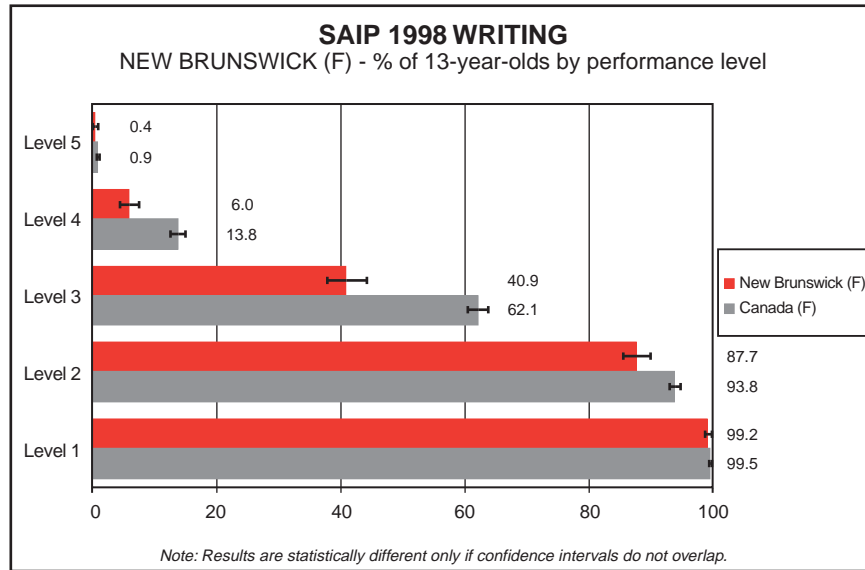
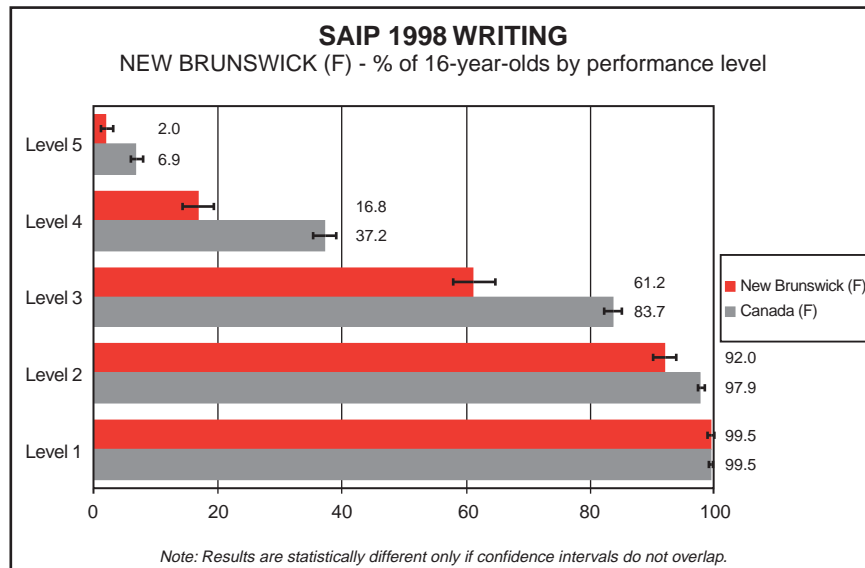


CHART 78





## **CONTEXT STATEMENT**

### **Social Context**

Nova Scotia is a small province with a population of 947,900, and a higher rural population than the Canadian average. Population growth is currently about 0.5% annually. Immigration is low both in absolute numbers and compared to immigration in Canada as a whole. About 9.2% of the population speaks both French and English, or French only. Among the total population, about 2% is African-Canadian, 1.2% is Aboriginal, and about 1.2% consists of other visible minorities. Unemployment rates in Nova Scotia are typically above the Canadian average.

### **Organization of the School System**

Nova Scotia's total school population is 162,359 in grades primary to 12. The province has a teaching force of 9,729 and is divided into seven school boards. About 97% of the students are enrolled in anglophone school boards, and about 3% of the students are enrolled in the Conseil scolaire acadien provincial. School enrolment is expected to decrease over the next few years.

Children who are five years old on or before October 1 are admitted to public school. Students must attend school until they are 16 years old. For the most part, 13-year-old students are in grades 7 and 8, and 16-year-old students are in grades 10 and 11.

### **Language Teaching**

Teachers and regions are at various stages in the implementation process of the language arts curriculum. Key aspects of this curriculum include the following:

- teaching practices that reflect a holistic understanding of language learning
- an emphasis on using language to learn and to communicate; to gain, manage, and evaluate information; to explore, respond to, and appreciate the power of language and the contexts in which language is used
- expanded opportunities for students to engage with a wide range of verbal, visual, and technological media
- an emphasis on the personal, social, and cultural contexts of language learning
- an expanded concept of text to describe any language event, whether oral, written, or visual
- resource-based learning environments
- English language arts classrooms as centres of inquiry where learners investigate language and language learning
- interactive learning and the use of social interactions as instructional contexts
- increased opportunities for students to use current and emerging technologies
- the integration of assessment with instruction and the use of a wide variety of assessment strategies

Teachers from across the province work with department staff to develop the curriculum and related assessments.

## **Assessment**

Nova Scotia is working with the other Atlantic provinces to develop a common assessment program that will be congruent with the new common English language arts curriculum for grade 12. It is also developing assessments at other levels in support of the language arts curriculum.

The province is conducting workshops with English language arts teachers in the use of criteria and level scoring rubrics to evaluate student work. This and other assessment initiatives have the purpose of enhancing teaching and learning in language arts.

## Nova Scotia (English)

Reading results for this jurisdiction's anglophone 13-year-old students show no significant differences at levels 1, 4, and 5. Levels 2 and 3 differ significantly at this age. For 16-year-olds, there are no differences between jurisdictional results and English Canadian results at levels 1, 2, and 3, but there are differences in English reading performance at levels 4 and 5.

Just over 71% of 13-year-olds for this jurisdiction prove capable of interpreting, evaluating, and exploring surface and directly implied meanings in straightforward and some complex texts. Two-thirds of the 16-year-olds assessed achieve at level 3 and above, demonstrating they can develop complex meanings in complex texts and surface meanings in some sophisticated texts.

CHART 79

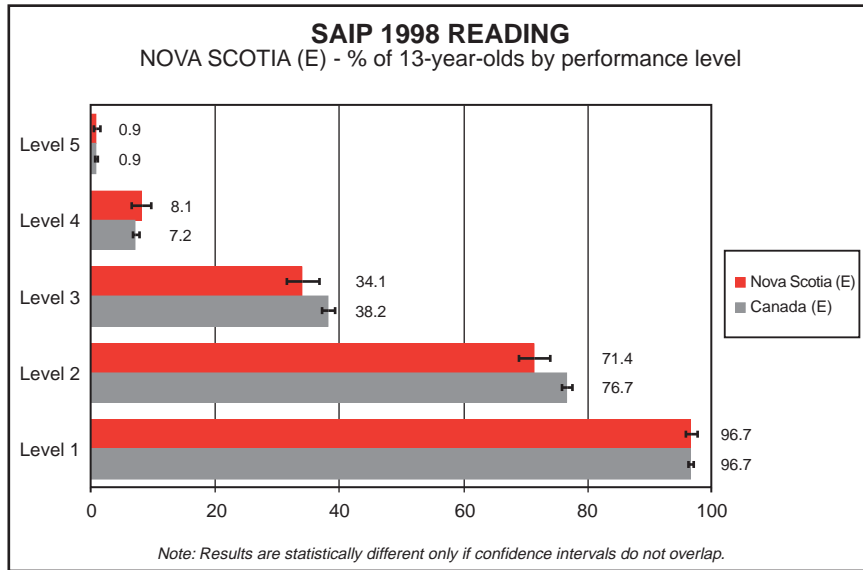
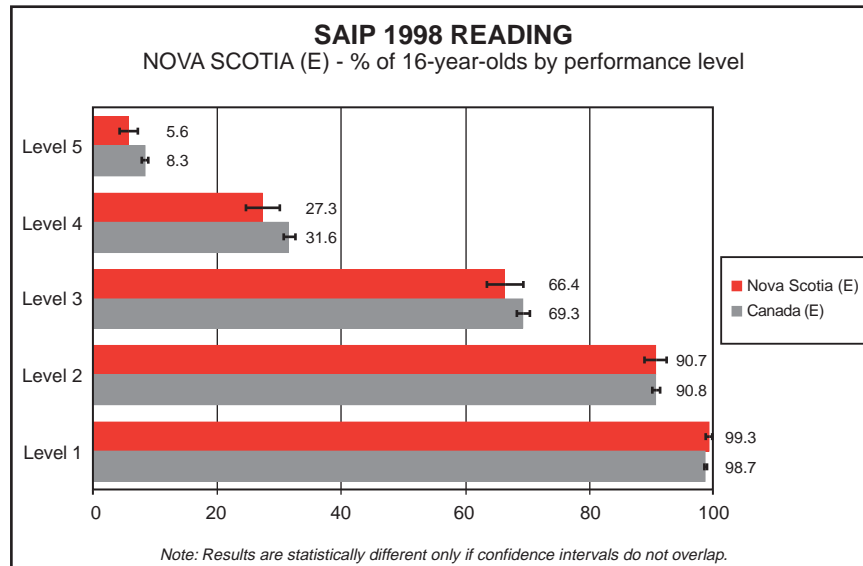


CHART 80



This jurisdiction's anglophone 13-year-olds performed similarly in writing to the anglophone Canadian population at all levels except level 4. For 16-year-olds, the only level at which the jurisdiction results differed from the English Canadian results for writing performance was at level 2.

Virtually all 13-year-olds have at least some grasp of the elements of writing. Most 16-year-olds have a general control of the elements of writing. Their writing has functional development and integration. It conveys a clear, appropriate perspective. Errors are minor and do not interfere with meaning.

CHART 81

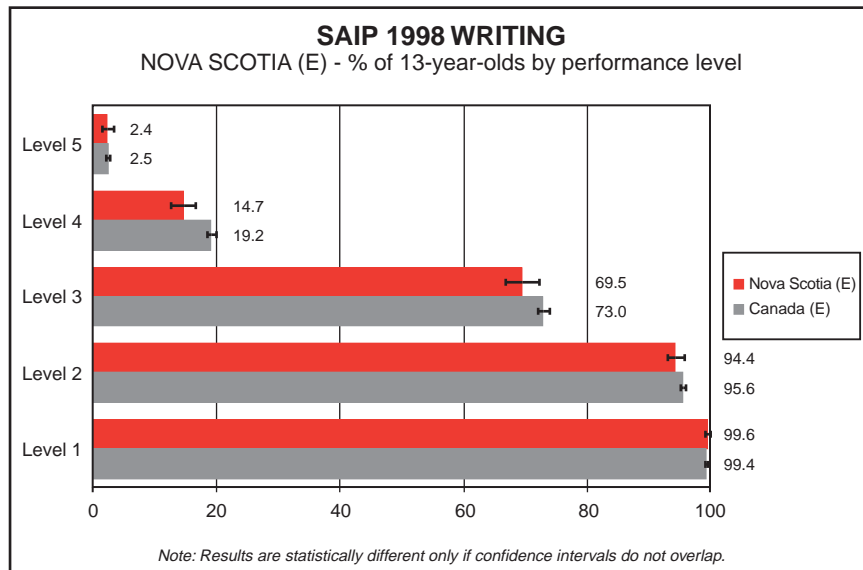
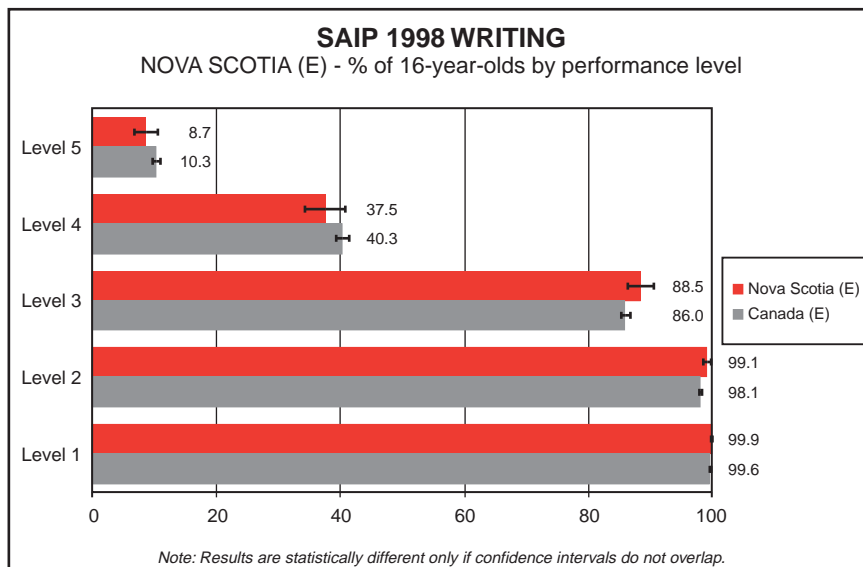


CHART 82



## **CONTEXT STATEMENT**

### **Social Context**

Nova Scotia has a population of 947,900, with a higher rural population than the national average. Population growth is currently about 0.5% annually. Immigration is low both in absolute numbers and when compared to immigration to Canada as a whole. About 9.2% of the population speaks both French and English, or French only. About 2% of the population is African-Canadian, 1.2% is Aboriginal, and 1.2% consists of other visible minorities. The unemployment rate in Nova Scotia is typically above the national average.

### **Organization of the School System**

Nova Scotia's total enrolment from primary to 12 is 162,359 students, of whom 4,246 study in French (first language). The province employs 9,729 teachers and is divided into seven school boards. Teaching in French (first language) is the sole responsibility of the Conseil scolaire acadien provincial (CSAP), which employs some 330 teachers. School enrolment is expected to decrease slightly over the next five years.

In Nova Scotia children who are five years old on or before October 1 are admitted to public school. Students must attend school up to the age of 16. Most 13-year-old students are in grades 7 or 8, while 16-year-old students are in grades 10 or 11.

### **Language Teaching**

All teachers implement the French First Language Program in all schools of the CSAP from kindergarten to grade 8. For the last ten years the development of the language curriculum has been characterized by the following key elements:

- teaching methods have evolved to reflect a holistic appreciation to language learning;
- curricula at each level emphasize using language to learn and to communicate, placing particular emphasis on exploring, creating, and communicating the meaning of texts;
- programs integrate, as much as possible, the teaching of a diverse set of linguistic competencies, treating them as elements of the communication process;
- emphasis is primarily placed on oral expression, learning in small groups, social skills, cooperative learning, and independent learning;
- writing is considered as much a learning process as a skill;
- greater attention is given to personal and critical response in reading;
- the program encourages students to become actively engaged in reading texts from different media and to become familiar with various information and communication technology;
- the program calls for the use of resources taken from the press and other media, representing diverse language levels, genres, and cultures; and
- assessment is integrated with instruction.

Departmental staff, in concert with teachers from all over the province, are currently revising the curriculum for grades 9 to 12. In addition, the Atlantic Provinces Education Foundation (APEF) is examining the possibility of developing a common curriculum for grades 9-12 as of September 1999.

## **Assessment of Reading and Writing Skills**

Currently, Nova Scotia administers two examinations for French as a first language: one in grade 12 and the other in grade 6.

Up until now, Nova Scotia has used an assessment developed by New Brunswick for grade 12. However, teachers have expressed a desire to develop their own provincial assessment for the 1998-99 school year that would assess reading comprehension and writing.

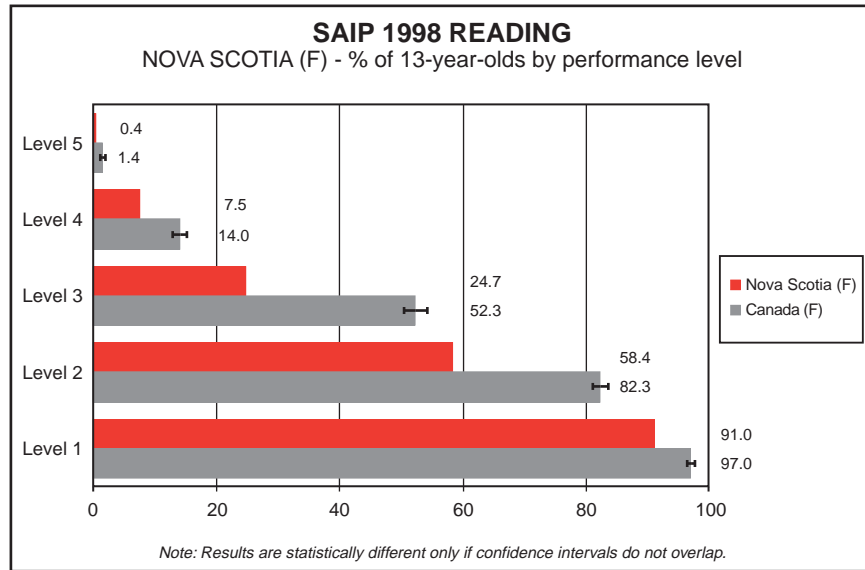
The grade 6 assessment allows for the evaluation of the entire writing process, not just the final result. For this assessment, students must demonstrate that they have understood the texts they have read, and be able to express personal responses to them. They must also be able to demonstrate how the texts they read, and their reactions to them, have influenced their writing.

## Nova Scotia (French)

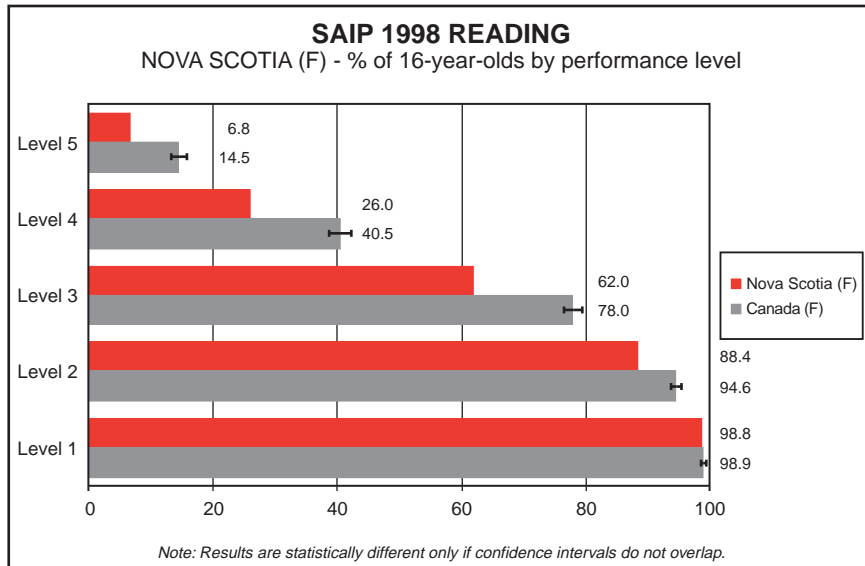
Reading performance for this jurisdiction shows differences from the Canadian French performance at all levels for 13-year-olds, and at levels 2 to 5 for 16-year-olds. There are no confidence intervals indicated for Nova Scotia in charts 83 to 86 because all francophone 13- and 16-year-olds in this province were tested for reading. This is not, therefore, an estimate of their achievement but their actual achievement.

Over 58% of 13-year-olds in this jurisdiction demonstrate level 2 performance and above. They can interpret, evaluate, and explore surface and directly implied meanings in straightforward and some complex texts. For the 16-year-olds, 62% achieve the next level and above, where they demonstrate they can develop complex meanings in complex texts and surface meanings in some sophisticated texts.

### CHART 83



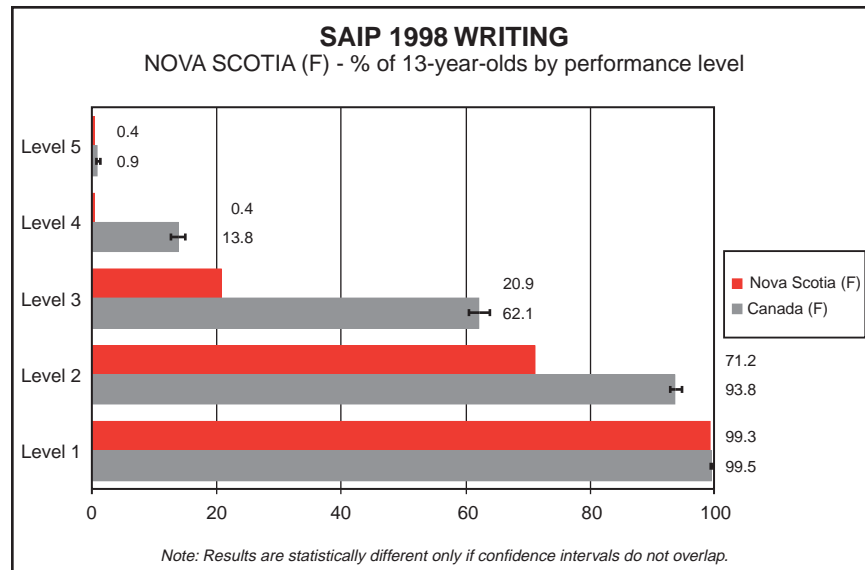
### CHART 84



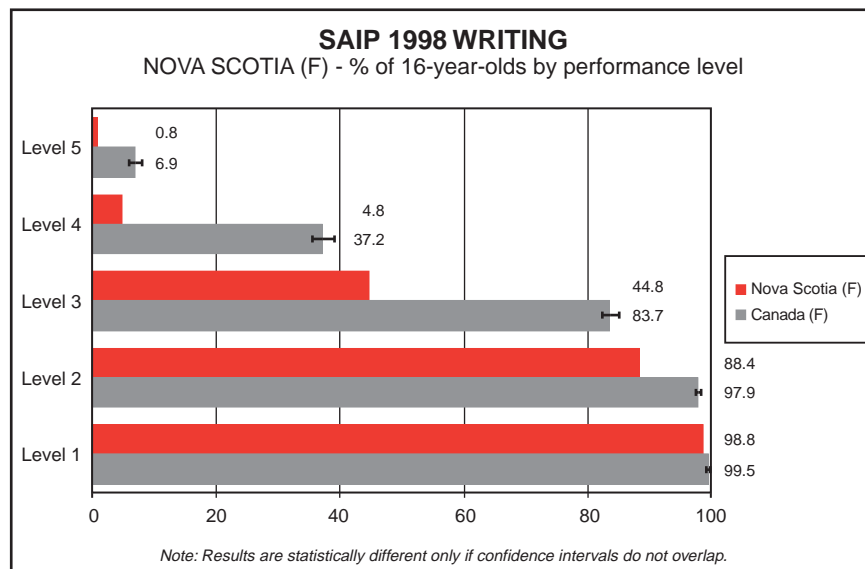
Writing performance for this jurisdiction shows differences from Canadian French performance at all levels for 13-year-olds, and at levels 2 to 5 for 16-year-olds. There are no confidence intervals indicated for Nova Scotia in charts 83 to 86 because all francophone 13- and 16-year-olds in this province were tested for writing. This is not, therefore, an estimate of their achievement but their actual achievement.

Over 71% of the 13-year-old Nova Scotian francophones demonstrate at least some grasp of the elements of writing. Almost half of the 16-year-olds have a general control of the elements of writing. Their writing has functional development and integration. It conveys a clear, appropriate perspective. Errors are minor and do not interfere with meaning.

## CHART 85



## CHART 86





### **CONTEXT STATEMENT**

#### **Social Context**

Prince Edward Island is the smallest province in Canada with a population of 137,000. The population is evenly divided between urban and rural dwellers; however, only 7% live on farms. The Island's rich red soil and moderate climate make it an excellent location for mixed farming.

The three main industries that fuel the Island's economy are agriculture, tourism, and the fishery. The 13-kilometre Confederation Bridge, one of the world's longest continuous multi-span bridges, connects Prince Edward Island to mainland Canada.

#### **Organization of the School System**

Prince Edward Island has three school boards, 65 public schools, and 24,000 students. Approximately 15% of students are enrolled in French immersion classes, one of the highest levels in the country.

Prince Edward Island students are accommodated within facilities that contain a number of grade configurations including grades 1-3, 1-4, 1-6, 5-8, 4-6, 1-8, 1-9, 7-9, 9-12, and 10-12. In addition there are two francophone schools, grades 1-12. This diversity results from demands placed on the school by the local community, the student enrolment, and existing facilities.

There is no kindergarten program in the public education system. However, kindergarten is available through the private sector. Children who start school must be 6 years of age by the end of January of the current school year.

Outside the public system, there are three private schools and one band-operated school.

#### **Language Teaching**

The language arts curriculum is shaped by a vision of enabling and encouraging students to become reflective, articulate, literate individuals who use language successfully for learning and communicating in personal and public contexts.

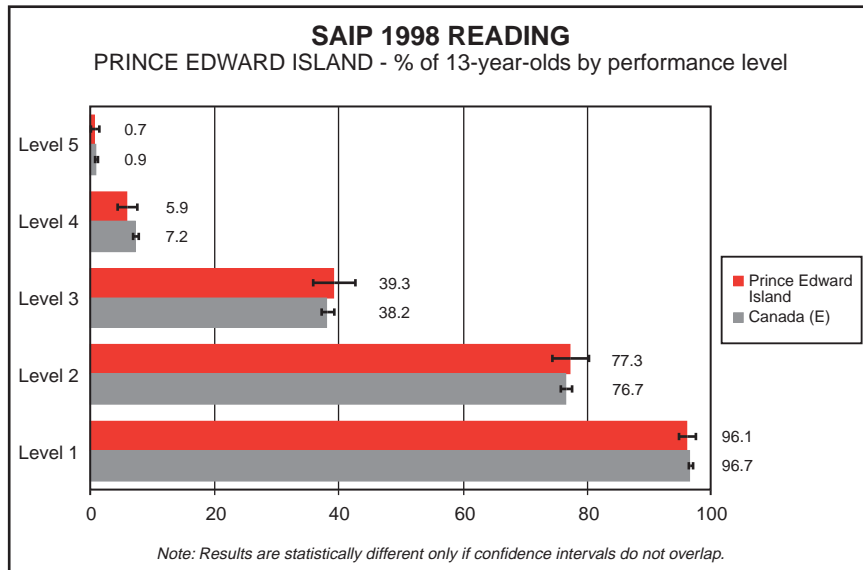
Prince Edward Island does not have large-scale provincial assessment programs. However, as assessment instruments are developed by the Atlantic Provinces Education Foundation, consideration will be given to their use by the province for program evaluation and professional development for teachers.

## Prince Edward Island

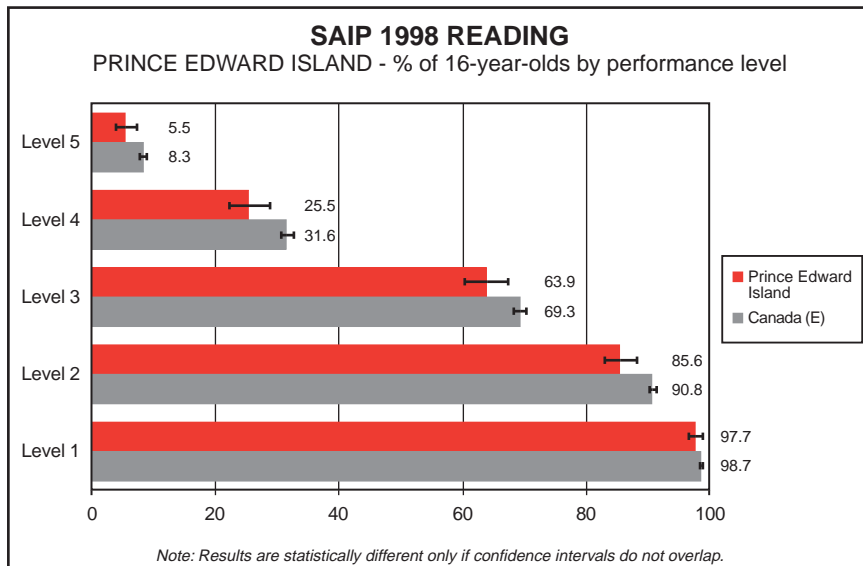
Reading results for 13-year-olds show no significant differences between this jurisdiction's results and those for English Canada. For 16-year-olds, significant differences from English Canadian results exist at levels 2 to 5.

Over three-quarters of the 13-year-olds for this jurisdiction demonstrate that they can interpret, evaluate, and explore surface and directly implied meanings in straightforward and some complex texts. Almost two-thirds of the 16-year-olds can develop complex meanings in complex texts and surface meanings in some sophisticated texts.

### CHART 87



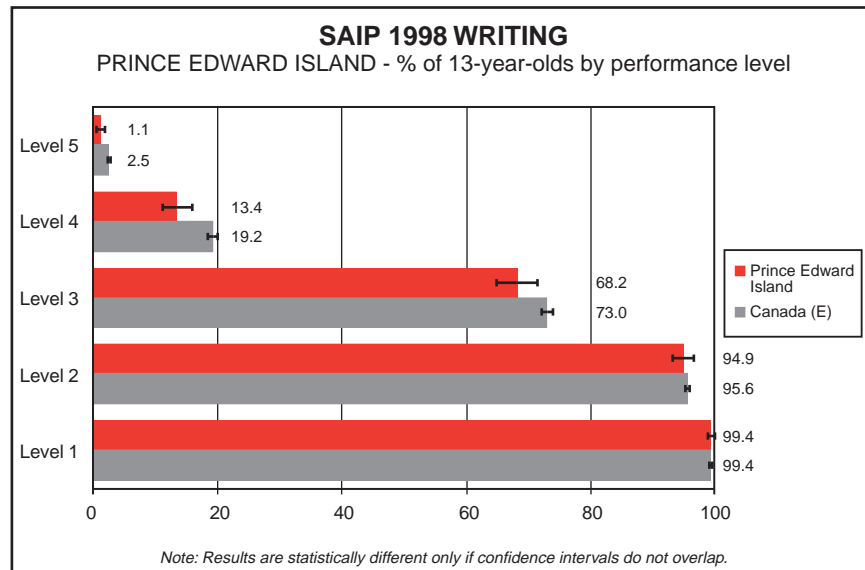
### CHART 88



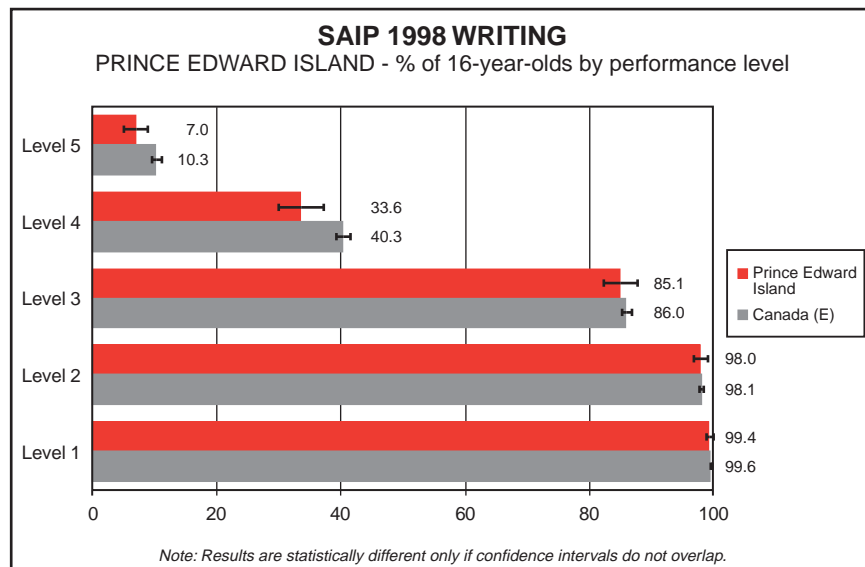
In writing, Prince Edward Island results are similar to the English Canadian results at levels 1 and 2 for both age groups, and also at level 3 for 16-year-olds. Differences exist at levels 3 to 5 for 13-year-olds as well as levels 4 and 5 for 16-year-olds.

Virtually all of the 13-year-olds in this jurisdiction have at least some grasp of the elements of writing. Most of the 16-year-olds have a general control of the elements of writing. Their writing has functional development and integration. It conveys a clear, appropriate perspective. Errors are minor and do not interfere with meaning.

## CHART 89



## CHART 90



**CONTEXT STATEMENT****Social Context**

In Newfoundland and Labrador there is a small population of approximately half a million people distributed over a large geographical area. As a result of the decline of the cod fishery in the early 1990s, there has been a large out-migration to other provinces resulting in a net loss of more than 20,000 people. Most of these people moved from small rural communities where fishing had been the only viable industry. This has presented some challenges for the delivery of education. Over the past five years, enrolment has decreased by 14%. Resources, both financial and human, have endured increased stress. At the same time, unemployment rates in the province continue to be high.

**Organization of the School System**

The province's education system has recently changed from a church-based system to a fully public one. This has resulted in the consolidation of many school boards, a reduction in the amount of duplication in the system, and the closure of many schools. As of September 1997, the province had 11 publicly elected school districts, which includes one francophone district. There were 391 schools with a total enrolment of 101,608, and there were 6,705 school-based educators. Sixty-seven per cent of schools are in communities with populations of less than 5,000.

Even though the compulsory school entry age is six years old by December 31, virtually all students enter kindergarten where they must be five by that date. Typically, 13-year-olds are in grade 8 and 16-year-olds are in grade 11.

**Language Teaching**

In general, 13-year-old students experience a language arts curriculum with the following features:

- an integrated approach, involving listening, speaking, viewing, reading, and writing
- an emphasis on using a process approach to writing
- the teaching of language conventions in the context of the students' own reading, writing, and speaking
- a personal and critical response to and discussion of ideas from a variety of literary genres
- a comprehensive approach to reading, including the use of the junior novel
- a variety of instructional modes, including classes, small groups, and partnerships

High school students take a language course in each of the three years of high school. Most, over the same three-year period, also take at least two literature courses. By the time the 16-year-olds participated in the SAIP assessment, most would have essentially completed two language courses and at least one literature course. Approximately 80% of the high school students enrol in Language 1101, which focusses on argument and persuasive writing, followed by Language 2101, which focusses on research writing. The remaining 20% of the students enrol in Basic English, which is designed for those who are weak in language skills and are not ready to pursue a more rigorous language program.

## **Language Testing**

The Department of Education has developed large-scale writing assessments and administered them to students at the end of grades 3, 6, and 9. A sample of students completed the grade 3 assessment; for the elementary and intermediate, the grade 6 and grade 9 population participated. One component of the intermediate writing involved the use of portfolios from which students submitted their best piece.

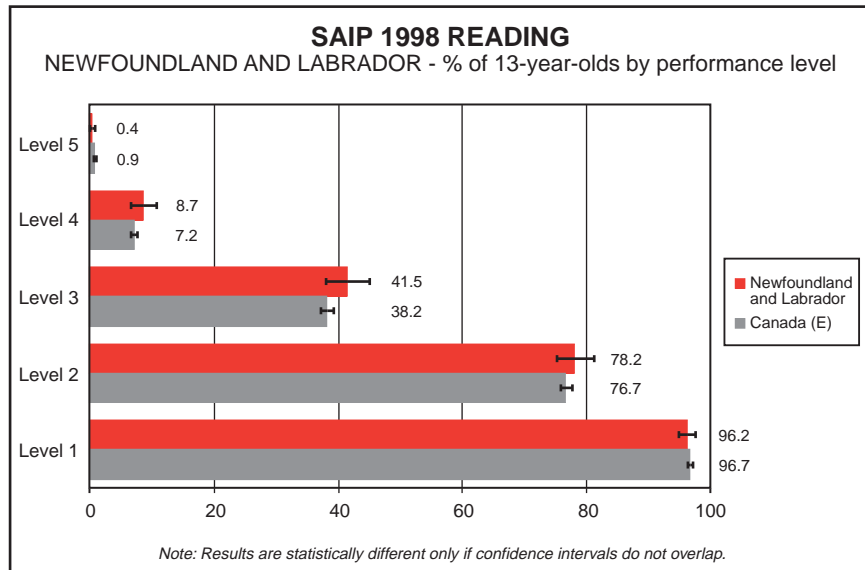
Newfoundland is collaborating with the other Atlantic Provinces in the development of a language arts assessment for senior high school students.

## Newfoundland and Labrador

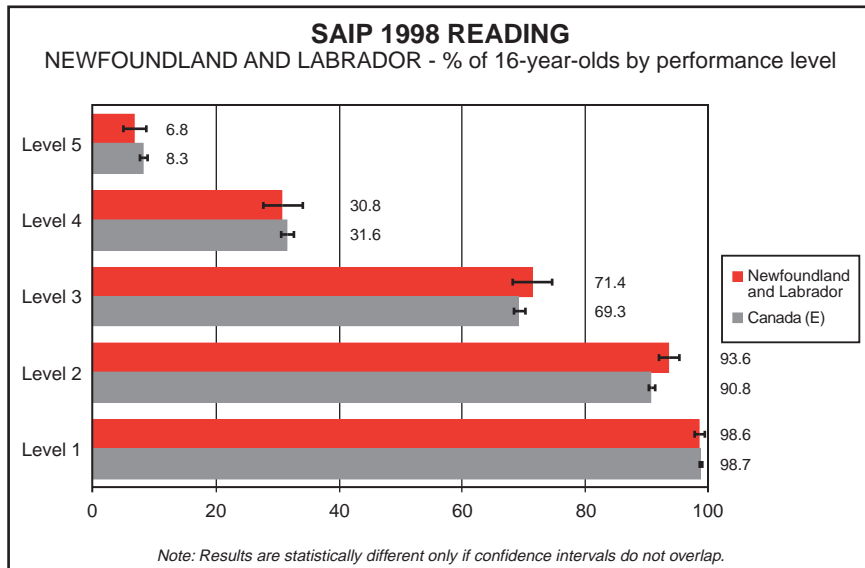
There are no significant differences between the reading performance of 13-year-olds in Newfoundland and Labrador and the English Canadian performance overall. For 16-year-olds, a significant difference exists only at level 2, while levels 1, 3, 4, and 5 are statistically similar.

Over three-quarters of the 13-year-olds for this jurisdiction demonstrate that they can interpret, evaluate, and explore surface and directly implied meanings in straightforward and some complex texts. Over 71% of 16-year-olds can develop complex meanings in complex texts and surface meanings in some sophisticated texts.

### CHART 91



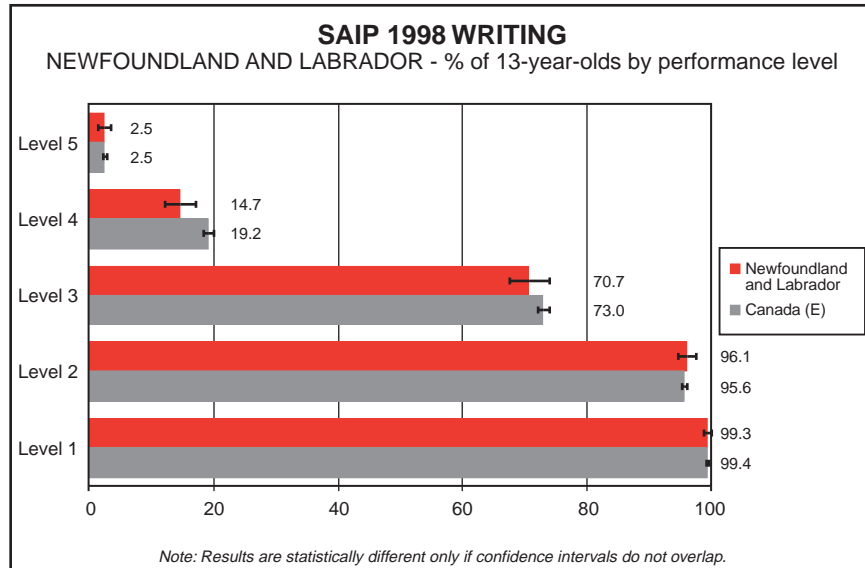
### CHART 92



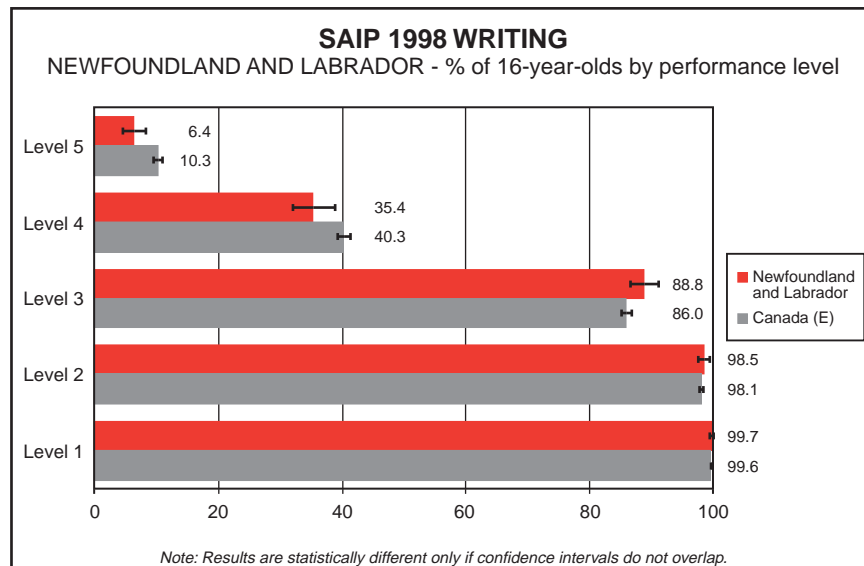
Writing results for Newfoundland and Labrador students are not significantly different from English Canadian results at levels 1 to 3 for either age level. The younger students differ only at level 4 from English Canadian results. The older students differ at levels 4 and 5 from English Canadian results.

Virtually all 13-year-olds have at least some grasp of the elements of writing. Most 16-year-olds have a general control of the elements of writing. Their writing has functional development and integration. It conveys a clear, appropriate perspective. Errors are minor and do not interfere with meaning.

## CHART 93



## CHART 94



### **CONTEXT STATEMENT**

#### **Social Context**

The Northwest Territories is the only province or territory in Canada where most residents (61%) are Aboriginal. About 37% of NWT residents are Inuit, 17% are Dene, and 7% are Métis. The population of Nunavut is 85% Inuit. In the Western NWT, the population is close to being equally distributed between Aboriginal (47%) and non-Aboriginal (53%).

Most Inuit and about half of the Dene and Métis people living in the NWT speak an Aboriginal language. The language legislation of the NWT recognizes 11 official languages: Chipewyan, Cree, Dogrib, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, and South Slavey.

#### **Organization of the School System**

The Department of Education, Culture and Employment provides policy and curriculum direction to two district education authorities and eight divisional education councils. The Teacher Qualification Service of the department certifies teachers to work in the Northwest Territories. The education councils and education authorities implement and adapt curriculum and develop programs to meet the needs of students in their jurisdiction. On April 1, 1999, two new territories will be created. The existing Department of Education, Culture and Employment will continue to set direction for two district education authorities and five divisional education councils in the Western NWT. A new department will be responsible for the three divisional education councils in Nunavut.

#### **Language Teaching**

Northern parents want their children to have the language skills that are required for continuing education and for entering the work force. However, they also expect schools to do their part in helping ensure children and young adults learn their cultures and can speak their own language.

Culture, heritage, and language form the foundations for learning. Each community in the Northwest Territories has its own cultural needs and priorities, and each must determine the programs and services that will respond to these priorities. In Nunavut, most schools offer Inuktitut or Inuinnaqtun as the language of instruction in the early years (K to 3). Transition to English as the language of instruction is phased in, usually from grades 4 through 6. In the Western NWT, English is usually the language of instruction, and Aboriginal languages are taught as a second language. French is most commonly taught as a second language, but it is offered as the language of instruction in a few of the larger centres.

The Northwest Territories is part of the Western Protocol Agreement for common curriculum. In-service on the Western English Language Arts Curriculum began in February 1998, with optional implementation beginning September 1998. The NWT is taking a lead role in the development of a Western Canadian Aboriginal Languages Protocol. Concurrently, an Inuktitut Language Curriculum is being developed in Nunavut.



## **Language Assessment**

There is currently no territorial-wide assessment done, other than grade 12 diploma examinations and SAIP. A Student Evaluation Handbook was prepared in 1993 to assist teachers in developing a variety of assessment approaches and instruments. The NWT conducted a pilot (1997–98) of the Classroom Assessment Materials Project in Language Arts, developed by Alberta Education.

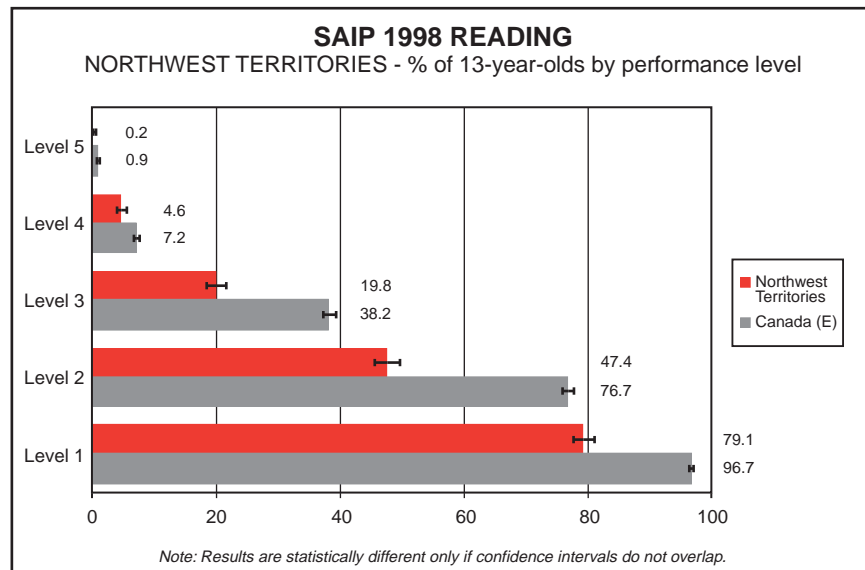
Over the next two years, the department will develop a directive on assessment and evaluation for the Western NWT. The challenge will be to establish culturally appropriate ways of measuring the success of NWT students and programs in relation to high standards of achievement in a bilingual environment.

## Northwest Territories

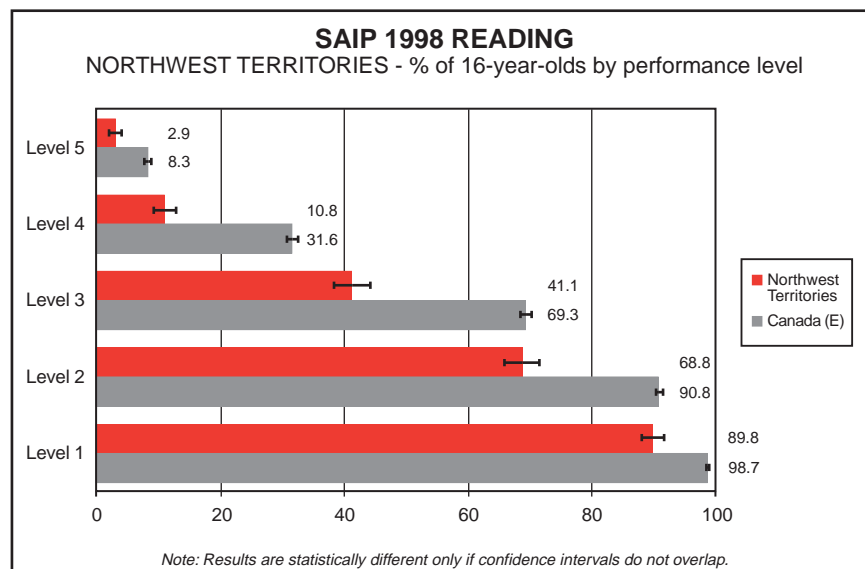
There are differences between jurisdictional reading performance and English Canadian performance at all levels and for both age groups.

In the Northwest Territories, almost half of the 13-year-old students can interpret, evaluate, and explore surface and directly implied meanings in straightforward and some complex texts. About 41% of the 16-year-olds can develop complex meanings from complex texts and surface meanings from some sophisticated texts.

### CHART 95



### CHART 96



There are differences between the writing performance in this jurisdiction and that of English Canada at all levels and for both age groups.

In the Northwest Territories, almost two-thirds of the 13-year-olds assessed demonstrate at least some grasp of the elements of writing. Over half of the 16-year-olds assessed demonstrate the next higher level of achievement. Their writing has functional development and integration. It conveys a clear, appropriate perspective. Errors are minor and do not interfere with meaning.

CHART 97

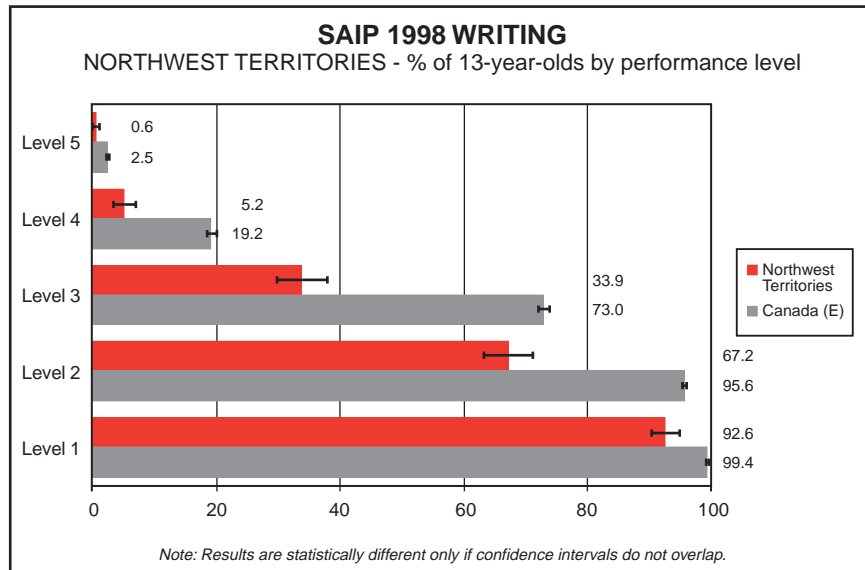
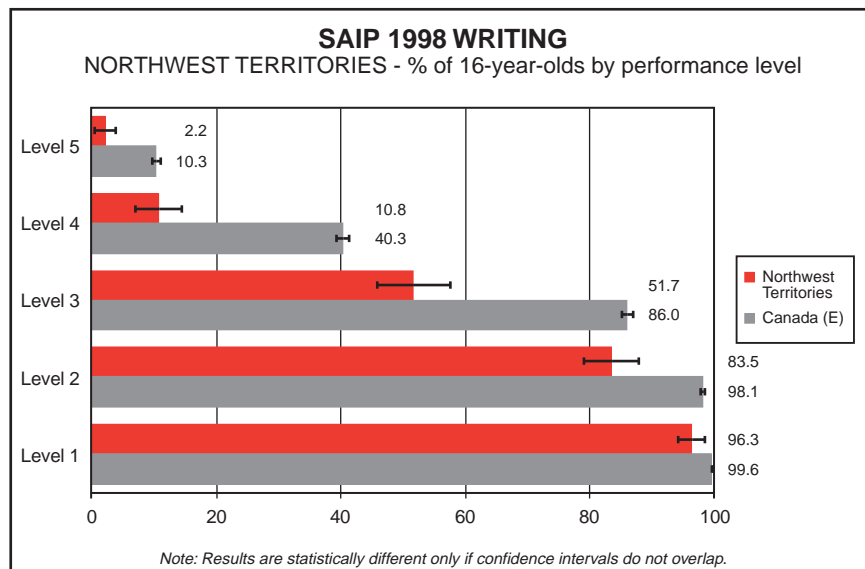


CHART 98



## **CONTEXT STATEMENT**

### **Social Context**

Yukon has a total land area of 483,450 km<sup>2</sup> and a population of 30,766. The population of Whitehorse, the capital city, is 21,065, and the remaining population is divided among the 9 rural communities.

### **Organization of the School System**

There are 28 schools with a total enrolment from kindergarten to grade 12 of 6,086. Half the schools are designated as rural schools. These typically have low student populations, several multi-level classes, and low pupil-teacher ratios. Many rural schools do not offer grades 11 and 12 and may have fewer optional programs offered in the secondary grades.

Unlike most jurisdictions in Canada, there are no school taxes in Yukon, and there is only one school board, that being for École Émilie-Tremblay, the territory's only French school. School superintendents work for the Department of Education, which is responsible for most aspects of school operations. Almost every school has a school council, a body which has some but not all the powers of a school board, including the responsibility for schools rules, school plans, and dispute resolution, to name a few.

Yukon follows the British Columbia curriculum in all subject areas. This curriculum is sometimes modified — with departmental approval — to reflect local needs and conditions. As well, up to 20% of a student's educational program may be locally developed. Schools are organized into two segments: elementary (K to 7) and secondary (8 to 12). There are three Catholic schools within the Yukon public school system. Instructional time allotments for each subject vary in the elementary grades but are standardized to 120 hours per course for grades 8 to 12.

Approximately 25% of Yukon students are of First Nations Ancestry. These students often participate in Native language programs and/or in various locally developed courses aimed at developing awareness, appreciation, and knowledge of First Nations culture and traditions. The remainder of the student population is predominantly of European or British ancestry. Approximately 7% of Yukon students are enrolled in a French Immersion program, while nearly 1.8% attend French school.

### **Language Arts Teaching**

The Yukon curriculum for language arts is based on the integrated resource packages produced by British Columbia. From kindergarten to grade 12, curriculum is organized into three learning outcomes: to comprehend and respond, to communicate information and ideas, and to understand self and society. Students are required to communicate their ideas through print and non-print media and to think and respond critically to information and literature.

### **Language Arts Testing**

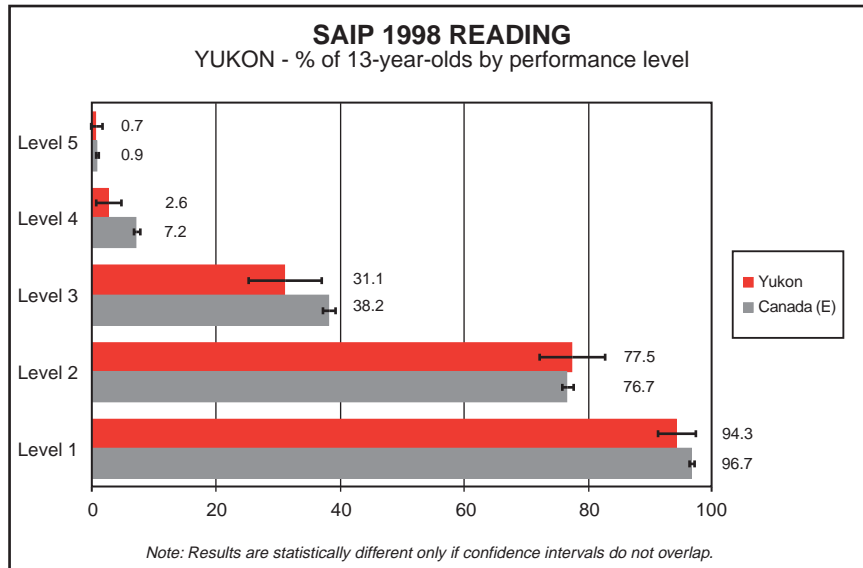
Various assessment strategies are used to measure student progress. Yukon has introduced a territorial examination or departmental exam at the grade 9 and 11 levels for English. This assessment consists of five parts: editing skills, non-fiction, poetry, fiction, and composition.

## Yukon

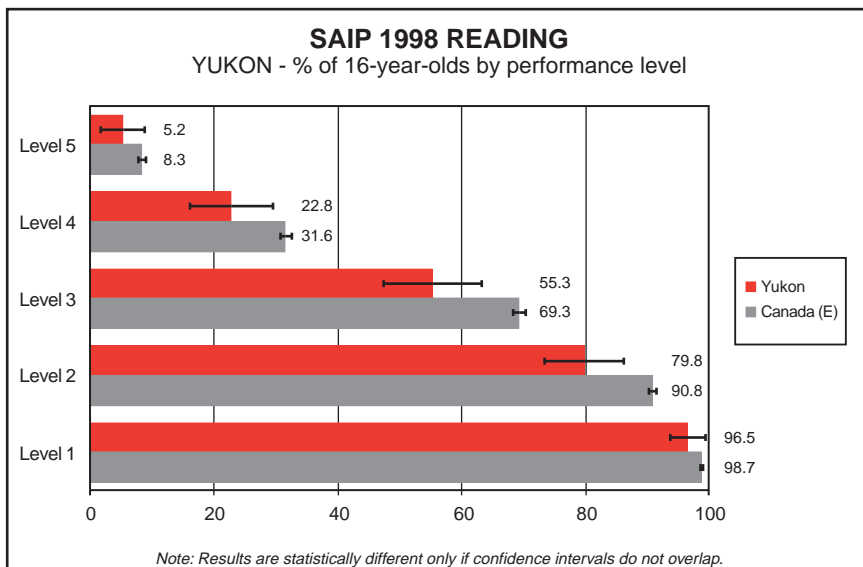
Reading performance in Yukon shows no significant difference from the English Canadian performance at levels 1, 2, and 5 for 13-year-olds. Levels 3 and 4 do have differences. For 16 year-olds, there is no difference in reading performance for levels 1 and 5, while differences exist at levels 2 to 4.

Over three-quarters of the 13-year-olds for this jurisdiction demonstrate that they can interpret, evaluate, and explore surface and directly implied meanings in straightforward and some complex texts. Over 55% of 16-year-olds can develop complex meanings in complex texts and surface meanings in some sophisticated texts.

### CHART 99



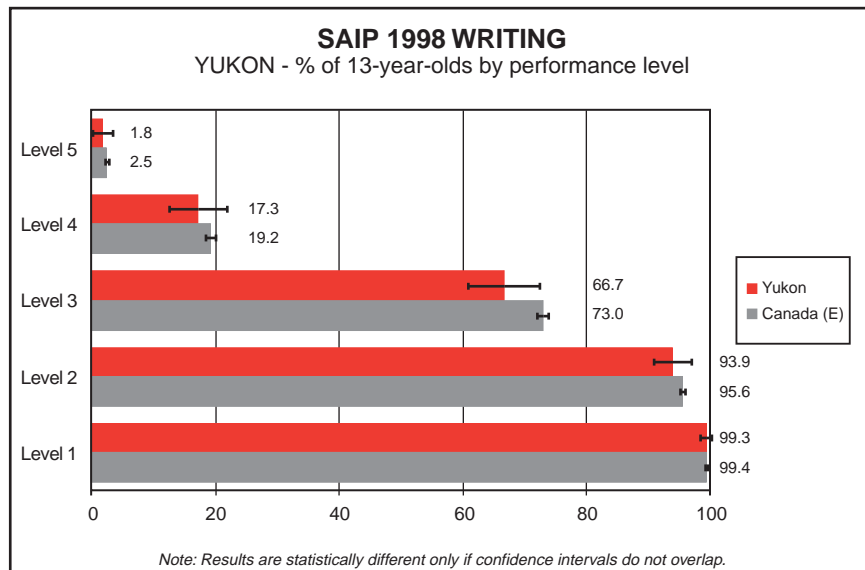
### CHART 100



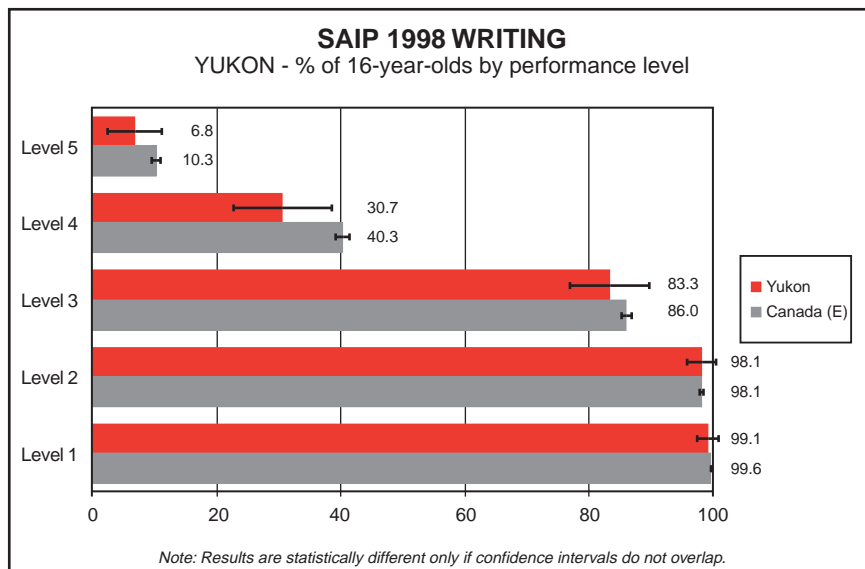
There is no significant difference between the writing performance of Yukon students and that of English Canada overall at any level for the 13-year-olds, nor at levels 1, 2, 3, and 5 for the 16-year-olds.

Virtually all 13-year-olds have at least some grasp of the elements of writing. Most 16-year-olds have a general control of the elements of writing. Their writing has functional development and integration. It conveys a clear, appropriate perspective. Errors are minor and do not interfere with meaning.

## CHART 101



## CHART 102



## ***OTHER FRANCOPHONE POPULATIONS***

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There are francophone populations living in all areas of Canada. Thirteen-year-old and 16-year-old students in all areas were tested in their first official language following the same procedures. Those francophone students who live in areas with larger concentrations of French-speaking people are recognized as separate populations by jurisdiction in this report. Those francophone students living in relatively smaller populations in British Columbia, Alberta, Saskatchewan, Prince Edward Island, Newfoundland and Labrador, the Northwest Territories, and Yukon are, however, too few in number to each be grouped under the province or territory in which they reside. For statistical reasons therefore, the students from these areas are grouped together and reported as one population.

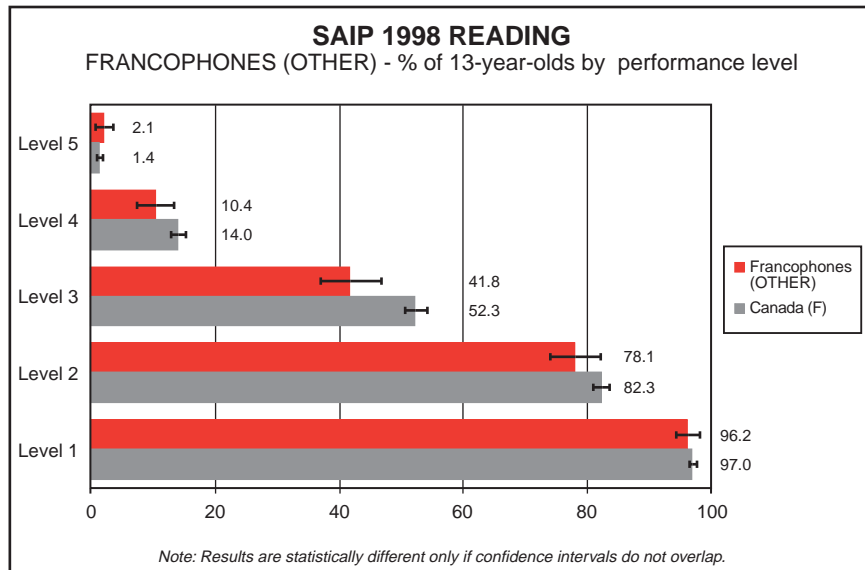
It is important to recognize that these students live in majority anglophone provinces or territories. They are all being schooled in French first language schools. Some live in major anglophone centres, while others live in small francophone or anglophone communities. Because they are in different provinces and territories, they also experience different curricula. Hence, they have a very diverse set of experiences. The following graphs, then, represent the combined achievement of students from the smaller francophone populations across all of Canada.

## Other Francophone Populations

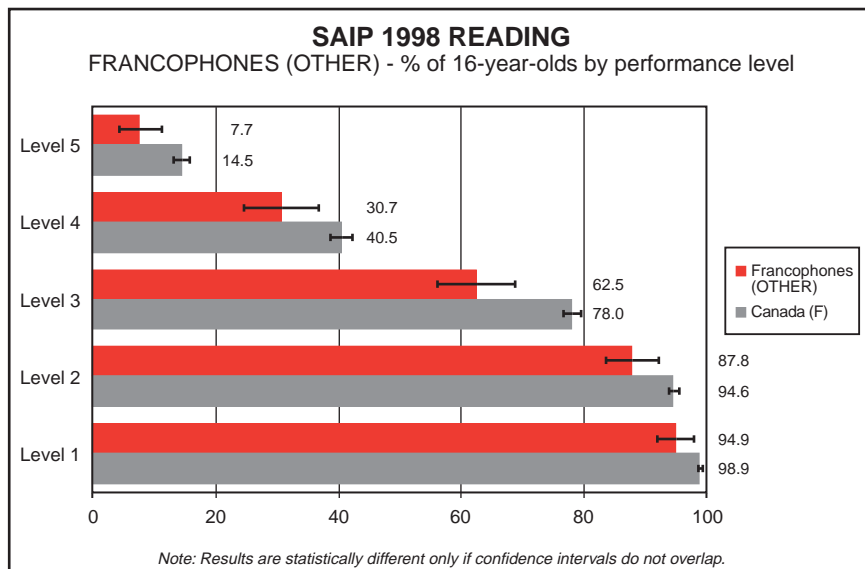
In reading, the performance of the 13-year-olds differs significantly only at level 3 from the Canadian French performance. For 16-year-olds, reading performance differs at all levels from the Canadian French performance.

Over three-quarters of the 13-year-olds demonstrate they can interpret, evaluate, and explore surface and directly implied meanings in straightforward and some complex texts. Almost two-thirds of the 16-year-olds can develop complex meanings in complex texts and surface meanings in some sophisticated texts.

### CHART 103



### CHART 104

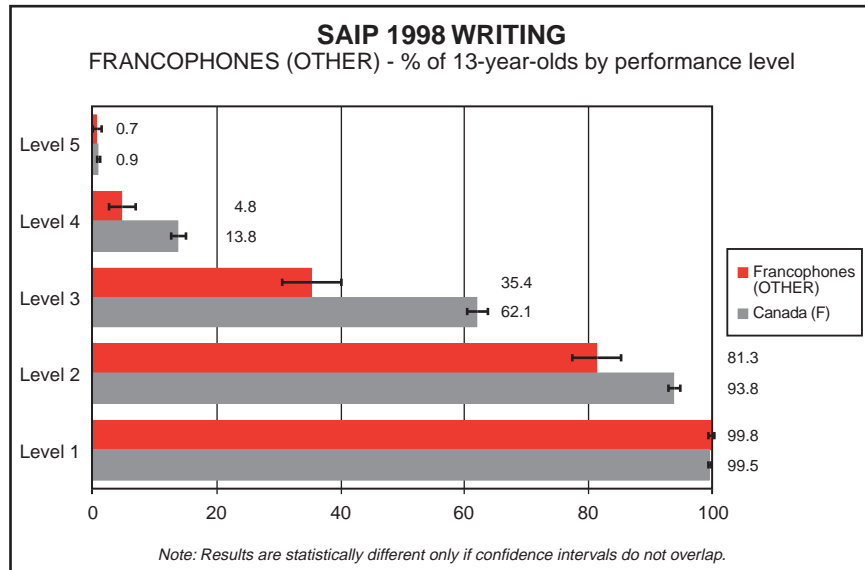




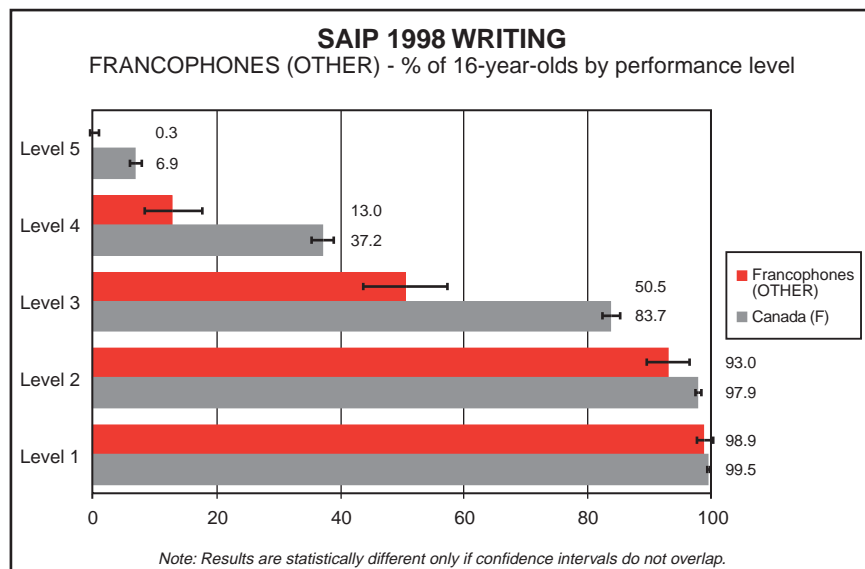
In writing, the performance of the 13-year-olds at levels 1 and 5 is not significantly different from the Canadian French performance overall. Performance at levels 2 to 4 differs for 13-year-olds. For 16-year-olds writing performance differs at levels 2 to 5 from the Canadian French performance.

Over four-fifths of the 13-year-olds demonstrate at least some grasp of the elements of writing. Over half the 16-year-olds demonstrate a general control of the elements of writing. Their writing has functional development and integration. It conveys a clear, appropriate perspective. Errors are minor and do not interfere with meaning.

## CHART 105



## CHART 106



# STUDENT QUESTIONNAIRE INFORMATION

Each test booklet for the 1998 reading and writing assessments also included a student questionnaire with questions about reading and writing practices and attitudes. There were four different questionnaires, one in each form of the reading assessment, and one in the writing assessment. The first 15 background questions were the same on all forms, except that question 13 asked about motivational aspects of reading on the three reading forms, and about writing on the writing form. There were 54 different questions asked in all.

The following pages highlight some of the results of these questionnaires. More information will appear in the *Technical Report*. Responses to the questionnaires have been compared to student achievement. Students who scored below 1, level 1, or level 2 are grouped (2 and -), and those students who scored at levels 3, 4, and 5 have been grouped (3 and +).

Percentages are rounded to the nearest whole number and may not always add up to 100%. This is due to the fact that, for any question, approximately 3% of the responses may be either missing or ambiguous. Also, in a few questions (such as grade and type of course) some of the options given the student are not included, in the interests of clarity.

## GRADE PLACEMENT AND ACHIEVEMENT

Students who wrote the test were all 13 or 16 years of age on August 31, 1997. Because students were sampled by age and not by grade, they differ in the number of years of schooling they have completed by the time of testing. There is a positive relationship between school grade and performance: for both age groups, the higher the grade, the stronger the performance.

**TABLE 1: What grade or equivalent are you in?**

	13-year-olds			16-year-olds			
	Grade 7 (Sec. 1)	Grade 8 (Sec. 2)	Grade 9 (Sec. 3)	Grade 9 (Sec. 3)	Grade 10 (Sec. 4)	Grade 11 (Sec. 5)	Grade 12
<b>READING</b>	(%)	(%)	(%)	(%)	(%)	(%)	(%)
Level 2 and below	10	74	15	4	20	61	13
Level 3 and above	2	74	24	1	5	70	23
<b>WRITING</b>	(%)	(%)	(%)	(%)	(%)	(%)	(%)
Level 2 and below	13	74	12	4	20	60	14
Level 3 and above	3	75	21	1	7	70	20

Three-quarters of 13-year-olds tested are in grade 8. Of those who score at the higher levels (3, 4, and 5), 21-24% are in grade 9, while about 12-15% of those who score at the lower levels (2, 1, and below 1) are in grade 9. The situation is reversed in grade 7, where there is a greater proportion of those who score in the lower levels than the upper levels. Of the 16-year-old students scoring at the upper levels, over two-thirds are in grade 11. Another fifth are in grade 12. Of the 16-year-olds scoring in the lower levels, under two-thirds are in grade 11, almost a fifth are in grade 10, and nearly 14% are in grade 12.

## LANGUAGES

**TABLE 2: Are you now in an English or French as a Second Language program or course?**

	13-year-olds				16-year-olds			
	Reading		Writing		Reading		Writing	
	2 and - (%)	3 and + (%)	2 and - (%)	3 and + (%)	2 and - (%)	3 and + (%)	2 and - (%)	3 and + (%)
<b>Yes</b>	11	4	15	3	10	2	13	3
<b>No</b>	89	96	85	97	90	98	87	97

**TABLE 3: Have you ever been in an English or French as a Second Language program or course?**

	13-year-olds				16-year-olds			
	Reading		Writing		Reading		Writing	
	2 and - (%)	3 and + (%)	2 and - (%)	3 and + (%)	2 and - (%)	3 and + (%)	2 and - (%)	3 and + (%)
<b>Yes</b>	12	6	16	5	14	6	17	6
<b>No</b>	88	94	84	95	86	94	83	94

Students who are learning the language of the test have more difficulty doing well on it. This is not a surprising finding. Even after the students are no longer in the program or course, however, they still have lower achievement levels. It takes a considerable time to develop depth of understanding in a new language.

**TABLE 4: The most frequent language(s) spoken regularly in the student's home.**

	13-year-olds				16-year-olds			
	Reading		Writing		Reading		Writing	
	2 and - (%)	3 and + (%)	2 and - (%)	3 and + (%)	2 and - (%)	3 and + (%)	2 and - (%)	3 and + (%)
<b>English</b>	76	75	66	80	74	76	61	78
<b>French</b>	17	21	27	16	18	19	30	17
<b>An Aboriginal Language</b>	4	1	4	1	5	1	5	2
<b>Another Language</b>	5	3	5	4	7	5	7	5

Language results are very complex. Examination of detailed results indicates that French results may be affected by the proportion of students writing in French who speak English frequently at home. For many francophones outside Quebec, English is frequently spoken in the home (in addition to French).

For students writing in English who speak English most frequently in their homes, a higher percentage score well in writing. Reading results are less affected. Fewer students who speak an Aboriginal language most frequently in their homes achieve level 3 and above. For students who speak another language most frequently, reading achievement seems to be more affected than writing achievement. Clearly the effects of language on achievement are complex and intertwined with other factors.

## ENJOYMENT OF READING AND WRITING

**TABLE 5: Choose the statement that best describes how much you like to read.**

	13-year-olds	16-year-olds
	(%)	(%)
<b>I don't like to read at all.</b>		
1994	8	8
1998	10	10
<b>I like to read some of the time, depending on what I'm reading.</b>		
1994	60	61
1998	63	63
<b>I like to read very much.</b>		
1994	27	28
1998	23	25

Although the questions were not phrased identically, students were asked similar questions about how much they enjoyed reading and writing in both the 1994 and 1998 assessments. Students' responses in both assessment cycles are similar. For both age groups, a slight proportion of students likes reading less now than four years ago. About 2% more say they don't like reading now, and 3-4% less indicate that they like reading very much. The proportion of students who indicate liking reading sometimes has increased slightly, by 2-3%.

**TABLE 6: Choose the statement that best describes how much you enjoy writing.**

	13-year-olds	16-year-olds
	(%)	(%)
<b>I don't like to write.</b>		
1994	10	12
1998	12	16
<b>I like to write some of the time, depending on what I'm writing.</b>		
1994	63	60
1998	60	58
<b>I enjoy writing.</b>		
1994	20	16
1998	22	21

In writing, the pattern is also similar across the two age groups. Students indicate in very slightly larger proportions (2-4%) not liking writing at all, and slightly smaller proportions (2-3%) liking writing sometimes. In this cycle, a slightly greater proportion (5%) of the 16-year-olds indicate they enjoy writing. About 2% more of the 13-year-olds indicate they enjoy writing now.

**TABLE 7: Percentages of 1998 students who say they like reading very much or enjoy writing.**

	13-year-olds		16-year-olds	
	Reading	Writing	Reading	Writing
	(%)	(%)	(%)	(%)
2 and below	15	16	12	11
3 and above	34	25	31	23

For both reading and writing, and at both age levels, students who score at the upper levels say they enjoy these activities in greater proportions than students who score at the lower levels. More of the students who score level 3 and above say they like reading very much than say they enjoy writing. The students who score 2 and below do not show as clear a preference.

**TABLE 8: How much time each school day do you usually spend reading for enjoyment and/or general interest?**

	13-year-olds		16-year-olds	
	1994	1998	1994	1998
	(%)	(%)	(%)	(%)
Less Time	36	47	38	45
15-45 min.	37	32	36	36
45-90 min.	16	13	17	12
More Time	11	8	9	7

Compared with those in 1994, a larger proportion of the 1998 students say they spend less than 15 minutes per day reading. Where a third had previously reported reading this little, now nearly half do. Similar percentages of students now as previously indicate reading between 15 and 45 minutes per day, and a slightly lower proportion indicates reading more than this. Since reading skills improve through reading for pleasure, it is of some concern that approaching half of the students do not read 15 or more minutes per day.

**TABLE 9: How much time each school day do you usually spend reading for enjoyment and/or general interest?**

	13-year-olds		16-year-olds	
	2 and –	3 and +	2 and –	3 and +
	(%)	(%)	(%)	(%)
No time	22	10	32	13
Some time but less than 15 min.	31	26	26	26
Between 15 and 45 minutes	30	37	29	39
Between 45 and 90 minutes	11	17	7	15
More than 90 minutes	7	10	5	8

Students who spend more time reading for enjoyment are more likely to score in the upper levels. Or, perhaps students who score in the upper levels are more likely to spend time reading for enjoyment. The positive relationship between student achievement and time spent reading for enjoyment is clear, even if it is less clear where the cause lies. Where just over a fifth of the 13-year-olds who score 2 and below indicate that they spend no time reading for pleasure, almost a third of the lower-achieving 16-year-olds do.

**TABLE 10: Students were asked how often they wrote to someone (like a pen-pal, friend, grandparent, other relative, etc.). They were also asked how often they communicated through e-mail (electronic mail on computers).**

	13-year-olds		16-year-olds	
	Write to someone	Use e-mail	Write to someone	Use e-mail
	(%)	(%)	(%)	(%)
Never	16	36	20	38
Occasionally	50	27	54	26
More than once a week	17	12	15	13
Every day	10	11	7	13

Only 15% of 13-year-olds and 10% of 16-year-olds report that they had no access to a computer to send e-mail. Where three-quarters of the students indicate they wrote to someone at least occasionally, about half say they communicate by e-mail at least occasionally.

## BOOKS IN THE HOME

**TABLE 11: About how many books are there in your home? Do not include magazines or newspapers in your count.**

	13-year-olds		16-year-olds	
	2 and -	3 and +	2 and -	3 and +
	(%)	(%)	(%)	(%)
None	2	1	2	1
Not very many (fewer than 50)	21	11	27	15
Quite a few (about 50-150)	40	36	38	37
A very large number (about 150 or more)	38	53	33	47

A larger proportion of students who report having a very large number of books in their homes score in levels 3 and above. At the other extreme, more students who report not having very many books score at levels 2 and below. This is true for both age groups.

**TABLE 12: 1994 - 1998 Comparison of Number of Books Students Report Having in Their Home**

	13-year-olds		16-year-olds	
	1994	1998	1994	1998
	(%)	(%)	(%)	(%)
<b>Less than 50 books</b>				
Reading	12	17	15	19
Writing	12	18	15	20
<b>50 to 150 books</b>	(%)	(%)	(%)	(%)
Reading	32	38	33	37
Writing	36	38	35	36
<b>More than 150 books</b>	(%)	(%)	(%)	(%)
Reading	54	44	52	43
Writing	52	43	50	43

Slightly higher percentages of students report having less than 150 books in their homes in 1998 than in 1994. Lower percentages report having more than 150 books.

## TELEVISION CHANNELS AND COMPUTERS IN THE HOME

**TABLE 13: How many television channels do you get in your home?**

	13-year-olds		16-year-olds	
	2 and –	3 and +	2 and –	3 and +
	(%)	(%)	(%)	(%)
No television	2	2	2	2
1 - 25 channels	33	35	37	37
25+ channels	65	64	60	61

For clarity, these results are taken from students responding to the reading questionnaires. However, the results from the students responding to the writing questionnaire were similar. There is not a strong difference in achievement relating to the number of television channels students report getting in their homes.

**TABLE 14: Which of the following do you have in your home?**

	13-year-olds		16-year-olds	
	2 and –	3 and +	2 and –	3 and +
	(%)	(%)	(%)	(%)
No computer	31	22	36	23
A computer	54	60	52	59
More than one computer	15	18	12	18

For clarity, these results are taken from students answering the reading questionnaires. Again, results from students answering the writing questionnaire are similar. More than half of the students taking the reading test indicate they have a computer in their homes. A larger percentage of those who do not have a computer score at levels 2 or below. Particularly in the older age group, a higher percentage of students who score at levels 3 or above have more than one computer in their homes. Differences in computer ownership likely reflect differences in disposable income to some degree.



## STUDENT USE OF TIME

Students were asked on a reading questionnaire how much time in an average week they usually spent on five activities.

**TABLE 15: How much time in an average week do you usually spend**

- outside of class reading for all of your courses other than language arts? (course reading)
- reading for enjoyment and/or general interest? (personal reading)
- on sports or other school and community activities? (sports/activities)
- working at a job? (job)
- watching television or videotapes? (TV)

	13-year-olds			16-year-olds		
	Less than 2 hours	2 to 20 hours	21 or more hours	Less than 2 hours	2 to 20 hours	21 or more hours
	(%)	(%)	(%)	(%)	(%)	(%)
Course reading	51	47	2	45	53	2
Personal reading	48	47	5	49	47	3
Sports/activities	19	68	13	25	67	8
Job	63	34	3	46	44	10
TV	14	71	16	18	73	9

Younger students indicate watching television in higher proportions for more of their time than any of the other activities, though sports and other school or community activities are a close second. Few 13-year-olds indicate spending more than 21 hours at any activity. More of the older students than younger ones indicate working at a job. About 7% fewer 16-year-olds than younger students watch television 21 or more hours. Besides the job and television differences, the overview of how students spend their time does not differ greatly.

In brief, students who score in the lower ranges more often report not reading for their courses or their own enjoyment. Those who score at levels 3 and above report reading more for both purposes. This is true for both age groups. Older students scoring levels 2 and below more often report spending 21 or more hours at a job or watching television. This is also true for 13-year-olds who report watching television 21 or more hours. Moderate positive relationships exist for students who score in the upper levels and participate in 2 to 12 hours of sports, school, or community activities.

## WHAT IS NEEDED TO DO WELL IN ENGLISH OR FRENCH LANGUAGE ARTS

Students were asked to rate their agreement or disagreement with the following statements:

To do well in English or French language arts you need...

- lots of natural ability
- good luck
- to do lots of work studying at home
- good working habits
- to memorize what you're taught in class
- a good teacher
- to read/write a lot on your own time (reading was asked on the reading questionnaires, and writing was asked on the writing questionnaire)

Except for the last question, results were similar for students responding to all questionnaires. Hence, for clarity, results are given from the reading questionnaires, except for the last question, which will be dealt with separately. Student responses in the *agree* and *strongly agree* category have been combined as have those which both *disagreed* and *strongly disagreed*.

**TABLE 16: Natural ability**

	13-year-olds		16-year-olds	
	2 and –	3 and +	2 and –	3 and +
	(%)	(%)	(%)	(%)
agree	69	57	72	67
disagree	31	43	28	33

At both age levels, slightly more students who score at levels 2 and below are likely to respond that they need lots of natural ability to do well in language arts. The 16-year-olds are more likely to believe this is true than are the younger students. More than half to almost three-quarters agree or strongly agree that natural ability is required.

**TABLE 17: Good luck**

	13-year-olds		16-year-olds	
	2 and –	3 and +	2 and –	3 and +
	(%)	(%)	(%)	(%)
agree	35	12	36	13
disagree	65	88	64	87

More students who score at levels 3 and above disagree that luck is what they need for success in language arts. However, one-third of students scoring level 2 and below accept this suggestion. It is interesting that students at all levels believe studying and good work habits contribute to success (the next two questions), but a greater proportion of the lower-scoring students also believe luck is implicated.

**TABLE 18: To do lots of work studying at home**

	13-year-olds		16-year-olds	
	2 and –	3 and +	2 and –	3 and +
	(%)	(%)	(%)	(%)
agree	80	77	76	73
disagree	20	23	24	27

About three-quarters of the students agreed with the statement that they need to do lots of studying at home on their own to do well in language arts. Regardless of age or performance, students responded similarly to this item.

**TABLE 19: Good working habits**

	13-year-olds		16-year-olds	
	2 and –	3 and +	2 and –	3 and +
	(%)	(%)	(%)	(%)
agree	92	97	90	95
disagree	8	3	10	5

While the higher achieving students agree almost completely that good working habits contribute to success in language arts, 9 out of 10 lower achieving students also agree with this statement. This is true in both age groups.

**TABLE 20: To memorize what you're taught in class**

	13-year-olds		16-year-olds	
	2 and –	3 and +	2 and –	3 and +
	(%)	(%)	(%)	(%)
agree	69	60	64	51
disagree	31	40	36	49

About two-thirds of students scoring at level 2 and below agree that it's important to memorize what they are taught in class. However, the 16-year-olds scoring at levels 3 and above are less likely to agree that memorization is important. Only half agree with the statement. Results for this question differ by language, with students responding in French more likely to be in agreement than those responding in English. For English students, those with higher achievement are less likely to agree that memorization is important to success in language arts.

**TABLE 21: A good teacher**

	13-year-olds		16-year-olds	
	2 and –	3 and +	2 and –	3 and +
	(%)	(%)	(%)	(%)
agree	89	94	92	97
disagree	11	6	9	4

Most students consider having a good teacher to be important to their doing well in the language arts. The students who score at levels 3 and above are slightly more likely to agree with this statement than are the lower achieving students. This is true at both ages, with the older students stronger in their agreement than the younger students.

**TABLE 22: To read a lot on your own time**

	13-year-olds		16-year-olds	
	2 and –	3 and +	2 and –	3 and +
	(%)	(%)	(%)	(%)
agree	71	79	69	80
disagree	29	21	31	20

**TABLE 23: To write a lot on your own time**

	13-year-olds		16-year-olds	
	2 and –	3 and +	2 and –	3 and +
	(%)	(%)	(%)	(%)
agree	54	55	54	56
disagree	46	45	46	44

Students largely agree that reading on their own time is important to success in language arts. Slightly more highly achieving students think it's important to read on your own time. In both age groups, over three-quarters of the students scoring at levels 3 and above agree with this statement. In the lower achieving group, over two-thirds agree.

However, for writing, just over half of the students agree that they need to write a lot on their own time to do well in language arts. There are no real differences between those students by achievement or age on this statement.

## READING PREFERENCES

**TABLE 24: Most preferred type of reading material**

	13-year-olds			16-year-olds	
	2 and –	3 and +		2 and –	3 and +
	(%)	(%)		(%)	(%)
fiction	32	44	fiction	23	45
magazines	44	42	magazines	38	34
comic books	24	17	newspapers	17	13
on computer screens	18	10	comic books	20	12
newspapers	10	7	information	11	10
information	8	7	on computer screens	14	7

Results are ranked within age groups by preferences of the stronger readers. If ranked by the preferences of the weaker readers, magazines would be preferred to fiction. However, in both age groups, fiction and magazines are the most favoured types of reading material. More of the older than younger students prefer newspapers. More of the weaker readers enjoy comic books at either age.

## READING STRATEGIES

Students were asked to rate how frequently they engaged in the following reading strategies. They could choose from the following alternatives:

- *always or almost always*
- *usually*
- *sometimes*
- *never or almost never*

More of the 13-year-olds with higher performance say that they *always*

- re-read parts of the material they don't understand,
- look over material to see if they want to read it, and
- use context (use information in the passage to work out meaning).

More of the 13-year-olds with higher performance say they *never*

- stop reading if material is unfamiliar, or
- read material in different orders.

More of the younger students scoring at level 2 and below say that they

- *usually* skip over unfamiliar words and expressions,
- *never* use context, or use it only *sometimes*, and
- *usually* stop reading if material is unfamiliar.

The 16-year-olds who score at levels 3 and above are more likely to *always*

- use their experience to make sense of what they read,
- re-read parts they don't understand,
- look over material to see if it will meet their needs, and
- use context (use information in the passage to work out meaning).

The older students who score at level 2 and below are more likely to *never*

- talk with others about what they read,
- look over material to see if it will meet their needs, and
- use context (use information in the passage to work out meaning).

More of the 16-year-olds scoring at level 2 and below say that they

- *usually* skip over unfamiliar words and expressions,
- *sometimes* re-read parts they don't understand,
- use their experience to make sense of what they read *sometimes*, and
- use context (use information in the passage to work out meaning) only *sometimes*.

The table below gives the most common response that students gave to each of the strategies, with the percentage of students in each age group who chose that alternative. Students in the two age groups differed little on how frequently they say they use the different strategies.

**TABLE 25: How often do you do the following?**

	13-year-olds		16-year-olds	
	Most common response	(%)	Most common response	(%)
I talk with others about what I'm reading.	sometimes	46	sometimes	45
I depend on what I know and on my experience to make sense of what I am reading.	usually	44	usually	47
I re-read parts that I don't understand.	always	48	always	49
I look over material to see if I want to read it or to see if it will meet my needs.	usually	35	usually	37
I skip over unfamiliar words or expressions.	sometimes	43	sometimes	47
I ask someone to explain what I don't easily understand.	usually	35	sometimes	37
	sometimes	34	usually	36
I look up unfamiliar words and expressions in the dictionary.	sometimes	36	sometimes	40
	never	32		
I use information in the passage to help me work out the meaning of unfamiliar words and expressions.	usually	35	usually	38
	sometimes	32		
I stop reading if the language or ideas are unfamiliar or difficult for me.	sometimes	43	sometimes	46
I skim when reading for specific information.	usually	34	usually	35
I re-read material that I have enjoyed.	sometimes	30	sometimes	33
I sometimes read material in different orders, from back to front or I start in the middle.	never	67	never	68

## WRITING STRATEGIES

Students were asked to rate how frequently they engaged in the following writing strategies. They could choose from the following alternatives:

- *always or almost always*
- *usually*
- *sometimes*
- *never or almost never*

For both age groups, there are few differences between higher and lower scoring students on their reported use of these writing strategies. The higher achieving students report *always* revising and editing their work more often, while the lower achieving ones more often report doing so *never* or only *sometimes*. Lower achieving 16-year-olds are also more likely to indicate *never* using a computer to write. Highly achieving 16-year-olds are more likely to report they *always* use dictionaries and spell checkers, and *always* use a computer to write.

The table below gives the most common response that students made about each of the strategies, along with the percentage of students in each age group who chose that alternative. Students in the two age groups differed little on how frequently they say they use the different strategies.

**TABLE 26: How often do you do the following?**

	13-year-olds		16-year-olds	
	Most common response	(%)	Most common response	(%)
I talk with others about what I'm writing.	sometimes	37	sometimes	40
I depend on what I know and on my experience to find things to write.	usually	42	usually	46
I consult references for facts and information about my topic.	sometimes	42	sometimes	44
I write down ideas as I think about my assignment.	sometimes	33	sometimes	35
I make a plan or outline before I start.	sometimes	36	sometimes	39
I prefer to start writing without planning so I can get my ideas down.	sometimes	30	sometimes	33
I revise and edit my writing.	always	35	sometimes	35
	usually	35	always	33
I use a computer when I write.	sometimes	36	sometimes	35
I write several drafts of my pieces.	sometimes	42	sometimes	42
	usually	30	always	32
I use writing tools like dictionaries or spell checkers when I write.	always	30	usually	31
	never	38	never	40
I talk with my language arts teacher at different stages of my writing process.	sometimes	37	sometimes	40
	never	39	sometimes	41
I talk with other students about my writing at different stages of writing.	never	39	never	38
	never	44	never	52
I talk about my writing with an adult other than my language arts teacher at different stages of the writing process.	never	44	never	52
I share my writing with an audience or publish it.	never	55	never	66

# CONCLUSION

This report describes the outcomes of the 1998 SAIP Reading and Writing assessment. The assessment represents the second administration of the reading and writing tests, the first having occurred in 1994. Forty-six thousand students, 13-year-olds and 16-year-olds, were assessed in English or in French in all the provinces and territories of Canada. Given the diversity of student circumstances and experiences in education across the country, this challenging exercise nevertheless produced an assessment of complex skills in two distinct domains. It is not easy to assess such complex, interconnected skills in a large-scale assessment. It is a tribute to the original 1994 development team that the instruments were developed and administered, and to the 1998 team that the assessment was replicated. Both assessments were made possible by the cooperation extended to the development teams by students, parents, teachers, school administrators, and stakeholder representatives.

Reading results show that in 1994, as in 1998, over three-quarters of 13-year-old students can interpret, evaluate, and explore surface and directly implied meanings from straightforward texts and some more complex texts. For Canada as a whole, the 1998 performance of 13-year-olds in reading is slightly below 1994 performance at levels 3 and 4. Slightly more students performed at level 1. The differences, however, are negligible.

When levels 3, 4, and 5 are combined, 71.5% of the 16-year-olds prove themselves able to interpret, evaluate, and explore complex and sophisticated texts. For the 16-year-olds, differences between performance in 1994 and 1998 are significant only at level 1. In 1998, level 1 has a very slightly higher proportion of students. Students in 1998 show similar performance to 1994 students at levels 2-5.

In writing, 13-year-olds largely demonstrate at least some grasp of the elements of writing, if unevenly so (95% scored at levels 2 or higher). The bulk of 16-year-olds (85%) demonstrate at least a general control of the elements of writing (levels 3, 4, and 5 combined). Performance in 1998 is higher than in 1994 for both age groups. Similar percentages of students score at the highest level (5) in both assessments, and a higher proportion of students at both age levels score at levels 1 through 4. In 1994, 92% of the 13-year-olds scored at levels 2 and above, while in 1998, 95% do so. For 16-year-olds, where almost three-quarters scored at levels 3 and above previously, now 85% achieve these performance levels.

In 1998, a pan-Canadian panel of representatives of various sectors of society established a set of expectations to help interpret the results. When this panel met to assess whether the student performance results met expectations, they were satisfied with student performance at levels 1 and 2 for both age groups and in both reading and writing. They felt that a greater percentage of 13-year-olds should be able to handle reading more complex and sophisticated texts at levels 3 through 5. It was felt that 16-year-olds met expectations in reading at all levels, though just so at the highest level. In writing, panelists expected more students at level 5 than achieved it. The difference was very slight for 16-year-olds, but clearer for the younger group.

In this assessment again, 16-year-olds perform much better than the 13-year-olds. These assessments make it possible to measure and document with reliable statistics the growth in achievement in reading and writing between these two age groups across Canada. We can infer that our education systems foster the development of reading and writing skills between the ages of 13 and 16.

Given that the 13-year-olds and 16-year-olds were administered the same assessment, the SAIP designers thought that the largest proportion of the younger group would achieve at level 2. The largest proportion of the 16-year-olds would achieve, they thought, at level 3. That some of the younger students reached levels 4 and 5 is a pleasant surprise. The same is true for the older students, a third of whom score at levels 4 and 5 in reading, and almost 40% of whom score at the two highest levels in writing.



On this assessment, as on the previous one, females demonstrate considerably better achievement in reading and writing than do males. This is true at both ages. According to other studies, this phenomenon appears to be nearly universal. It may be attributable, among other factors, to the different rate of maturation or cultural influences between the sexes.

The greatest caution is advised when comparing the results for reading and writing. While at first glance it might seem that students have lower performance in reading than in writing, this may not be the case. Different criteria were used in the two assessments, and it is impossible to determine if, in both cases, the degree of difficulty assigned to the performance levels of the tasks was the same.

Results from, and expectations established for, the 1998 SAIP assessment in reading and writing will serve as points of comparison for the next assessment scheduled for 2002.

# APPENDIX

Note: Because of rounding, totals may not be identical from one chart to another.

## FREQUENCY DISTRIBUTION TABLES

SAIP 1998 READING  
PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL AND BY AGE

	<b>Below 1</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
13-year-olds	3.2 (0.3)	18.7 (0.7)	36.5 (0.8)	32.7 (0.8)	7.7 (0.5)	1.0 (0.2)
		96.8 (0.3)	78.0 (0.7)	41.5 (0.9)	8.8 (0.5)	1.0 (0.2)
16-year-olds	1.3 (0.2)	7.0 (0.5)	20.2 (0.7)	37.7 (0.9)	24.0 (0.8)	9.8 (0.6)
		98.7 (0.2)	91.8 (0.5)	71.5 (0.8)	33.9 (0.9)	9.8 (0.6)

Note: For each age group, the first line shows the percentages of students by highest level achieved, the second line shows the cumulative percentages of students at or above each level, and the confidence intervals ( $\pm 1.96$  times the standard errors) for the percentages are shown between parentheses. Results are weighted so as to correctly represent each population.

SAIP 1998 READING  
PERCENTAGE OF 13-YEAR-OLDS BY PERFORMANCE LEVEL AND BY GENDER

	<b>Below 1</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
Female	1.9 (0.3)	12.3 (0.8)	33.0 (1.2)	39.7 (1.2)	11.4 (0.8)	1.6 (0.3)
		98.1 (0.3)	85.8 (0.9)	52.8 (1.2)	13.0 (0.8)	1.6 (0.3)
Male	4.5 (0.5)	25.4 (1.1)	40.2 (1.2)	25.6 (1.1)	4.0 (0.5)	0.4 (0.2)
		95.5 (0.5)	70.1 (1.2)	29.9 (1.2)	4.4 (0.5)	0.4 (0.2)
Total	3.2 (0.3)	18.7 (0.7)	36.5 (0.9)	32.7 (0.8)	7.7 (0.5)	1.0 (0.2)
		96.8 (0.3)	78.1 (0.7)	41.5 (0.9)	8.8 (0.5)	1.0 (0.2)

Note: For each gender group, the first line shows the percentages of students by highest level achieved, the second line shows the cumulative percentages of students at or above each level, and the confidence intervals ( $\pm 1.96$  times the standard errors) for the percentages are shown between parentheses. Results are weighted so as to correctly represent each population.

SAIP 1998 READING  
PERCENTAGE OF 16-YEAR-OLDS BY PERFORMANCE LEVEL AND BY GENDER

	<b>Below 1</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
Female	0.6 (0.2)	3.2 (0.4)	14.4 (0.9)	37.4 (1.2)	30.2 (1.2)	14.2 (0.9)
		99.4 (0.2)	96.3 (0.5)	81.9 (1.0)	44.5 (1.3)	14.2 (0.9)
Male	2.0 (0.4)	11.2 (0.9)	26.8 (1.2)	38.1 (1.3)	16.9 (1.0)	4.9 (0.6)
		98.0 (0.4)	86.8 (0.9)	60.0 (1.3)	21.9 (1.1)	4.9 (0.6)
Total	1.2 (0.2)	7.0 (0.5)	20.2 (0.7)	37.7 (0.9)	24.0 (0.8)	9.8 (0.6)
		98.8 (0.2)	91.8 (0.5)	71.5 (0.8)	33.8 (0.9)	9.8 (0.6)

Note: For each gender group, the first line shows the percentages of students by highest level achieved, the second line shows the cumulative percentages of students at or above each level, and the confidence intervals ( $\pm 1.96$  times the standard errors) for the percentages are shown between parentheses. Results are weighted so as to correctly represent each population.

SAIP 1998 READING  
PERCENTAGE OF 13-YEAR-OLDS BY PERFORMANCE LEVEL AND BY POPULATION

	<b>Below 1</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
British Columbia	3.5 (1.2)	21.6 (2.8)	36.3 (3.3)	29.4 (3.1)	8.2 (1.9)	1.1 (0.7)
		96.5 (1.2)	74.9 (2.9)	38.7 (3.3)	9.2 (2.0)	1.1 (0.7)
Alberta	3.6 (1.2)	18.1 (2.4)	38.9 (3.1)	32.0 (3.0)	6.4 (1.5)	1.0 (0.6)
		96.4 (1.2)	78.2 (2.6)	39.4 (3.1)	7.4 (1.7)	1.0 (0.6)
Saskatchewan	2.8 (1.1)	21.2 (2.7)	41.3 (3.3)	28.8 (3.0)	5.8 (1.6)	0.2 (0.3)
		97.2 (1.1)	76.1 (2.8)	34.8 (3.2)	6.0 (1.6)	0.2 (0.3)
Manitoba (e)	4.2 (1.4)	22.4 (2.9)	38.5 (3.4)	29.9 (3.2)	4.6 (1.4)	0.4 (0.4)
		95.8 (1.4)	73.4 (3.1)	34.9 (3.3)	5.0 (1.5)	0.4 (0.4)
Manitoba (f)	4.5 (3.1)	24.9 (6.4)	28.2 (6.6)	29.5 (6.7)	11.6 (4.7)	1.3 (1.7)
		95.5 (3.1)	70.5 (6.7)	42.4 (7.3)	12.9 (4.9)	1.3 (1.7)
Ontario (e)	2.9 (1.1)	19.3 (2.6)	39.5 (3.2)	32.0 (3.0)	5.4 (1.5)	1.0 (0.6)
		97.1 (1.1)	77.8 (2.7)	38.4 (3.2)	6.4 (1.6)	1.0 (0.6)
Ontario (f)	5.2 (1.6)	22.3 (3.0)	36.9 (3.5)	27.6 (3.2)	7.5 (1.9)	0.4 (0.5)
		94.8 (1.6)	72.4 (3.2)	35.5 (3.4)	7.9 (1.9)	0.4 (0.5)
Quebec (e)	3.2 (1.2)	19.2 (2.8)	35.3 (3.4)	30.7 (3.2)	10.3 (2.1)	1.3 (0.8)
		96.8 (1.2)	77.6 (2.9)	42.3 (3.5)	11.6 (2.3)	1.3 (0.8)
Quebec (f)	2.7 (1.1)	13.6 (2.3)	29.2 (3.0)	39.8 (3.3)	13.2 (2.3)	1.5 (0.8)
		97.3 (1.1)	83.7 (2.5)	54.6 (3.3)	14.7 (2.4)	1.5 (0.8)
New Brunswick (e)	2.8 (1.1)	21.1 (2.8)	37.4 (3.4)	31.8 (3.2)	6.4 (1.7)	0.5 (0.5)
		97.2 (1.1)	76.1 (3.0)	38.8 (3.4)	6.9 (1.8)	0.5 (0.5)
New Brunswick (f)	4.4 (1.3)	22.7 (2.7)	36.7 (3.1)	27.3 (2.9)	7.5 (1.7)	1.4 (0.8)
		95.6 (1.3)	72.8 (2.9)	36.2 (3.1)	8.9 (1.8)	1.4 (0.8)
Nova Scotia (e)	3.3 (1.0)	25.3 (2.4)	37.4 (2.7)	26.0 (2.4)	7.2 (1.4)	0.9 (0.5)
		96.7 (1.0)	71.4 (2.5)	34.1 (2.6)	8.1 (1.5)	0.9 (0.5)
Nova Scotia (f)	9.0	32.6	33.7	17.2	7.2	0.4
		91.0	58.4	24.7	7.5	0.4
Prince Edward Island	3.9 (1.4)	18.8 (2.7)	38.0 (3.4)	33.4 (3.3)	5.2 (1.5)	0.7 (0.6)
		96.1 (1.4)	77.3 (2.9)	39.3 (3.4)	5.9 (1.6)	0.7 (0.6)
Newfoundland and Labrador	3.8 (1.3)	18.0 (2.7)	36.7 (3.4)	32.8 (3.3)	8.3 (1.9)	0.4 (0.4)
		96.2 (1.3)	78.2 (2.9)	41.5 (3.5)	8.7 (2.0)	0.4 (0.4)
Northwest Territories	20.9 (1.6)	31.7 (1.9)	27.6 (1.8)	15.2 (1.4)	4.4 (0.8)	0.2 (0.2)
		79.1 (1.6)	47.4 (2.0)	19.8 (1.6)	4.6 (0.8)	0.2 (0.2)
Yukon	5.7 (3.0)	16.7 (4.8)	46.5 (6.4)	28.4 (5.8)	2.0 (1.8)	0.7 (1.0)
		94.3 (3.0)	77.5 (5.3)	31.1 (5.9)	2.6 (2.0)	0.7 (1.0)
Other Francophones	3.8 (1.9)	18.0 (3.8)	36.3 (4.7)	31.5 (4.6)	8.3 (2.7)	2.1 (1.4)
		96.2 (1.9)	78.1 (4.1)	41.8 (4.9)	10.4 (3.0)	2.1 (1.4)
Canada (e)	3.3 (0.4)	20.0 (0.8)	38.5 (1.0)	31.0 (0.9)	6.3 (0.5)	0.9 (0.2)
		96.7 (0.4)	76.7 (0.9)	38.2 (1.0)	7.2 (0.5)	0.9 (0.2)
Canada (f)	3.0 (0.6)	14.7 (1.2)	30.0 (1.6)	38.3 (1.7)	12.6 (1.2)	1.4 (0.4)
		97.0 (0.6)	82.3 (1.3)	52.3 (1.8)	14.0 (1.2)	1.4 (0.4)
Canada	3.2 (0.3)	18.7 (0.7)	36.5 (0.8)	32.7 (0.8)	7.7 (0.5)	1.0 (0.2)
		96.8 (0.3)	78.0 (0.7)	41.5 (0.9)	8.8 (0.5)	1.0 (0.2)

Note: For each population, the first line shows the percentages of students by highest level achieved, the second line shows the cumulative percentages of students at or above each level, and the confidence intervals ( $\pm 1.96$  times the standard errors) for the percentages are shown between parentheses. Results are weighted so as to correctly represent each population. Nova Scotia francophone has no confidence interval because all students in that population were tested; therefore, this is not an estimate of achievement subject to a margin of error; it is their actual achievement.

SAIP 1998 READING  
PERCENTAGE OF 16-YEAR-OLDS BY PERFORMANCE LEVEL AND BY POPULATION

	<b>Below 1</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
British Columbia	1.4 (0.8)	8.5 (2.0)	22.2 (2.9)	38.9 (3.4)	22.3 (2.9)	6.7 (1.8)
		98.6 (0.8)	90.1 (2.1)	67.9 (3.3)	29.0 (3.2)	6.7 (1.8)
Alberta	0.6 (0.5)	8.1 (1.8)	23.9 (2.8)	38.8 (3.2)	21.7 (2.7)	6.9 (1.7)
		99.4 (0.5)	91.4 (1.8)	67.4 (3.1)	28.6 (2.9)	6.9 (1.7)
Saskatchewan	1.0 (0.7)	7.6 (1.8)	26.5 (3.0)	40.1 (3.3)	20.1 (2.7)	4.8 (1.4)
		99.0 (0.7)	91.4 (1.9)	64.9 (3.2)	24.9 (2.9)	4.8 (1.4)
Manitoba (e)	1.7 (0.9)	10.2 (2.1)	22.6 (3.0)	38.4 (3.4)	20.9 (2.9)	6.1 (1.7)
		98.3 (0.9)	88.1 (2.3)	65.5 (3.4)	27.1 (3.1)	6.1 (1.7)
Manitoba (f)	0.0 (0.0)	16.2 (5.7)	23.8 (6.6)	32.5 (7.3)	19.1 (6.1)	8.4 (4.3)
		100.0 (0.0)	83.8 (5.7)	59.9 (7.6)	27.5 (6.9)	8.4 (4.3)
Ontario (e)	1.3 (0.8)	7.5 (1.7)	19.5 (2.6)	36.1 (3.2)	25.3 (2.9)	10.2 (2.0)
		98.7 (0.8)	91.1 (1.9)	71.6 (3.0)	35.5 (3.1)	10.2 (2.0)
Ontario (f)	1.3 (0.8)	10.9 (2.2)	22.7 (3.0)	37.0 (3.4)	21.2 (2.9)	6.8 (1.8)
		98.7 (0.8)	87.8 (2.3)	65.0 (3.4)	28.0 (3.2)	6.8 (1.8)
Quebec (e)	0.7 (0.6)	6.2 (1.7)	21.2 (2.9)	40.9 (3.5)	21.6 (3.0)	9.5 (2.1)
		99.3 (0.6)	93.1 (1.8)	71.9 (3.2)	31.0 (3.3)	9.5 (2.1)
Quebec (f)	1.1 (0.7)	3.6 (1.3)	15.9 (2.5)	37.7 (3.3)	26.5 (3.0)	15.3 (2.4)
		98.9 (0.7)	95.3 (1.4)	79.4 (2.7)	41.8 (3.4)	15.3 (2.4)
New Brunswick (e)	2.4 (1.1)	7.9 (2.0)	23.8 (3.1)	38.8 (3.6)	21.8 (3.0)	5.2 (1.6)
		97.6 (1.1)	89.7 (2.2)	65.9 (3.5)	27.0 (3.3)	5.2 (1.6)
New Brunswick (f)	1.1 (0.7)	8.7 (2.0)	22.1 (2.9)	36.8 (3.3)	22.3 (2.9)	9.0 (2.0)
		98.9 (0.7)	90.2 (2.1)	68.1 (3.2)	31.3 (3.2)	9.0 (2.0)
Nova Scotia (e)	0.7 (0.5)	8.6 (1.8)	24.3 (2.7)	39.0 (3.1)	21.8 (2.6)	5.6 (1.5)
		99.3 (0.5)	90.7 (1.8)	66.4 (3.0)	27.3 (2.8)	5.6 (1.5)
Nova Scotia (f)	1.2	10.4	26.4	36.0	19.2	6.8
		98.8	88.4	62.0	26.0	6.8
Prince Edward Island	2.3 (1.1)	12.1 (2.4)	21.7 (3.0)	38.4 (3.6)	20.0 (3.0)	5.5 (1.7)
		97.7 (1.1)	85.6 (2.6)	63.9 (3.5)	25.5 (3.2)	5.5 (1.7)
Newfoundland and Labrador	1.4 (0.8)	5.0 (1.5)	22.2 (2.9)	40.6 (3.5)	24.0 (3.0)	6.8 (1.8)
		98.6 (0.8)	93.6 (1.7)	71.4 (3.2)	30.8 (3.2)	6.8 (1.8)
Northwest Territories	10.2 (1.8)	21.0 (2.4)	27.7 (2.7)	30.3 (2.7)	7.9 (1.6)	2.9 (1.0)
		89.8 (1.8)	68.8 (2.8)	41.1 (2.9)	10.8 (1.8)	2.9 (1.0)
Yukon	3.5 (2.9)	16.7 (5.9)	24.5 (6.8)	32.5 (7.4)	17.6 (6.1)	5.2 (3.5)
		96.5 (2.9)	79.8 (6.4)	55.3 (7.9)	22.8 (6.7)	5.2 (3.5)
Other Francophones	5.1 (2.9)	7.1 (3.4)	25.3 (5.7)	31.8 (6.1)	22.9 (5.5)	7.7 (3.5)
		94.9 (2.9)	87.8 (4.3)	62.5 (6.3)	30.7 (6.0)	7.7 (3.5)
Canada (e)	1.3 (0.2)	7.9 (0.6)	21.5 (0.9)	37.7 (1.0)	23.4 (0.9)	8.3 (0.6)
		98.7 (0.2)	90.8 (0.6)	69.3 (1.0)	31.6 (1.0)	8.3 (0.6)
Canada (f)	1.3 (0.4)	4.3 (0.8)	16.6 (1.4)	37.6 (1.8)	26.0 (1.6)	14.5 (1.3)
		98.9 (0.4)	94.6 (0.8)	78.0 (1.5)	40.5 (1.8)	14.5 (1.3)
Canada	1.3 (0.2)	7.0 (0.5)	20.2 (0.7)	37.7 (0.9)	24.0 (0.8)	9.8 (0.6)
		98.7 (0.2)	91.8 (0.5)	71.5 (0.8)	33.9 (0.9)	9.8 (0.6)

Note: For each population, the first line shows the percentages of students by highest level achieved, the second line shows the cumulative percentages of students at or above each level, and the confidence intervals ( $\pm 1.96$  times the standard errors) for the percentages are shown between parentheses. Results are weighted so as to correctly represent each population. Nova Scotia francophone has no confidence interval because all students in that population were tested; therefore, this is not an estimate of achievement subject to a margin of error; it is their actual achievement.

SAIP 1994 AND 1998 READING — CANADA  
PERCENTAGE OF 13-YEAR-OLDS BY PERFORMANCE LEVEL AND BY YEAR OF THE ASSESSMENT

	<b>Below 1</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
1994	5.8 (0.3)	15.5 (0.6)	33.4 (0.8)	34.8 (0.8)	8.9 (0.5)	1.5 (0.2)
		94.1 (0.6)	78.6 (1.1)	45.2 (1.3)	10.4 (0.8)	1.5 (0.3)
1998	3.2 (0.3)	18.7 (0.7)	36.5 (0.8)	32.7 (0.8)	7.7 (0.5)	1.0 (0.2)
		96.8 (0.3)	78.0 (0.7)	41.5 (0.9)	8.8 (0.5)	1.0 (0.2)

Note: For each year of assessment, the first line shows the percentages of students by highest level achieved, the second line shows the cumulative percentages of students at or above each level, and the confidence intervals ( $\pm 1.96$  times the standard errors) for the percentages are shown between parentheses. Results are weighted so as to correctly represent each population.

SAIP 1994 AND 1998 READING — CANADA  
PERCENTAGE OF 16-YEAR-OLDS BY PERFORMANCE LEVEL AND BY YEAR OF THE ASSESSMENT

	<b>Below 1</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
1994	2.8 (0.2)	6.4 (0.4)	18.5 (0.7)	39.1 (0.9)	24.3 (0.8)	8.9 (0.5)
		97.2 (0.5)	90.8 (0.8)	72.3 (1.2)	33.2 (1.3)	8.9 (0.8)
1998	1.3 (0.2)	7.0 (0.5)	20.2 (0.7)	37.7 (0.9)	24.0 (0.8)	9.8 (0.6)
		98.7 (0.2)	91.8 (0.5)	71.5 (0.8)	33.9 (0.9)	9.8 (0.6)

Note: For each year of assessment, the first line shows the percentages of students by highest level achieved, the second line shows the cumulative percentages of students at or above each level, and the confidence intervals ( $\pm 1.96$  times standard error) for the percentages are shown between parentheses.

Results are weighted so as to correctly represent each population.

1994 results are extracted from *Technical Report – Reading and Writing Assessment*, November 1995, pages 49 – 53.

SAIP 1998 WRITING  
PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL AND BY AGE

	<b>Below 1</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
13-year-olds	0.5 (0.1)	4.3 (0.4)	24.7 (0.8)	52.5 (0.9)	15.9 (0.7)	2.1 (0.3)
		99.5 (0.1)	95.2 (0.4)	70.5 (0.8)	18.0 (0.7)	2.1 (0.3)
16-year-olds	0.4 (0.1)	1.5 (0.2)	12.6 (0.6)	45.9 (1.0)	30.1 (0.9)	9.5 (0.6)
		99.6 (0.1)	98.1 (0.3)	85.4 (0.7)	39.5 (0.9)	9.5 (0.6)

Note: For each age group, the first line shows the percentages of students by highest level achieved, the second line shows the cumulative percentages of students at or above each level, and the confidence intervals ( $\pm 1.96$  times the standard errors) for the percentages are shown between parentheses. Results are weighted so as to correctly represent each population.

SAIP 1998 WRITING  
PERCENTAGE OF 13-YEAR-OLDS BY PERFORMANCE LEVEL AND BY GENDER

	<b>Below 1</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
Female	0.3 (0.1)	2.0 (0.4)	17.8 (1.0)	56.9 (1.2)	20.3 (1.0)	2.7 (0.4)
		99.7 (0.1)	97.7 (0.4)	79.8 (1.0)	22.9 (1.1)	2.7 (0.4)
Male	0.8 (0.2)	6.8 (0.7)	32.2 (1.2)	47.7 (1.3)	11.1 (0.8)	1.5 (0.3)
		99.2 (0.2)	92.5 (0.7)	60.3 (1.3)	12.5 (0.9)	1.5 (0.3)
Total	0.5 (0.1)	4.3 (0.4)	24.7 (0.8)	52.5 (0.9)	15.9 (0.7)	2.1 (0.3)
		99.5 (0.1)	95.2 (0.4)	70.5 (0.8)	18.0 (0.7)	2.1 (0.3)

Note: For each gender group, the first line shows the percentages of students by highest level achieved, the second line shows the cumulative percentages of students at or above each level, and the confidence intervals ( $\pm 1.96$  times the standard errors) for the percentages are shown between parentheses. Results are weighted so as to correctly represent each population.

SAIP 1998 WRITING  
PERCENTAGE OF 16-YEAR-OLDS BY PERFORMANCE LEVEL AND BY GENDER

	<b>Below 1</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
Female	0.2 (0.1)	1.1 (0.3)	8.2 (0.7)	44.2 (1.3)	35.4 (1.3)	10.9 (0.8)
		99.8 (0.1)	98.7 (0.3)	90.5 (0.8)	46.3 (1.3)	10.9 (0.8)
Male	0.6 (0.2)	2.0 (0.4)	17.5 (1.1)	47.9 (1.4)	24.2 (1.2)	7.8 (0.8)
		99.4 (0.2)	97.4 (0.4)	79.9 (1.1)	32.0 (1.3)	7.8 (0.8)
Total	0.4 (0.1)	1.5 (0.2)	12.6 (0.6)	45.9 (1.0)	30.1 (0.9)	9.5 (0.6)
		99.6 (0.1)	98.1 (0.3)	85.4 (0.7)	39.5 (0.9)	9.5 (0.6)

Note: For each gender group, the first line shows the percentages of students by highest level achieved, the second line shows the cumulative percentages of students at or above each level, and the confidence intervals ( $\pm 1.96$  times the standard errors) for the percentages are shown between parentheses. Results are weighted so as to correctly represent each population.

SAIP 1998 WRITING  
PERCENTAGE OF 13-YEAR-OLDS BY PERFORMANCE LEVEL AND BY POPULATION

	<b>Below 1</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
British Columbia	1.3 (0.8)	4.2 (1.4)	22.5 (3.0)	53.9 (3.5)	15.9 (2.6)	2.2 (1.0)
		98.7 (0.8)	94.5 (1.6)	72.0 (3.2)	18.1 (2.7)	2.2 (1.0)
Alberta	0.5 (0.4)	4.2 (1.3)	20.6 (2.7)	50.8 (3.3)	19.5 (2.6)	4.5 (1.4)
		99.5 (0.4)	95.3 (1.4)	74.7 (2.9)	23.9 (2.8)	4.5 (1.4)
Saskatchewan	0.6 (0.5)	3.5 (1.3)	22.3 (2.8)	55.7 (3.4)	14.7 (2.4)	3.2 (1.2)
		99.4 (0.5)	95.9 (1.4)	73.6 (3.0)	17.9 (2.6)	3.2 (1.2)
Manitoba (e)	1.0 (0.7)	4.8 (1.5)	23.6 (3.1)	54.6 (3.6)	13.5 (2.5)	2.5 (1.1)
		99.0 (0.7)	94.3 (1.7)	70.6 (3.3)	16.0 (2.7)	2.5 (1.1)
Manitoba (f)	0.0 (0.0)	19.9 (6.1)	52.1 (7.6)	24.6 (6.6)	2.8 (2.5)	0.6 (1.2)
		100.0 (0.0)	80.1 (6.1)	28.0 (6.9)	3.4 (2.8)	0.6 (1.2)
Ontario (e)	0.2 (0.3)	3.2 (1.2)	22.7 (2.8)	54.1 (3.3)	17.9 (2.5)	1.9 (0.9)
		99.8 (0.3)	96.6 (1.2)	73.9 (2.9)	19.8 (2.6)	1.9 (0.9)
Ontario (f)	0.7 (0.6)	18.5 (2.8)	50.0 (3.6)	28.5 (3.3)	2.3 (1.1)	0.0 (0.0)
		99.3 (0.6)	80.8 (2.8)	30.8 (3.3)	2.3 (1.1)	0.0 (0.0)
Quebec (e)	0.5 (0.5)	4.8 (1.5)	20.9 (2.9)	56.7 (3.6)	14.7 (2.5)	2.4 (1.1)
		99.5 (0.5)	94.7 (1.6)	73.8 (3.2)	17.1 (2.7)	2.4 (1.1)
Quebec (f)	0.5 (0.4)	4.2 (1.3)	29.2 (3.0)	51.0 (3.3)	14.2 (2.3)	1.0 (0.7)
		99.5 (0.4)	95.3 (1.4)	66.2 (3.1)	15.2 (2.4)	1.0 (0.7)
New Brunswick (e)	0.1 (0.3)	4.9 (1.6)	24.9 (3.2)	55.8 (3.7)	12.1 (2.4)	2.2 (1.1)
		99.9 (0.3)	95.0 (1.6)	70.1 (3.4)	14.2 (2.6)	2.2 (1.1)
New Brunswick (f)	0.8 (0.6)	11.5 (2.1)	46.7 (3.2)	34.9 (3.1)	5.5 (1.5)	0.4 (0.4)
		99.2 (0.6)	87.7 (2.1)	40.9 (3.2)	6.0 (1.5)	0.4 (0.4)
Nova Scotia (e)	0.4 (0.4)	5.2 (1.3)	24.9 (2.5)	54.8 (2.9)	12.3 (1.9)	2.4 (0.9)
		99.6 (0.4)	94.4 (1.3)	69.5 (2.7)	14.7 (2.0)	2.4 (0.9)
Nova Scotia (f)	0.7	28.1	50.4	20.5	0.0	0.4
		99.3	71.2	20.9	0.4	0.4
Prince Edward Island	0.6 (0.5)	4.6 (1.5)	26.7 (3.2)	54.8 (3.6)	12.3 (2.4)	1.1 (0.7)
		99.4 (0.5)	94.9 (1.6)	68.2 (3.3)	13.4 (2.4)	1.1 (0.7)
Newfoundland and Labrador	0.7 (0.6)	3.3 (1.3)	25.4 (3.1)	55.9 (3.5)	12.2 (2.3)	2.5 (1.1)
		99.3 (0.6)	96.1 (1.4)	70.7 (3.2)	14.7 (2.5)	2.5 (1.1)
Northwest Territories	7.4 (2.2)	25.5 (3.7)	33.3 (4.0)	28.7 (3.9)	4.6 (1.8)	0.6 (0.6)
		92.6 (2.2)	67.2 (4.0)	33.9 (4.0)	5.2 (1.9)	0.6 (0.6)
Yukon	0.7 (1.0)	5.5 (2.8)	27.1 (5.5)	49.5 (6.2)	15.5 (4.5)	1.8 (1.6)
		99.3 (1.0)	93.9 (3.0)	66.7 (5.8)	17.3 (4.7)	1.8 (1.6)
Other Francophones	0.2 (0.4)	18.5 (3.9)	46.0 (5.0)	30.6 (4.6)	4.0 (2.0)	0.7 (0.8)
		99.8 (0.4)	81.3 (3.9)	35.4 (4.8)	4.8 (2.1)	0.7 (0.8)
Canada (e)	0.6 (0.2)	3.8 (0.4)	22.6 (0.9)	53.8 (1.1)	16.8 (0.8)	2.5 (0.3)
		99.4 (0.2)	95.6 (0.4)	73.0 (0.9)	19.2 (0.8)	2.5 (0.3)
Canada (f)	0.5 (0.2)	5.8 (0.8)	31.6 (1.6)	48.4 (1.8)	12.8 (1.2)	0.9 (0.3)
		99.5 (0.2)	93.8 (0.9)	62.1 (1.7)	13.8 (1.2)	0.9 (0.3)
Canada	0.5 (0.1)	4.3 (0.4)	24.7 (0.8)	52.5 (0.9)	15.9 (0.7)	2.1 (0.3)
		99.5 (0.1)	95.2 (0.4)	70.5 (0.8)	18.0 (0.7)	2.1 (0.3)

Note: For each population, the first line shows the percentages of students by highest level achieved, the second line shows the cumulative percentages of students at or above each level, and the confidence intervals ( $\pm 1.96$  times the standard errors) for the percentages are shown between parentheses. Results are weighted so as to correctly represent each population. Nova Scotia francophone has no confidence interval because all students in that population were tested; therefore, this is not an estimate of achievement subject to a margin of error; it is their actual achievement.

SAIP 1998 WRITING  
PERCENTAGE OF 16-YEAR-OLDS BY PERFORMANCE LEVEL AND BY POPULATION

	<b>Below 1</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
British Columbia	1.0 (0.7)	1.9 (1.0)	13.5 (2.5)	46.1 (3.7)	26.5 (3.3)	11.0 (2.3)
		99.0 (0.7)	97.1 (1.3)	83.6 (2.8)	37.5 (3.6)	11.0 (2.3)
Alberta	0.5 (0.5)	1.7 (0.9)	14.0 (2.3)	41.1 (3.3)	32.6 (3.1)	10.0 (2.0)
		99.5 (0.5)	97.8 (1.0)	83.8 (2.5)	42.7 (3.3)	10.0 (2.0)
Saskatchewan	0.1 (0.2)	2.5 (1.1)	13.2 (2.3)	49.5 (3.5)	27.6 (3.1)	7.1 (1.8)
		99.9 (0.2)	97.4 (1.1)	84.2 (2.5)	34.7 (3.3)	7.1 (1.8)
Manitoba (e)	0.1 (0.3)	1.2 (0.8)	12.3 (2.5)	47.5 (3.8)	29.9 (3.5)	9.0 (2.2)
		99.9 (0.3)	98.7 (0.9)	86.4 (2.6)	38.9 (3.7)	9.0 (2.2)
Manitoba (f)	0.8 (1.4)	6.3 (3.8)	36.1 (7.5)	49.7 (7.8)	7.1 (4.0)	0.0 (0.0)
		99.2 (1.4)	92.9 (4.0)	56.8 (7.7)	7.1 (4.0)	0.0 (0.0)
Ontario (e)	0.1 (0.2)	1.3 (0.8)	11.2 (2.2)	45.3 (3.5)	31.2 (3.2)	10.9 (2.2)
		99.9 (0.2)	98.6 (0.8)	87.5 (2.3)	42.2 (3.4)	10.9 (2.2)
Ontario (f)	0.5 (0.5)	7.9 (1.9)	40.9 (3.5)	37.4 (3.4)	11.5 (2.2)	1.9 (1.0)
		99.5 (0.5)	91.6 (1.9)	50.8 (3.5)	13.4 (2.4)	1.9 (1.0)
Quebec (e)	0.3 (0.4)	1.1 (0.8)	11.0 (2.4)	44.0 (3.8)	30.0 (3.5)	13.6 (2.6)
		99.7 (0.4)	98.6 (0.9)	87.6 (2.5)	43.6 (3.8)	13.6 (2.6)
Quebec (f)	0.5 (0.5)	1.0 (0.7)	11.6 (2.2)	47.2 (3.4)	32.3 (3.2)	7.5 (1.8)
		99.5 (0.5)	98.6 (0.8)	87.0 (2.3)	39.8 (3.3)	7.5 (1.8)
New Brunswick (e)	0.4 (0.5)	1.2 (0.8)	10.8 (2.3)	50.8 (3.8)	29.6 (3.4)	7.1 (1.9)
		99.6 (0.5)	98.4 (1.0)	87.5 (2.5)	36.7 (3.6)	7.1 (1.9)
New Brunswick (f)	0.5 (0.5)	7.5 (1.8)	30.8 (3.2)	44.4 (3.5)	14.7 (2.5)	2.0 (1.0)
		99.5 (0.5)	92.0 (1.9)	61.2 (3.4)	16.8 (2.6)	2.0 (1.0)
Nova Scotia (e)	0.1 (0.2)	0.7 (0.6)	10.6 (2.0)	51.0 (3.3)	28.7 (3.0)	8.7 (1.9)
		99.9 (0.2)	99.1 (0.6)	88.5 (2.1)	37.5 (3.2)	8.7 (1.9)
Nova Scotia (f)	1.2	10.4	43.6	40.0	4.0	0.8
		98.8	88.4	44.8	4.8	0.8
Prince Edward Island	0.6 (0.6)	1.4 (0.9)	12.9 (2.5)	51.5 (3.8)	26.6 (3.3)	7.0 (1.9)
		99.4 (0.6)	98.0 (1.1)	85.1 (2.7)	33.6 (3.6)	7.0 (1.9)
Newfoundland and Labrador	0.3 (0.4)	1.2 (0.8)	9.7 (2.1)	53.4 (3.6)	29.0 (3.3)	6.4 (1.8)
		99.7 (0.4)	98.5 (0.9)	88.8 (2.3)	35.4 (3.4)	6.4 (1.8)
Northwest Territories	3.7 (2.2)	12.7 (3.9)	31.8 (5.5)	40.9 (5.8)	8.6 (3.3)	2.2 (4.3)
		96.3 (2.2)	83.5 (4.4)	51.7 (5.9)	10.8 (3.9)	2.2 (4.3)
Yukon	0.9 (1.7)	0.9 (1.7)	14.9 (6.1)	52.6 (8.6)	23.8 (7.3)	6.8 (4.3)
		99.1 (1.7)	98.1 (2.3)	83.3 (6.4)	30.7 (7.9)	6.8 (4.3)
Other Francophones	1.1 (1.4)	5.9 (3.2)	42.4 (6.7)	37.6 (6.6)	12.7 (4.5)	0.3 (0.7)
		98.9 (1.4)	93.0 (3.5)	50.5 (6.8)	13.0 (4.6)	0.3 (0.7)
Canada (e)	0.4 (0.1)	1.5 (0.3)	12.1 (0.7)	45.7 (1.1)	30.0 (1.0)	10.3 (0.7)
		99.6 (0.1)	98.1 (0.3)	86.0 (0.8)	40.3 (1.1)	10.3 (0.7)
Canada (f)	0.5 (0.3)	1.6 (0.5)	14.2 (1.3)	46.5 (1.9)	30.2 (1.7)	6.9 (1.0)
		99.5 (0.3)	97.9 (0.5)	83.7 (1.4)	37.2 (1.8)	6.9 (1.0)
Canada	0.4 (0.1)	1.5 (0.2)	12.6 (0.6)	45.9 (1.0)	30.1 (0.9)	9.4 (0.6)
		99.6 (0.1)	98.1 (0.3)	85.4 (0.7)	39.5 (0.9)	9.4 (0.6)

Note: For each population, the first line shows the percentages of students by highest level achieved, the second line shows the cumulative percentages of students at or above each level, and the confidence intervals ( $\pm 1.96$  times the standard errors) for the percentages are shown between parentheses. Results are weighted so as to correctly represent each population. Nova Scotia francophone has no confidence interval because all students in that population were tested; therefore, this is not an estimate of achievement subject to a margin of error; it is their actual achievement.



SAIP 1994 AND 1998 WRITING — CANADA  
PERCENTAGE OF 13-YEAR-OLDS BY PERFORMANCE LEVEL AND BY YEAR OF THE ASSESSMENT

	<b>Below 1</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
1994	1.6 (0.2)	6.4 (0.4)	29.9 (0.8)	47.5 (0.8)	12.9 (0.6)	1.7 (0.2)
		98.3 (0.3)	92.0 (0.7)	62.0 (1.3)	14.6 (0.9)	1.7 (0.3)
1998	0.5 (0.1)	4.3 (0.4)	24.7 (0.8)	52.5 (0.9)	15.9 (0.7)	2.1 (0.3)
		99.5 (0.1)	95.2 (0.4)	70.5 (0.8)	18.0 (0.7)	2.1 (0.3)

Note: For each year of assessment, the first line shows the percentages of students by highest level achieved, the second line shows the cumulative percentages of students at or above each level, and the confidence intervals ( $\pm 1.96$  times the standard errors) for the percentages are shown between parentheses. Results are weighted so as to correctly represent each population.

SAIP 1994 AND 1998 WRITING — CANADA  
PERCENTAGE OF 16-YEAR-OLDS BY PERFORMANCE LEVEL AND BY YEAR OF THE ASSESSMENT

	<b>Below 1</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
1994	1.5 (0.2)	2.5 (0.3)	16.4 (0.7)	44.5 (0.9)	26.4 (0.8)	8.7 (0.5)
		98.5 (0.3)	96.0 (0.5)	79.6 (1.1)	35.1 (1.3)	8.7 (0.8)
1998	0.4 (0.1)	1.5 (0.2)	12.6 (0.6)	45.9 (1.0)	30.1 (0.9)	9.5 (0.6)
		99.6 (0.1)	98.1 (0.3)	85.4 (0.7)	39.5 (0.9)	9.5 (0.6)

Note: For each year of assessment, the first line shows the percentages of students by highest level achieved, the second line shows the cumulative percentages of students at or above each level, and the confidence intervals ( $\pm 1.96$  times standard error) for the percentages are shown between parentheses.

Results are weighted so as to correctly represent each population.

1994 results are extracted from *Technical Report – Reading and Writing Assessment*, November 1995, pages 166 – 169.

SAIP 1998 READING  
NUMBER OF PARTICIPANTS BY JURISDICTION

	<b>Number of 13-year-olds</b>	<b>Number of 16-year-olds</b>	<b>Total</b>
British Columbia	833	780	1613
Alberta	960	902	1862
Saskatchewan	865	841	1706
Manitoba (e)	805	765	1570
Manitoba (f)	156	142	298
Ontario (e)	910	892	1802
Ontario (f)	743	761	1504
Quebec (e)	776	741	1517
Quebec (f)	861	831	1692
New Brunswick (e)	792	706	1498
New Brunswick (f)	722	642	1364
Nova Scotia (e)	1250	958	2208
Nova Scotia (f)	225	153	378
Prince Edward Island	563	521	1084
Newfoundland and Labrador	780	776	1556
Northwest Territories	556	369	925
Yukon	155	114	269
Other Francophones	395	224	619
<b>Total</b>	<b>12,347</b>	<b>11,118</b>	<b>23,465</b>

Note: This table includes only those students who completed sufficient information in the questionnaire to be assigned to a jurisdiction and age group, and who were assigned a performance level (as opposed to some whose work was illegible and thus could not be scored, for example.)  
The totals here will not agree perfectly with other tables where full sets of data may not be necessary for the purpose of that table.

SAIP 1998 WRITING  
NUMBER OF PARTICIPANTS BY JURISDICTION

	<b>Number of 13-year-olds</b>	<b>Number of 16-year-olds</b>	<b>Total</b>
British Columbia	761	690	1451
Alberta	874	858	1732
Saskatchewan	822	802	1624
Manitoba (e)	732	676	1408
Manitoba (f)	146	141	287
Ontario (e)	878	797	1675
Ontario (f)	736	776	1512
Quebec (e)	748	661	1409
Quebec (f)	881	837	1718
New Brunswick (e)	695	675	1370
New Brunswick (f)	721	637	1358
Nova Scotia (e)	1155	887	2042
Nova Scotia (f)	233	147	380
Prince Edward Island	544	503	1047
Newfoundland and Labrador	760	740	1500
Northwest Territories	358	220	578
Yukon	162	101	263
Other Francophones	387	206	593
<b>Total</b>	<b>11,593</b>	<b>10,354</b>	<b>21,947</b>

Note: This table includes only those students who completed sufficient information in the questionnaire to be assigned to a jurisdiction and age group, and who were assigned a performance level (as opposed to some whose work was illegible and thus could not be scored, for example.)  
The totals here will not agree perfectly with other tables where full sets of data may not be necessary for the purpose of that table.

SAIP 1994 – READING  
PERCENTAGE OF 13-YEAR-OLDS BY PERFORMANCE LEVEL AND BY POPULATION

	<b>Exempt</b>	<b>Below 1</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
British Columbia	2.0 (0.8)	4.0 (1.2)	18.6 (2.8)	33.1 (2.7)	32.9 (2.9)	7.7 (1.6)	1.7 (0.9)
			94.0 (4.3)	75.4 (4.1)	42.3 (4.5)	9.4 (2.5)	1.7 (1.4)
Alberta	2.2 (1.0)	4.2 (1.5)	14.2 (2.3)	32.8 (2.8)	34.4 (3.0)	10.0 (1.9)	2.1 (1.0)
			93.6 (3.4)	79.4 (4.3)	46.5 (4.7)	12.1 (2.8)	2.1 (1.5)
Manitoba (e)	2.4 (1.3)	4.0 (1.2)	19.2 (3.3)	31.4 (3.7)	35.2 (3.3)	7.0 (1.9)	0.8 (0.5)
			93.6 (5.1)	74.4 (5.7)	43.1 (5.1)	7.9 (2.9)	0.8 (0.8)
Manitoba (f)	0.5 (0.7)	6.3 (2.5)	14.3 (3.6)	31.7 (4.8)	36.5 (5.0)	9.5 (3.0)	1.1 (1.1)
			93.1 (4.0)	78.8 (6.4)	47.1 (7.9)	10.6 (4.9)	1.1 (1.6)
Ontario (e)	1.9 (0.9)	3.4 (0.9)	15.5 (2.1)	35.4 (2.5)	33.8 (2.6)	8.7 (1.5)	1.2 (0.6)
			94.6 (3.3)	79.2 (3.8)	43.8 (3.9)	9.9 (2.3)	1.2 (0.9)
Ontario (f)	2.0 (0.7)	8.7 (2.6)	16.4 (2.9)	34.5 (3.5)	32.0 (4.1)	5.7 (1.6)	0.8 (0.7)
			89.3 (4.4)	72.9 (5.4)	38.4 (6.3)	6.5 (2.4)	0.8 (1.0)
Quebec (e)	1.5 (0.7)	3.6 (1.1)	15.6 (2.1)	33.3 (2.8)	33.6 (2.8)	10.5 (1.8)	1.8 (0.8)
			94.9 (2.0)	79.3 (3.7)	46.0 (4.5)	12.3 (3.0)	1.8 (1.2)
Quebec (f)	1.9 (0.8)	3.6 (0.9)	12.5 (1.8)	30.0 (2.8)	39.5 (2.8)	10.7 (2.0)	1.8 (0.7)
			94.5 (2.8)	82.0 (4.2)	52.0 (4.3)	12.5 (3.1)	1.8 (1.0)
New Brunswick (e)	2.3 (0.9)	5.0 (1.3)	18.0 (2.3)	34.3 (2.9)	33.3 (2.9)	6.1 (1.5)	1.0 (0.6)
			92.7 (2.4)	74.7 (4.0)	40.4 (4.6)	7.1 (2.4)	1.0 (0.9)
New Brunswick (f)	1.4 (0.7)	10.1 (1.8)	22.6 (2.4)	29.2 (2.7)	31.5 (2.7)	4.7 (1.2)	0.5 (0.4)
			88.5 (2.9)	65.9 (4.2)	36.7 (4.3)	5.2 (2.0)	0.5 (0.6)
Nova Scotia	1.0 (0.6)	4.1 (1.1)	16.9 (2.2)	35.6 (2.8)	32.8 (2.7)	8.7 (1.6)	0.9 (0.5)
			94.9 (1.9)	78.0 (3.7)	42.4 (4.4)	9.6 (2.6)	0.9 (0.8)
Prince Edward Island	1.1 (0.6)	6.3 (1.5)	17.3 (2.4)	35.1 (3.0)	32.5 (2.9)	7.5 (1.7)	0.2 (0.2)
			92.6 (2.5)	75.3 (4.1)	40.2 (4.7)	7.7 (2.6)	0.2 (0.4)
Newfoundland and Labrador	1.9 (1.1)	4.0 (1.5)	15.6 (2.6)	35.5 (3.2)	33.4 (3.1)	8.3 (1.8)	1.3 (0.5)
			94.1 (4.0)	78.5 (4.9)	43.0 (4.8)	9.6 (2.7)	1.3 (0.8)
Northwest Territories	2.9 (1.8)	19.2 (4.2)	24.7 (4.6)	31.8 (5.0)	18.8 (4.2)	1.7 (1.4)	0.8 (1.0)
			77.8 (6.8)	53.1 (8.2)	21.3 (6.8)	2.5 (2.6)	0.8 (1.5)
Yukon	7.4 (3.2)	5.6 (2.8)	22.8 (5.1)	34.6 (5.8)	22.2 (5.1)	6.8 (3.1)	0.6 (1.0)
			87.0 (6.3)	64.2 (9.0)	29.6 (8.6)	7.4 (4.9)	0.6 (1.5)
Canada	1.9 (0.2)	3.9 (0.3)	15.5 (0.6)	33.4 (0.8)	34.8 (0.8)	8.9 (0.5)	1.5 (0.2)
			94.1 (0.6)	78.6 (1.1)	45.2 (1.3)	10.4 (0.8)	1.5 (0.3)
Canada (e)	2.0 (0.3)	3.8 (0.4)	16.2 (0.7)	34.4 (0.9)	33.7 (0.9)	8.6 (0.6)	1.4 (0.2)
			94.2 (0.7)	78.0 (1.3)	43.6 (1.5)	10.0 (0.9)	1.4 (0.4)
Canada (f)	1.9 (0.4)	4.3 (0.7)	13.3 (1.1)	30.3 (1.5)	38.5 (1.6)	10.0 (1.0)	1.7 (0.4)
			93.9 (1.2)	80.5 (2.0)	50.2 (2.5)	11.7 (1.6)	1.7 (0.7)

Confidence intervals ( $\pm 1.96$  times standard errors) are indicated in parentheses for percentage of students at each level (first line).  
 $\pm 3.00$  times standard errors are indicated in parentheses for cumulative percentages at or above each level (second line).  
 Because of rounding, percentages do not always total 100.

SAIP 1994 – READING  
PERCENTAGE OF 16-YEAR-OLDS BY PERFORMANCE LEVEL AND BY POPULATION

	<b>Exempt</b>	<b>Below 1</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
British Columbia	1.7 (0.9)	1.2 (0.7)	8.4 (2.1)	20.3 (2.8)	37.6 (3.9)	23.4 (3.1)	7.4 (2.0)
			97.1 (3.3)	88.7 (4.2)	68.4 (6.0)	30.8 (4.8)	7.4 (3.0)
Alberta	1.8 (1.1)	1.4 (0.8)	5.0 (1.5)	17.5 (2.3)	38.7 (3.1)	25.1 (3.0)	10.5 (1.9)
			96.8 (2.3)	91.8 (3.5)	74.3 (4.8)	35.6 (4.6)	10.5 (3.0)
Manitoba (e)	2.1 (1.1)	0.7 (0.6)	5.5 (1.5)	20.5 (3.1)	38.4 (2.8)	23.7 (2.7)	9.1 (1.9)
			97.2 (2.3)	91.6 (4.7)	71.1 (4.4)	32.7 (4.2)	9.1 (3.0)
Manitoba (f)	2.2 (1.8)	2.9 (2.1)	5.8 (2.9)	26.8 (5.5)	34.1 (5.9)	22.5 (5.2)	5.8 (2.9)
			94.9 (4.2)	89.1 (5.9)	62.3 (9.2)	28.3 (8.5)	5.8 (4.4)
Ontario (e)	1.8 (1.3)	1.6 (0.7)	7.6 (1.8)	20.4 (2.8)	36.8 (3.2)	23.1 (2.4)	8.8 (2.1)
			96.6 (2.7)	89.0 (4.2)	68.7 (4.9)	31.9 (3.7)	8.8 (3.2)
Ontario (f)	1.0 (0.7)	4.1 (1.3)	9.5 (1.9)	24.0 (2.8)	38.4 (3.2)	17.7 (2.5)	5.1 (1.5)
			94.9 (2.2)	85.4 (3.6)	61.3 (4.9)	22.9 (4.3)	5.1 (2.2)
Quebec (e)	0.7 (0.5)	1.4 (0.7)	4.8 (1.3)	19.6 (2.4)	39.4 (3.0)	24.0 (2.6)	10.1 (1.8)
			97.9 (1.3)	93.1 (2.3)	73.5 (4.1)	34.1 (4.4)	10.1 (2.8)
Quebec (f)	0.8 (0.6)	0.7 (0.4)	4.4 (1.5)	13.7 (2.3)	42.7 (3.6)	27.0 (4.0)	10.8 (2.6)
			98.5 (2.3)	94.1 (3.5)	80.4 (5.5)	37.8 (6.1)	10.8 (4.0)
New Brunswick (e)	1.5 (0.8)	1.4 (0.7)	6.3 (1.5)	21.7 (2.6)	42.0 (3.1)	22.3 (2.6)	4.8 (1.3)
			97.1 (1.6)	90.8 (2.8)	69.1 (4.4)	27.1 (4.3)	4.8 (2.1)
New Brunswick (f)	1.5 (0.7)	3.8 (1.1)	11.4 (1.9)	23.5 (2.5)	38.8 (2.9)	16.1 (2.2)	4.9 (1.3)
			94.7 (2.0)	83.3 (3.4)	59.8 (4.5)	21.0 (3.7)	4.9 (2.0)
Nova Scotia	2.3 (0.9)	0.9 (0.6)	5.2 (1.4)	18.6 (2.4)	41.4 (3.1)	24.7 (2.7)	7.0 (1.6)
			96.9 (1.6)	91.7 (2.6)	73.1 (4.2)	31.7 (4.4)	7.0 (2.4)
Prince Edward Island	2.1 (1.0)	0.7 (0.6)	6.2 (1.6)	21.5 (2.8)	45.2 (3.4)	18.7 (2.7)	5.7 (1.6)
			97.3 (1.7)	91.1 (3.0)	69.6 (4.8)	24.4 (4.5)	5.7 (2.4)
Newfoundland and Labrador	1.5 (1.1)	1.0 (0.7)	5.7 (1.3)	17.9 (2.7)	39.5 (3.7)	27.3 (3.4)	7.2 (1.7)
			97.5 (2.0)	91.8 (4.2)	74.0 (5.6)	34.4 (5.3)	7.2 (2.7)
Northwest Territories	1.4 (1.3)	6.1 (2.6)	17.8 (4.1)	24.3 (4.6)	33.6 (5.1)	13.1 (3.6)	3.7 (2.0)
			92.5 (4.3)	74.8 (7.2)	50.5 (8.3)	16.8 (6.2)	3.7 (3.1)
Yukon	5.3 (3.8)	2.1 (2.4)	10.6 (5.2)	27.7 (7.5)	38.3 (8.2)	11.7 (5.4)	4.3 (3.4)
			92.6 (6.7)	81.9 (9.9)	54.3 (12.8)	16.0 (9.4)	4.3 (5.2)
Canada	1.5 (0.2)	1.3 (0.2)	6.4 (0.4)	18.5 (0.7)	39.1 (0.9)	24.3 (0.8)	8.9 (0.5)
			97.2 (0.5)	90.8 (0.8)	72.3 (1.2)	33.2 (1.3)	8.9 (0.8)
Canada (e)	1.8 (0.3)	1.4 (0.2)	6.9 (0.5)	19.9 (0.8)	37.9 (1.0)	23.6 (0.9)	8.5 (0.6)
			96.8 (0.6)	89.9 (1.0)	70.1 (1.5)	32.1 (1.5)	8.5 (0.9)
Canada (f)	0.8 (0.3)	1.1 (0.4)	5.0 (0.8)	14.9 (1.3)	42.2 (1.7)	25.9 (1.5)	10.1 (1.1)
			98.1 (0.7)	93.0 (1.4)	78.2 (2.2)	36.0 (2.6)	10.1 (1.6)

Confidence intervals ( $\pm 1.96$  times standard errors) are indicated in parentheses for percentage of students at each level (first line).  
 $\pm 3.00$  times standard errors are indicated in parentheses for cumulative percentages at or above each level (second line).  
 Because of rounding, percentages do not always total 100.

SAIP 1994 – READING  
PERCENTAGE OF 13-YEAR-OLDS BY PERFORMANCE LEVEL AND BY GENDER

	<b>Exempt</b>	<b>Below 1</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
Female	1.1 (0.3)	1.9 (0.3)	9.5 (0.7)	30.2 (1.1)	42.2 (1.2)	12.8 (0.8)	2.4 (0.4)
			97.1 (0.6)	87.5 (1.2)	57.3 (1.8)	15.2 (1.3)	2.4 (0.6)
Male	2.3 (0.4)	5.8 (0.6)	21.1 (1.0)	36.8 (1.2)	28.2 (1.1)	5.3 (0.5)	0.6 (0.2)
			92.0 (1.0)	70.9 (1.7)	34.1 (1.7)	5.9 (0.9)	0.6 (0.3)

Confidence intervals ( $\pm 1.96$  times standard errors) are indicated in parentheses for percentage of students at each level (first line).  
 $\pm 3.00$  times standard errors are indicated in parentheses for cumulative percentages at or above each level (second line).  
 Because of rounding, percentages do not always total 100.

SAIP 1994 – READING  
PERCENTAGE OF 16-YEAR-OLDS BY PERFORMANCE LEVEL AND BY GENDER

	<b>Exempt</b>	<b>Below 1</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
Female	0.8 (0.2)	0.7 (0.2)	3.4 (0.5)	13.4 (0.9)	38.7 (1.2)	30.8 (1.2)	12.2 (0.8)
			98.5 (0.5)	95.1 (0.8)	81.7 (1.5)	43.0 (1.9)	12.2 (1.3)
Male	1.5 (0.3)	1.8 (0.3)	9.3 (0.8)	23.8 (1.1)	39.9 (1.3)	17.8 (1.0)	5.9 (0.6)
			96.7 (0.7)	87.4 (1.3)	63.6 (1.9)	23.7 (1.7)	5.9 (0.9)

Confidence intervals ( $\pm 1.96$  times standard errors) are indicated in parentheses for percentage of students at each level (first line).  
 $\pm 3.00$  times standard errors are indicated in parentheses for cumulative percentages at or above each level (second line).  
 Because of rounding, percentages do not always total 100.

SAIP 1994 – WRITING  
PERCENTAGE OF 13-YEAR-OLDS BY PERFORMANCE LEVEL AND BY POPULATION

	<b>Exempt</b>	<b>Below 1</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
British Columbia	2.6 (1.4)	0.2 (0.2)	4.6 (1.2)	29.2 (2.8)	48.4 (2.5)	13.4 (2.1)	1.7 (0.8)
			97.3 (1.9)	92.6 (4.3)	63.4 (3.8)	15.1 (3.2)	1.7 (1.2)
Alberta	1.4 (0.9)	0.1 (0.1)	4.5 (1.3)	26.3 (2.9)	46.9 (2.8)	17.6 (2.2)	3.2 (1.1)
			98.5 (1.9)	94.0 (4.5)	67.7 (4.2)	20.8 (3.4)	3.2 (1.6)
Manitoba (e)	1.6 (1.0)	0.3 (0.4)	4.0 (1.8)	29.1 (2.9)	46.3 (3.5)	16.5 (2.5)	2.1 (0.9)
			98.0 (2.8)	94.0 (4.4)	64.9 (5.3)	18.6 (3.9)	2.1 (1.4)
Manitoba (f)	1.6 (1.3)	1.6 (1.3)	26.6 (4.6)	42.6 (5.1)	26.1 (4.5)	1.6 (1.3)	0.0 (0.0)
			96.8 (2.8)	70.2 (7.3)	27.7 (7.1)	1.6 (2.0)	0.0 (0.0)
Ontario (e)	1.1 (0.6)	0.0 (0.0)	5.7 (1.4)	26.9 (2.6)	51.2 (2.8)	13.5 (2.3)	1.7 (0.7)
			98.9 (2.1)	93.3 (4.0)	66.4 (4.2)	15.2 (3.6)	1.7 (1.1)
Ontario (f)	2.2 (0.9)	2.1 (1.1)	26.2 (3.9)	45.4 (4.0)	21.8 (3.3)	2.1 (1.5)	0.1 (0.3)
			95.7 (6.0)	69.5 (6.2)	24.0 (5.1)	2.3 (2.4)	0.1 (0.5)
Quebec (e)	1.8 (0.8)	0.2 (0.3)	4.1 (1.2)	27.1 (2.6)	47.9 (2.9)	15.2 (2.1)	3.7 (1.1)
			98.0 (1.2)	93.9 (2.1)	66.8 (4.2)	18.9 (3.5)	3.7 (1.7)
Quebec (f)	1.3 (0.7)	0.5 (0.4)	7.7 (1.3)	35.8 (2.7)	43.5 (2.6)	10.4 (1.8)	0.8 (0.4)
			98.2 (2.0)	90.5 (4.1)	54.7 (3.9)	11.2 (2.7)	0.8 (0.7)
New Brunswick (e)	1.5 (0.7)	0.3 (0.3)	5.3 (1.4)	31.8 (2.8)	49.6 (3.0)	10.3 (1.8)	1.1 (0.6)
			98.2 (1.2)	92.8 (2.4)	61.0 (4.5)	11.4 (2.9)	1.1 (1.0)
New Brunswick (f)	1.4 (0.7)	2.1 (0.8)	22.4 (2.4)	43.8 (2.9)	27.2 (2.6)	2.9 (1.0)	0.1 (0.2)
			96.5 (1.7)	74.1 (3.9)	30.3 (4.1)	3.1 (1.5)	0.1 (0.3)
Nova Scotia	1.4 (0.7)	0.2 (0.3)	5.5 (1.3)	30.0 (2.7)	49.3 (2.9)	11.4 (1.9)	2.2 (0.9)
			98.4 (1.1)	92.9 (2.3)	62.9 (4.3)	13.6 (3.1)	2.2 (1.3)
Prince Edward Island	0.6 (0.5)	0.5 (0.4)	6.9 (1.6)	29.6 (2.9)	49.8 (3.2)	11.3 (2.0)	1.3 (0.7)
			98.9 (1.0)	92.0 (2.7)	62.4 (4.7)	12.6 (3.2)	1.3 (1.1)
Newfoundland and Labrador	1.6 (1.0)	0.2 (0.3)	5.9 (1.6)	27.3 (2.7)	50.6 (3.1)	13.1 (2.0)	1.4 (0.8)
			98.2 (2.5)	92.4 (4.1)	65.1 (4.7)	14.5 (3.1)	1.4 (1.3)
Northwest Territories	2.8 (1.6)	0.7 (0.8)	19.2 (3.8)	38.8 (4.7)	32.0 (4.5)	5.7 (2.2)	0.7 (0.8)
			96.4 (2.7)	77.2 (6.2)	38.4 (7.1)	6.4 (3.6)	0.7 (1.2)
Yukon	7.0 (3.0)	0.6 (0.9)	10.5 (3.6)	33.7 (5.5)	37.8 (5.7)	9.9 (3.5)	0.6 (0.9)
			92.4 (4.7)	82.0 (6.9)	48.3 (8.9)	10.5 (5.5)	0.6 (1.4)
Canada	1.4 (0.2)	0.2 (0.1)	6.4 (0.4)	29.9 (0.8)	47.5 (0.8)	12.9 (0.6)	1.7 (0.2)
			98.3 (0.3)	92.0 (0.7)	62.0 (1.3)	14.6 (0.9)	1.7 (0.3)
Canada (e)	1.5 (0.2)	0.1 (0.1)	5.3 (0.4)	27.7 (0.9)	49.5 (1.0)	14.0 (0.7)	2.0 (0.3)
			98.5 (0.4)	93.2 (0.8)	65.5 (1.4)	16.0 (1.1)	2.0 (0.4)
Canada (f)	1.4 (0.4)	0.7 (0.3)	9.7 (1.0)	36.9 (1.6)	41.1 (1.6)	9.5 (1.0)	0.7 (0.3)
			97.9 (0.7)	88.2 (1.6)	51.3 (2.5)	10.2 (1.5)	0.7 (0.4)

Confidence intervals ( $\pm 1.96$  times standard errors) are indicated in parentheses for percentage of students at each level (first line).  
 $\pm 3.00$  times standard errors are indicated in parentheses for cumulative percentages at or above each level (second line).  
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SAIP 1994 – WRITING  
PERCENTAGE OF 16-YEAR-OLDS BY PERFORMANCE LEVEL AND BY POPULATION

	<b>Exempt</b>	<b>Below 1</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
British Columbia	2.4 (0.9)	0.1 (0.2)	2.9 (1.1) 97.6 (1.7)	16.2 (2.4) 94.7 (3.7)	42.3 (3.5) 78.5 (5.4)	27.1 (3.0) 36.1 (4.7)	9.1 (2.1) 9.1 (3.3)
Alberta	1.2 (0.9)	0.0 (0.0)	1.7 (0.9) 98.8 (1.3)	13.7 (2.3) 97.2 (3.5)	44.5 (2.6) 83.5 (4.0)	29.9 (2.9) 38.9 (4.4)	9.1 (1.9) 9.1 (2.9)
Manitoba (e)	1.6 (0.9)	0.0 (0.0)	1.1 (0.7) 98.4 (1.1)	12.9 (2.6) 97.3 (4.0)	45.5 (3.6) 84.4 (5.5)	29.6 (3.4) 38.9 (5.2)	9.2 (1.8) 9.2 (2.7)
Manitoba (f)	1.4 (1.4)	0.7 (1.0)	10.7 (3.8) 97.9 (2.7)	44.3 (6.1) 87.1 (6.3)	35.7 (5.8) 42.9 (9.2)	7.1 (3.1) 7.1 (4.8)	0.0 (0.0) 0.0 (0.0)
Ontario (e)	1.1 (0.9)	0.0 (0.0)	2.4 (1.0) 98.9 (1.5)	15.5 (3.0) 96.5 (4.5)	44.2 (3.3) 81.0 (5.1)	27.0 (2.9) 36.8 (4.5)	9.8 (1.7) 9.8 (2.6)
Ontario (f)	2.0 (0.9)	0.6 (0.5)	12.7 (2.2) 97.5 (1.6)	37.9 (3.2) 84.7 (3.7)	36.7 (3.2) 46.8 (5.1)	8.5 (1.9) 10.1 (3.1)	1.6 (0.8) 1.6 (1.3)
Quebec (e)	0.9 (0.6)	0.0 (0.0)	1.7 (0.8) 99.1 (0.9)	13.5 (2.1) 97.4 (1.5)	45.9 (3.0) 83.9 (3.4)	29.7 (2.8) 37.9 (4.5)	8.2 (1.7) 8.2 (2.5)
Quebec (f)	1.5 (0.8)	0.1 (0.2)	2.1 (0.9) 98.3 (1.4)	17.7 (3.5) 96.2 (5.4)	44.1 (3.2) 78.5 (4.9)	26.1 (4.0) 34.4 (6.1)	8.3 (2.9) 8.3 (4.4)
New Brunswick (e)	2.2 (0.9)	0.0 (0.0)	1.5 (0.8) 97.8 (1.4)	14.2 (2.2) 96.2 (1.8)	49.7 (3.2) 82.1 (3.7)	25.0 (2.7) 32.4 (4.5)	7.4 (1.6) 7.4 (2.5)
New Brunswick (f)	1.3 (0.7)	0.7 (0.5)	9.9 (1.9) 98.0 (1.3)	35.6 (3.0) 88.1 (3.1)	43.3 (3.1) 52.5 (4.8)	8.2 (1.7) 9.3 (2.8)	1.0 (0.6) 1.0 (1.0)
Nova Scotia	1.1 (0.6)	0.1 (0.2)	1.1 (0.6) 98.8 (1.0)	14.3 (2.2) 97.7 (1.4)	49.5 (3.1) 83.5 (3.5)	25.6 (2.7) 33.9 (4.5)	8.3 (1.7) 8.3 (2.6)
Prince Edward Island	2.3 (1.1)	0.0 (0.0)	2.2 (1.0) 97.7 (1.6)	14.2 (2.4) 95.5 (2.2)	50.6 (3.5) 81.3 (4.2)	25.7 (3.1) 30.7 (4.9)	5.0 (1.5) 5.0 (2.3)
Newfoundland and Labrador	0.7 (0.6)	0.2 (0.3)	2.0 (1.0) 99.1 (1.5)	15.0 (2.4) 97.1 (3.6)	50.2 (2.9) 82.1 (4.5)	25.1 (2.9) 31.9 (4.4)	6.8 (1.7) 6.8 (2.6)
Northwest Territories	3.0 (2.0)	0.0 (0.0)	7.6 (3.0) 97.0 (3.0)	23.7 (4.9) 89.4 (5.4)	42.9 (5.7) 65.7 (8.3)	15.7 (4.2) 22.7 (7.3)	7.1 (2.9) 7.1 (4.5)
Yukon	9.2 (4.7)	2.0 (2.3)	1.0 (1.6) 88.8 (7.9)	18.4 (6.3) 87.8 (8.2)	42.9 (8.1) 69.4 (11.5)	16.3 (6.0) 26.5 (11.0)	10.2 (4.9) 10.2 (7.5)
Canada	1.4 (0.2)	0.1 (0.1)	2.5 (0.3) 98.5 (0.3)	16.4 (0.7) 96.0 (0.5)	44.5 (0.9) 79.6 (1.1)	26.4 (0.8) 35.1 (1.3)	8.7 (0.5) 8.7 (0.8)
Canada (e)	1.4 (0.2)	0.0 (0.0)	2.2 (0.3) 98.6 (0.4)	15.0 (0.7) 96.4 (0.6)	44.9 (1.0) 81.4 (1.2)	27.4 (0.9) 36.5 (1.5)	9.2 (0.6) 9.2 (0.9)
Canada (f)	1.5 (0.4)	0.2 (0.2)	3.2 (0.6) 98.3 (0.7)	20.0 (1.4) 95.0 (1.2)	43.5 (1.8) 75.1 (2.4)	24.1 (1.5) 31.6 (2.5)	7.5 (0.9) 7.5 (1.4)

Confidence intervals ( $\pm 1.96$  times standard errors) are indicated in parentheses for percentage of students at each level (first line).  
 $\pm 3.00$  times standard errors are indicated in parentheses for cumulative percentages at or above each level (second line).  
 Because of rounding, percentages do not always total 100.

SAIP 1994 – WRITING  
PERCENTAGE OF 13-YEAR-OLDS BY PERFORMANCE LEVEL AND BY GENDER

	<b>Exempt</b>	<b>Below 1</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
Female	0.8 (0.2)	0.1 (0.1)	3.7 (0.5)	24.8 (1.0)	52.2 (1.2)	16.1 (0.9)	2.3 (0.4)
			99.2 (0.3)	95.5 (0.8)	70.6 (1.7)	18.4 (1.4)	2.3 (0.5)
Male	1.8 (0.3)	0.4 (0.1)	8.8 (0.7)	34.9 (1.1)	43.1 (1.2)	9.8 (0.7)	1.2 (0.3)
			97.9 (0.5)	89.0 (1.1)	54.1 (1.8)	11.0 (1.1)	1.2 (0.4)

Confidence intervals ( $\pm 1.96$  times standard errors) are indicated in parentheses for percentage of students at each level (first line).  
 $\pm 3.00$  times standard errors are indicated in parentheses for cumulative percentages at or above each level (second line).  
 Because of rounding, percentages do not always total 100.

SAIP 1994 – WRITING  
PERCENTAGE OF 16-YEAR-OLDS BY PERFORMANCE LEVEL AND BY GENDER

	<b>Exempt</b>	<b>Below 1</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
Female	0.8 (0.2)	0.0 (0.0)	1.4 (0.3)	12.3 (0.8)	43.7 (1.3)	31.1 (1.2)	10.6 (0.8)
			99.2 (0.4)	97.8 (0.6)	85.5 (1.4)	41.8 (1.9)	10.6 (1.2)
Male	1.4 (0.3)	0.1 (0.1)	3.5 (0.5)	20.8 (1.0)	45.5 (1.3)	21.9 (1.1)	6.8 (0.6)
			98.4 (0.5)	95.0 (0.9)	74.2 (1.7)	28.7 (1.8)	6.8 (1.0)

Confidence intervals ( $\pm 1.96$  times standard errors) are indicated in parentheses for percentage of students at each level (first line).  
 $\pm 3.00$  times standard errors are indicated in parentheses for cumulative percentages at or above each level (second line).  
 Because of rounding, percentages do not always total 100.