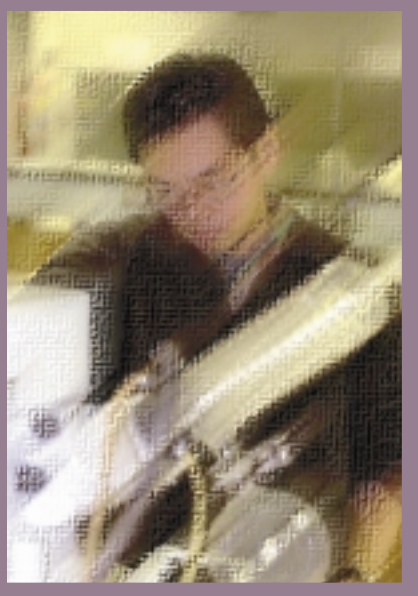

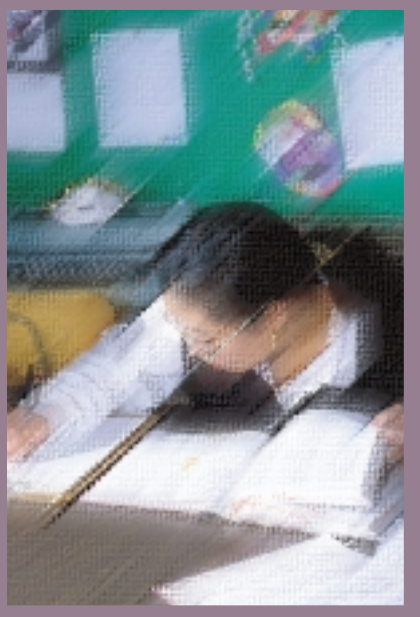

School Achievement Indicators Program

SAIP

Writing III

2002

Council of Ministers of Education, Canada
Conseil des ministres de l'Éducation (Canada)

Report on Writing Assessment III

SAIP

School Achievement Indicators Program

2002

Council of Ministers of Education, Canada

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

A CONTEXT FOR THIS REPORT

This document is the report to the public on the results of the pan-Canadian assessment of writing achievement for 13-year-old and 16-year-old students administered in the spring of 2002 by the Council of Ministers of Education, Canada (CMEC) as a part of the ongoing School Achievement Indicators Program (SAIP).

SAIP is a cyclical program of pan-Canadian assessments of student achievement in reading and writing, mathematics, and science that has been conducted by CMEC since 1993.

The SAIP Writing III Assessment (2002) is the third in a series of writing assessments. Other writing assessments were administered in 1994 and 1998, but their results cannot be compared with those from 2002.

In addition to presenting the results for Canada and for the individual jurisdictions, this public report outlines the conceptual framework and criteria upon which the test is based. As well, it describes the specific development and modification of the test instruments. A preliminary discussion of the data is included, as are the results of a national expectations-setting process, in which actual student results are compared to expectations set by a pan-Canadian panel.

A more detailed statistical analysis of data and a more detailed discussion of methodology will be found in a forthcoming technical report to be released by CMEC.

An important aspect of this assessment is the aggregation of contextual data reported by students on the opportunities they have had to learn to write, on their attitudes toward language and learning, and on their interests and activities related to literacy. Additional contextual information was gathered from school principals and language arts teachers. A sampling of this information is included in this report, while more information and a detailed discussion will be found in the accompanying report, *Student Writing: The Canadian Context.*

Box 1

SAIP Reports

Three reports will be released for this assessment.

- This public report, intended to give a summary of results and how they were obtained.
- An addendum, *Student Writing: The Canadian Context*, with detailed analysis of the data from student, teacher, and school questionnaires, released in conjunction with this report.
- A technical report, which usually follows the public report by several months and contains both a more detailed description of development and administration and a more complete and detailed data set. This report is intended for researchers and education officials.
- The data are available for research on request.

Both public reports will be available on the CMEC Web site at **www.cmec.ca**.

THE 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 education systems prepare students for lifelong learning and for the global economy. Do our students have the thinking skills, the problem-solving skills, and the communication skills to meet the challenges of their future?

To provide jurisdictions with a wider pan-Canadian and international context in which to answer these significant questions, ministries[1] of education have participated in a variety of studies since the mid-eighties. At the international level, through CMEC, they took part in the International Educational Indicators Program of the Organisation for Economic Co-operation and Development (OECD), including the Programme for International Student Assessment of 2000 (PISA), involving 32 nations. Individual jurisdictions participated in various achievement studies such as the IEA Reading Literacy Study, the Third International Mathematics and Science Study (TIMSS), and the Progress in International Reading Literacy Study (PIRLS). In addition, most jurisdictions conduct their own evaluations of students at different stages in their schooling.

Since all ministers of education strive to bring the highest degree of effectiveness and quality to their systems, they recognize a need for collective action to assess these systems in a Canadian context. To the extent that all Canadian students learn common skills in the key subject areas of language, mathematics, and science, these subjects provide a common ground for performance assessment on a pan-Canadian level. Consequently, achievement in these school subjects can serve as a useful indicator of an education system's performance.

Therefore, in 1989, CMEC initiated the School Achievement Indicators Program (SAIP). 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 schedule provided in Table 1.

Table 1

SAIP Assessment Schedule

Mathematics	*Reading and Writing*	*Science*
1993	1994	1996
1997	1998	1999
2001	2002 (Writing only)	2004

Copies of reports for assessments administered since 1996 can be found in both official languages through the CMEC Web site. For earlier reports, contact CMEC directly at **www.cmec.ca**.

FEATURES OF SAIP ASSESSMENTS

A Brief History of the Development of Assessment Materials

All the provinces and territories were involved in developing the original writing assessment materials beginning in December of 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 criteria and the proposed assessment framework. All of the suggestions and concerns informed the revisions.

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-olds 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.

[1] In this report, "ministry" means "department" as well, and "jurisdiction" means both "province" and "territory."

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 for the resource materials, task, instructions, administrative procedures, criteria, and scoring procedures. Teachers with students writing the field test reviewed the instructions, administrative procedures, time, criteria, student questionnaires, student resource booklets, and writing tasks. Developers also considered student comments on these aspects of the field test. This information formed the basis for further decisions and revisions, and the assessment was administered in May of 1994.

For the second cycle of 1998, a team from the Northwest Territories, Saskatchewan, Ontario, Quebec, New Brunswick (francophone), and Nova Scotia (francophone) came together in April 1997 to review the previous assessment and to prepare to re-administer or replicate the assessment. A close analysis of the 1994 assessment statistics and results, advice from statisticians and scorers, and a review of student exemplars informed the discussion.

Overall, 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 a unique Canadian reading and writing assessment in both official languages.

Curriculum and Criteria

School curricula differ from one part of the country to another, 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. Throughout the history of SAIP assessments, development teams composed of representatives from various jurisdictions have worked with CMEC staff to consult with all jurisdictions to establish a common framework and set of criteria for each subject area. These were intended to be representative of the commonly accepted knowledge and skills that students should acquire during their elementary and secondary education.

Linking Innovation and Research with Classroom Practices

The role of SAIP has been from its inception to provide educational leadership by producing assessments based on current innovation and the most contemporary research and practice related to student assessment. The goal has been to link innovation and research with familiar and current classroom practices. To this end, the Writing III Consortium developed a new design for the writing assessment. While maintaining the dominant characteristics of the criteria from the previous two assessments, the new design embraces a more contextualized and cross-curricular framework. As well, an additional writing activity was added to introduce the possibility of reviewing general skills related to critical thinking.

Five Levels of Achievement

Achievement criteria for SAIP assessments are described on a five-level scale, representing a continuum of knowledge and skills acquired by students over the span of their elementary and secondary experience. It is important to realize that the same assessment instruments are administered to both age groups (13-year-olds and 16-year-olds) to study the change in student knowledge and skills due to the additional years of instruction. The development teams therefore designed an assessment in which most 13-year-olds would be expected to perform at least at level 2 and most 16-year-olds, at least at level 3. In spite of potential differences in course selection by individual students at secondary school, SAIP assessments should still help to determine whether students attain similar levels of performance at about the same age.

A Program Assessment, Not a Student Achievement Assessment

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 but rather complement individual student assessments, which are the responsibility of teachers, school boards, and ministries of education. The results are reported at the pan-Canadian and jurisdictional levels only.

Assessment Over Time

An important factor to be considered is the impact of changes in curriculum and in teaching practice over time that result from developments in education research and changing public understandings of the role of education in society. Generally, SAIP assessments in all subject areas are designed to retain sufficient elements from one administration to the next to allow longitudinal comparisons of student achievement, while making certain modifications to reflect changes in educational policies and practices. However, considerable caution is necessary in comparing the 2002 writing results with those for both 1994 and 1998 in light of changes to the framework and design of the new instrument (see section below on Conceptual Framework and Criteria). The 1994 and 1998 writing assessments were virtually identical, whereas the topic, scoring criteria, and procedures for 2002 were more precisely defined, with an additional element required. The writing prompt for the assessment writing task was more prescriptive than that of 1998. The 1998 assessment introduced the general theme of *Heroism* and asked students to write about that theme in a form that was comfortable to them. In 2002, students were given a specific real-life environmental dilemma and asked to *generate public awareness about this dilemma*. As a result of the more prescriptive prompt, the criteria described student writing as demonstrating *the elements of writing appropriate to purpose*. As well, at level 2, the descriptive expression *uncertain grasp of the elements of writing* became *uncertain control of the elements of writing*. Experienced educators studied a wide range of actual student work and selected anchor papers for scorers that were valid illustrations of the criteria in light of the demands of the prompt. These changes are significant enough to suggest that any attempt to compare student performances of 2002 with those of 1994 and 1998 must take into account the changes in design and scoring. Therefore, this public report does not directly compare the SAIP Writing III results with past writing assessments.

Nevertheless, specific jurisdictional analysis suggests that a form of comparison can be made by referring to comparative percentage differences in performance by gender, age, and levels between 1994, 1998, and 2002: for example, if 16-year-old girls were 15% stronger than boys at level 3 in 1998, how does this compare with the difference between the same groups at level 3 in 2002?

HARMONIZATION OF ENGLISH AND FRENCH

From the outset, the content instruments used in all SAIP assessments are developed by anglophone and francophone educators working together for the purpose of minimizing any possible linguistic bias. During the development of every aspect of the assessment including materials, administrative handbooks, and scoring procedures, every effort is made to ensure equivalence between both languages. For the SAIP Writing III these efforts included the following:

For the *Student Resource Booklet*, care was taken to ensure equal proportions of French and English source documents as resources. Among the approximately 18 segments,

- eight were from sources previously published in both languages;
- three were translated from French to English and three from English to French;
- four were in English only and four in French only, of which three were poetry and one a brief passage from a newsmagazine, all of them generally equivalent in reading level and theme.

Table 2

Overview of the SAIP Writing III Assessment (2002)

Participating jurisdictions	All 10 provinces and 2 territories
Population sampled	13-year-old students and 16-year-old students [The identical assessment was administered to both age groups.]
Number of participating students	23,680 students • 12,708 thirteen-year-olds • 10,972 sixteen-year-olds
Languages in which the test was developed and administered	Both official languages • 17,980 anglophone students • 5,700 francophone students • Provinces with significant sampling populations in both languages received results for both language groups.
Framework	• Writing for a particular purpose to a particular audience • Responding to a brief text
Assessment administration	• Five days or less prior to the writing activity, students spend an hour responding to the theme and discussing resources provided. • All students were given a 2.5-hour period in which to draft, revise, and polish a piece of writing. • All students completed a student questionnaire. • The teacher and principal each completed separate questionnaires.
Results	• Reported for Canada • Reported for jurisdictions • Pan-Canadian expectations set by a broadly representative panel of Canadians
Scoring	• Five levels of achievement in writing • Eight codes for a written response to a brief thinking activity
Reports	• Public report [this report] • *Student Writing: The Canadian Context* [context report] • Technical report

The instrument and school administration manuals were drafted by a bilingual team. The process included feedback about equivalence in language from both anglophone and francophone jurisdictions during the consultation process. As well, all documents were submitted to a formal linguistic revision process.

Care was exercised in the field testing of themes, materials, formats, and sampling procedures so as to ensure equivalency. Final decisions regarding these elements took into account feedback from students and teachers in both language groups.

The scoring was conducted concurrently in both languages. Procedures included the following:

- parallel training of both table leaders and scorers;
- a bilingual committee with responsibility for reviewing all selections of anchor papers to ensure comparability at every level;

- bilingual scoring tables in place, one trained with francophone scorers, the other with the anglophone group. Scorers assigned to these tables scored booklets in both languages, including a sample of identical booklets to track the consistency in scoring practices between language groups.

In April and May 2002, the SAIP Writing Assessment III was administered to a random sample of students drawn from all participating jurisdictions. Approximately 23,700 students made up the total sample — 12,700 thirteen-year-olds and 11,000 sixteen-year-olds. Students completed the assessment in their first official language; about 18,000 students wrote in English and about 5,700 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 writing assessment involved two sessions.

- The first session, which was approximately one hour long, allowed students to familiarize themselves with the theme of the writing task by first responding to a short text for 20 minutes. This first session was to precede the second session by five days or less. They then discussed a series of brief texts that explored the theme in a resource handbook.
- In the second session students had two and a half hours to fulfil the assigned writing task.

Students who received special accommodations in their regular classrooms were allowed those accommodations for this assessment. 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, in the judgment of the school-based staff, they required it.

All students sampled were asked to complete a background questionnaire that described some of their reading and writing habits and interests. In addition, the 2002 assessment included questionnaires for both teachers and school administrators. Results will be presented in the document *Student Writing: The Canadian Context* and in the technical report.

DEVELOPMENT OF THE ASSESSMENT DESIGN AND MATERIALS

In order to continue to offer writing assessments based on current innovation and the most contemporary research and practice related to performance assessment, both the revised writing task and the thinking activity were developed after thorough study of current research and literature, and following consultation with the ministries of education.

Foundations and Design

The most current research and practices in writing pedagogy and assessment emphasize that writing assessments should not simply measure whether students can produce a particular text, but whether they can apply knowledge of writing for a specific purpose in a specific context. A writing assessment prompt should not represent writing as an end in itself but rather should propose an activity that allows writers to communicate effectively in some larger "real-life" situations for reasons a classroom community might experience as authentic.

To this end, the writing prompt for this assessment was more prescriptive than that of 1998. The 1998 assessment introduced the general human theme of *Heroism* and asked students to write about that theme in a form that was comfortable for them. In 2002, students were given a specific real-life environmental dilemma and asked to write *to generate public awareness about this dilemma*.

The general theme of the writing task and support materials was *Sharing Living Spaces*. This was intended as a cross-curricular theme linking environmental, scientific, social, and political

information and issues relevant to both classrooms and local communities. It was intended to take the assessment out of the language arts classroom and place it in the larger context of writing needs for learning and living in the broader community.

Current research on writing also suggests that rarely is writing done in isolation. In school and in the workplace, most writing activities involve some "scaffolding" of resources, direction, and consultation. In a time-limited writing task, it is important to provide a knowledge base for writers so that focus can be on quality of writing rather than on the limitations of the knowledge and concrete reference each student brings to the task. To this end, the task design included

- a resource handbook
- a brief reading response activity to stimulate engagement with the theme
- specific time allotted to discussion and reflection with classmates, teachers, and parents using the texts from the resource booklet
- clear instructions with suggestions about ways to approach the task and the forms a student might choose
- a checklist for revision

The Student Resource Booklet

In keeping with "best practices" for the writing process, a student resource handbook was provided for pre-writing activities. The resource booklet

- established and defined the theme;
- offered a wide range of types of text, with a variety of length and reading demands, from simple to complex, including editorials, letters, explanatory articles, personal essays, charts, pictures, short information paragraphs, cartoons, stories, poems, news articles, and quotations;
- followed a carefully planned sequence and development. The materials move from texts that treat the theme in a general fashion to those with specific examples of issues raised and approaches taken. Then the materials focus on a particular animal species faced with "sharing living space" with humans.

Pre-Writing Activities

In the first preparatory session, students began by reading a short narrative text and responding to it in writing. The consortium chose a passage that was short and simple enough in language so as to be accessible to weaker readers, but challenging enough in its thematic intent to be stimulating for both age groups. Students were required to read and respond to this text in a 20-minute period. Given these constraints, a fable proved to be the most effective choice because this genre combines a simple and short narrative with a sophisticated theme. The fable chosen had both a concrete descriptive narrative and a clearly stated moral that provided the student with an abstract issue applicable to other human experiences. Moreover, the moral conveyed by the fable was open to question, thus providing a stimulus for critical reflection.

The prompt itself was carefully crafted to encourage student thinking without directing it. Words and phrases were used to prompt reflection without imposing an academic activity; *think about it* [the text] *carefully, suggest what it means to you, explain your ideas thoughtfully*.

Following this initial writing activity, students were to take part in a discussion of two short texts from the resource booklet. They were encouraged to continue reading the resource materials at home and to discuss them with classmates, with family members, and with other adults prior to the second session. Students were also instructed to bring the resource booklet with them to the second writing session along with any reflections they might have gathered on the notes page provided.

Within five days of the pre-writing session, students reconvened for the main writing task. A specific environmental dilemma was outlined. The writing context was described as a science classroom. The purpose was to provide an environmental agency with a written text that would help *generate public awareness about the dilemma*. Students had two and a half hours in which to draft, revise, and polish their writing.

The Development Process

The pre-pilot proposal

The consortium built a design profile and rationale reflecting the principles of a contextualized prompt with a cross-curricular theme and accompanying resources. Coordinators considered the changes and provided feedback. With approval in principle for a new prompt design, the team prepared the pilot documents.

The pilot process

In both English and French, five different themes, prompt designs, and resource booklets were shaped to fit the criteria and framework recommended in the proposal. The prompts varied in design to test a range of possible approaches within the parameters of the conceptual framework. However, all prompts established a clear context and theme with a problem to be resolved or explored in writing. These were tested through a cross-country sample of 3,000 and 2,000 students respectively in English and French in language arts classrooms with a range of age groups in grades 8 and 11. Brief questionnaires sought feedback from both students and teachers.

Teacher and student comments were examined; however, a higher priority was given to the actual student writing elicited by each prompt. While other factors such as teacher enthusiasm, pre-writing discussion, and the immediate context of the pilot in any one school can all affect student performance, the development team identified five categories within which to judge the success of each prompt:

- commitment or interest level apparent in the writing
- the range of discourse or forms generated with the assumption that a broader range of forms implies greater accessibility and awareness of possibilities for expression
- the quality of writing, assuming that the better prompt allowed students to produce better writing
- the degree to which students seemed to grasp the purpose and context of the writing demand
- equivalences or the degree to which a prompt appeared equally effective in both languages

Qualities of the prompt chosen from the pilot evidence

The student writing from the most effective prompt confirmed current research on writing assessment and prompt design. The prompt was highly contextualized. It referred to a specific dilemma and to a general purpose for writing in response to that dilemma. The need for prior knowledge for content was limited. Specific resources were provided so that students did not need extensive prior knowledge and could focus on the writing activity rather than struggle for references. The resource booklet provided general thematic underpinnings for the writing situation and encouraged pre-writing reflection. Not only was there a clear encouragement and opportunity to use either narrative or analytic forms of expression, such forms were modelled in the resource booklet.

In both languages, students responded well, with imagination and commitment and a clear sense of the specific writing purpose. Some teachers considered the prompt too specific and less interesting because it was more akin to a science class activity than to a language arts exercise. However, a wide range of forms were taken up by students, and many students commented on the fact that they learned some new things from the resource materials.

Consultation and feedback

The selected pilot was polished, and, along with a conceptual framework statement and a set of criteria for assessment, it was submitted to the ministries of education for further feedback and revisions. Ministries of education were consulted at three stages of refinement following the piloting of the design.

A series of external experts, both francophone and anglophone, from across the country were also consulted; these included professors of education, literacy assessment specialists and scholars, and teacher representatives. This validation exercise provided further direction for refinement of the instrument.

Consultation focused on the key differences between the previous writing assessments and Writing III. While the 1998 writing task asked students to respond by writing about a general theme, the 2002 task required students to attend to a specific situation and write for a specific purpose. Students did have to take up the challenge "to generate public awareness about this dilemma." The context was clearly more aligned with science and social studies than language arts, yet the resource booklet included a wide range of literary as well as non-literary, informational and media texts. The issue of Sharing Living Spaces was seen as a very contemporary and public issue. The purpose of the writing was intended to provide a highly authentic motivation to write.

CONCEPTUAL FRAMEWORK AND CRITERIA

THE FRAMEWORK

The following statement was provided to principals, teachers, and students in the Handbook for Schools, 2002*, which was provided for the administration of the assessment.*

Writing takes place within a specified context or situation. Therefore, the situation, purpose, and intended audience form the framework that governs how all writing elements function within the text. This SAIP assessment will consider the writer's skill in integrating such elements as development of ideas, organization, language conventions and usage, and stylistic features employed in carrying out a purpose.

Writing is socially situated in that it is meant to be read. This social dimension calls for particular qualities such as clarity of communication and correctness of language. In this assessment, consideration will be given to the overall effectiveness of communication.

Writing is also social in the sense that it is intended for specific discourse communities such as the academic milieu or the workplace. In curricular practices across the Canadian education community, writing serves as a means of generating and communicating thought and understanding across all subject areas. In this SAIP assessment, the instrument will take the writing task beyond the language classroom to reinforce an increasing awareness that writing is a general competency that supports learning across the curriculum and, for that matter, for life. The assessment attempts to link school writing demands to writing demands beyond the classroom.

Writing is a complex process that includes drawing on prior knowledge and experience; developing and organizing ideas; choosing and shaping the form of presentation associated with a specific purpose; selecting the words, syntax, and stylistic devices; and applying the rules of language accurately and purposefully. Students need sufficient time during assessments to apply these strategies in order to demonstrate their abilities effectively. In this assessment, students will be provided with a resource booklet of readings so as to ensure equal access to sufficient background knowledge pertinent to the task. They will have the opportunity to take the readings home. The assessment will take place over two sessions within a two- to five-day period in order to allow students time to reflect and prepare.

Writing is a means of generating ideas and information as well as a medium of communication: it is a way of creating, exploring, and refining ideas. Just as there are divergent learning styles, there are preferential modes of expression. This test design will allow students to respond in either an analytic or a narrative mode. Both modes require integration of the common writing elements, and both will allow students to demonstrate their ability to assimilate, interpret, and convey ideas and information. Moreover, both analytic and narrative modes offer a wide variety of options for writing such as stories, opinion pieces, accounts of personal or imaginary experiences, magazine or news articles, speeches, and scripts.

Level 1

The writing demonstrates an elementary and uncertain grasp of fundamental elements of writing relative to purpose. Integration of those elements is not evident. The writing conveys simplistic and/or partial and/or fragmented meaning.

- The overall idea(s) and development are rudimentary and may not be clear.
- Tone/Voice/Stance are discernible but may be ambiguous, inappropriate, and/or unclear.
- Lack of control of syntax and the rules of language obscures communication.
- The writing demonstrates little or no evidence of addressing the demands of the task.

Level 2

The writing demonstrates an uneven and/or uncertain control of the elements of writing relative to purpose. Integration of some of the elements is apparent, but development is sketchy and/or inconsistently maintained. The writing conveys a simple and/or uneven meaning.

- The overall idea(s) and development are limited but discernible.
- Tone/Voice/Stance are discernible but may be inconsistent or uneven.
- Control of syntax and the rules of language is clearly limited. Errors are distracting and interfere with communication.
- The writing demonstrates some evidence of addressing the demands of the task.

Level 3

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

- The overall idea(s) and development are straightforward and clear but may be more general than specific.
- Tone/Voice/Stance are clear and appropriate.
- Control of conventional stylistic features, syntax, and the rules of language is evident. Errors do not interfere with communication.
- The writing addresses the demands of the task.

Level 4

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

- The overall idea(s) and development are thoughtful, clear, and purposeful.
- Tone/Voice/Stance are assured and appropriate.
- A solid control of stylistic features, syntax, and the rules of language is evident and effective. Errors are minimal.
- The writing fulfils the demands of the task.

Level 5

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

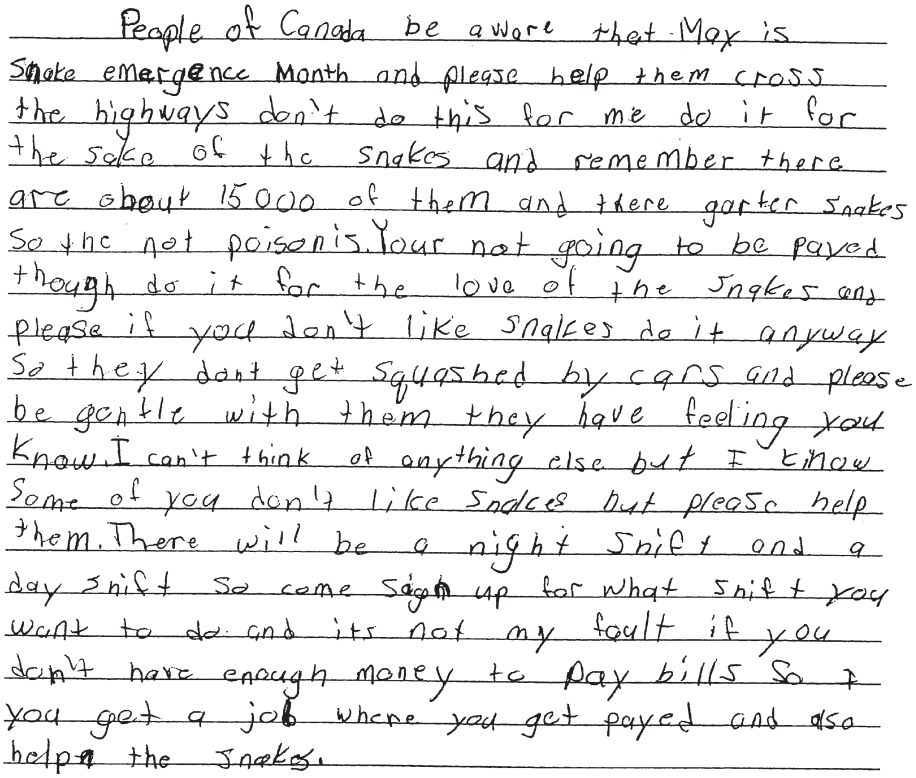
- The overall idea(s) and development are thoughtful and well considered.
- Tone/Voice/Stance are confident and enhance the impact of the writing.
- Command and control of stylistic features, syntax, and the rules of language effectively enhance communication. Errors are minimal.
- The writing clearly fulfils the demands of the task.

Introduction

The examples of student work presented here are one of each of the two anchors for each level selected during a week of study and discussion by the table leaders prior to the scoring session. These were also the exemplars provided for illustration to the expectations-setting committees in Western, Central, and Eastern Canada. This particular set contains mainly expository pieces except for the work at level 5, which is a news story. Nevertheless, it is important to note that student responses were written in a very wide range of writing forms including narratives such as fables, short stories, personal narrative, news stories, and narrative essays, as well as expository pieces such as formal speeches, editorials, magazine information articles, debate, public announcements or decrees, political treatises, and personal essays. Few students wrote less than a page, and many students wrote three or more pages in response to the demands of the prompt. However, length is not a descriptor of the criteria nor is it a factor in determining a level of performance.

Level 1 Criterion

The writing demonstrates an elementary and uncertain grasp of fundamental elements of writing relative to purpose. Integration of those elements is not evident. The writing conveys simplistic and/or partial and/or fragmented meaning.



People of Canada be aware that May is Snake emergence Month and please help them cross the highways don't do this for me do it for the sake of the snakes and remember there are about 15000 of them and there garter snakes So the not poisonis. Your not going to be payed though do it for the love of the snakes and please if you don't like snakes do it anyway So they dont get squashed by cars and please be gentle with them they have feeling you know. I can't think of anything else but I know Some of you don't like snakes but please help them. There will be a night shift and a day shift So come sign up for what shift you want to do and its not my fault if you don't have enough money to pay bills So if you get a job where you get payed and also helps the snakes.

Rationale

There is an elementary and uncertain grasp of fundamental elements of writing. While the student writes a series of complete simplistic observations, there is little sense of how to order these thoughts for clear meaning. As well, these thoughts are run together with little sense of how to use punctuation to assist the reader. The voice is discernible but ambiguous with comments such as "I can't think of anything else," or "and it's not my fault," as editorial interruptions. A significant number of errors of syntax and basic grammatical construction obscure meaning, such as the conclusion (which contradicts an earlier statement) "so I you get a job where you get payed and also help the snakes."

Level 2 Criterion

The writing demonstrates an uneven and/or uncertain control of the elements of writing relative to purpose. Integration of some of the elements is apparent, but development is sketchy and/or inconsistently maintained. The writing conveys a simple and/or uneven meaning.

Good Copy

Many people, in todays society, are not aware that thousands of snakes are being killed.

Snakes today, have had to cross the Trans Canada, in order to get their breeding grounds.

Drivers, are not aware of this situation and just simply drive, not knowing if they ran over any snakes. Signs should be placed on trees, poles, house doors, roads and parks.

I think the highway speed should be reduced by 20 to 30 km/h. Why we should do this is to make the

Student Writing Booklet B, page 5

the drivers more attentive to the roads.

Another issue is a big one, Cell phones. People driving using cell phones is very dangerous. Think of this, with the speed limit down 20 to 30 km/h, and no cell phones, the drivers will be more focused on the road. less animals will be killed, and dont forget less humans will be injured or killed because there will be less car accidents.

On the Trans Canada, I would put signs up warning people about the snakes and put pictures of them crossing the roads.

Student Writing Booklet B, page 6

Rationale

The text demonstrates an uncertain and uneven control of the elements of writing. For example, there is no paragraph development but rather a series of one or two sentence observations. The details are sketchy and very generalized. The writer diverges with a comment on the dangers of cell phones and driving. There is some integration of the elements. There is a highly generalized introduction. Two simple solutions are presented (posting signs and reducing highway speed with limited explanation), and the conclusion repeats the two points expressed. However, the writing conveys a simple and uneven meaning.

Level 3 Criterion

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

Snakes vs. Humans

We all live in our own community. In each, we communicate with other people. We live, learn, and grow together. So why do we forget about the wild animals that are so near, living in our backyards and in our community. Ask yourself this question. It seems that most people just don't care what happens to wild animals as long as they are not bothering them. Only then is when we take notice that those "pesky" creatures are in the way.

The month of May for people of Manitoba is when they notice the snakes. The garter snakes that come out from the underground dens and go out to breed. Most of them, however, do not make it very far.

In their winter dens there can be over 15,000 snakes together. In spring when the snakes come out, some it as an amazing sight to see the snakes emerging. Others see it as a disturbance and if they get in their way will try to kill them.

As snakes travel on their migration routes to their breeding grounds they have to cross a trans-Canada ~~highway~~ highway. Few make it across, being killed by the fast moving traffic. If they don't make it across then they breed, decreasing the snake population.

When these snakes give birth they usually have 10-30 in a litter. That is a lot of snakes that are not going to be born because their "potential" mother or father was killed trying to reach the breeding grounds.

A lot of people do not care about this issue. They figure that there are enough snakes in the world that a few deaths won't hurt. How unfair is that? I'm sure if you placed the word people in that sentence instead of snakes they would feel a lot differently.

Obviously it is going to take serious thinking to find a resolution. People also have to care a little too though. If we could get everyone working together maybe a way could be found to resolve the problem.

It's not a resonable solution to take out the trans-Canada highway to save the snakes. We also have to think of the people. But shouldn't there be a compromize? Snakes are living creatures too. We should be able to find away to help the snakes yet keep the people happy.

Even if you still don't care about the snakes, think about the circle of life. If these snakes keep continuing to die eventually down the road they might become extinct or endangered. True, snakes feed on worms, frogs, mice, slugs, and snails and sure they will be happy they are gone. But what if there then becomes an overwhelming amount of frogs and mice? We need them but we dont need to be overpopulated by them.

You could be thinking oh that will never happen but I bet that others said the exact same thing before lets say those 3 types of birds became extinct.

It's all about putting off issues that you don't think concern your everyday life. If your life's going okay and nothing has happened to the one's you love you tell yourself it is not your problem and forget about it.

Just think for a minute what could happen if we all worked together we are willing to on humanity issues so why can't we with animals

If you are still not convinced after reading this article I wish you would look more into the habitat of snakes and how our new technology is hurting so many different types of wildlife.

Animals and humans are alike. we are both living creatures created on this earth for a reason. We should all have the right to live life free and happy. We should all care about one another.

Rationale

The writing sustains a focus on the issue of humans and animals sharing living spaces. The problem is stated in a straightforward manner: "most people just don't care what happens to wild animals as long as they are not bothering them." There is some struggle for clarity in the fourth paragraph with comments such as "if they don't make it across then they breed, decreasing the snake population." The writing, however, is generally integrated with solutions suggested that are tentative and unspecific such as "we should be able to help the snakes" or "think about the circle of life." Functional and organized throughout, the writing presents an honest but general perspective: "It's all about putting off issues that you don't think concern your everyday life."

Level 4 Criterion

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

In today's society, the threat to the peaceful coexistence between man and nature is blamed solely on the ignorance and naivety of the human race. Ironically, ~~this is not entirely lack of knowledge that~~ the problem lies not in a lack of knowledge, but in an overwhelming lack of appreciation. The spectacles of nature which we once held tightly to our hearts are now viewed as hinderances; obstacles, if you will, on our road to modernized success. Nature has fallen victim to our sterile view of the world - in particular, the snakes of manitoba.

For ~~us~~ us, as humans, the world cannot go by fast enough. The trans-canada highway ~~was~~ was built ~~for~~ to fulfill our need to waste absolutely no time or energy getting from point A to point B. What we consider an improvement in our lives, ~~does~~ unfortunately causes considerable damage to the lives of the snakes in manitoba. ~~was~~

> Each winter, some snake dens contain over 1500 garter snakes. In spring the mass emergence of snakes creates an awesome natural spectacle. However, one of the migration routes to their breeding grounds crosses a major trans-canada highway. (Student writing packet B, p. 2)

This is situation that must be taken care of immediately. ~~So~~

Although our lives seem to no longer be interwined with ~~the~~ their nature, excluding conflicts of space such as this, ~~nature~~ when nature is as much a part of our lives as it ever was. No matter one's view of the world, goal in life or doctrine of beliefs, the ~~existence~~ fact that the existence of a species depends

on that of another ~~snake~~ cannot be disregarded. Our survival relies on the peaceful coexistence we have with every species, including the snakes, on this planet. The fact of the matter is if we kill them, we kill ourselves.

Despite its seeming insignificance, each and every snake in the writhing mass that makes its way across the highway every spring fulfills a particular niche that no other animal can. Although we may not see it now, our utter disregard for the lives and safety of the snakes will cause horrifying ramifications. The wheel will, undoubtedly, come full circle and we will, as a species, pay the price.

"We have been brought up with the idea that we have the world at our disposal. However, the world was not created solely for our use and subsequent abuse. 'We stand a much better chance of survival if we accomodate ourselves to this planet,' not the other way around." When environmental issues such as this arise, we are often tempted to look the other way. We have places to go - ~~what~~ why should we bother with a few little snakes? What we fail to realize is that the snakes have places to go, too.

Rationale

This piece of writing reveals a thoughtful perspective in which several important points are discussed: "The problem lies not in a lack of knowledge, but in an overwhelming lack of appreciation [for nature]." As part of the argument, the paper points out the human need for speed and convenience, both of which have an impact on the rest of nature. The writing is integrated and comes together as a secure whole, particularly through a careful choice of language ("we have a sterile view of the world) and yet with an essential clarity ("if we kill them, we kill ourselves"). Metaphor contributes to both the ideas and the unity ("on our road to modernized success"). In the conclusion, we read "What we fail to realize is that the snakes have places to go too." This is a clever insertion of a comment from one of the resource poems, effectively integrated into the argument along with other quotations. The entire piece is a well-integrated, solid whole in which thought and language mesh. ("The world was not created solely for our use and subsequent abuse.")

Level 5 Criterion

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

The Daily Sun May 3, 2002

Guarding the Garters

It is "Snake Emergence Month" in Manitoba, but this year our slithering friends are going to hit some heavy traffic.

Dens containing over 15,000 garter snakes, will be emerging to begin their migration routes to breeding grounds. However, one migration route crosses a major trans-Canadian highway, and that means big trouble for these small herptiles.

As one may imagine, the chances these snakes have of making it alive across these busy roads, is slim to none. Year by year as traffic increases, so does the problem of the garter snakes, though this year it is worse, due to the add on of two extra lanes on the highway.

According to Nature Now (environmental agency) president, Alleena Coperfeld, "Action must be made now." NP→Coperfeld has been working with other organizations such as ARP(Animal Rescue Patrol) and CWF (Communities for Wildlife), to find a solution to this growing concern.

"We have made a proposal to the local government on solving this issue, however right now the cost is a major hold back of taking any action," Coperfeld explained.

And a major hold back it is! The team of environmentalists proposed that a large tunnel be made to cut under the highway, and extend a width of one kilometer! The project total: approximately $3 billion!

The proposal will be taken to Ottawa next week, where it will be accepted or rejected by the federal government. If accepted, the project is estimated to take several months before completion; too late for the breeding garters.

Along with the proposal of the highway tunnel, the environmental teams have been trying to raise awareness of the garter snake problem to the public.

"We want people to know that the garters will be out on the highways and roads during this time, and for them to take extra precaution when driving," Coperfeld added.

Colin Maxwell of the CWF told us, "If our proposal and advertising is successful, the garters will be ensured a safe migration route. With the tunnel, the snakes will be unable to get onto the highway, and 'forced' to take the safe path of the tunnel."

Glen Buchanan of WWI (Wildlife Ways and Ideas) has a different approach to the garter problem, "Instead of a tunnel, a wildlife bridge should be constructed. This would allow not only small garters, but also deer, coyotes, and even bears to cross the highway safely."

The wildlife bridge seems like an efficient proposal, especially with a cost of $1.5 billion... half the cost of the tunnel! However, would the garters and other animals be able to adapt to the new concept of crossing a bridge?

"The wildlife bridges have proved to be successful in the past. Many states have constructed bridges in large animal populated areas, and the creatures have adapted nicely," Buchanan remarked.

The WWI proposes to suggest their idea to a special environmental council in Ottawa next week as well, following Coperfeld's team closely.

→The question lies in which proposal is more practical, and which is going to provide the most security for the garters. Or, will the government choose no proposal, and leave the snakes to protect themselves?

Mayor Henri Bordeaux of Winnipeg suspects the government will dismiss the problem quickly, "How can the government consider a $3 billion tunnel or $1.5 billion wildlife bridge? There are much more important issues to take care of, for example health care and education. Tax payers are not going to be willing to pay for something that will save snakes, and that is the truth."

Both Coperfeld and Buchanan disagree with the mayors assumption.

"The government is so caught up in health care issues, what about the health and wellbeing of the creatures we share the world with? If the government has any respect for life, they will support the ideas of having a tunnel or even bridge for the wildlife," Coperfeld said.

"If the government does not comply with this request, they will have bigger problems later on," Buchanan added. "Environmental groups across Canada will be uproared, I'm sure."

"The issue of the garter snakes is only a small problem in the many we face with all wildlife. The public needs to be aware of the challenges these creatures encounter. They share the land with us, and in return we must respect them, and when possible, help them to survive in the unsafe world we have created for them," expressed Coperfeld.

• Tell us what you think about the issue of the garters! Should there be a tunnel, bridge, both, or none? Mail, fax, or email your thoughts and concerns at: The Daily Sun/concerns
#1025 57 Ave
Winnipeg Manitoba
V7S 2Z5
fax: (295)~ 689 ~5417
email: thedailysun/concerns@news.net

Rationale

This writing demonstrates a confident command of the elements appropriate to purpose. The writer adopts a journalistic form making relatively obvious solutions a major news story by providing an intriguing headline, effective quotes, presentation of both ecological and political sides of the issue, a consistent journalistic voice, and a call to action that fulfils the demands of the task. The voice is confident and enhances the impact of the writing with phrases such as "our slithering friends are going to hit some heavy traffic," "And a major hold back it is!" "…too late for the breeding garters." The sophisticated perspective is provided by the various opinions of the "experts" who echo current social and political attitudes one might see in any major story about ecological issues. Thorough integration is achieved through the accumulative effect of the connection between the "expert" quotations and the writer's personal commentary in the narrative of events described.

SCORING THE 2002 ASSESSMENT

The scoring process used for this assessment is a train-the-trainer model similar to that used in 1994 and in 1998. Table leaders were brought in seven days ahead of the scoring session to read, study, and discuss extensively a large sample of the work done by students and to study thoroughly the demands and expectations of the prompt and instrument designed to score the writing.

Through an extensive process of analysis and discussion, a set of anchor papers was selected by the table leaders to represent the descriptors for levels 1 to 5. These anchor papers, two per level, became the demonstrations of levels of writing described for each level. In addition, the leaders chose training papers and reliability papers to be used to ensure consistency among all scorers. The leaders then trained their own tables of six scorers using a common script and the anchors they selected as a committee as a whole.

During the scoring process, reliability papers were scored twice daily by all scorers, and the degree of consistency among tables and across the scoring floor was monitored. Any inconsistency was discussed, and the expectations were reviewed.

In all cases, scoring was done by teams of thoroughly trained scorers, who matched student responses with the criteria developed to measure student achievement. Using the general performance statements for each level, the specific descriptors for each level, and the anchor papers as illustration of the descriptions, scorers determined which description best identified the quality of student writing being examined. Rigorous procedures were in place to ensure the reliability of individual scorers and their consistency in applying scoring criteria. In addition, sophisticated management techniques developed over the history of SAIP assessments ensured a reliable and efficient process of managing student booklets and the data resulting from the scoring process. Statistical details about the scoring consistency will be provided in the forthcoming technical report.

Box 2

Technical Terms Used in this Section

Table leaders: educators from the jurisdictions brought in ahead of the scoring session to study student work, to select anchor, training, and reliability papers, and to learn to train and direct tables of six scorers each using a common script.

Anchor papers: examples of student work selected by consensus of the table leaders as the most representative of the description for a particular level in the criteria (see *Writing Assessment Criteria* sub-section above). Used repeatedly by scorers to confirm their understanding of the criteria during the scoring session.

Training papers: papers scored by all scorers for practice during training and at the start of each day, selected by table leaders to come to a common understanding in applying scoring criteria.

Reliability papers: common papers selected by table leaders to be scored by everyone simultaneously twice a day to check on the consistency of the scoring tables and to identify any need for retraining.

Exemplars: papers selected from the anchors to illustrate to the community what quality of student work was considered appropriate for each level of performance.

Prompt: description of the context and purpose for which the writing task is being done. In this case, it is the description of an environmental dilemma, and students are asked to *generate public awareness about the dilemma with a written piece.*

This report provides results for Canada as a whole, as well as those of individual jurisdictions. To facilitate understanding of the many graphs and charts that follow, this section includes a short note on interpreting the results.

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

Differences

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**. A difference is statistically different when there is no overlap of *confidence intervals* between the two measurements.

Confidence Intervals

In this assessment, the percentages calculated by the researchers are based on samples of students. Therefore, these are only estimates of the actual achievement students would have demonstrated had all students in the population 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 level might fall. This range of percentage values is called a **confidence interval**. It represents the high- and low-end points between which the actual achievement level should 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 the following symbol: ⊢ 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 reflect on the competency of the students who participated in the assessment.

Statistical vs. Educational Difference

Statistical significance is determined by mathematical formulas and considers issues such as sampling. It is a matter of interpretation as to whether a difference in results has educational significance. There are situations where a *statistically significant difference* may have little educational significance

Box 3

Statistical Comparisons

The performance of students in Canada (and within each jurisdiction) was compared by looking at the average scores for all students in each jurisdiction and at the distribution of these scores.

Because the available scores were based on samples of students from each jurisdiction, we cannot say with certainty that these scores are the same as those that would have been obtained had all 13-year-old and 16-year-old students been tested. We use a statistic called the *standard error* to express the degree of uncertainty in the scores for the sample compared with the population. Using the standard error, we can construct a *confidence interval*, which is a range of scores within which we can say, with a known probability (such as 95%), that the score for the full population is likely to fall. The 95% confidence interval used in this report represents a range of plus or minus about two standard errors around the average.

The following charts are intended as representations of numerical data and as such cannot always be interpreted with the same degree of precision as the actual numbers. This is particularly true for small percentages and small confidence intervals. For more precise data, please refer to the numerical tables in the appendix to this report, and to the forthcoming technical report.

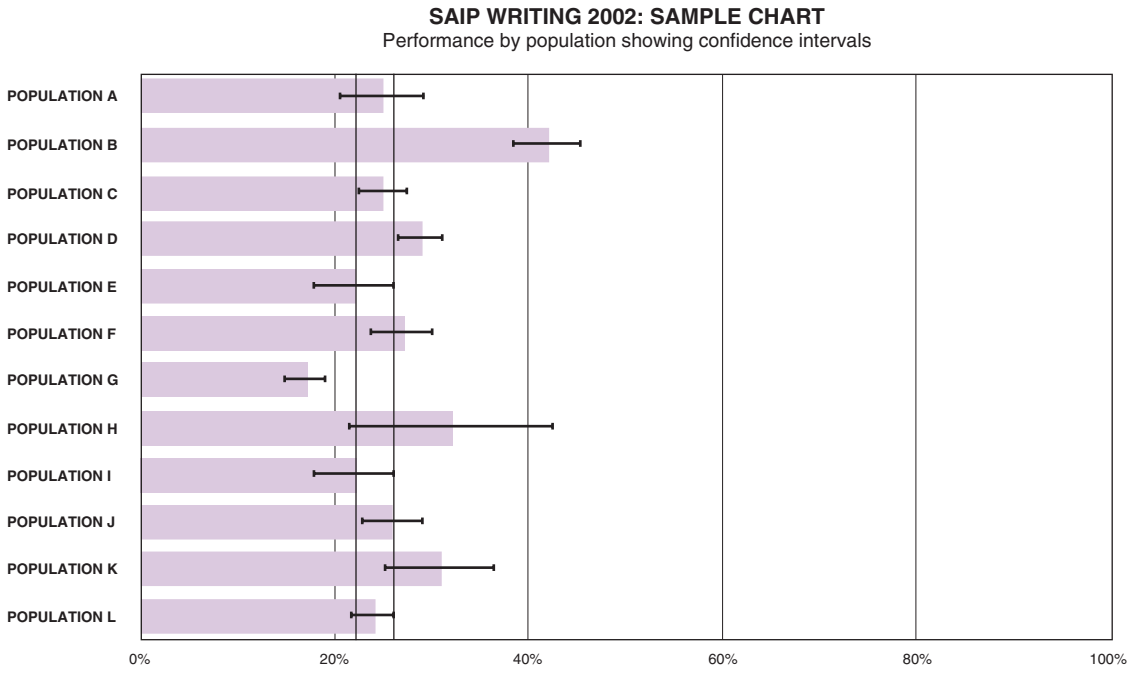
(i.e., the difference is very small). There are also situations where a difference that is perceived to have educational significance may not in fact have statistical significance. For example, if one were to try to compare the 1994, 1998, and 2002 performances, the statistical differences would not be educationally significant in the light of changes to the test design. What may be educationally significant is the smaller gap between any one jurisdiction's level of student performance and the pan-Canadian performance in 2002 compared to 1998. Where applicable, these differences have been noted in the individual jurisdictional reports.

Comparisons Between Languages

Caution is advised when comparing achievement results based on assessment instruments prepared in different languages, despite the extensive efforts to ensure equivalence for the sake of equity and fairness for all students. Every language has unique features that are not readily equivalent. While the writing task, criterion descriptors, scoring scripts, and scoring process were highly equivalent in English and French, pedagogical and cultural differences related to differences in language structure and use render comparisons between languages inherently difficult.

SAMPLE CHART

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, E, F, H, I, J, and K, but there are significant differences between population L and populations B, D, and G because their confidence intervals do not overlap.

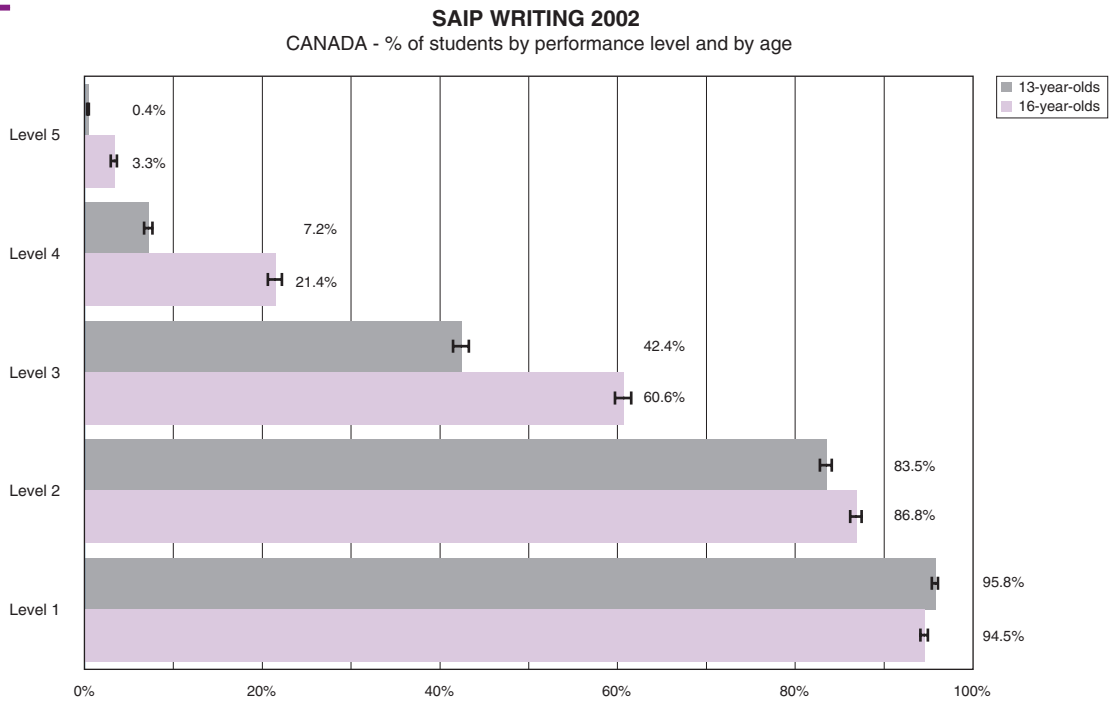


Introduction

In this section of the report, results are presented for Canada as a whole. Charts C1 to C3 compare overall Canadian results combining performance from all jurisdictions and both languages. Charts C4 and C5 compare expectations-setting results.

- Chart C1: % of students by performance level and by age
- Chart C2: % of 13-year-olds by performance level and by gender
- Chart C3: % of 16-year-olds by performance level and by gender
- Chart C4: Results and Expectations — % of 13-year-olds by performance level
- Chart C5: Results and Expectations — % of 16-year-olds by performance level

CHART C1



The 1994 criteria descriptors, which are almost identical in the 2002 assessment, were developed after an extensive study of actual writing by 13-year-olds and 16-year-olds across Canada. As a result, the assumption of the SAIP assessments is that a majority of 13-year-olds will achieve level 2 and a majority of 16-year-olds will achieve level 3. In other words, a majority of 13-year-olds, given the demands and context of this assessment, will demonstrate an uncertain control of the elements of writing relative to purpose. Integration of some of the elements will be apparent but development will be inconsistently maintained, conveying a simple meaning (level 2). However, a majority of 16-year-olds will demonstrate a control of the elements of writing appropriate to purpose. Their writing will be generally integrated and the development maintained throughout with a clear perspective (level 3).

It is not surprising then that, according to chart C1, most of the older students write at or above level 3, compared with less than half of younger students. Furthermore, 21% of 16-year-old students write at level 4 or 5 compared with 7% of 13-year-old students. It is worth noting, however, that 42% of 13-year-olds do demonstrate a level 3 performance. These differences are expected in the light of age difference and opportunity to learn for 16-year-olds in comparison to 13-year-olds.

CHART C2

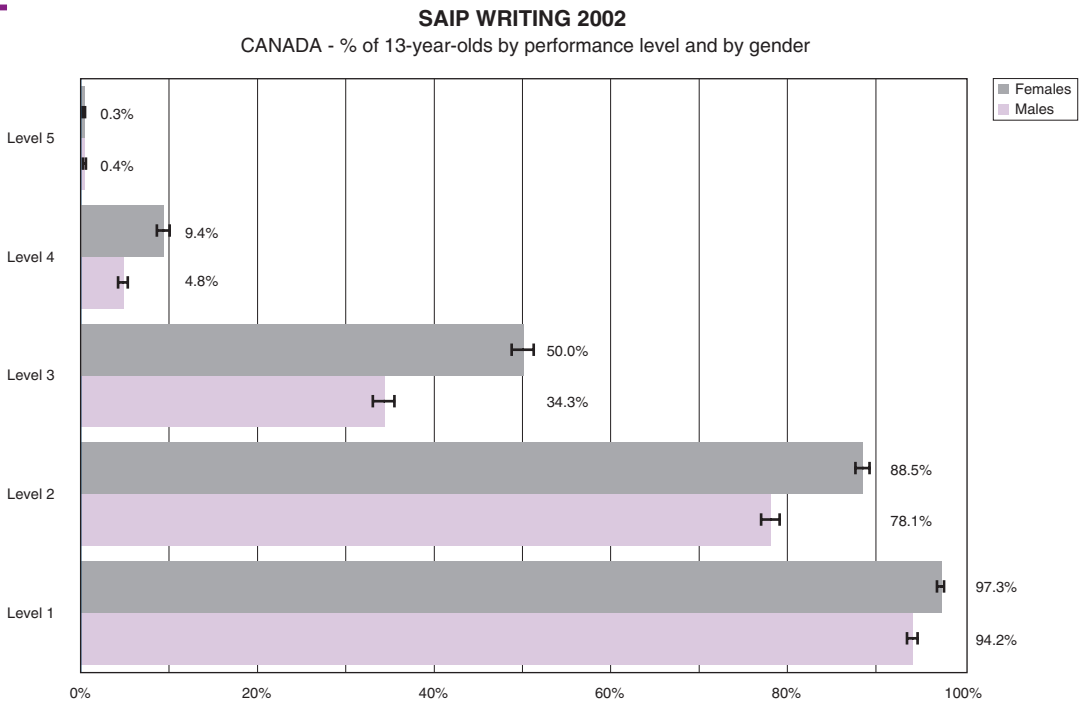
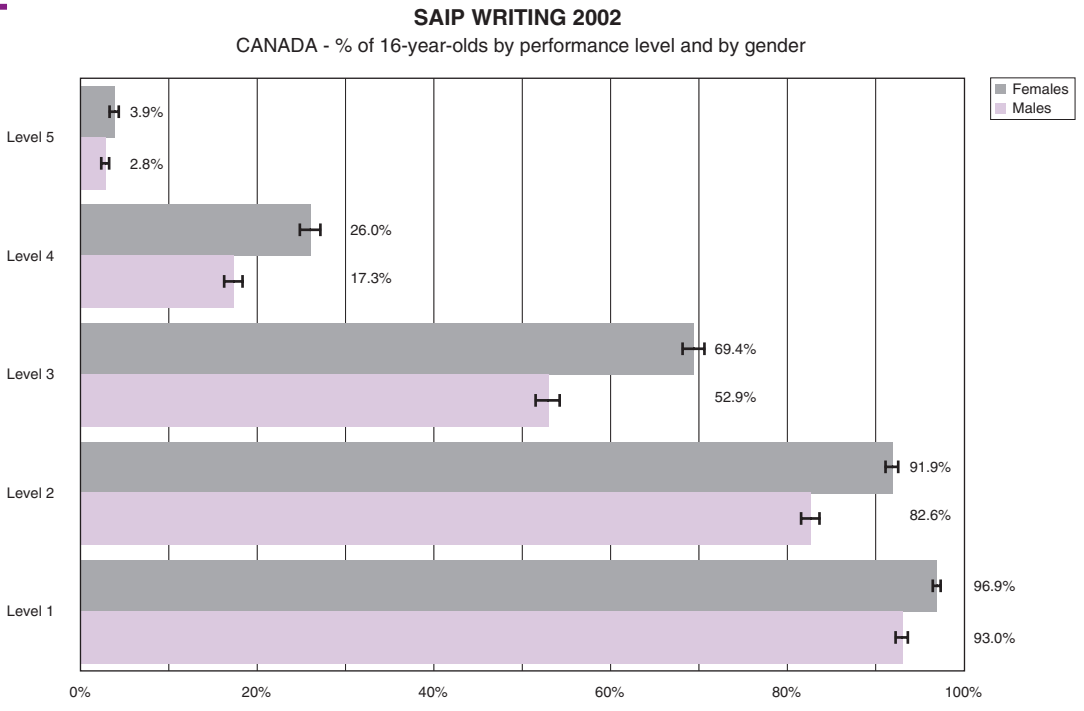


CHART C3



The 2002 SAIP assessment confirms what is now recognized as an international phenomenon in many cultures and languages, namely that girls demonstrate writing skills at a significantly higher level than boys. These charts indicate that the differences between girls and boys at each performance level are similar in both age groups. For 13-year-olds, the difference at level 2 is 10%, at level 3 around 16%, and at level 4, 5%. Among 16-year-olds, the difference at level 2 is 9%, at level 3, around 16%, and at level 4, 9%. The differences found in the SAIP Writing III assessment are consistent with those found among Canadian youths in the OECD PISA study of reading skills.[2]

[2] Knowledge and Skills for Life: First results from PISA 2000. Executive Summary. OECD Publication.

An important question that must be asked for any assessment is one of expectations. "What percentage of Canadian students should achieve at or above each of the five performance levels, as illustrated by the framework and criteria and by the writing task?" The answer to this question must come not only from educators, but also from the broadest possible spectrum of Canadians.

Box 4

How well did Canadian students REALLY do?

To ensure that the design and the results of SAIP assessments are really representative of the expectations that Canadians have for their students and schools, a broadly based panel is gathered from across Canada of both educators and representatives from business and the general public.

In three geographically based sessions, members examine all of the testing materials and share their expectations of how well Canadian students should perform.

Results of these sessions are then compared with the actual results and reported in the public report.

To assist with the interpretation of SAIP assessments, CMEC regularly convenes pan-Canadian panels of educators and non-educators to examine the framework and criteria and to review the assessment instruments and scoring procedures. For the Writing III Assessment, panellists attended one of the three sessions held in Atlantic, Central, and Western Canada during October 2002. This panel consisted of teachers, students, parents, university academics and curriculum specialists, Aboriginal teacher trainers, business and industry leaders, community leaders, and members of national organizations with an interest in language education. The panel featured representatives from across Canada.

The approximately 100-member panel reviewed all assessment instruments, scoring procedures, and actual student results to determine the percentage of 13- and 16-year-old students who should achieve each of the five performance levels. Full and open disclosure was provided to panellists of any information pertinent to the assessment, including sampling procedures and data regarding the varying opportunities students across the country have to develop writing skills.

A collaborative process was used to define pan-Canadian expectations for student achievement in 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 framework and criteria and by the writing task?" Panellists' answers to that question were collected to determine the desired Canadian student performance and to help interpret how students should do in comparison with actual results.

The following two charts show that the expectations-setting panel is generally pleased with the performance of Canadian students in writing. Generally, students in both age groups perform at expected levels. At all levels but level 3 among 16-year-olds, student performance falls within the range expected of them. Notably, at the highest levels (4 and 5), the performance is closely aligned to expectations.

CHART C4

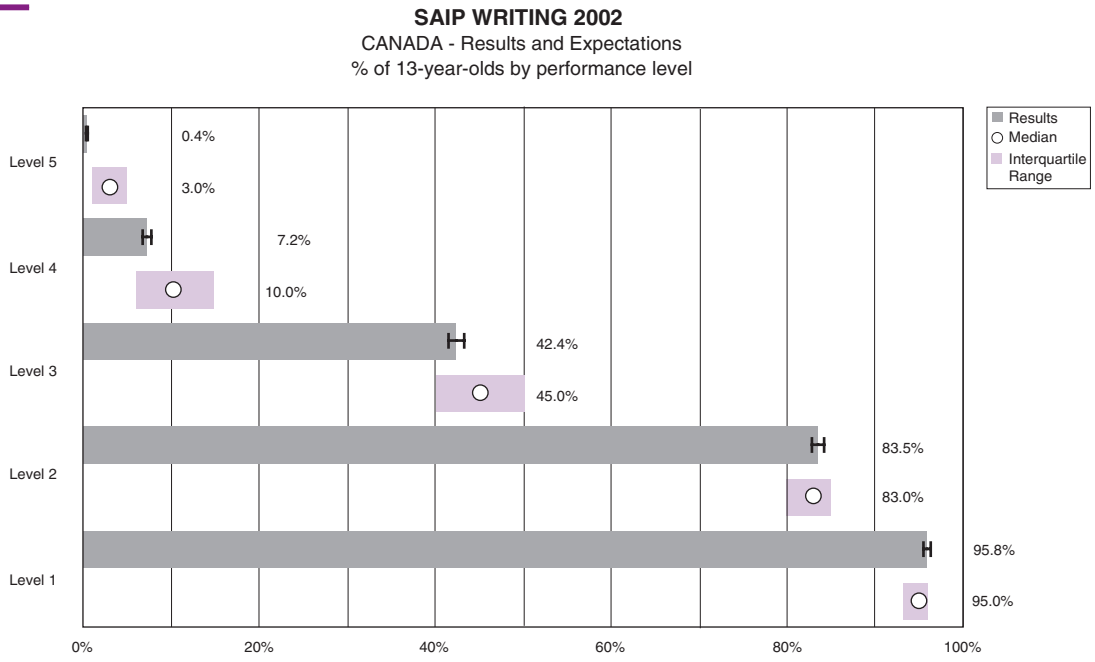
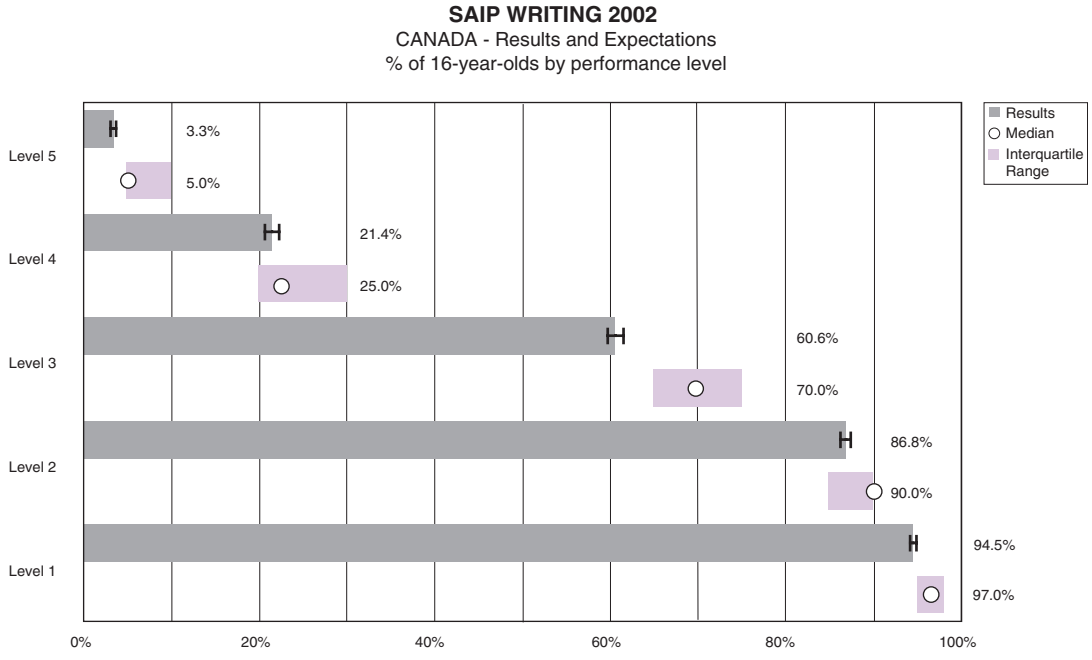


CHART C5



RESULTS FOR THE JURISDICTIONS

This section of the report presents the charts providing a comparative view of all jurisdictions as well as results by single jurisdictions. Results are shown for each participating jurisdiction. On specific jurisdictional results, comparisons are made to the Canadian results by language. That is, the English jurisdictions are compared to the Canadian English average, and the French ones to the Canadian French average.

The table below presents those participating jurisdictions, which showed a proportion of students similar to, or exceeding, the proportion of students meeting level 2 for 13-year-olds and level 3 for 16-year-olds.

OVERVIEW OF ACHIEVEMENT BY LEVEL

Table 3

Jurisdictions[1] performing better than or about the same as Canada[2]

13-year-old students at level 2	
Canada (E)[3] (82.4% achieved level 2 or better.)	Alberta British Columbia Manitoba (E) Ontario (E) Quebec (E)
Canada (F) (87.3% achieved level 2 or better.)	Quebec (F)
16-year-old students at level 3	
Canada (E) (57.7% achieved level 3 or better.)	Alberta British Columbia Manitoba (E) New Brunswick (E) Newfoundland and Labrador Ontario (E) Quebec (E) Saskatchewan
Canada (F) (71.7% achieved level 3 or better.)	Quebec (F)

[1] Jurisdictions appear in alphabetical order.
[2] Differences in scores are statistically significant only when confidence intervals DO NOT overlap.
[3] (E) = English population (F) = French population

DISTRIBUTION OF PERFORMANCE LEVELS

The following charts present the percentage of students at each achievement level for all jurisdictions plus Canada. The data shown is an overview and displays the distribution of students at each achievement level.

The results do vary from jurisdiction to jurisdiction. In some cases achievement is significantly different from another jurisdiction, from the results within English or French, or from Canada as a whole.

Box 5

Please note that the charts that follow are **not** cumulative, that is, the bars represent the actual percentage of students at a particular level, rather than those who have achieved a particular level and above.

As before, percentages are based on samples of students. For all populations, 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.

CHART C6

SAIP WRITING 2002

Distribution of performance levels of 13-year-olds: Jurisdictions and Canada

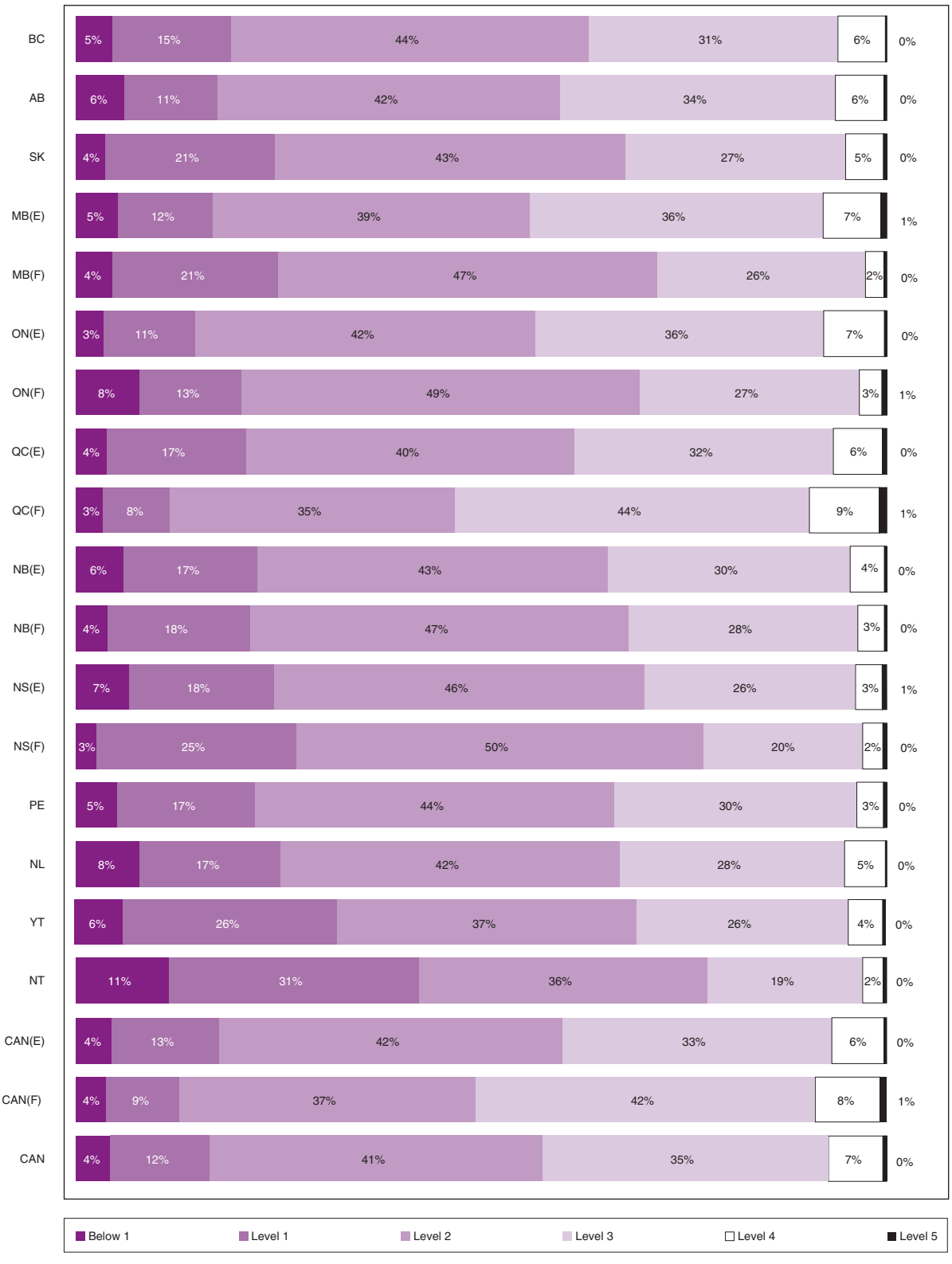
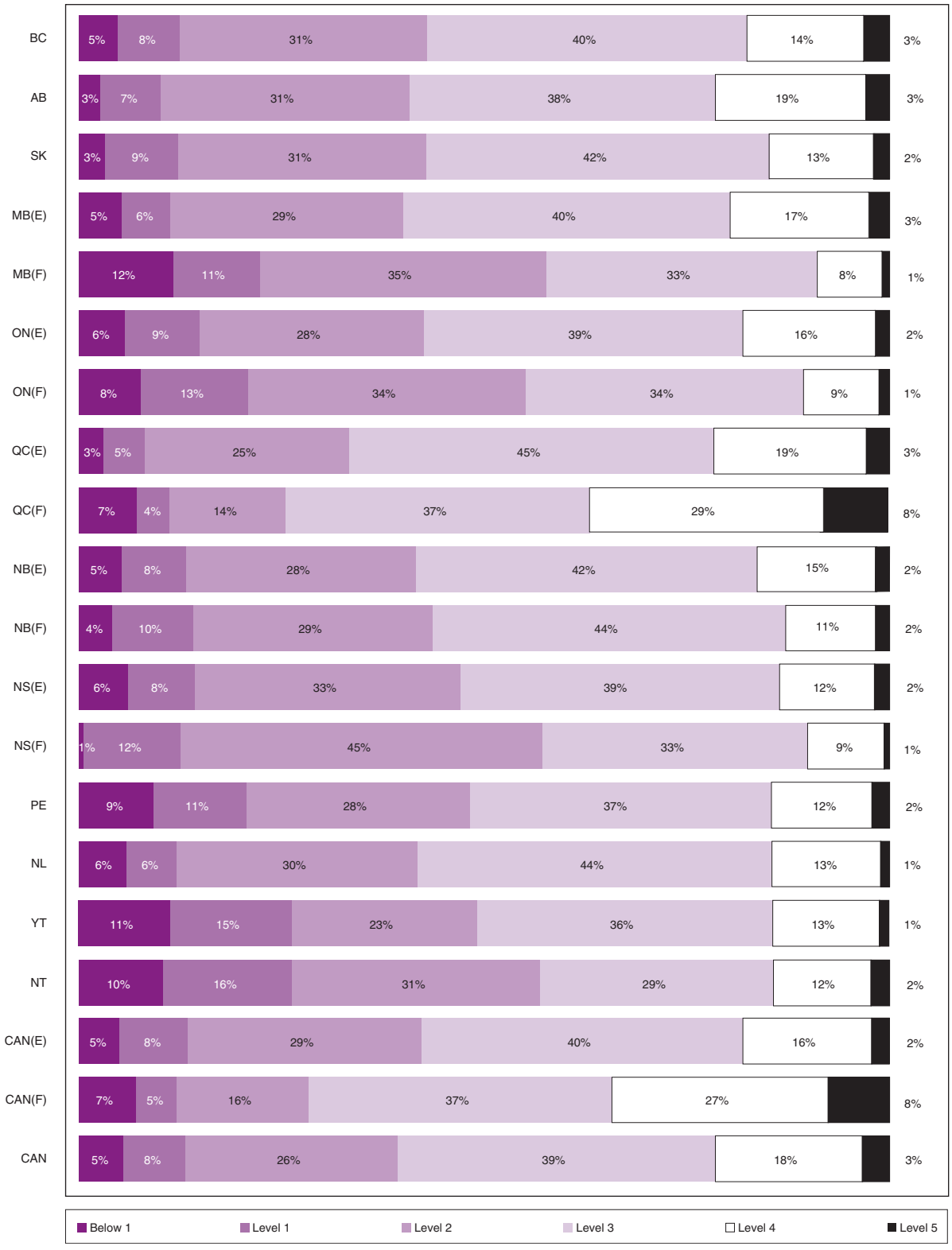


CHART C7

SAIP WRITING 2002

Distribution of performance levels of 16-year-olds: Jurisdictions and Canada



Context Statement

Social Context

British Columbia has a population of approximately 4 million people. Eighty-six per cent of the population lives in urban areas, the largest portion of which is concentrated in the Greater Vancouver region. The province promotes student achievement for all students, regardless of their background.

Organization of the School System

Approximately 600,000 students are enrolled in the public school system, 60,000 in independent schools, and over 4,000 in home schools. The province has 59 school districts and the Conseil scolaire francophone. Most 13-year-old students are in grade 8 or 9, while most 16-year-olds are in grade 11 or 12.

Language Arts Teaching

The BC curriculum for K-12 Language Arts is published in Integrated Resource Packages (IRPs), available in both English and French and consists of the provincially prescribed curriculum (learning outcomes), suggested ideas for instruction, a list of recommended learning resources (books, videos, electronic resources, etc.), and possible methods for teachers to use in evaluating students' progress.

British Columbia has also developed a set of performance standards in reading, writing, numeracy, and social responsibility for voluntary use in schools. Focusing on performance assessment, these standards are used as a resource to support ongoing instruction and assessment. They exemplify a criterion-referenced approach to student assessment and enable teachers, students, and parents to relate student performance to provincial expectations.

The provincial curriculum integrates the six broad areas of language arts (reading, writing, listening, speaking, viewing, representing) on three main levels: among the curriculum strands, across the curriculum, and in life outside the school. Learning outcomes (what students should know and be able to do) are grouped according to three curriculum organizers: Comprehend and Respond, Communicate Ideas and Information, and Self and Society.

BC students are required to take language arts from kindergarten to grade 12. Grade 11 offerings in English include English 11 and Communications 11; francophone students take Français langue première 11. In grade 12, successful completion of English 12, Communications 12, or Technical and Professional Communications 12 satisfies the provincial graduation requirements. Programme francophone students must successfully complete either Français langue première 12 or Communication professionnelle et technique 12 to meet provincial graduation requirements.

In addition to participating in national (SAIP) and international (PISA) assessments, British Columbia assesses all students in grades 4, 7, and 10 on an annual basis in reading comprehension, writing, and numeracy through the Foundation Skills Assessment (FSA). The FSA provides schools with information to use in planning to improve student achievement at the school level. It also gives teachers, students, and parents an external source of information about an individual student's performance in these important skill areas.

Results for British Columbia

There are no significant differences between this jurisdiction's performance and the Canadian English performance at any level for either age group. Over 80% of 13-year-olds have at least some control of the elements of writing (level 2), and almost 40% produce writing that is generally integrated with a clear perspective (level 3).

Almost 60% of 16-year-olds have control of the elements of writing (level 3), and almost 20% write with effective control (level 4) or better.

CHART BC1

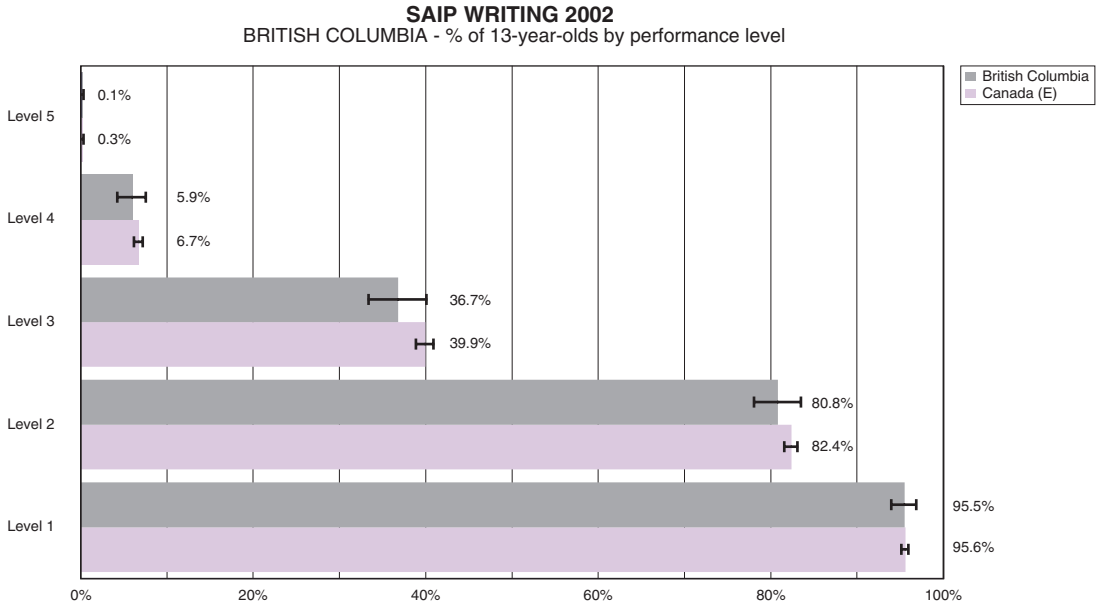
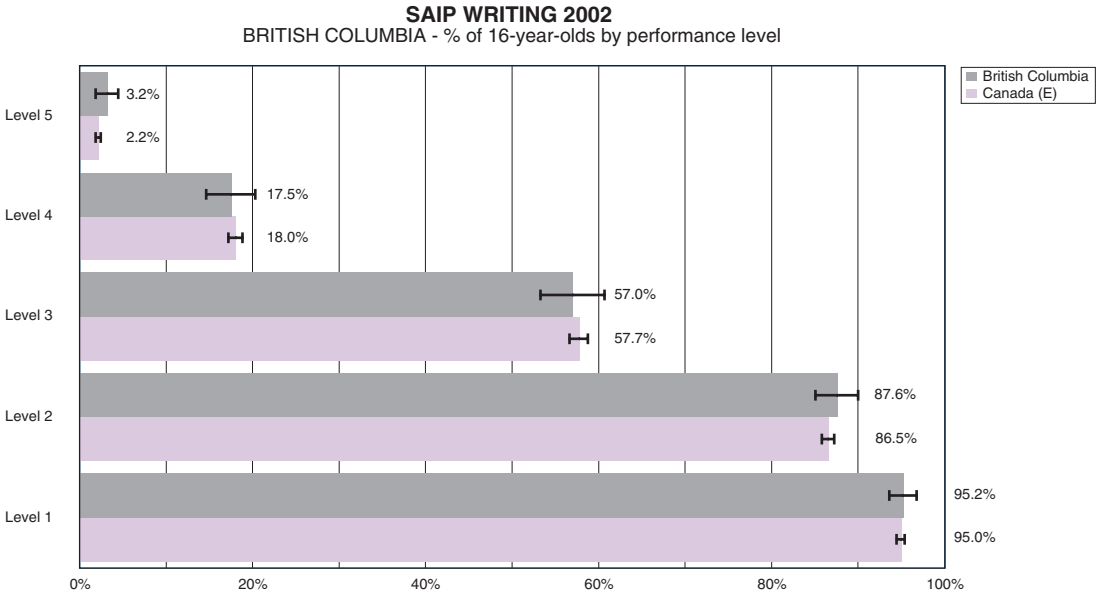


CHART BC2



Context Statement

Social Context

Alberta has a multicultural population of approximately 3 million people. All children are required to attend school from the age of 6 to 16. The provincial government has the primary responsibility for education in grades 1 through 12 and shares this responsibility with local school boards.

Organization of the School System

In the 2000 – 01 school year in Alberta, 591,553 students were registered in 2,101 schools. Of these students, 71% attended public schools, 21% attended separate schools, and the remaining 8% attended a variety of private, charter, provincial, and federal schools. About 3,200 students (0.5%) were enrolled in French-first-language programs offered by the five francophone authorities.

Nearly all 13-year-old students (99.2%) were enrolled in junior high school. There were 5.8% in grade 7, 65.4% in grade 8, and 28% in grade 9. All students, regardless of program, enrol in English language arts in each grade. All students registered in francophone programs enrol in Français (French first language).

The senior high school English language arts program has three course sequences: English Language Arts 10-1, 20-1, 30-1; English Language Arts 10-2, 20-2, 30-2; and English Language Arts 16, 26, 36. English language arts is currently under revision. In September 2003, English Language Arts 30-1 and 30-2 will replace English Language Arts 30 and 33 respectively, completing the implementation process.

The senior high school Français program, which is designed for francophone students, also has three course sequences: Français 10, 20, 30; Français 13, 23, 33; and Français 16, 26, 36. The 10, 20, 30 sequence has been under revision. In September 2002, the provincial implementation of the revised Français 30 took place to complete the implementation of the revised 10, 20, 30 sequence. The current Français 13, 23, 33 sequence will be replaced by the new curriculum in September 2003. Français 16, 26, 36 is a new program developed for French-first-language students, and provincial implementation takes place in September 2003.

The French language arts program, which is designed for immersion students, has three courses: French Language Arts 10, 20, 30. In September 2002, the implementation of the revised French Language Arts 30 took place to complete the implementation of the revised French Language Arts 10, 20, 30 sequence.

The first sequence listed in both English language arts and Français is designed for students in academic programs; the second sequence is for general program students; and the 16, 26, 36 sequence is 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 have a first language other than English.

For the 2000–01 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 10-1	(5%)	Français 10	(0.04%)	English 10-2	(7.1%)	Français 13	(0.10%)	English 16 (1.0%)
English 20-1	(40.9%)	Français 20	(0.17%)	English 20-2	(15.5%)	Français 23	(1.10%)	English 26 (1.1%)
English 30-1	(16.8%)	Français 30	(0.07%)	English 30-2	(7.1%)	Français 33	(0.02%)	English 36 (0.1%)

English as a Second Language (0.8%)

Language Arts Teaching

Alberta schools provide a variety of learning experiences so that students can read for information, understanding, and enjoyment and also write and speak clearly, accurately, confidently, and appropriately for the context.

The following principles provide the framework for the English Language Arts program.

- Language skills are applied throughout life.
- Language enhances the development of thinking skills, enabling students to reflect on and control their own thinking and learning processes.
- The six language arts — listening and speaking, reading and writing, viewing and representing — are interrelated and interdependent. Facility in one strengthens and supports the others.
- Literature plays an integral part in the language-learning program.
- Language is used to communicate understandings, ideas, and feelings and to assist social and personal development.
- Language skills are essential throughout the entire curriculum.
- Language is closely interwoven with experiences in all learning situations. Print and other media present ideas in diverse and characteristic ways.
- Language skills expand with practice.

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. The following principles provide the framework for developing French language arts to French-first-language students.

- Language is a communication tool.
- Language is seen in its totality.
- Numerous opportunities are available to use language, especially in interactive situations.
- Students are exposed to a wide variety of presentations and texts/passages and 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.
- Numerous contacts are made with the francophone community/world and with its linguistic and cultural diversity.
- Evaluation methods reflect and support the above-mentioned principles.

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.

The new Français programs of study reflect the current curriculum and also make explicit the planning, monitoring, and evaluation strategies used by effective communicators.

New student and teacher language arts resources were selected and authorized. Programs of study, authorized resources, and other materials related to the provincial education system are found on the Alberta Learning Web site, http://www.learning.gov.ab.ca/ and in French at http://www.learning.gov.ab.ca/french/.

Language Arts Assessment

Since 1982, student achievement has been monitored through a provincial achievement testing program for grades 3, 6, and 9. As well, provincial diploma examinations, which count for 50% of a student's final mark in selected grade 12 courses, have been administered since 1984. The language arts achievement tests and diploma examinations include an extensive written component. The achievement tests and diploma examinations 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 set of materials provides examples of student work that illustrate the grade-level standards. The program includes extensive and varied oral, collaborative, writing, and self-assessment materials.

Alberta Learning has published a set of comprehensive French Language Performance Models (for Français langue première and Français langue seconde – immersion) that includes samples of student work at the grades 1 to 6 levels. These illustrate acceptable and excellent standards of performance in the four language arts areas of listening, reading, speaking, and writing. Similar materials for grades 7 to 12 were published in the spring of 2000.

Results for Alberta

There are no significant differences between this jurisdiction's performance and the Canadian English performance at any level for either age group except for level 2 for 16-year-olds. Over 80% of 13-year-olds have at least some control of the elements of writing (level 2), and 40% demonstrate writing that is generally integrated with a clear perspective (level 3).

Almost 60% of 16-year-olds demonstrate control of the elements of writing (level 3), while more than 20% write at the higher levels of performance (levels 4 and 5).

CHART AB1

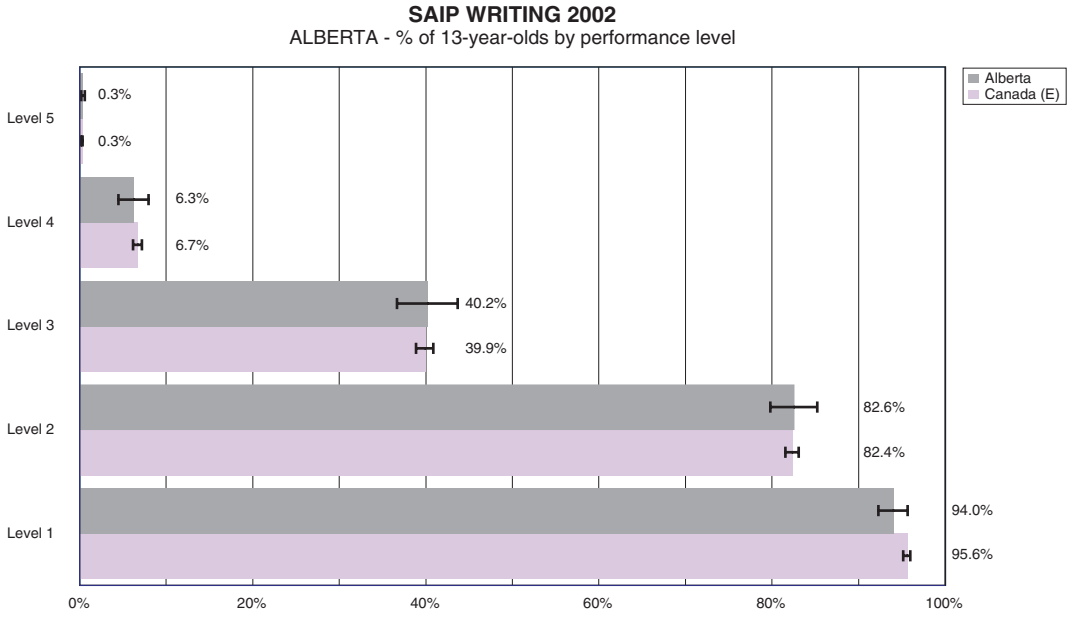
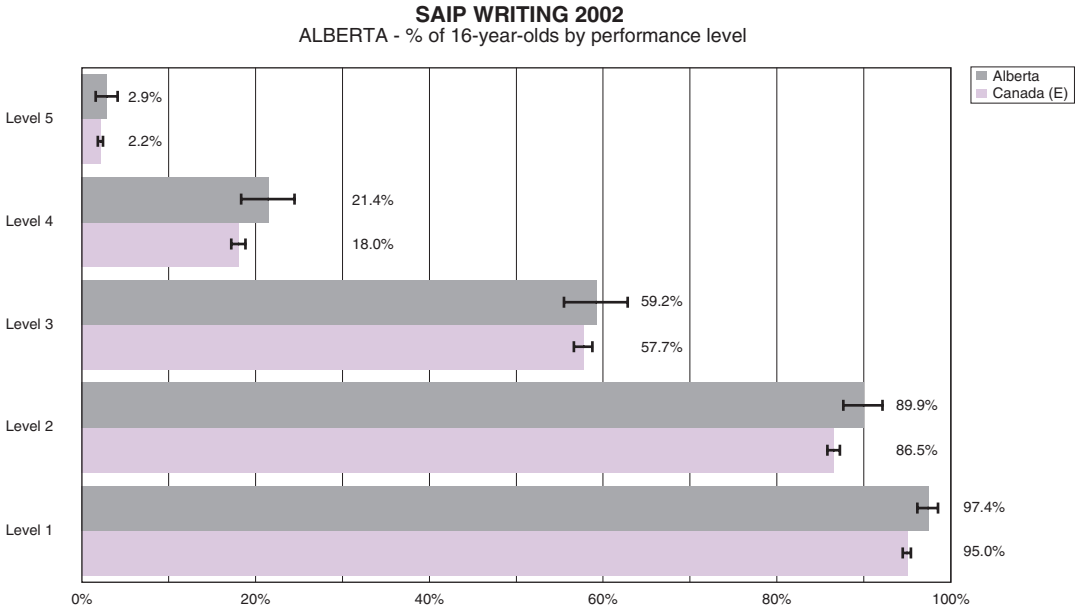


CHART AB2



Context Statement

Social Context

Saskatchewan has a population of approximately one million spread throughout a vast geographic area. About half of 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. Saskatchewan has approximately 181,000 kindergarten to grade 12 students in 784 provincially funded schools.

Language Arts Curricula

Over the past decade, Saskatchewan has devoted considerable effort to renewing its curricula. In English Language Arts, curricula first introduced in 1992 were renewed during 2000–02. New curricula for grades 6 to 10 were made available in 1997, and for grades 11 and 12 in 1999. Curricula in Language Arts were developed concurrently with the development of the Curriculum Framework for English Language Arts under the Western Canadian Protocol and are consistent with that framework.

In 1989, Saskatchewan undertook a complete redevelopment of its French curricula. Curricula were developed for immersion and francophone schools and for use in K-12 French-as-a-second-language classes in anglophone schools. These curricula are aligned with the French Second Language and French First Language curriculum frameworks of the Western Canadian Protocol and have now been implemented in Saskatchewan schools.

The Western Canadian Protocol agreement and the associated curriculum framework projects are a joint effort of the ministries/departments responsible for K-12 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 to listen, speak, read, write, view, and represent so that they can

- 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 build community.

Language Arts Teaching

The purpose of all English Language Arts curricula is to guide the continuous growth and development of students' listening, speaking, reading, writing, viewing, representing, and thinking abilities from kindergarten to grade 12. An 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 listening, speaking, 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
- 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.

The purpose of all French Language Arts curricula for French Immersion kindergarten to grade 12 is to develop the ability of all students to understand and to use the French language for communicating and for thinking in the various situations they will encounter in their daily lives.

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

- develop the students' interest in and appreciation of oral and written French;
- develop the students' ability to use the French language for communication and for interaction — to understand and to express themselves in a variety of oral and written situations;
- develop the ability of the students to use the French language for thinking — hypothesizing, problem-solving, and acquiring new language;
- develop the students' appreciation of the French culture;
- promote the students' personal and social growth through their language development.

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 listening and speaking in English was provincially assessed.

Randomly selected schools participated in both assessments. Individual students were assessed in reading or writing, and students in groups of three or four during the listening and speaking assessment. The results of these assessments were interpreted against provincial standards to provide information on how well students in the province are performing in English language arts.

Results for Saskatchewan

There are significant differences between this jurisdiction's performance and the Canadian English performance at levels 2 and 3 among 13-year-olds. Over 75% of 13-year-olds demonstrate at least some control of the elements of writing (level 2). More than 30% demonstrate control of the elements of writing (level 3 or better.)

There is a significant difference between this jurisdiction's performance among 16-year-olds and the Canadian English performance at level 4. Almost 60% of 16-year-olds demonstrate writing that is at least generally integrated, maintained throughout, expressing a clear perspective (level 3).

CHART SK1

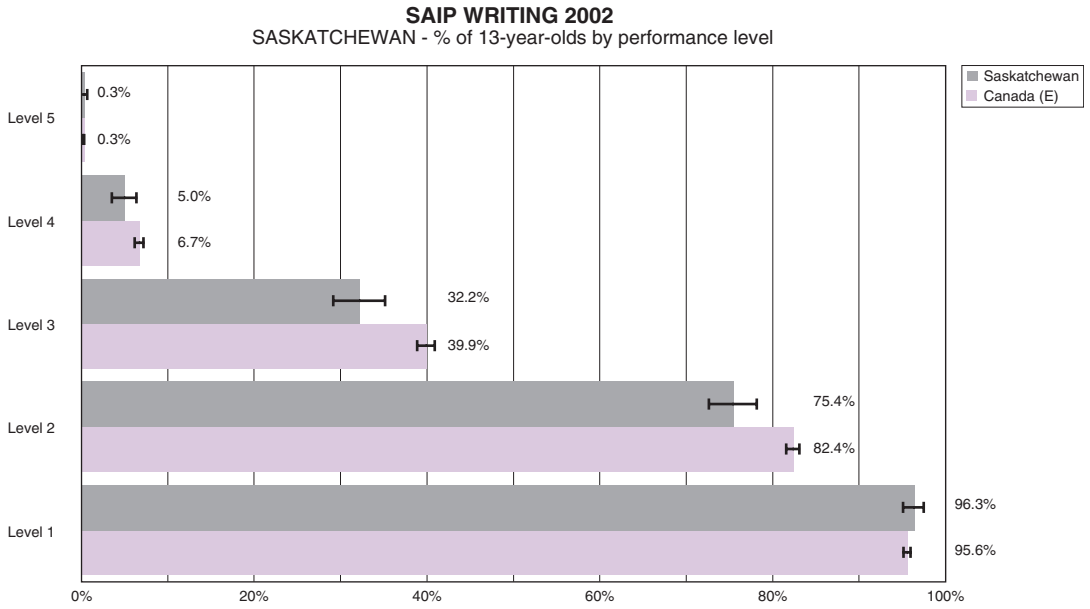
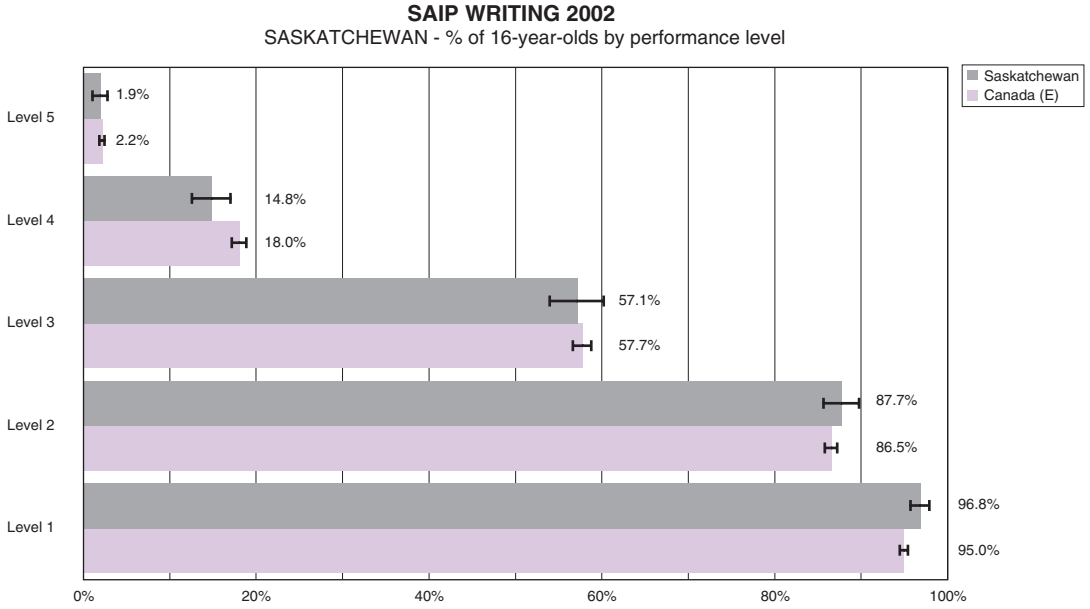


CHART SK2



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. The French Immersion Program is chosen by about 9% of students. In addition, there is a notable representation in public schools of the Aboriginal community in urban and rural/remote regions of the province. Manitoba has a broad and diverse economic base.

Organization of the School System

Manitoba's school system enrols over 200,000 students in kindergarten to senior 4 (grade 12). It employs about 13,500 teachers in 46 school divisions, 8 districts, and over 60 funded independent schools. For program delivery purposes, schools are encouraged 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 — an English Program, Français Program, French Immersion Program, and a senior years Technology Education Program. The students selected to participate in the SAIP Writing assessment were either 13 or 16 years of age. Most 13-year-old students were in grade 8 or senior 1 (grade 9), and most 16-year-old students were in senior 3 (grade 11) or senior 4 (grade 12).

Language Arts Teaching

From 1996 to 2000, Manitoba Education, Training and Youth introduced its new language arts curricula (English and 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, and attitudes 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 Arts Assessment

In the 2001–02 school year, following the introduction of the language arts curricula, province-wide standards tests were implemented for senior 4. All senior 4 students were required to write the standards tests for senior 4 English language arts, Français langue première, and Français langue seconde – immersion. The tests were marked locally by teachers in marking sessions organized by trained local marking coordinators. Test results count for 30% toward a student's final mark.

Standards tests assess student performance in relation to the established student learning outcomes and standards. Test results provide information to improve programs and student learning.

Prior to the introduction of the standards tests, starting in 1996, senior 4 students were required to write the senior 4 provincial examinations in English language arts and in Français langue première.

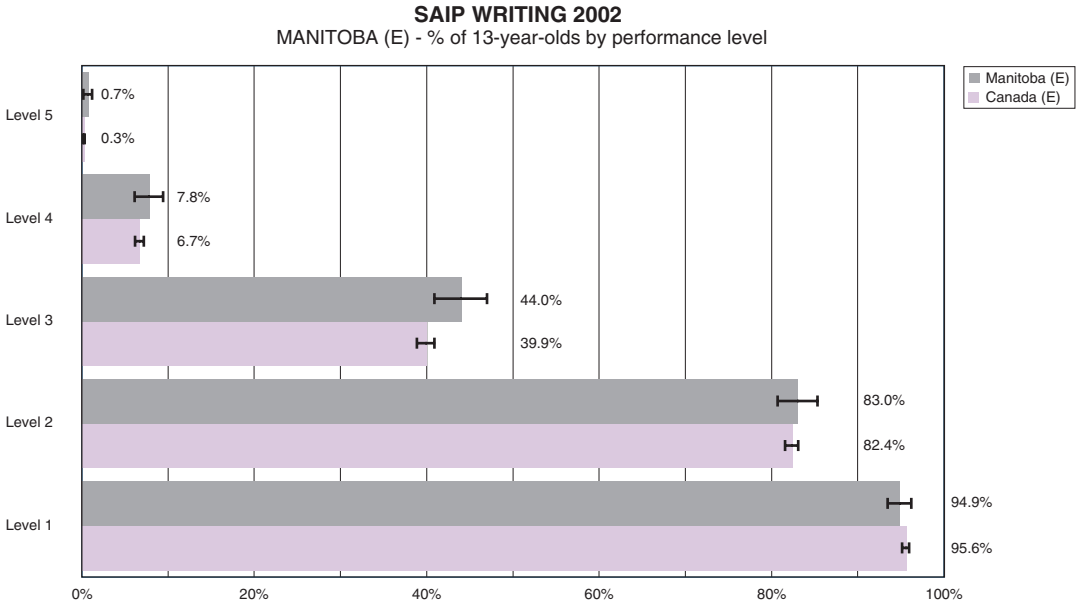
Classroom teachers are responsible for language arts assessment from kindergarten through senior 4. Provincially developed grade 6 language arts standards tests are also offered to school divisions and schools as an optional assessment activity.

Results for Manitoba (English)

There are no significant differences between this jurisdiction's performance and the Canadian English performance in either age group. Over 80% of 13-year-olds demonstrate at least some control of the elements of writing (level 2). More than 40% demonstrate level 3 performance or better.

Among 16-year-olds, 60% demonstrate writing that is at least generally integrated with a clear perspective (level 3). Almost 20% perform at the higher levels of effective writing (levels 4 and 5).

CHART MB(E)1



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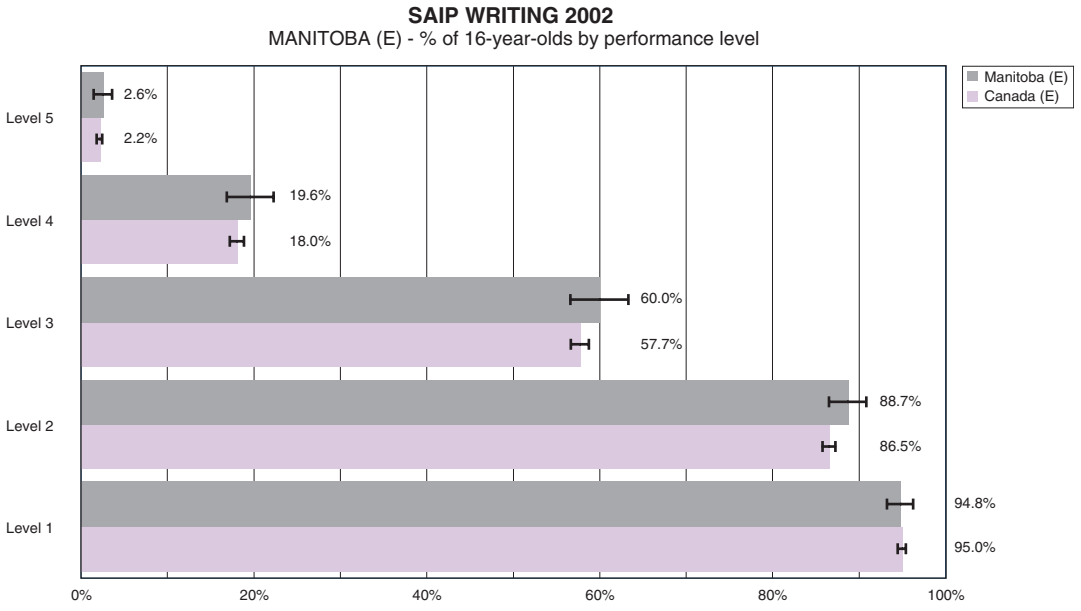

Results for Manitoba (French)

Writing performance for 13-year-olds differs from the Canadian French performance at levels 2, 3, and 4 and at all levels for 16-year-olds. The difference in 2002 for 13-year-olds at levels 3 and 4 is notably less than it was in 1998. As well, 75% of 13-year-olds demonstrate some control of writing elements with some integration (level 2). Almost 30% demonstrate level 3 performance or better.

Almost 80% of 16-year-olds demonstrate some control of writing elements with integration (level 2), while more than 40% demonstrate generalized functional writing with a clear perspective (level 3).

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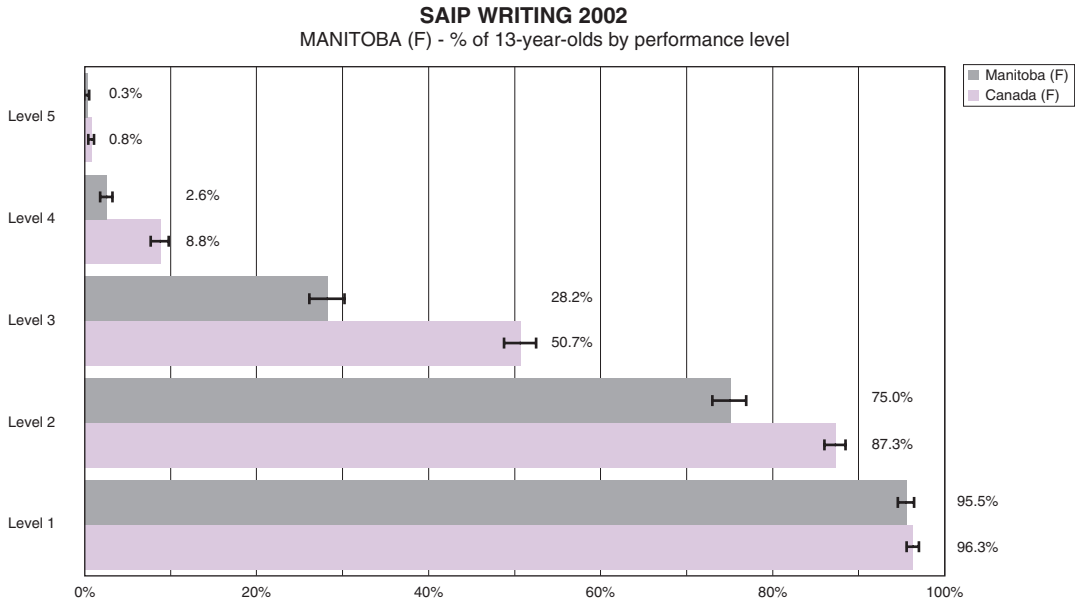

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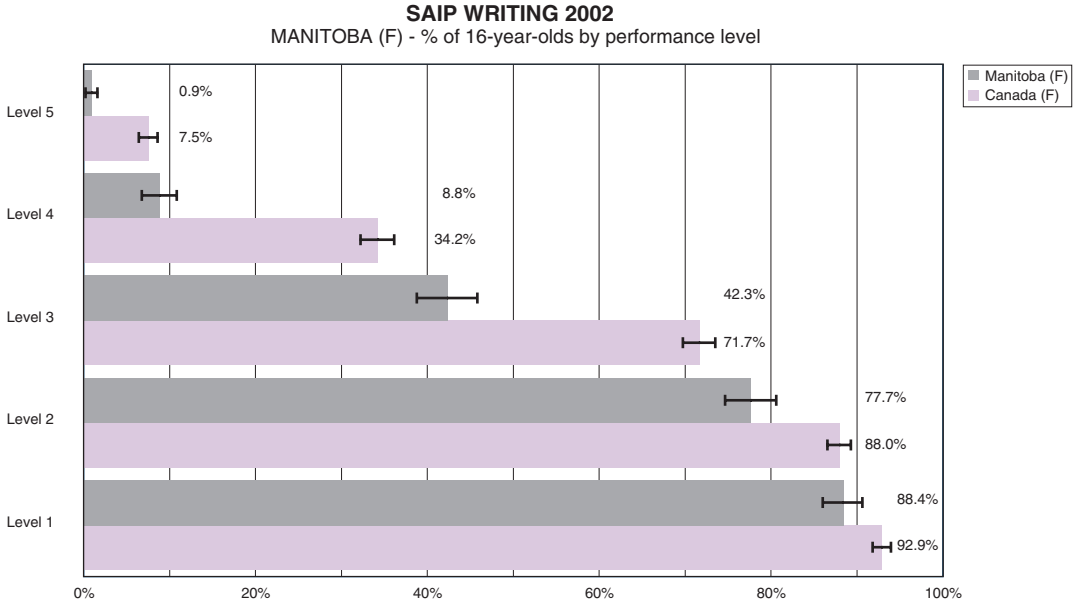


Context Statement

Social Context

In 2002, Ontario had a population of 12,068,301. Through immigration, Ontario receives approximately 68% of Canada's newcomers. Therefore, a critical issue in the provision of education programs and services is the diverse ethnocultural composition of Ontario's student population. To overcome language and cultural barriers that could affect student achievement, English-language boards and schools (especially in urban areas) provide instruction in English as a second language, as well as community outreach services. French-language boards and schools offer awareness and upgrading programs in Français as well as a beginners' English program. School boards provide community programs and services through partnerships between the school and the community.

Ontario is characterized by a variety of district school boards, ranging from large urban boards that serve densely populated communities to northern boards that serve small numbers of students spread over wide geographic areas. The school board system is made up of 60 English-language boards, 12 French-language boards, and 34 school authorities that are responsible for schools in small and remote communities.

Organization of the School System

Ontario has two types of publicly funded school boards: public boards, which enrol approximately 70% of the student population, and Catholic boards, which enrol the other 30% of the student population.

In 2000–01, Ontario had 1,434,745 students enrolled in 3,963 elementary schools and 708,854 students enrolled in 830 secondary schools. There were 120,319 full-time teachers and administrators. Five per cent of the student population was enrolled in French-language schools. The majority of the English-language boards offer French Immersion. The school program can extend from junior kindergarten (age 4) to the Ontario Academic Courses (OACs). OACs, usually taken in the final and fifth year of secondary school, were designed to prepare students for postsecondary education. However, since the fall of 1999, students who enter grade 9 follow a new curriculum developed for a four-year secondary program.

Language Teaching

Ontario has restructured and refocused programs and program delivery in grades 1 through 12. English is a compulsory subject in all grades for English-language schools. Français is a compulsory subject in all grades for French-language schools.

The Ministry of Education worked with language experts and other education partners to develop curriculum policy documents that are mandated by the province. These documents contain the overall and specific expectations for the knowledge and skills that students are expected to demonstrate by the end of each grade or course. At the school and classroom level, teachers implement the curricula based on school and community resources, students' needs and abilities, and community needs.

At the elementary level, grades 1–8, there is one language curriculum for all students. For English-language schools, expectations for the language curriculum are organized under three strands of knowledge and skills: Writing, Reading, and Oral and Visual Communication. For French-language schools, the strands are Writing, Reading, and Oral Communication.

At the secondary level, in grades 9 and 10, students can choose between two different types of courses — academic and applied. In grades 11 and 12, three types of compulsory courses are offered based on students' destinations: university, college, and the workplace. For English-language schools, expectations for the compulsory English program for grades 9–12 are organized under four strands of knowledge and skill: Literature Studies and Reading, Writing, Language, and Media Studies. For French-

language schools, the strands for the compulsory Français program for grades 9–12 are Reading, Writing, Oral Communication, and Technologies of Information and Communication. Additional optional courses are available to students in grades 11 and 12. These optional courses are offered as university, university/college, college, workplace, and open courses. These optional courses may use different strands to organize the expectations of the course.

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

- Language is essential to emotional, intellectual, and social development and is the basis for thinking, communicating, and learning.
- Language learning is developmental and cumulative across the grades — students develop flexibility and proficiency in their understanding and use of language over time.
- Writing is a complex process that involves a range of complementary thinking and composing skills, as well as other language processes, including reading, speaking, and listening.
- A central goal of the Writing strand is to promote students' growth as confident writers who can communicate competently using a range of forms and styles to suit specific purposes and audiences.
- The ability to communicate with clarity and precision will help students thrive in the world beyond school.
- In communicating their ideas, students are expected to use language structures effectively while respecting the conventions of standard Canadian English.

Language Testing

Classroom teachers are responsible for classroom evaluation and promotion to the next grade level; Ontario does not conduct province-wide examinations for these purposes. However, in the past decade Ontario has introduced province-wide assessments as a means of improving student achievement. These assessments generate individual student reports that allow students and their parents to clearly identify student strengths and areas for improvement. The assessments also generate provincial, board, and school reports that are used to inform board and school improvement planning.

In 1993–94 and again in 1994–95, a provincial review of grade 9 reading and writing was expanded into a reading and writing test for all grade 9 students in the province. The test was designed to give students, their teachers, and their parents an indication of students' level of performance. Individual student performances in reading and writing were measured against a descriptive six-level provincial scale. The test was a unit of work that integrated the testing of reading and writing into day-to-day classroom activities. Trained markers scored student work centrally. Writing was evaluated by marking three pieces of student writing — two generated from the unit of work and one selected by the students from their personal portfolios. Reading was assessed by evaluating student responses to questions based on a variety of reading passages.

The Education Quality and Accountability Office (EQAO) was established in 1995 to ensure greater accountability and to contribute to the enhancement of education in Ontario. The EQAO now conducts annual assessments for reading, writing, and mathematics in grades 3 and 6, for mathematics in grade 9, and for literacy in grade 10. Students must pass the grade 10 literacy test to obtain a graduation diploma. The grade 3 assessment was introduced in 1996–97, the grade 6 in 1998–99, the grade 9 in 1999–2000, and the grade 10 as a graduation requirement in 2001–02. These provincial assessments are based on the expectations and four levels of achievement outlined in The Ontario Curriculum. With respect to the language program, Ontario has a history of involvement in international assessments, such as those conducted by the International Association for the Evaluation of Educational Achievement (IEA) and, more recently, the Organisation for Economic Co-operation and Development (OECD).

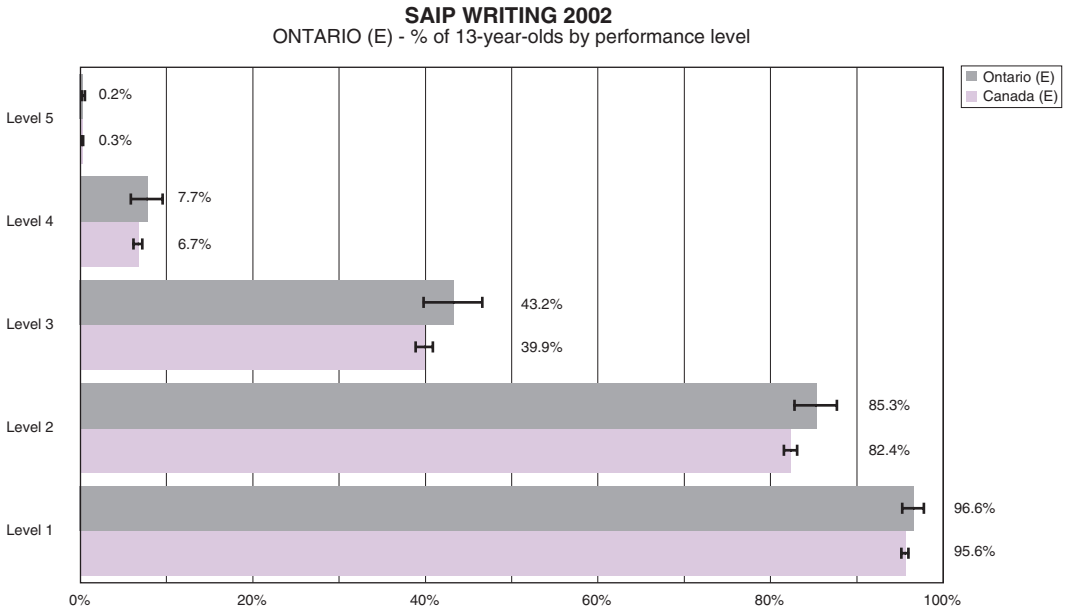
When the SAIP Writing III Assessment (2002) was administered, most 13-year-old students were enrolled in grade 8 or grade 9. Most of the 16-year-old students in the assessment would have been taking a grade 11 university, college, or workplace English or Français course.

Results for Ontario (English)

When confidence intervals are taken into account, writing results for both age groups are similar to the Canadian English performance at all levels. Over 85% of 13-year-olds demonstrate at least some control of the elements of writing with some integration and a simple meaning (level 2). More than 40% perform at level 3 or better.

Almost 60% of 16-year-olds demonstrate control of the elements of writing with some integration and a clear perspective (level 3). Almost 20% perform at more effective writing levels (levels 4 and 5).

CHART ON(E)1



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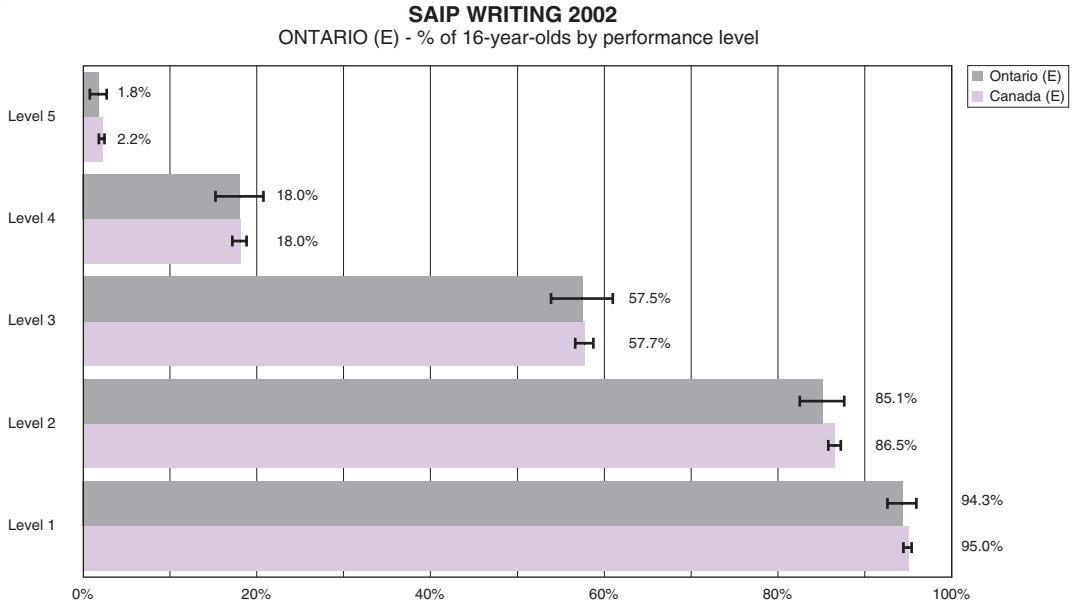

Results for Ontario (French)

There are significant differences for 13-year-olds between this jurisdiction's performance and the Canadian French performance at levels 1, 2, 3, and 4. For 16-year-olds, the significant differences are at levels 2, 3, 4, and 5. However, at levels 2, 3, and 4, the 2002 differences are considerably less than the differences in 1998 for 13-year-olds. Almost 80% of 13-year-olds demonstrate some control of the elements of writing with some integration (level 2), and 30% demonstrate at least a control, integration, and clear perspective in writing (level 3).

Almost 80% of 16-year-olds show some control of the elements of writing with some integration (level 2), while 45% demonstrate control, integration, and a clear perspective in writing (at least level 3).

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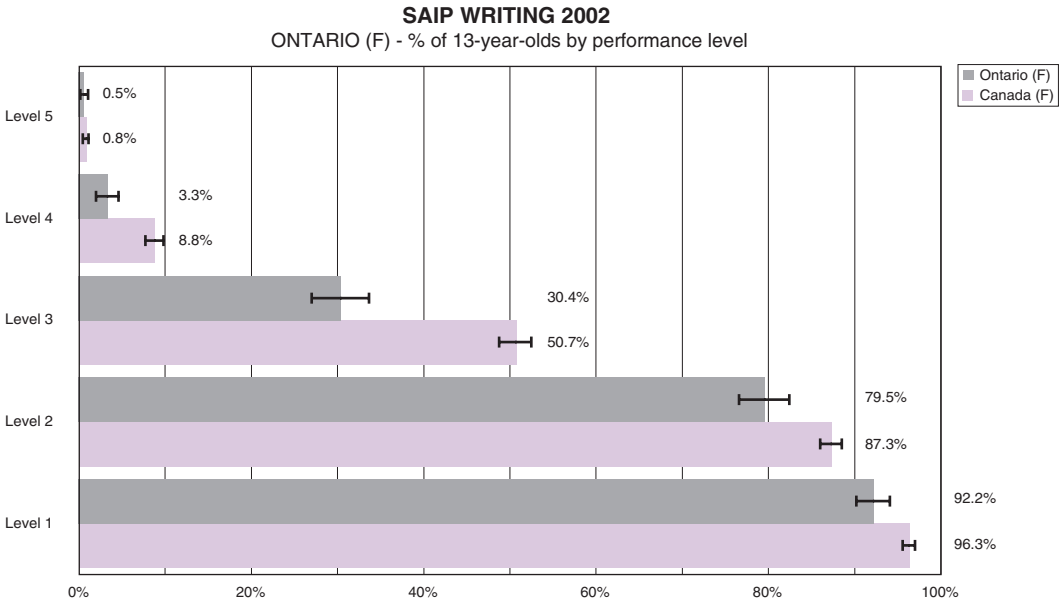

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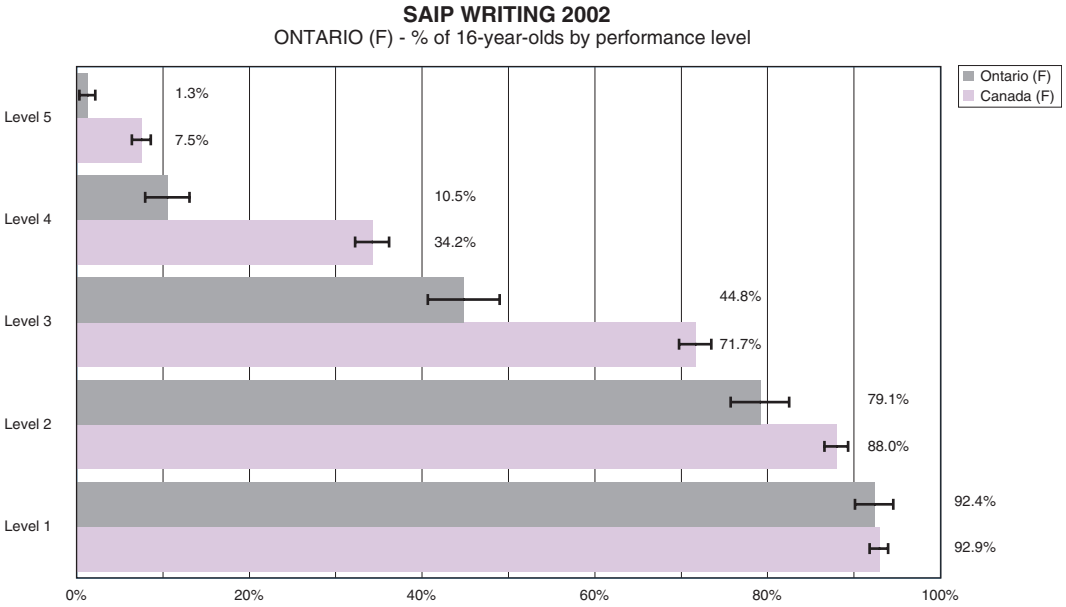

Context Statement

Social Context

For some years now, Quebec has been modernizing its education system in order to meet the requirements of today's society. The current education reform is the result of a democratic process. The Estates General on Education, initiated in 1995, were structured to involve people throughout Quebec in consultations on the problems in the education system, on the measures needed to remedy these problems, and on medium- and long-term adjustments required to ensure that the system adapts to the socioeconomic and sociocultural changes that are emerging at the dawn of the 21st century.

Quebec's population of over seven million is concentrated in the south of the province, mostly in its largest city, Montreal, and its capital, Quebec City. The official language of Quebec is French. Francophones account for 80% of Quebec's total population. Anglophones make up about 9% and have access to a system of English educational institutions from preschool to university. There are eleven Native peoples in Quebec: eight under federal jurisdiction and three under the jurisdiction of the Quebec Ministry of Education. Funding for education is provided by both levels of government.

In addition, an increase in immigration, especially in the Greater Montreal area, has resulted in a massive inflow of students whose mother tongue is neither French nor English. These students attend French schools. Fully aware of the needs of this new client group, schools have implemented special measures, including initiation and francization programs and welcoming classes.

Organization of the School System

Quebec has four levels of education: elementary, secondary, college, and university. Children are admitted to elementary school at 6 years of age, and school attendance is compulsory until the age of 16. The official language of instruction at the elementary and secondary levels is French. Education in English is available mainly to students whose father or mother pursued elementary studies in English in Canada. Approximately 10% of Quebec students are educated in English.

Elementary school is usually preceded by one year of full-time kindergarten for five-year-olds. Almost all five-year-olds attend kindergarten, even though it is not compulsory. Some children from underprivileged backgrounds may have access to half-day kindergarten from the age of 4.

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. Those with more significant problems attend special classes with fewer students.

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 or "cycle" (years 1 to 3) focuses on basic education. In the second cycle (years 4 and 5), students continue their general education, but also take optional courses to explore other avenues of learning before going on to college. In year 4, students can also undertake a two- or three-year vocational course of studies to prepare for a trade. Requirements for the secondary and vocational school diplomas are set in the basic school regulation.

At age 13, most students are in the second year of secondary school. At age 16, most are completing the fifth year of secondary school, while approximately 5% are starting college studies.

In 2001–02, a total of 1,111,502 students were enrolled in Quebec's 2,999 public and private elementary and secondary schools run by 72 schools boards and 339 private schools.

Language Instruction

In Quebec, instruction in French or English is compulsory for all elementary and secondary students. Instruction in French or English takes up at least seven hours per week at the elementary level and approximately five hours per week at secondary level. Time allocated to the language of instruction at the elementary level has increased since September 2000 and will increase at the secondary level starting in September 2004.

For students enrolled in French-language schools, instruction in French is compulsory in all grades at the elementary and secondary levels. The students are also required to learn English as a second language from the third year of elementary school until the end of their secondary studies.

For students enrolled in English-language schools, instruction in English is compulsory in all grades at the elementary and secondary levels, and the teaching 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 from the first year of elementary school and that these students only begin English Language Arts courses in grade 3.

The Ministry of Education sets the content of language and other compulsory curriculum. The curriculum for French as a language of instruction is different from the curriculum for English as a language of instruction. Elementary and secondary French curriculum emphasizes reading and writing skills for both literary and everyday texts as well as for oral communication. The English curriculum integrates reading, writing, and oral communication while emphasizing the integration of literature, written and oral material, and media.

Language Assessment

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

In French as a language of instruction, the Ministry of Education administers a single writing assessment at the end of the fifth year of secondary schooling. This assessment is scored by the ministry and the results make up of half of the year's writing mark.

In English Language Arts, the ministry administers a single test at the end of secondary schooling, integrating reading, writing, and oral communication. Teachers mark their own students' examinations.

To obtain a secondary diploma, students must pass French or English as a language of instruction courses in secondary 4 and 5, as well as the secondary 4 second-language course.

As for all other subjects, the pass mark is set at 60%. The weighted marks in school-administered assessments make up half of the final marks, with the other half based on ministry examination results.

Results for Quebec (English)

When confidence intervals are taken into account, writing results for 13-year-olds are similar to the Canadian English performance at all levels. There are significant differences at levels 2 and 3 for 16-year-olds. Almost 80% of 13-year-olds write with at least some control of the elements of writing and with integration of some elements (level 2). Almost 40% write with control, integration and a clear perspective (level 3).

Over 65% of 16-year-olds demonstrate at least control of the elements of writing, general integration, maintained development, and clear perspective (level 3). Over 20% of this age group perform at the higher levels of effective writing (levels 4 and 5).

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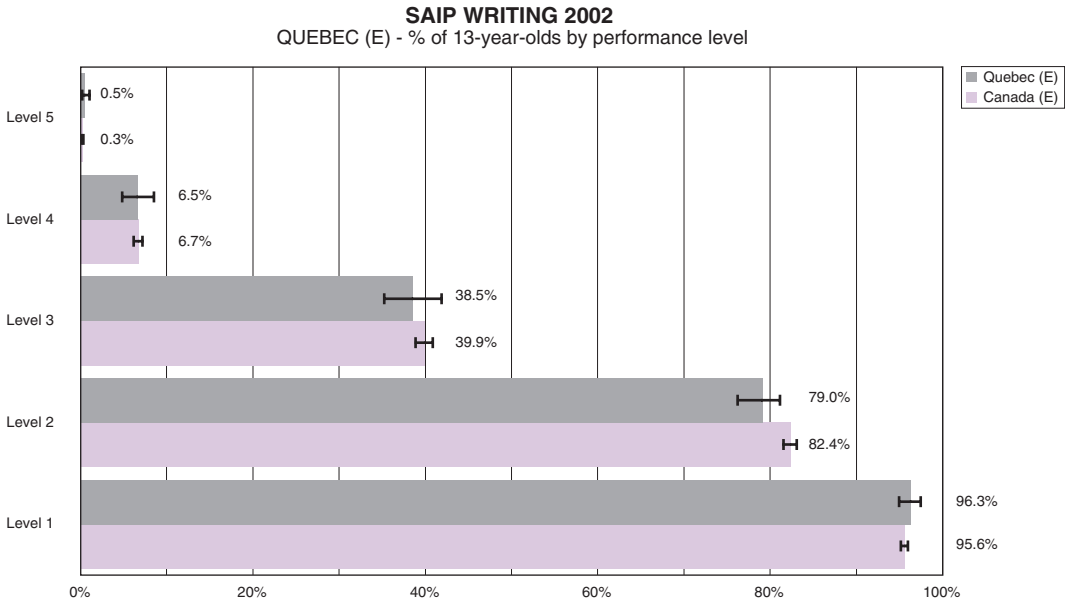

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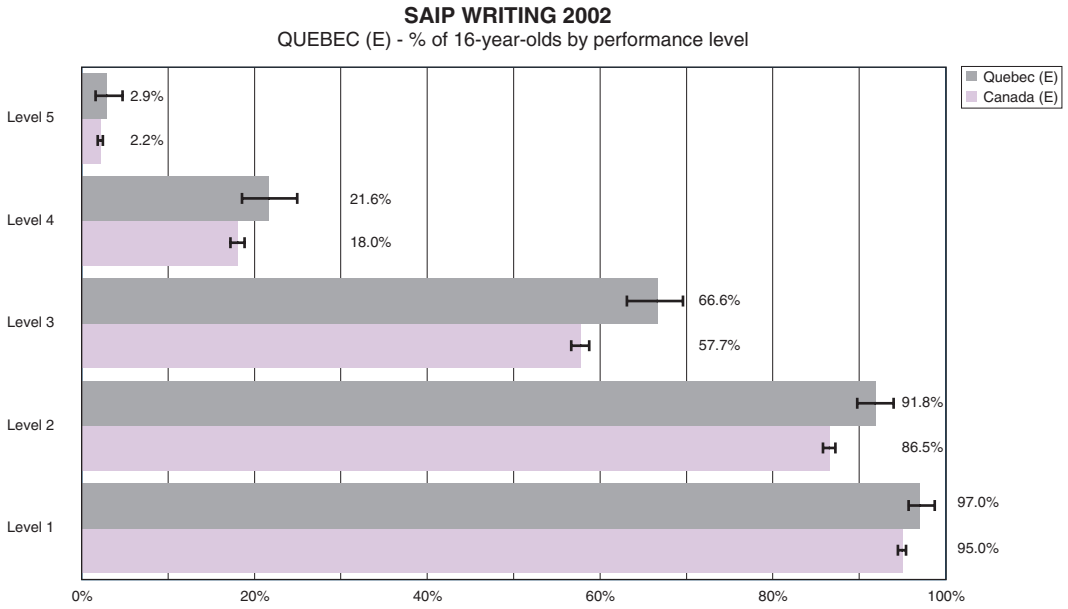

Results for Quebec (French)

There are no significant differences between this jurisdiction's performance and the Canadian French performance at any level for either age group. Almost 90% of 13-year-olds have some control of the elements of writing (level 2), and more than 50% produce writing that is at least generally integrated with a clear perspective (level 3).

About 75% of 16-year-olds have control of the elements of writing (level 3), and more than 35% perform at the higher levels of effective writing (levels 4 and 5).

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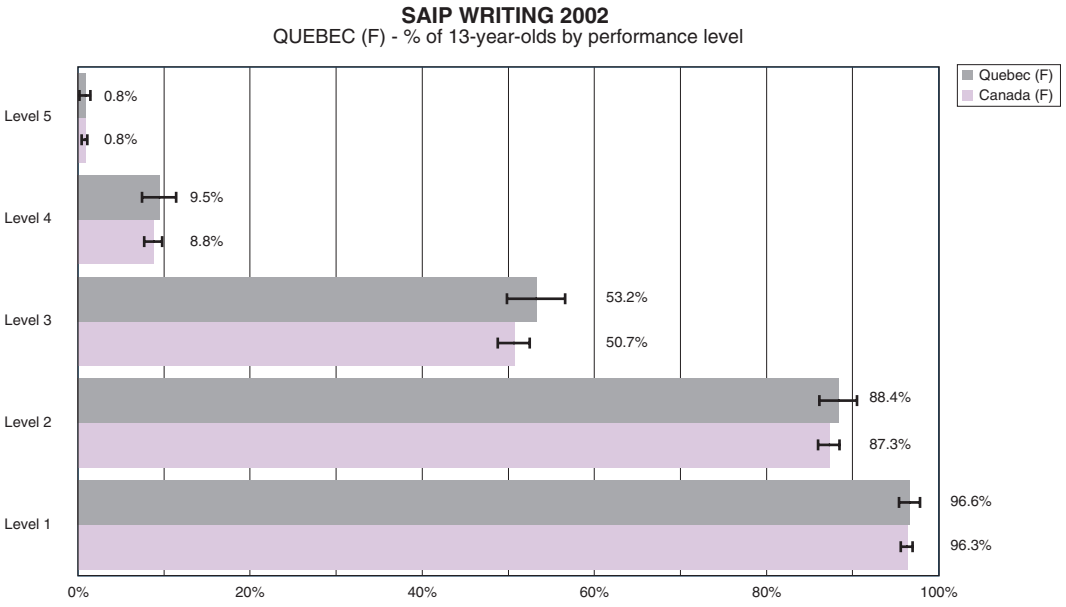

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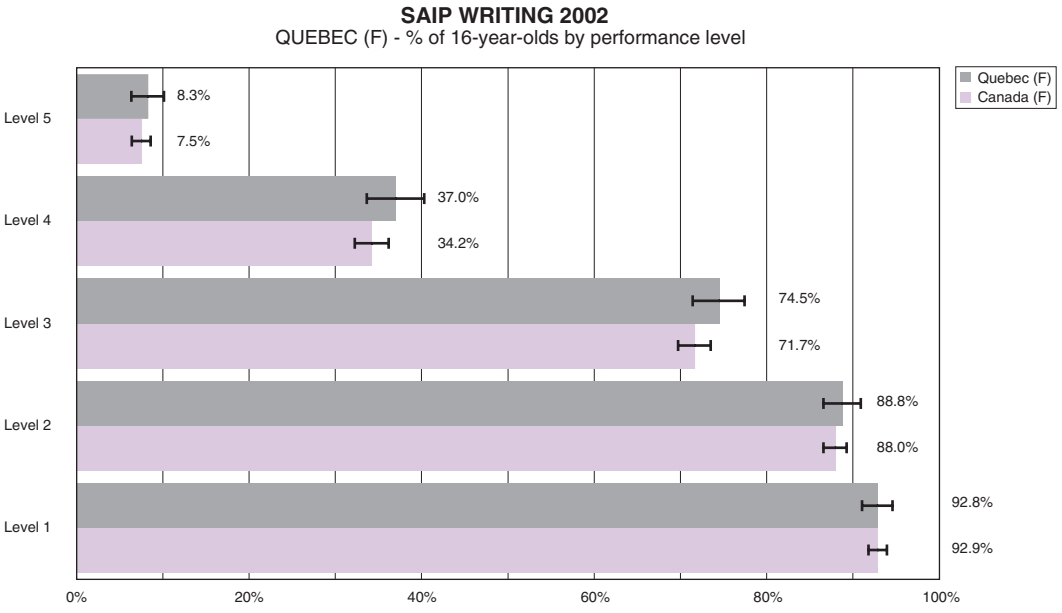

Context Statement

Social Context

New Brunswick's population as of July 1, 2001, stood at 757,077. Serving Canada's only officially bilingual province, the New Brunswick public education system plays an important role in offering students the opportunity to learn in both French and English. The province's dual system provides a full curriculum and services in both official languages.

The Department of Education has made a considerable effort to develop a school system that will meet the needs of all students. It has put in place programs to reduce school-leaving by identifying potential dropouts, to enable physically challenged students to attend school, and to facilitate the integration into the school system of as many students as possible. As a result, the province has high rates of retention (students who stay in school) within an education system that is committed to the principles of inclusion for students with special needs.

Organization of the School System

Since 1967, the provincial government has had sole responsibility for financing public schools and is committed to equal opportunity for all students. The Minister of Education has the authority to prescribe curriculum and establish educational goals and standards.

The Province of New Brunswick became officially bilingual in 1969. In 1974, in recognition of its linguistic duality, the province established two parallel but separate education systems. Each linguistic sector of the Department of Education is responsible for its own curriculum and assessment.

The public education governance structure in New Brunswick has undergone a number of reforms in the past decade. In 1996 school boards were dissolved. Between 1996 and 2001 the province's 18 school district offices (organized in eight administrative units) held responsibility for the operation of the schools. A network of parental governance structures was established at the school, district, and provincial levels. In 2001, the number of school districts was reduced to 14 independently administered units, five French and nine English school districts. District Education Councils (DECs) were created, consisting of publicly and locally elected members. DECs are responsible for establishing the direction and priorities for the school district and for making decisions as to how the district and schools are operated. The DECs have broad policy and planning responsibilities and are ultimately responsible to the community for the performance of the schools and for meeting provincial standards.

Kindergarten through grade 12 enrolment for the 2001–02 school year totalled 122,792 (85,689 students in the anglophone sector and 37,103 students in the francophone sector). The starting age for school is five, and attendance is mandatory until the age of 18. The number of instructional days currently stands at 187 days per year.

English Language Arts T eaching

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.

Currently, annual assessments are administered at grades 3 and 5, testing outcomes identified in the provincial Mathematics, Science, and Language Arts curriculum documents. These are designed as program assessments with a focus on reporting group data in terms of whether or not expectations have been met.

At the middle school level, the Middle Level English Language Proficiency Assessment is administered early in grade 8. Success on this assessment is a requirement for receiving a New Brunswick high school diploma. Students have a number of additional opportunities to meet this basic literacy requirement before graduation.

Also, since 1993 the Department of Education has administered a provincial examination in English at grade 11 that counts for 30% of a student's final mark.

Results for New Brunswick (English)

There are significant differences between this jurisdiction's performance and the Canadian English performance among 13-year-olds at levels 2, 3, and 4. More than 75% of this age group demonstrate at least some control of the elements of writing with some integration and a simple meaning (level 2). Almost 35% demonstrate control with general integration and a clear perspective (level 3).

When confidence intervals are taken into account, writing results for 16-year-olds are similar to the Canadian English performance at all levels. Almost 60% demonstrate control of the elements of writing, with an integration and development that is generalized and functional (level 3). More than 15% perform at the higher levels of effective writing (levels 4 and 5).

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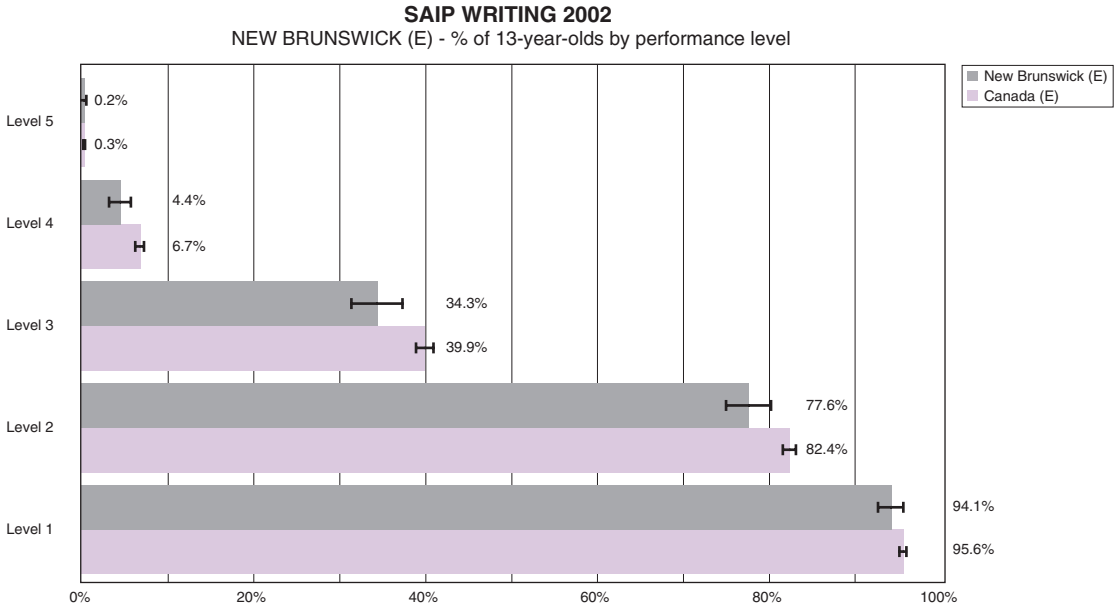

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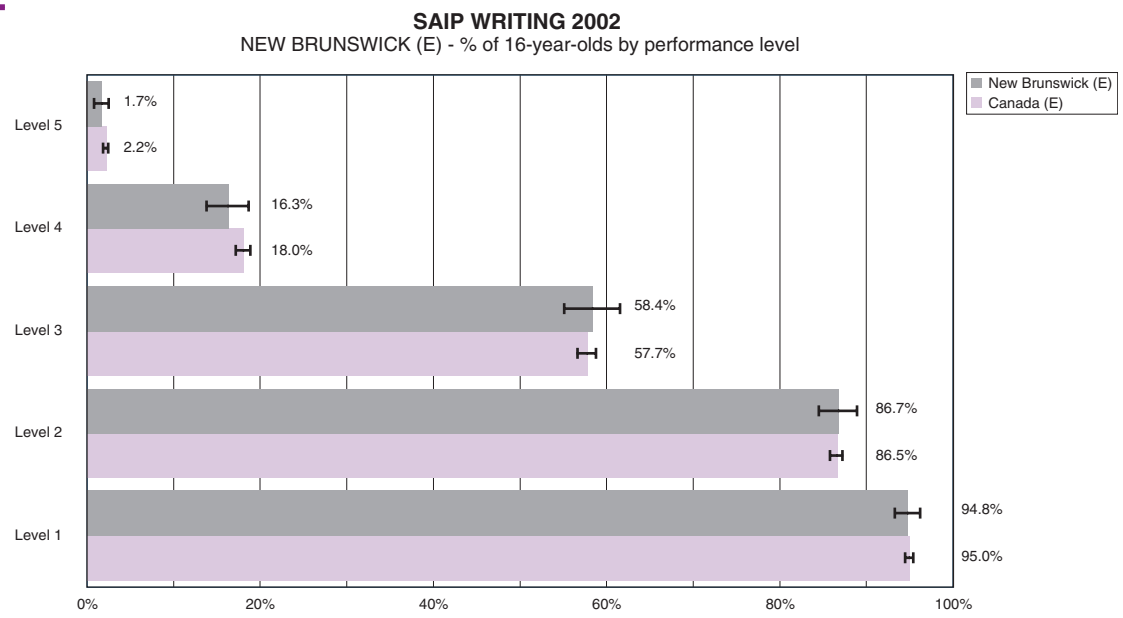

Context Statement

Social Context

Socioeconomic development has improved in New Brunswick over the past few years. In spite of this trend, the unemployment rate is higher than the Canadian average, especially in the francophone regions of the province. As of July 1, 2001, New Brunswick's population was 757,077. The average unemployment rate for 2001 was 11.2%, versus a Canadian rate of 7.2%. For 2001, New Brunswick reported a participation rate of 62.2% among residents 15 years old and over (work force over population of working age), and an employment to population ratio of 55.2%. Rural residents make up 49.6% of the population and urban residents 50.4%.

New Brunswick has been officially bilingual since 1969. The native language of more than one-third of its population is French. School enrolment is 122,792 students, of whom 37,103 (30.2%) attend francophone schools. Almost half of students enrolled in francophone schools live in a majority anglophone environment.

Organization of the School System

Since 1967, the provincial government has had full responsibility for funding public schools and has undertaken to provide all students with equal learning opportunities. The Minister of Education is empowered to determine the curriculum and to establish education objectives and standards.

In 1969, the province of New Brunswick became officially bilingual. 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 respond to the needs of the francophone population.

The governance structure underwent in-depth reforms in 2001, with the number of school districts being reduced from 18 to 14, i.e. five francophone and nine anglophone.

District education councils (DECs), made up of members locally elected by the public, play an important role in the new governance structure. DECs are responsible for determining direction and making decisions about the operation of schools and districts. DECs have broad responsibilities for policy development and planning and are ultimately accountable to the community for the performance of schools and compliance with provincial standards.

The New Brunswick school system begins in kindergarten and continues to grade 12. Children are enrolled in kindergarten in the calendar year in which they reach the age of 5 by December 31. School attendance is compulsory until the end of secondary schooling or age 18. The school year includes 187 teaching days.

In recent years, considerable efforts have been made to respond to the particular needs of students and to make school accessible to all. In accordance with the New Brunswick Education Act and regulations, school administrators are required to place students with special needs in regular classrooms, providing that the educational requirements of all students are considered. Moreover, early detection programs have been put in place to discourage school-leaving. This has resulted in one of the lowest school dropout rates in Canada: for the 1999–2000 school year, francophone schools recorded a dropout rate of 3.1%.

School districts are responsible for implementing graduation requirements from grades 1 to 8. In grades 9 to 12, the minimum passing grade for credit 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.

French Instruction

French is a core discipline in the New Brunswick system of instruction. French courses offered in the province are mandatory for all students from kindergarten to grade 12.

By the age of 13, students have received some 1,300 hours of instruction in French since their first year of schooling, and by the age of 16, approximately 500 additional hours. At the secondary level, francophone students must obtain six credits in French in order to receive a secondary school diploma.

French courses use a communicative approach in a multimedia context, based on a philosophy focusing on skill development. They promote the development of advanced language skills by students through a variety of language experiences including expressive, informative, analytical, critical, play-based, etc. The fundamental elements of the French curriculum are communication and the mechanics of language. The dimensions included in SAIP assessments are mostly covered in the curriculum, which includes the same skills, except for extrapolation.

Elementary Level

In addition to pan-Canadian (SAIP) and international (Programme for International Student Assessment, or PISA) assessments, New Brunswick has administered since 1993 a formative assessment program in elementary-level French. The assessments are administered each year in September to all students in grades 4 and 8. Results are provided to schools by mid-October and are used as indicators of students' strengths and weaknesses, while providing a snapshot of their achievement at strategic points in their educational progress. A detailed report on the performance of each student is provided to the student's parents and teacher. Students' assessment results have no impact on their school marks.

Secondary Level

At the provincial level, the francophone sector of the Department of Education has administered since 1991 a grade 12 French examination, at the end of the last compulsory French course in secondary school. This examination includes two components, written expression and written comprehension. The results of the examination make up 40% of students' final marks and are provided to schools within five days of administration. A detailed statistical report is later provided to school districts and all secondary schools.

Teachers' participation in each phase of development, administration, and scoring of these exams is crucial. In addition, teachers' participation has been found to have professional development value in respect of their assessment practices in French.

Results for New Brunswick (French)

There are significant differences between this jurisdiction's performance and the Canadian French performance for 13-year-olds at levels 2, 3, and 4 and at levels 1, 3, 4, and 5 for 16-year-olds. Almost 80% of 13-year-olds demonstrate at least some control of the elements of writing and some integration (level 2). Almost 30% perform at level 3 or better with control of the elements of writing and a clear perspective.

Over 55% of 16-year-olds demonstrate control of the elements of writing, with writing that is generally integrated, functional, and maintained throughout with a clear perspective (at least level 3). Almost 15% perform at the higher levels of effective writing (levels 4 and 5).

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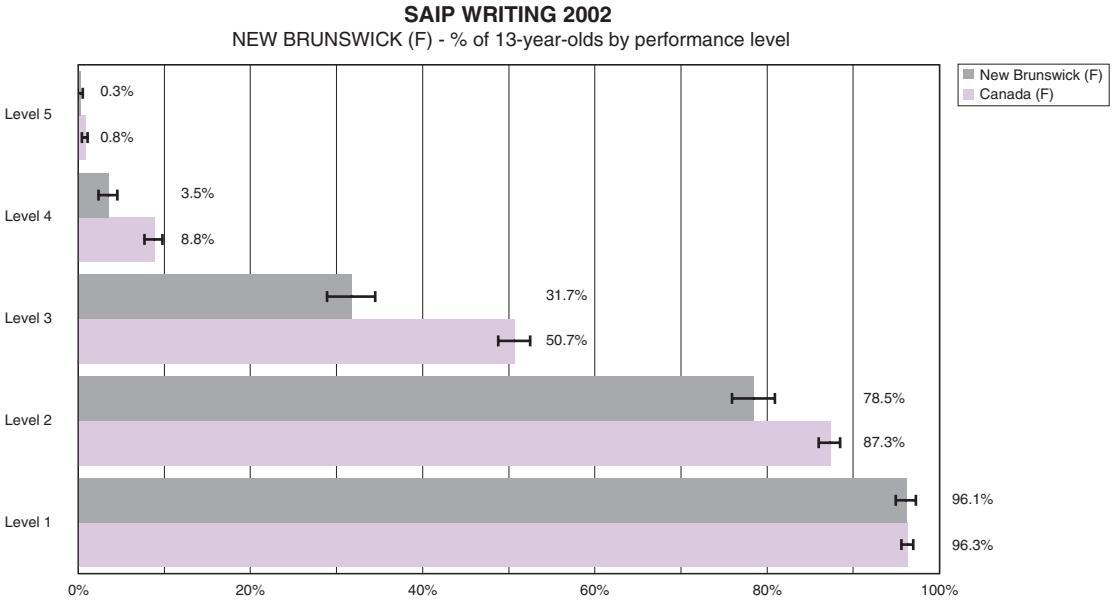

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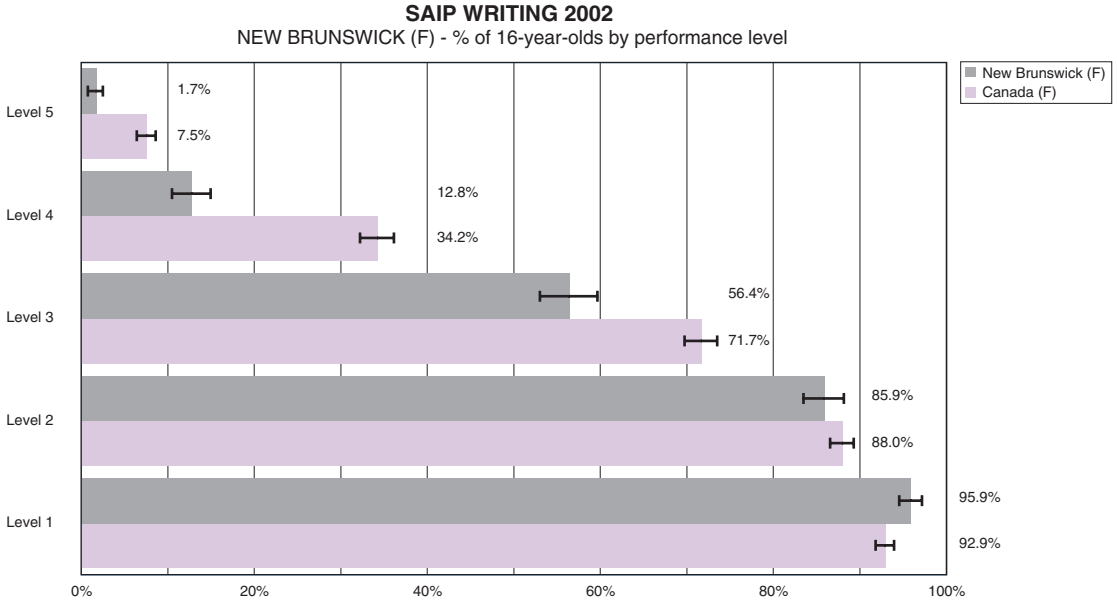

Context Statement

Social Context

Nova Scotia is a small province with a population of 944,765, with 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 153,450 from primary to grade 12. The province has a teaching force of 9,655. There are 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 grade 7 or 8, 16-year-old students are in grade 10 or 11.

Language Teaching

Implementation of the Atlantic Canada English language arts curriculum began in 1997. Key aspects of this curriculum include the following:

- knowledge of and experience with a broad range of texts
- knowledge about language strategies
- knowledge about the features and purposes of various types of text
- knowledge about the underlying systems and structures of texts
- 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

Nova Scotia is currently focusing implementation support on the reading components of the Atlantic Canada English language arts curriculum and has introduced an initiative called *Active Young Readers* in grades primary to 6. A similar initiative called *Writers in Action* will be introduced to support writing, language structure, and usage components of the curriculum, beginning in grades 4–6.

Writing Assessment

The Program of Learning Assessment for Nova Scotia (PLANS) includes the development of student assessments in grades 6 and 9 and Nova Scotia Examinations (NSE) in grade 12.

Language arts assessments and examinations include a writing component. Examinations are conducted in January and June of each school year and count for 30% of students' final course marks.

The results of the Program Assessment and Nova Scotia Examinations are published annually in the *Minister's Report to Parents*.

Results for Nova Scotia (English)

There are significant differences between this jurisdiction's performance and the Canadian English performance for 13-year-olds at levels 1, 2, 3, and 4 and at levels 3 and 4 for 16-year-olds. More than 75% of 13-year-olds demonstrate at least some control of the elements of writing and some integration (level 2). Furthermore, 30% perform at level 3 or better, with control of the elements of writing and a clear perspective.

Over 50% of 16-year-olds write at least with control of the elements of writing, with general integration, and the maintained development of a clear perspective (level 3).

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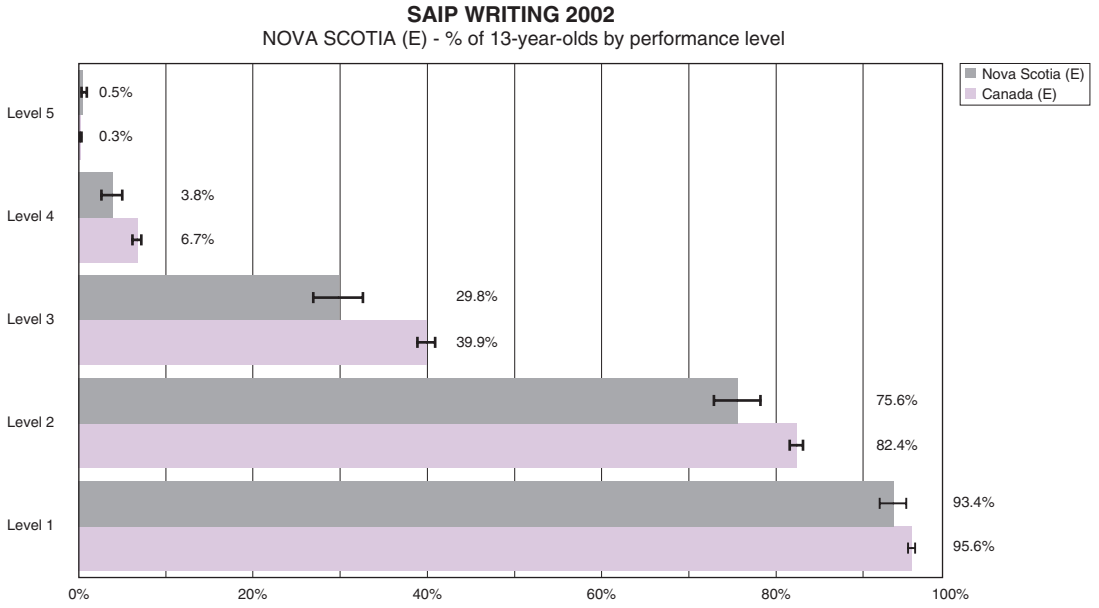

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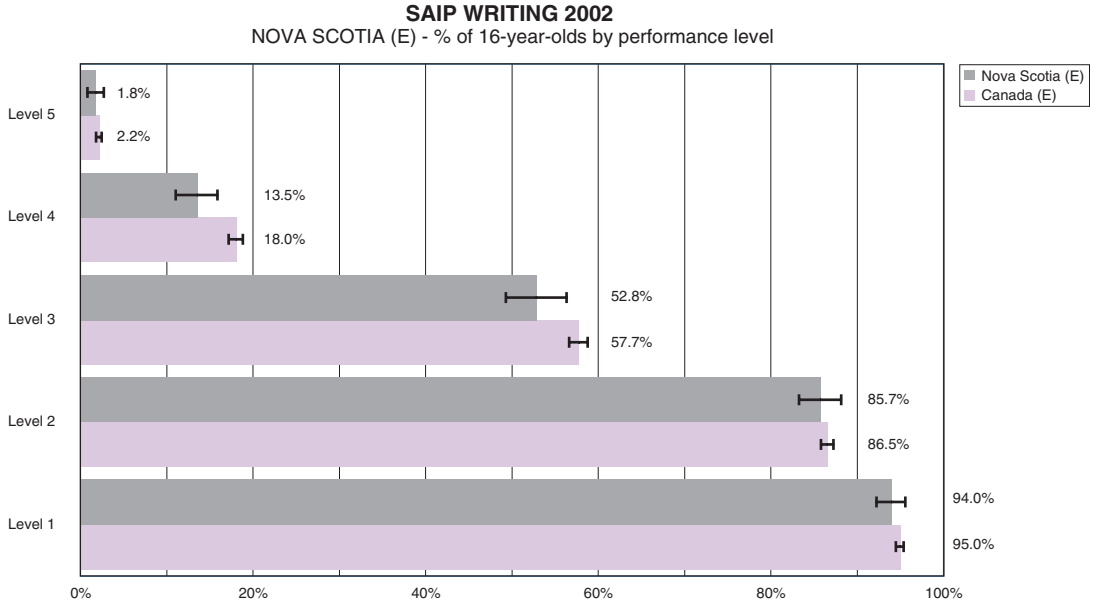

Context Statement

Social Context

Nova Scotia has a population of 944,765, 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 in 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 153,450 students, of whom 4,109 study in French (first language). The province employs 9,655 teachers and is divided into seven school boards. School enrolment is expected to decrease slightly over the next five years. Teaching in French (first language) is the sole responsibility of the Conseil scolaire acadien provincial (CSAP), which employs some 311 teachers.

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 grade 7 or 8, while 16 year-old students are in grade 10 or 11.

Language Teaching

All teachers implement the French language arts curriculum 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 of language learning.
- Curricula at each level emphasize using language to learn and to communicate, placing particular emphasis on exploring, creating, and communicating the meanings 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, co-operative 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 technologies.
- The program calls for the use of resources taken from the press and other media, representing diverse language levels, genres, and cultures.
- Assessment is integrated with instruction.

Departmental staff, in concert with teachers from all over the province, are currently piloting the French language arts curriculum for grades 9 to 12. In addition, the Atlantic Provinces Education Foundation (APEF) is proceeding with the development of a common French language arts curriculum for grades 9 to 12.

Nova Scotia is currently focusing implementation support on the reading components of the French language arts curriculum and has introduced an initiative called *Active Young Readers/Jeunes lecteurs actifs* in grades primary to 6. A similar initiative called *Writers in Action/Écrivains à l'œuvre* will be introduced to support writing, language structure, and usage components of the curriculum, beginning in grades 4 to 6.

Writing Assessment

The Program of Learning Assessment for Nova Scotia (PLANS) includes the development of student assessments in grades 6 and 9 and Nova Scotia Examinations (NSE) in grade 12.

Language arts assessments and examinations include a writing component. Examinations are conducted in January and June of each school year and count for 30% of students' final course marks.

The results of the Program Assessment are published annually in the *Minister's Report to Parents*.

Results for Nova Scotia (French)

There are significant differences between this jurisdiction's performance and the Canadian French performance for 13-year-olds at levels 2, 3, and 4. The differences at levels 2 and 3 are notably less than the differences in 1998. Almost 75% of this age group demonstrate at least some control of the elements of writing and some integration (level 2). As well, almost 25% perform at level 3 or better, with control of the elements of writing and a clear perspective.

There are significant differences between this jurisdiction's performance and the Canadian French performance for 16-year-olds at levels 1, 3, 4, and 5. The differences at levels 2, 3, and 4 are notably less than the differences in 1998. Over 40% demonstrate at least some control of the elements of writing and some integration (level 2).

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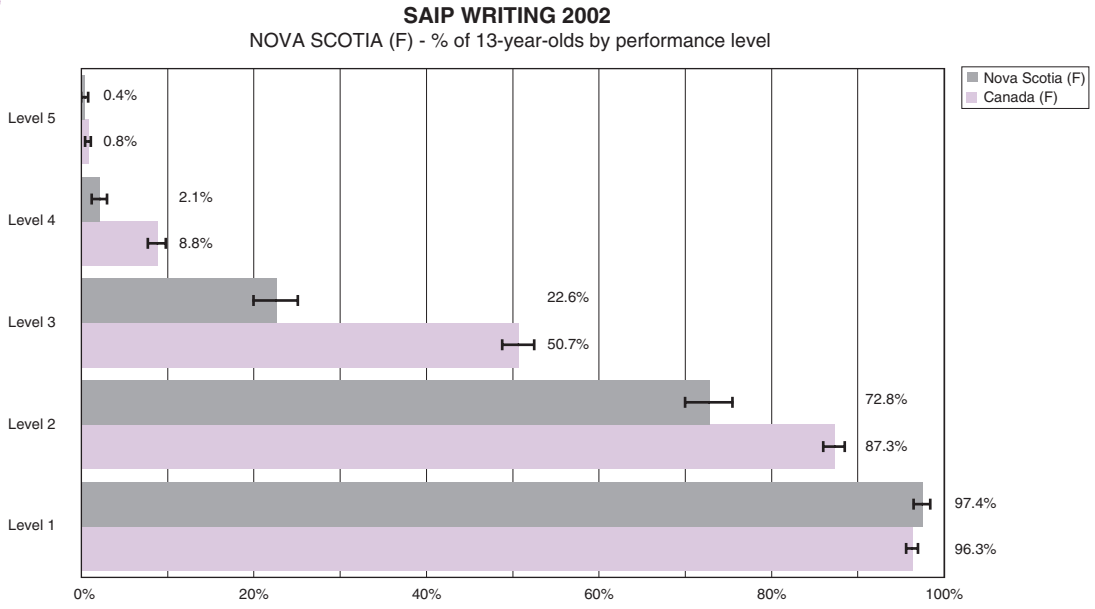

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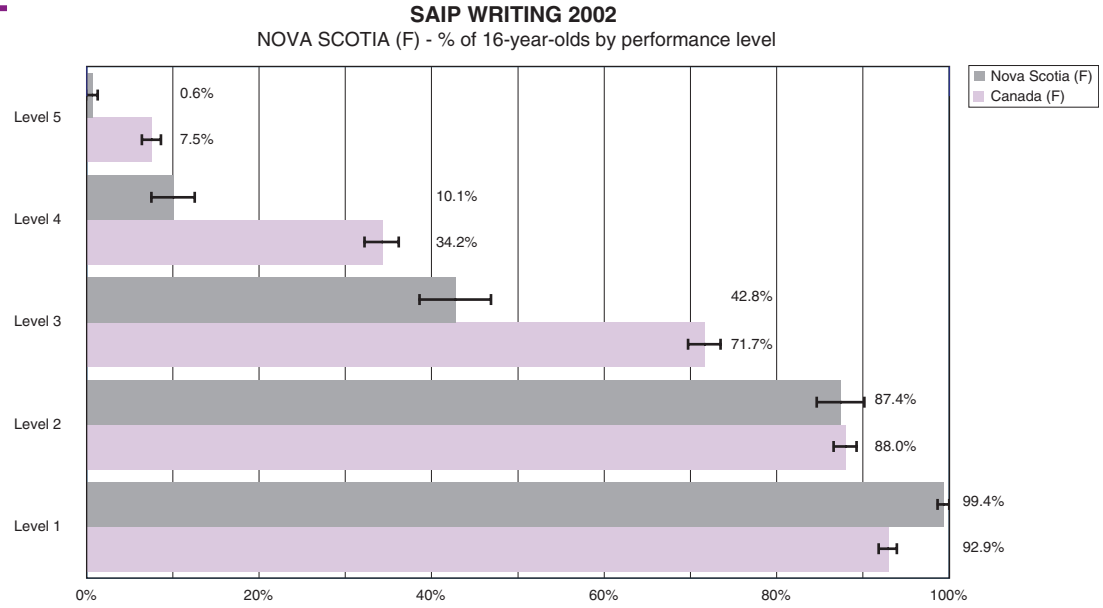


Context Statement

Social Context

Prince Edward Island (PEI) is the smallest province in Canada, both in terms of land (5,600 square kilometres) and population (138,500). Ninety-five per cent of the population speaks English. Sixty per cent of the population is rural, with about seven per cent living on farms. The setting is predominately rural with agriculture, tourism, and fisheries constituting the major industries. The unemployment rate is above the Canadian average, and per capita income is below the Canadian average. The Confederation Bridge, the world's longest continuous multi-span bridge, which was opened in 1997, connects this crescent-shaped island to the mainland.

Organization of the School System

At the time of the SAIP 2002 Writing III assessment, Prince Edward Island's public school system was composed of three school boards and 23,660 students enrolled in 69 public schools. The province has a teaching force of approximately 1,500 teachers employed by the school boards. Of the total student population, about 2.5% are enrolled in five French schools, and 15% are enrolled in French immersion courses. In addition, there were four private schools with 220 students and one band-operated school.

The province expects school enrolment to decrease over the next few years.

In 2001, Prince Edward Island introduced a province-wide publicly funded community-based kindergarten program, which attracts approximately 97% of the province's eligible 5-year-olds.

The school system consists of grades 1–12. Students entering grade 1 must be six years of age by the end of January of their first school year.

Prince Edward Island's 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. This diversity results from demands placed on the school by the local community, the school enrolment, and existing facilities.

In Prince Edward Island, the 13-year-old students who participated in the SAIP Writing III assessment were for the most part in grades 7 and 8, while the 16-year-old students were in language arts programs at the grade 10 or 11 level and are required to take at least three high school level language arts courses for graduation.

Language Arts Teaching

Prince Edward Island is a place where learning is highly valued and where the equitable opportunities for lifelong learning are a priority.

The province has been working in collaboration with the other three provinces in Atlantic Canada in the development of an Atlantic Canada language arts curriculum for grades 1–12. The philosophy and outcomes of this language arts curriculum are stated in the Foundation for the Atlantic Canada Language Arts Curriculum document.

Currently, revisions to the language arts curriculum and updating of resources have taken place at most grade levels, with piloting and implementation occurring at the higher grades.

Language Arts Assessment

Prince Edward Island does not have large-scale provincial assessment programs. Classroom teachers on PEI are responsible for assessment, evaluation, and promotion of students from grade 1 through 12.

Prince Edward Island teachers are encouraged to use a variety of assessment strategies that are aligned with the curriculum outcomes and integrate assessment with instruction and to use this information to help them make decisions about their teaching practices and strategies and to inform students, parents, and other school personnel about student progress.

Results for Prince Edward Island

There are significant differences between this jurisdiction's performance and the Canadian English performance for 13-year-olds at levels 2, 3, and 4. Almost 80% of this age group demonstrate at least some control of the elements of writing with integration of some of those elements (level 2). Over 30% demonstrate control, integration, and clear perspective or better (level 3).

There are significant differences between this jurisdiction's performance and the Canadian English performance for 16-year-olds at levels 1, 2, 3, and 4. Over 50% of 16-year-olds demonstrate at least control of the elements of writing, general integration and a clear perspective (level 3).

CHART PE1

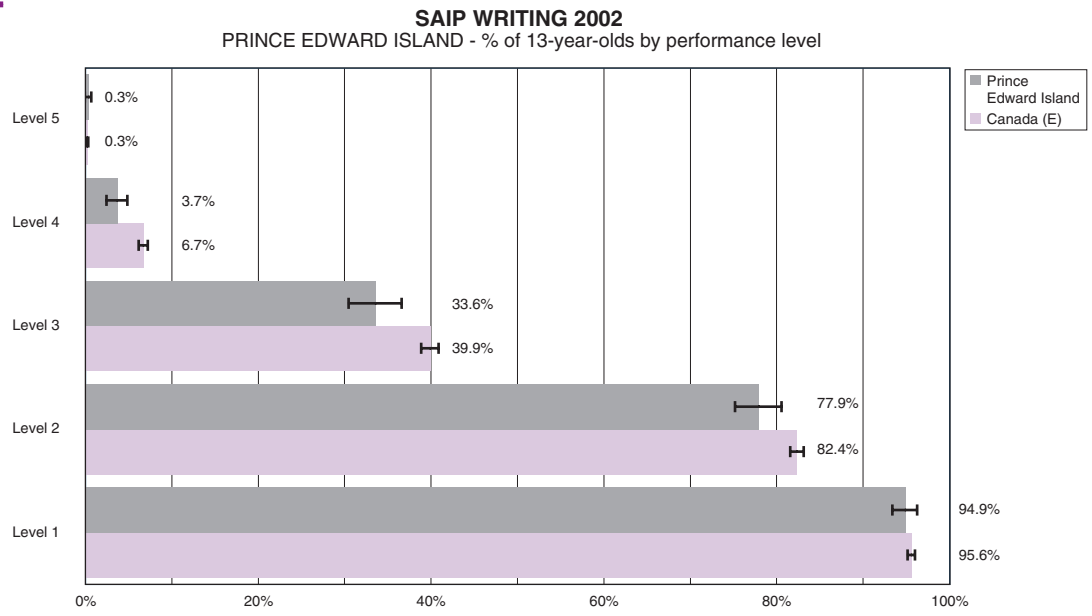
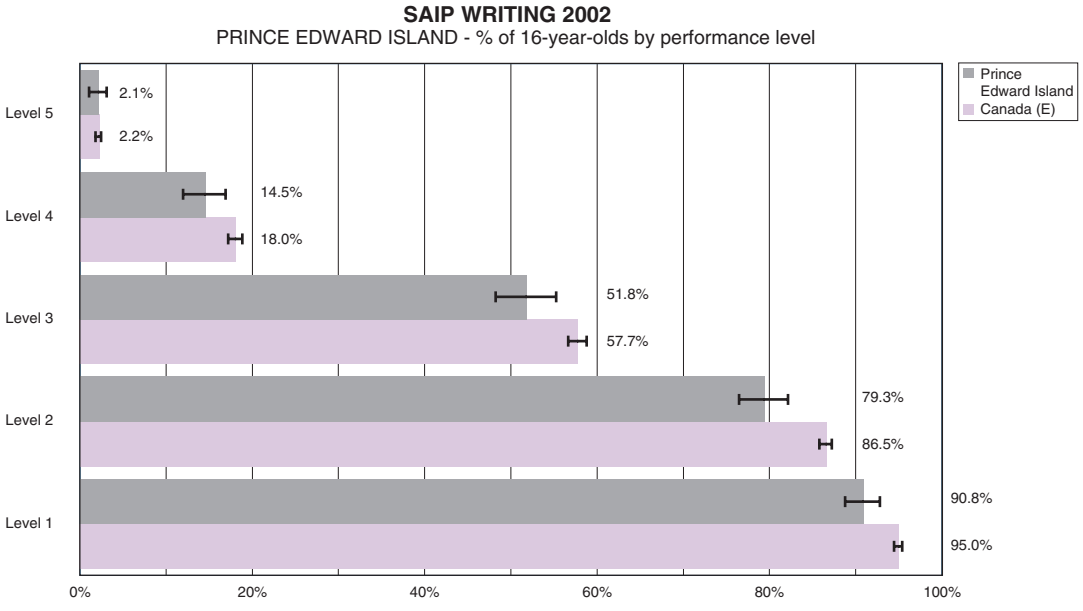


CHART PE2



Context Statement

Social Context

In Newfoundland and Labrador, there are fewer than half a million people spread over a large geographical area. The small population and large size of the province provide many challenges for the delivery of educational programs and services. The school system in the province has experienced declining enrolments since 1972, making it increasingly difficult to maintain appropriate levels of programming, particularly in rural communities. As a result of increased activity in the mining sector, growth in tourism, and increased fisheries output, the economy is expected to increase significantly with a predicted GDP growth of 4.6% by 2003. As well, employment is expected to increase by 2.1% over the next year within the province.

Organization of the School System

The province's education system is a fully public one with 11 elected school boards, including one francophone board, 326 schools with a total student enrolment of 86,898, and 6,264 school-based educators.

Even though school entry is compulsory for children of six years of age by December 31, most enter kindergarten if they are five by that date. Typically 13-year-olds are in grade 8, and 16-year-olds are in grade 11.

Writing Teaching

Students in Newfoundland and Labrador are learning language arts through the Atlantic Canada English language arts curriculum. In general, both 13-year-old and 16-year-old students experience writing as part of the language arts curriculum and are expected to

- use writing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings and to use their imaginations;
- create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes;
- use a range of strategies to develop effective writing and to enhance their clarity, precision, and effectiveness.

High school students take a two-credit English course in each of three years of high school. Many students also study a literature course or do additional courses in writing. Approximately 20% of high school students enrol in non-academic basic English courses.

To graduate, each high school student must complete four 2-credit courses as part of their required program. Each of these courses represents a minimum of 110 instructional hours.

Writing Assessment

In recent years, there has been an increased emphasis on criterion-referenced testing. Criterion-referenced tests in writing were administered to grade 3 students in 1995, to grade 6 students in 1997, and to grade 9 students in 1996 and 1999. Beginning in 2001, the criterion-referenced tests were extended to include all strands of language arts including writing. A language arts assessment is administered annually to students in grades 3 and 6 and every three years to students in grade 9.

As of June 2001, provincial examinations for senior high school students were reinstated and administered in English literature. These examinations include a written component that assesses not only content but also the elements of writing.

Results for Newfoundland and Labrador

There are significant differences between this jurisdiction's performance and the Canadian English performance for 13-year-olds at levels 1, 2, and 3. Among 13-year-olds, 75% demonstrate at least some control of the elements of writing and the integration of some of these elements (level 2). Over 30%, at level 3 or better, write with control, integration, and a clear perspective.

There are no significant differences between this jurisdiction's performance among 16-year-olds and the Canadian English performance for this age group with the exception of level 4. Almost 60% of 16-year-olds perform at level 3 or better, demonstrating writing that is integrated and maintained throughout, expressing a clear perspective.

CHART NL1

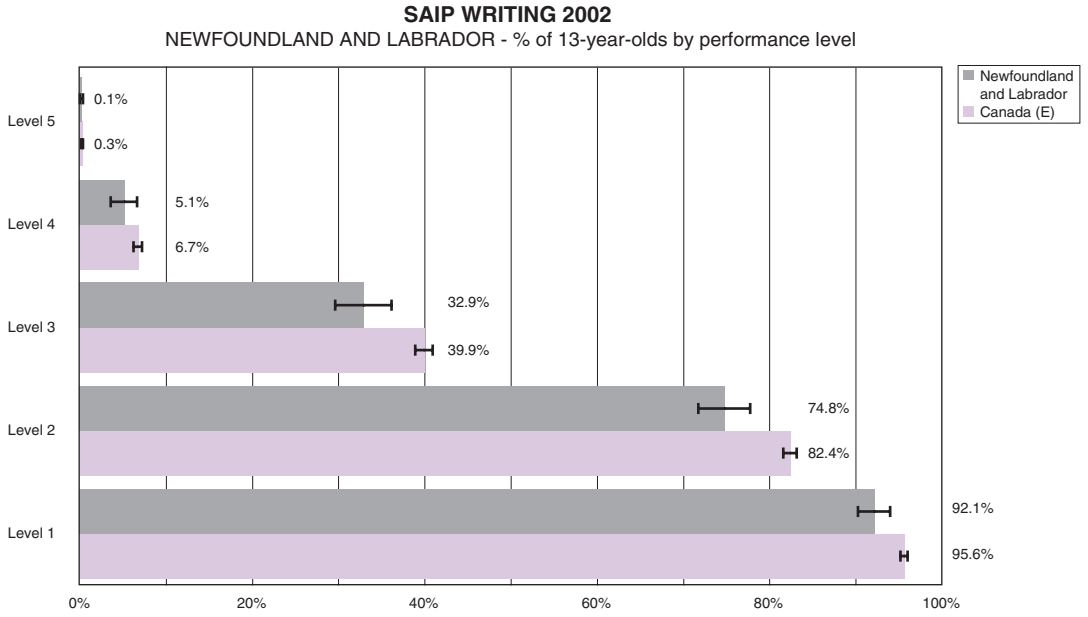
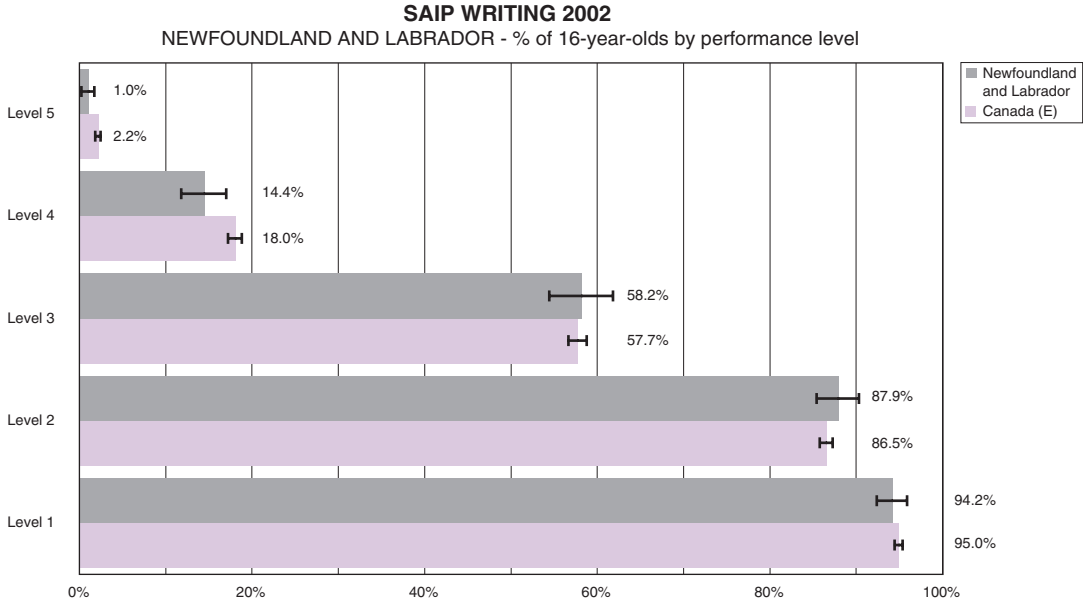


CHART NL2



Context Statement

Social Context

Yukon has a total land area of 483,450 square kilometres and a population of 30,418. The population of Whitehorse, the capital city, is 22,545, and the remaining population is divided among the 19 rural communities.

Organization of School System

There are 28 schools with a total enrolment from kindergarten to grade 12 of 5,526 at the time of writing. One-half of the schools (14) are designated as rural schools. These schools 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 offer fewer optional programs in the secondary grades.

Unlike most jurisdictions in Canada, there are no school taxes in the Yukon and 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 in 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 6% of Yukon students are enrolled in a French Immersion program, while 2.3% attend the francophone school.

Language Arts Teaching

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 utilizes an achievement test or departmental exam at the grade 9 level for English. This assessment consists of two major sections, the first being Reading Comprehension and the second a Narrative and Functional component.

Link with SAIP Reading and Writing Assessment

All Yukon 13- and 16-year-old students participated in the 1998 SAIP Reading and Writing test representing the territory. The sample size was relatively large because of the small population size (i.e., the sample was in fact the entire population of Yukon 13- and 16-year-olds, half of whom wrote the Reading component and half of whom wrote the Writing component in each age group).

Results for Yukon

The performance of 13-year-olds is similar to the Canadian English performance at levels 1 and 5, but there are significant differences at levels 2, 3, and 4. Almost 70% of this age group demonstrate at least some control of the elements of writing and convey a simple meaning (level 2). Over 30% demonstrate higher levels of writing including control of the elements and integration with a clear perspective (level 3).

There are significant differences between this jurisdiction's performance and the Canadian English performance for 16-year-olds at all levels except level 5. Approximately 50% of this age group demonstrates, at a minimum, control of the elements of writing appropriate to the purpose. The writing is generally integrated, functional, and maintained with a clear perspective (level 3).

CHART YT1

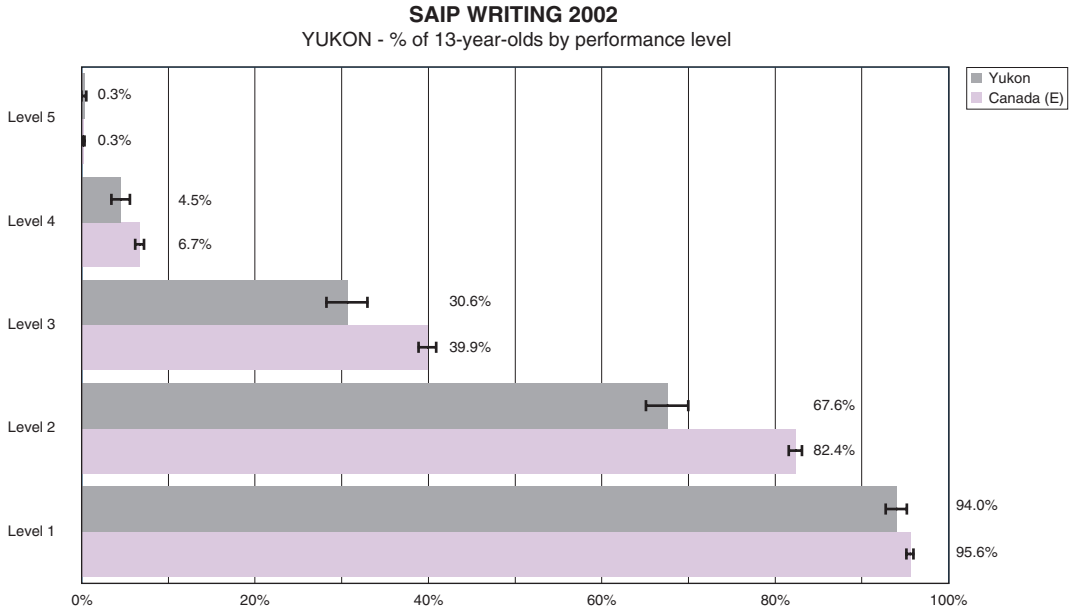
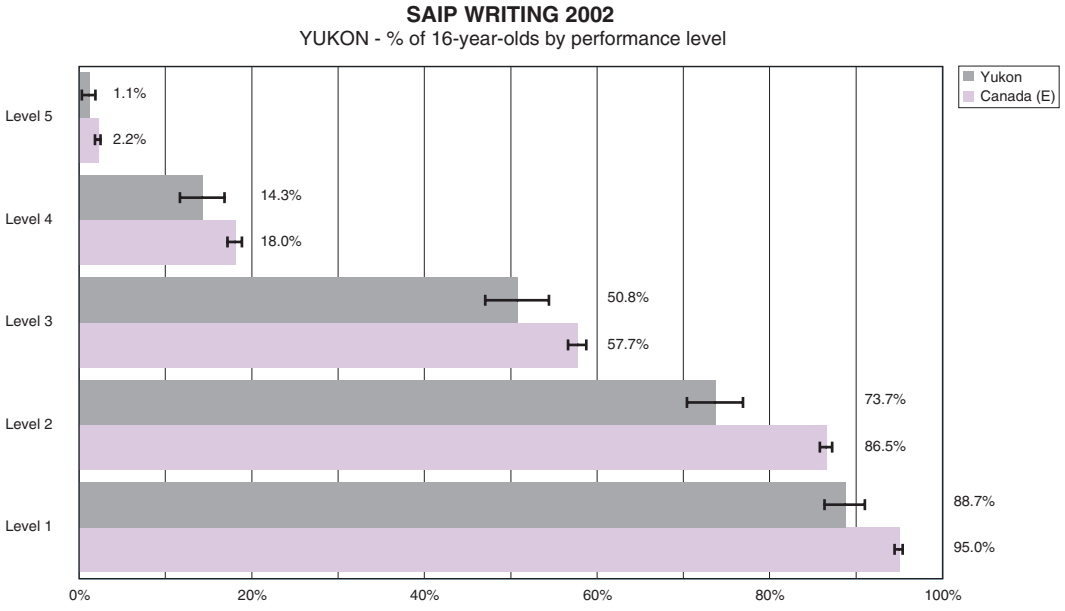


CHART YT2



Context Statement

Social Context

The Northwest Territories has a land mass of 1,171,918 square kilometres. The total population is about 43,000, approximately half of whom are Aboriginal. An estimated 2% of the total population is francophone. There are 33 communities, ranging in size from 18,500 people to a population of 36.

Most non-Aboriginal people live in the larger communities. In Yellowknife, 77% of residents are non-Aboriginal. In smaller communities, Dene, Métis, and Inuit constitute 84% of the population. Official languages spoken in the Northwest Territories are Chipewyan, Cree, Dogrib, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, and South Slavey. About half of the Aboriginal people in the NWT speak an Aboriginal language. While English is primarily the language of instruction in schools, Aboriginal languages and cultures are integral to the culture-based education system of the NWT.

Organization of the School System

In 2001–02, the Northwest Territories enrolled 9,720 students in kindergarten through grade 12 and employed 665 teachers in 49 public schools. The Department of Education, Culture and Employment provides policy and curriculum direction to eight education jurisdictions. These jurisdictions implement and adapt curriculum and develop programs in order to meet the needs of all students in their district.

In recent years, the territories have implemented grade extensions in small schools. In 1990, only 73% of students could complete their high school education in their home community. That proportion had increased to 92% by 1998–99. As a result, more students are staying in school, and more young people who left school before earning a grade 12 diploma are returning to school. The challenge is to provide a choice of quality programs in schools where as few as 1 or 2 students may be enrolled in a grade. Innovative program development, use of computer technology, and distance education support many courses offered in small communities.

English Language Arts Teaching

In the Northwest Territories, 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. Currently, English is usually the language of instruction, and Aboriginal languages are taught as a second language. The Northwest Territories, as a member of the Western and Northern Canada Protocol (WNCP), played a key role in the development of *The Common Curriculum Framework for Aboriginal Language and Culture Programs: Kindergarten to Grade 12*. Initial in-service commenced in January 2001.

The Northwest Territories uses *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12*. Manitoba's *Foundation for Implementation* documents and Alberta Learning's *Guide to Implementation: Grade 10* are recommended as key resources for teachers in support of the Curriculum Framework. Implementation of Alberta Learning's new *Program of Studies for Senior High English Language Arts: Interim 2001* commenced with grade 10 in August 2001. Full implementation is anticipated for June 2004. Work is currently under way to develop an NWT English Language Arts Curriculum based on *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12*.

Depending on the school, English is introduced to French-first-language and French immersion students in either grade 3 or grade 4. Manitoba's *Grades 1 to 4 English LA–Immersion: Manitoba Curriculum Framework of Outcomes and Grade 3 Standards* and *Grades 3 to 8 Anglais: Manitoba*

Curriculum Framework of Outcomes and Grade 6 Standards are recommended resources. Students in grades 9 to12 use *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12*.

English Language Arts Assessment

There is currently no territorial-wide assessment done, other than grade 12 diploma examinations and SAIP. Six of eight jurisdictions conduct board-wide assessments in ELA annually. As of June 2003, five of those six jurisdictions will be using the same assessment instrument — the Alberta Achievement Tests. An NWT-produced *Student Evaluation Handbook* is available to assist teachers in developing a variety of assessment approaches and instruments.

The *Departmental Directive: Student Assessment, Evaluation & Reporting* was completed in February 2001. The directive applies to the assessment and evaluation of students in kindergarten to grade 12 for the purposes of

- determining individual student performance
- determining the performance of the education system

Initial implementation commenced in September 2001, with full implementation targeted for June 2003. A team with representatives from the department and each regional district education council/ district education authority is responsible for guiding and supporting the two-year implementation process and for ensuring that plans are sustainable. In-services on classroom-based assessment was scheduled to commence in September 2002.

Results for Northwest Territories

There are significant differences between this jurisdiction's performance and the Canadian English performance for 13-year-olds at levels 1, 2, 3, and 4. The differences at levels 2, 3, and 4 are considerably less in 2002 than the differences in 1998. Almost 60% of this age group demonstrate at least some control of the elements of writing and the integration of some of these elements. The writing conveys a simple meaning (level 2).

There are significant differences between this jurisdiction's performance and the Canadian English performance for 16-year-olds at all levels except level 5. The differences at levels 2, 3, and 4 are considerably less in 2002 than in 1998. More than 40% of this age group performs at level 3 or better, demonstrating control, integration, and clear perspective in writing.

CHART NT1

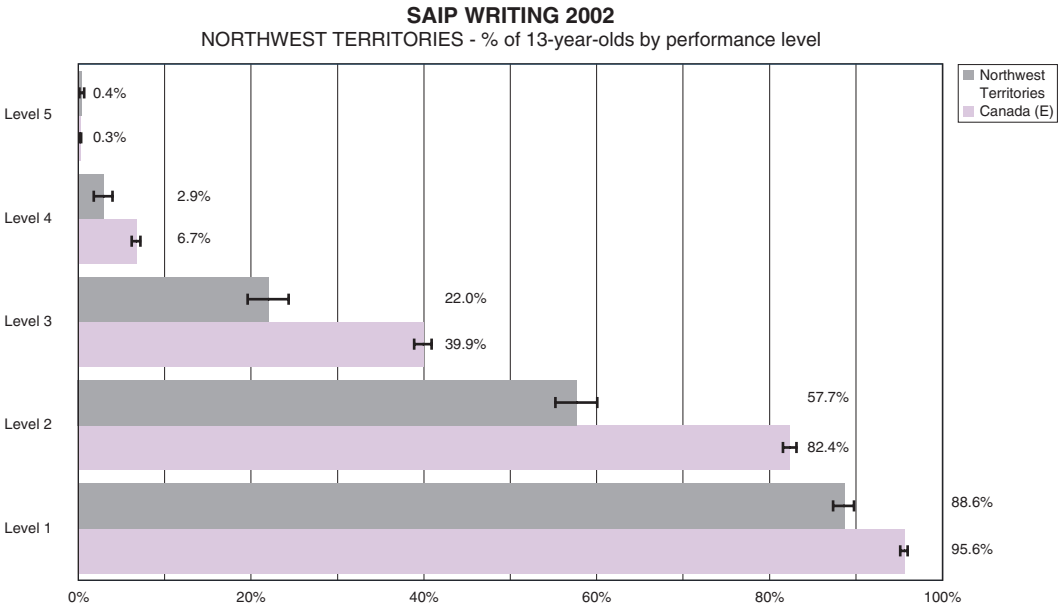
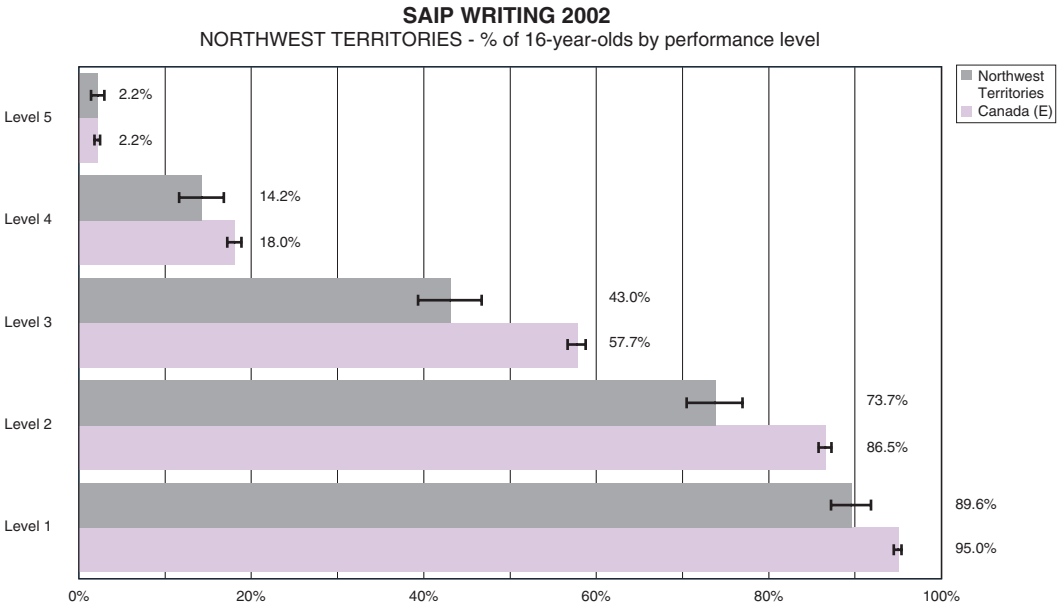


CHART NT2



CURRENT TRENDS IN CANADIAN CURRICULUM DESIGN AND EXPECTATIONS

During the late 1980s and well into the 1990s, Canadian jurisdictions undertook a process of reform in curriculum. There was a concerted effort to move from a knowledge-based set of requirements to a performance-based description of what students should be able to do in each subject area. In the process, most jurisdictions established a set of common performance standards that students should be able to meet in subject areas across the curriculum.

General competencies have been a key feature of curriculum development in the past decade in Canada. The terminology differs from jurisdiction to jurisdiction, but the intent is the same, to imbed in the learning process, through all grades, the development of those general skills necessary in working life, in academic pursuits, and in everyday life. For example, Saskatchewan refers to six *Common Essential Learnings,* while Quebec identifies nine *Cross-Curricular Competencies;* Atlantic Canada, six *Essential Graduation Learnings,* and Ontario four *Categories for Achievement.* General competencies provide a common ground for all learners, regardless of the focus on academic or applied learning, and across all subject areas.

Among the generic skills identified by Canadian jurisdictions, there is a particular emphasis on communication and critical thinking. Critical thinking, learning, and the use of language are interactive processes. As Alberta's curriculum documents point out: *Students use language to examine new experiences and knowledge in relation to their prior knowledge, experiences and beliefs. They make connections, anticipate possibilities, reflect upon and evaluate ideas, and determine courses of action. By becoming critical thinkers, students also become self-reliant, successful, and contributing members of society.* This echoes many of the statements regarding expectations for thinking and the use of language in curriculum across the country.

Cognitive scientists and education researchers include at the core of critical thinking such skills as *interpretation, analysis, evaluation, inference, explanation, and self-regulation or metacognition*. By metacognition, the experts mean self-consciously monitoring one's thinking activities, the strategies used in those activities, and the results of the process. This leads to questioning, confirming, or revising one's reasoning and work, a learning activity often referred to as "critical habits of mind."

A further characteristic in curriculum reform, related to thinking and language, therefore, is an emphasis on metacognition, or "thinking about thinking processes" as one engages in learning. Or as the Manitoba curriculum points out, *modelling and encouraging metacognitive strategies helps students to understand, monitor, and direct their learning processes.*

Alberta states that metacognition *enables students to become more consciously aware of their own thinking and learning processes and to gain greater control of these processes. . . . Students who are engaged in metacognition recognize the requirements of the task at hand, reflect on the strategies and skills they may employ, appraise their strengths and weaknesses in the use of these strategies and skills, make modifications, and monitor subsequent strategies.*

Other jurisdictions define many standards and achievement using the language and conception of metacognitive habits of mind. For example, British Columbia speaks of the expectation that students will *describe and assess the strategies they use…consciously use strategies that help them sustain concentration…compose questions to guide their learning…identify and explain connections between* [what they are learning] *and their personal ideas and beliefs.*

Many jurisdictions talk about students describing thinking and planning strategies, outlining personal goals for each demonstration of learning, reflecting on work completed or being done, keeping learning journals, maintaining portfolios, and using assessment rubrics and the language of assessment to understand their progress in the light of classroom and public expectations. If there is a strong common thread among Canadian jurisdictions with regard to the implementation of curriculum and classroom practices, it is that student activity should encourage self-conscious learning, critical habits of mind, and the connecting of self with the content and skills being learned. This is evident in teacher handbooks, support materials, curriculum expectation statements, implementation guidelines, course profiles and exemplars, and descriptions of standards for assessment.

Recognizing curriculum reform in SAIP 2002

In the light of these reforms in curriculum across Canada and to *remain an innovative program, producing analyses that allow all stakeholders to draw valid and useful conclusions,* SAIP, through the consortium, undertook a second assessment instrument in 2002. This instrument would be a "first step" in recognizing the current trend to focus on indicators of general competencies. It would allow linking reading and writing performances to a study of critical thinking. The assumption was that this instrument would provide data and open the door for further development of assessment of student performance in acts of critical thinking and acts of metacognition, carving out a unique place among large-scale evaluations.[3] To this end, developers asked students to read and respond to a short fable linked to the writing task by a common theme. Students were prompted to think about the text carefully, suggest what it meant to them, and explain their ideas thoughtfully. They had just 20 minutes to read and respond. Most students responded at surprising length, considering the time constraints.

RATIONALE FOR THE RESPONSE TO TEXT IN SESSION A

The following statement was provided to principals, teachers, and students in the Handbook for Schools, 2002, *for the administration of the assessment.*

This part of the assessment requires students to respond to a short, accessible text that has a depth of inferred meaning. It is time-limited: students will have only 20 minutes to read, consider, and respond.

This short thinking/writing exercise serves two purposes:

- To gather evidence of students' habits of mind when asked to respond to a text in a manner typical of schooling activities. How does student thinking unfold?
- To engage students in reflection on the theme of the *Student Resource Booklet* and the main writing task.

This exercise will allow us to examine the degree to which students move beyond denotation to connotation, beyond explicitness to inferred meaning, beyond concrete references and illustrations to abstraction and application, and beyond observation to critical and aesthetic judgment.

THE CRITERIA AND CODING INSTRUMENT

When prompted to think about a specific text, the student

A Offers meaning

A1 Expresses tangential comments or focuses on a discrete feature of the text or misconstrues the text.

A2 Provides only a retelling or summary of information explicit in the text including events, relationships, and/or moral.

A3 Provides meaning that goes beyond the events, relationships, and/or moral found in the text (application, generalization, illustration).

[3] R. Forgette-Giroux & M. Simon. 2000. *Evaluation of the Second Cycle of the School Achievement Indicators Program* for the Council of Ministers of Education. Page 46.

B Elaborates
B1 Provides some reasoning for the understanding expressed.
B2 Provides extended reasoning for the understanding expressed.

C Evaluates
C1 Provides some evidence of personal judgment.
C2 Demonstrates critical thought.
C3 Reaches judgment by considering aesthetic features of the text.

THE DEVELOPMENT OF THE FRAMEWORK AND INSTRUMENT

A search of the literature and research on the assessment of general competencies and in particular on the assessment of thinking skills was conducted. The decision was made to limit the study to what types of thinking students would bring to a response to a brief text, or how student thinking unfolds when asked to engage a text. The consortium determined to gather evidence of students' habits of mind in a typical school activity. The goal was NOT to determine the effectiveness of student thinking. This would be a much larger and more ambitious goal, more appropriate to future assessments; such an initiative would require as much time on task (rather than the 20 minutes allotted) and as much direction as the main writing exercise. Limited but observable criteria were proposed, focusing on three "habits of mind" or primary traits manifested in what the student did to construct a meaning for the text, in what the student did to develop the response to the text, and in the degree to which the student evaluated or passed personal judgment on the text in terms of meaning and/or craft of the writing. The criteria were provided to the ministries of education twice for review, and the feedback was insightful, helpful, and encouraging. Some were quick to point out that it was indeed just "a small step" to provide further direction for future assessments.

Thinking, Reading, and Writing

Thinking in itself is not an observable behaviour since it is internal mental activity. Reading and writing are skills that engage thinking in acts of making sense of texts and experiences. In the process of reading and writing, we undertake interpretation, analysis, evaluation, inference, explanation, and self-regulation to varying degrees depending on the particular demands of the texts or writing activity.

When we read or write, we apply our preconceptions about reading and writing and our own understanding about our prior knowledge and personal experience. In the process of reading and writing, we review and reshape our thinking; we often work out our thinking by trying to express it in words. A student asked to read or write is expected to engage the cultural expectations (for reading and writing) of learning and of the larger community as part of the process of apprenticing to enter adult society. However, the students also bring to the act their sense of self as part of the process of empowerment through reading and writing. By taking up the demands of reading and writing, we take up the internal activities of thinking and an awareness of both social expectations and personal reflection. The degree to which a student is conscious of such mental activity in learning may determine the effectiveness and strength of the learning process. Considerable research has been done with school-age children by cognitive scientists such as Scardamalia and Bereiter to indicate that self-conscious learning leads to higher-level thinking and more rapid growth in literacy. However, little has been formulated in developing sound assessment of both the teaching and the learning of critical thinking. This may be due to the complexity of acts of reading and writing and our dependence on reading and writing as manifestations of thinking. Of the current research, the majority has been undertaken at the undergraduate level in colleges and universities, particularly in the field of psychology and cognitive science.

There is considerable debate about whether critical thinking is a set of skills at all or whether it is basic commitment to rational inquiry, an attitude that characterizes critical thinking. As Sharon Bailin has pointed out in a paper for the British Columbia Ministry of Education, *learning to think critically is a matter of coming to understand the principles, concepts, and criteria which constitute our critical practices…inherent in our traditions of inquiry.*

The SAIP Writing III Secondary Study is unique in that it is designed to take account of the disposition of students toward critical thinking rather than to examine the critical thinking skills and quality of thinking in student work. The descriptors used in the coding instrument reflect the habits of mind that the pan-Canadian curriculum seems to characterize as critical thinking. The coding instrument describes the efforts of students to offer interpretation, explanation or justification, and evaluation. Students were asked to respond to a fable, a form which prompts thinking beyond the explicit information in the text by providing both a simple narrative and a moral, representing a sophisticated theme or issue. As the charts that follow indicate many students offered a meaning, elaborated on it, and passed a judgment either on their own meaning for the text or on the impact of the reading experience.

Coding the Responses

Scorers were asked to treat each of the eight descriptors as independent codes and to identify any codes that were exhibited in the student response. The quality of writing was not to be considered at all significant to the determination of coding. For example, a student response focusing on a single tangential aspect of the text would be coded A1. If that student went on to fully explain the interpretation (tangential or not), the scorer would add code B1 or B2. If that student also offered a judgment of the text or of the interpretation offered, the scorer would add code C1.

A model similar to that used for the main writing task provided training and coding scripts for table leaders. The table leaders in turn trained their team members using a specific script and a set of exemplars for each of the codes being applied to student responses. Each code identifies a thinking behaviour rather than the quality of the thought itself.

Use of the Information

There are many worthy questions raised by such a study. However, a number of questions were specific to the goals of the development team. Is there a direct correlation of critical habits of mind and writing skill? Do critical habits of mind provide a link between quality of reading and quality of writing? How would a successful curriculum implementation of generic skills such as critical thinking be apparent in student demonstrations of learning? In the charts that follow, the percentage of responses identified with a particular code has been clearly linked to the levels of achievement for the writing assessment. As well, there is anticipation that this first step for this type of study will provide CMEC with the initial stage of further work to develop a significant and valid instrument for measuring certain generic skills.

- Table 1 indicates percentages for each code by age.
- Table 2 indicates percentages for each code by gender in 13-year-olds.
- Table 3 indicates percentages for each code by gender in 16-year-olds.
- Table 4 indicates percentages for performances of 13-year-olds at each level of the writing task for each code.
- Table 5 indicates percentages for performances of 16-year-olds at each level of the writing task for each code.

Information for Reading These Tables

- Coding was not applied as if these descriptors were hierarchical. Scorers were asked to assign the codes whose descriptions, in their judgment, applied to the student response in light of the training and the anchors for each code. This was not an accumulative coding. In other words, a response that provided *an extended reasoning for the understanding expressed* was not assumed to have also provided *some reasoning for the understanding expressed*. However, the resulting data should be read hierarchically where such a reading applies. For example, code A3 (provides meaning) is a more effective act of interpretation than a tangential comment (code A1) or a retelling of the explicit text (code A2). In B, *extended reasoning* is a more effective elaboration than *some reasoning*. And in C, *demonstrates critical thought* is a stronger act of evaluation than *some evidence of personal judgment*. On the other hand, *reaches judgment by considering aesthetic features* (code C3) may or may not be a stronger act than *critical thought* but simply a rarer one. The student who practises C3 is a reader who has learned to attend to form as well as content when determining and evaluating meaning. Similarly, one might argue that interpretation, elaboration, and evaluation are a hierarchical sequence; however, it is possible to offer an interpretation and evaluation without elaboration of the interpretation.

- The percentages represent the percentage of responses assigned a particular code. However, the percentages are weighted to provide an estimate of the actual habits of mind students would have demonstrated had all students in the population taken the assessment. This is the same process applied to the primary writing assessment. In addition to the percentages for each single code, the tables provide percentages overall for each of the two domains of elaboration and evaluation.

Table 1: Percentages for Each Code by Age

As expected the 16-year-olds responded more effectively than the 13-year-olds. Nevertheless, one of the assumptions of the developers was that with a de-emphasis on writing quality and a focus on thought, the difference between the younger students and the older students would be less than in evaluations of writing or reading. To some degree, this appears to be borne out in the data. Only a small percentage of both groups provide simply a retelling of the text. There is less than a 10% difference between the two groups in expressing tangential comments. Similarly, there is a little more than a 10% difference between the two age groups in those responses that moved to elaboration (code B) and in those responses that demonstrated evaluation (code C). However, in the most effective habits of mind for each domain, 15% more of the 16-year-olds' responses provided "meaning that goes beyond," 21% more demonstrated "extended reasoning," and 19% more demonstrated "critical thought." At this point, there is no instrument in place to determine what the public or jurisdictional expectation is for student performance in acts of thinking. Some questions worth raising might include the following:

- Almost 70% of 13-year-olds and more than 80% of 16-year-olds, when asked to respond to text, tend to elaborate their thinking (code B). Does this demonstrate "success" in programming for generic skills and habits of mind?
- Does the fact that 60% of younger students and over 70% of older students show a willingness to evaluate either their own thinking or the ideas expressed in a text (code C) demonstrate "success?"
- Does the fact that 20% of 13-year-olds and 40% of 16-year-olds already demonstrate critical thought in response to text seem like a positive discovery?

TABLE 1: PERCENTAGES FOR EACH CODE BY AGE

		AGE	
		13-year-olds	*16-year-olds*
CODE A	Expresses tangential comments	27.9	18.9
	Provides a retelling or summary	13.1	6.9
	Provides meaning	58.8	74.0
	Overall Code A	*99.8*	*99.8*
CODE B	Provides some reasoning	44.9	36.3
	Provides extended reasoning	24.8	45.8
	Overall Code B	*69.7*	*82.1*
CODE C	Provides some evidence of judgment	38.5	31.4
	Demonstrates critical thought	20.3	39.1
	Reaches judgment by considering aesthetic features	1.2	1.9
	Overall Code C	*60.0*	*72.4*

Table 2: Percentages for Each Code by Gender in 13-Year-Olds

Generally, 13-year-old females demonstrated more effective habits of mind than males in the age group. However, one of the assumptions of the developers was that given the de-emphasis on quality of writing, the differences in habits of mind between males and females would be considerably less than that in other literacy assessments. This assumption seems a valid one. In most of the descriptors, the females exceed the males by about 5%. Where there is a larger difference, it is still only 6% to 8%.

TABLE 2: PERCENTAGES FOR EACH CODE BY GENDER IN 13-YEAR-OLDS

		GENDER	
		Male	*Female*
CODE A	Expresses tangential comments	30.4	25.8
	Provides a retelling or summary	15.0	11.5
	Provides meaning	54.5	62.6
	Overall Code A	*99.9*	*99.9*
CODE B	Provides some reasoning	44.1	45.7
	Provides extended reasoning	21.4	27.8
	Overall Code B	*65.5*	*73.5*
CODE C	Provides some evidence of judgment	37.1	39.9
	Demonstrates critical thought	17.2	22.9
	Reaches judgment by considering aesthetic features	1.6	0.9
	Overall Code C	*55.9*	*63.7*

Table 3: Percentages for Each Code by Gender in 16-Year-Olds

Generally, differences between male and female 16-year-olds are greater than those between male and female 13-year-olds. There is a 10% difference between responses by males and females in providing meaning that goes beyond the text to a meaningful generalization, and similarly a 13% difference in providing extended reasoning. While the willingness to offer some evidence of personal judgment is virtually identical, there is a 10% difference between the two groups in demonstrating critical thought.

TABLE 3: PERCENTAGES FOR EACH CODE BY GENDER IN 16-YEAR-OLDS

		GENDER	
		Male	*Female*
CODE A	Expresses tangential comments	22.4	15.5
	Provides a retelling or summary	8.8	5.1
	Provides meaning	68.4	79.3
	Overall Code A	*99.6*	*99.9*
CODE B	Provides some reasoning	37.6	34.9
	Provides extended reasoning	39.3	52.2
	Overall Code B	*76.9*	*87.1*
CODE C	Provides some evidence of judgment	31.8	31.1
	Demonstrates critical thought	33.8	44.3
	Reaches judgment by considering aesthetic features	2.0	1.7
	Overall Code C	*67.6*	*77.1*

Tables 4 and 5: Percentages for Performances of 13-Year-Olds and 16-Year-Olds at Each Level of the Writing Task for Each Code

Box 6

Note: Since the instrument for the secondary study is a broad-stroke instrument, tables 1 to 5 relate the coding of all students regardless of language to the levels of writing performance. The distribution by language will be found in the *SAIP Writing III Technical Report.*

Offers meaning: Generally, among both age groups, students who offered a meaning for the fable that was tangential or simply a retelling of explicit information performed at the lower levels of the writing assessment. Those students demonstrating a valid interpretation of the fable generally performed at the higher levels of the writing task. While over 50% of all students at level 2 provided a solid interpretation, almost 70% at level 3 and about 80% at levels 4 and 5 demonstrated solid interpretation of the fable. Among 16-year-olds, it appears that providing a valid interpretation is a very present characteristic of those with solid writing practices. Even among those performing at level 2 in writing, almost 70% received code A3 (provides meaning) in the secondary study.

Elaborates: In both age groups, the writing performance levels of those who provide just some reasoning for their interpretation are generally distributed across all five levels of performance. However, of those who provide extended reasoning for their interpretation, the largest percentages are found at levels 4 and 5. Among 16-year-olds writing at levels 4 and 5, proportions of those providing extended reasoning are 17% to 32% higher than 13-year-olds.

Evaluates: The writing performance levels of those who provide some evidence of judgment are generally distributed across all five levels of performance. However, of those who provide critical judgment, proportionally more students demonstrate the higher levels of writing. The percentages of those performing at levels 3, 4, and 5 in writing and who tend to practise critical thought are considerably higher among 16-year-olds than among 13-year-olds. Those who demonstrate aesthetic judgment appear at levels 3 and 4 among 13-year-olds, while among 16-year-olds, they appear primarily at levels 3, 4, and 5.

TABLE 4: PERCENTAGES FOR PERFORMANCES OF 13-YEAR-OLDS AT EACH LEVEL OF THE WRITING TASK FOR EACH CODE*

		Below 1	*Level 1*	*Level 2*	*Level 3*	*Level 4*	*Level 5*	*Total*
CODE A	Expresses tangential comments	56.1	39.0	32.3	21.9	13.6	2.8	28.1
	Provides a retelling or summary	26.2	23.5	13.5	10.5	6.9	3.2	13.2
	Provides meaning	17.1	37.3	54.2	67.5	78.9	94.0	58.5
	Overall Code A	*99.4*	*99.8*	*100.0*	*99.9*	*99.4*	*100.0*	*99.8*
CODE B	Provides some reasoning	32.2	41.1	46.4	47.0	41.9	36.9	45.4
	Provides extended reasoning	18.5	9.7	20.4	29.2	44.5	45.4	24.1
	Overall Code B	*50.7*	*50.8*	*66.8*	*76.2*	*86.4*	*82.3*	*69.5*
CODE C	Provides some evidence of judgment	29.4	32.9	40.0	40.3	33.8	43.5	38.7
	Demonstrates critical thought	8.4	9.0	15.7	25.2	37.6	37.2	19.9
	Reaches judgment by considering aesthetic features	0.0	0.6	0.9	1.4	2.5	0.5	1.1
	Overall Code C	*37.8*	*42.5*	*56.6*	*66.9*	*73.9*	*81.2*	*59.7*

*Percentages for tables 4 and 5 include only those students for whom results were available for both writing tasks. For this reason, the total percentages may not match proportions appearing in tables 1 to 3.

TABLE 5: PERCENTAGES FOR PERFORMANCES OF 16-YEAR-OLDS AT EACH LEVEL OF THE WRITING TASK FOR EACH CODE

		Below 1	*Level 1*	*Level 2*	*Level 3*	*Level 4*	*Level 5*	*Total*
CODE A	Expresses tangential comments	43.6	36.7	24.7	15.6	10.6	4.8	18.8
	Provides a retelling or summary	13.4	16.7	9.2	5.6	3.6	1.0	7.0
	Provides meaning	42.9	45.8	65.8	78.5	85.8	94.2	74.0
	Overall Code A	*99.9*	*99.2*	*99.7*	*99.7*	*100.0*	*100.0*	*99.8*
CODE B	Provides some reasoning	41.2	36.8	45.1	34.7	29.3	16.7	36.1
	Provides extended reasoning	14.6	24.5	31.0	50.5	61.9	76.7	45.8
	Overall Code B	*55.8*	*61.3*	*76.1*	*85.2*	*91.2*	*93.4*	*81.9*
CODE C	Provides some evidence of judgment	25.4	28.3	35.6	30.4	29.2	21.1	31.1
	Demonstrates critical thought	23.5	20.6	26.7	43.8	51.9	64.1	39.3
	Reaches judgment by considering aesthetic features	0.4	0.5	0.9	1.8	3.5	4.8	1.9
	Overall Code C	*49.3*	*49.4*	*63.2*	*76.0*	*84.6*	*90.0*	*72.3*

CONCLUSION

This report describes the performance of 23,680 English- and French-speaking 13-year-old and 16-year-old Canadian students from 17 jurisdictions[4] across Canada in the SAIP Writing III Assessment (2002). This pan-Canadian writing assessment is the second of four SAIP subject assessments to be administered for the third time using essentially the same criteria but following an extensive revision of the framework and of the instruments themselves.

The assessment instruments were designed, developed, and reviewed by representatives of the jurisdictions, working together under the leadership of the development team. This assessment was also made possible by the cooperation extended to the development team by students, teachers, parents, and stakeholder representatives.

In spite of the diversity of student circumstances and educational experiences in the jurisdictions, this challenging exercise produced a comprehensive assessment of student writing, composed for a specific purpose in a specific context. In addition, a second study was undertaken of students' critical habits of mind through a brief written response to text used to introduce the theme of the writing, *Sharing Living Spaces*.

The theme of the resource booklet and writing activity, *Sharing Living Spaces*, was intended as a cross-curricular theme linking environmental, scientific, social, and political information and issues relevant to both classrooms and local communities. It was intended to take the assessment out of the language arts classroom and place it in the larger context of writing needs for learning and living, both in school and in the broader community.

General Results of the Two Age Groups

Given that 13-year-olds and 16-year-olds write the same assessment, the SAIP designers assumed that the largest proportion of the younger group would achieve at least level 2 and the largest proportion of the older group would achieve at least level 3 of the five-point scale. A large proportion of 13-year-olds did reach level 2 or above, while a majority of 16-year-olds reached level 3 or above. Notably more than 40% of the younger students also reached level 3 or above, while more than 20% of older students performed at levels 4 and 5.

To be assigned a level 3, the student writing had to demonstrate at least a control of the elements of writing appropriate to purpose. Writing at this level is generally integrated, and the development is generalized, functional, and maintained. It conveys a clear perspective. More specifically, the overall idea(s) and development are straightforward and clear, but may be more general than specific. The point of view expressed through choice of language and writing style is clear and appropriate. There is a control of the conventions of language, and any errors do not interfere with communication.

[4]These include all ten provinces, two territories (Yukon and Northwest Territories), and five provinces with anglophone and francophone populations.

Public Expectations

In 2002, a pan-Canadian panel of representatives of various sectors of society determined a set of expectations to help interpret the results actually achieved by the students. The 13-year-olds matched these public expectations almost exactly except at the highest level of performance. The 16-year-olds also met public expectations except at level 3 or better where they were approximately 10% below the public anticipation. This may indicate that generally Canadian school jurisdictions have established standards of expectation in writing aligned with public anticipation.

Age and Gender Differences

As expected, the older students performed better than the younger students. This does suggest that the curriculum and classroom practices with regard to writing do foster improved levels of writing skill between the ages of 13 and 16.

For many jurisdictions, the gender gap in performance between girls and boys is a well-known concern. Professional conferences and curriculum reviews at the jurisdictional level have been organized specifically to address the issue. In addition, concerns have been raised at the international level following recent international evaluation initiatives. Aware of the difference between the performance results of boys and girls in the 1998 SAIP Writing assessment, the development team designed a writing activity that would take the writing out of the language arts classroom and into the science and social studies arena. The assumption was that boys would be more motivated to engage in such writing demands and that this would lead to results commensurate with those of girls. Results from this administration would seem to bear out this assumption. The performance differences between 13-year-old boys and girls in 2002 were slightly less than the differences in 1998. The performance differences for 16-year-olds in 2002 were larger than the differences in 1998 at levels 1, 2, and 3 and smaller at levels 4 and 5. However, even where the gender difference increased in 2002, the differences between male and female students is below 20%.

Jurisdiction Results

There are some pan-Canadian trends worth noting in the individual jurisdiction results.

- Generally, there is a consistent distribution of the five levels of performance across the jurisdictions.
- While direct comparisons of the 2002 performance results with those from previous administrations are not advisable and are not made in this public report, there is value in comparing the percentage differential between jurisdictional performance and pan-Canadian results for each assessment. For example, where francophone jurisdictions perform below the Canadian French results or anglophone jurisdictions perform below the Canadian English results, generally the difference is less than it was in 1998. This is particularly true for 13-year-olds in those francophone jurisdictions where French is the minority language.
- Similarly, where there are differences between 13-year-old boys and girls in a jurisdiction, generally, the percentage differential is less than it was in 1998.

The Secondary Study

In curriculum reform of the past decade, Canadian jurisdictions have embedded the generic skills of critical thinking and metacognition in statements of expectations and performance standards, in recommended classroom practice, in learning processes, and in formative assessment learning tools. However, while these changes have occurred internationally as well as in Canada, little has been done to develop assessment instruments to determine the validity of these changes. What form of instrument would allow for assessment of the successful implementation and learning of critical habits of mind?

In addition, it is a common assumption that a central cognitive activity linking reading and writing is the thinking process. We come to understand and revise our thinking through acts of literacy such as writing. What can be learned by correlating an instrument to assess habits of mind with an instrument to assess writing skills?

The SAIP Writing III development team decided to take initial steps in constructing a limited but valuable tool to study how thinking unfolds when students are asked to respond to a simple but thought-provoking text. The developers hypothesized that cultivated habits of mind would be associated with higher levels of writing performance. As well, the descriptions of each code in the coding instrument reflect the current practices and curriculum expectations for inquiry, analysis, interpretation, explanation, and evaluation. However, the descriptions of students' habits of mind used in coding the responses are neither precise nor refined enough to measure the quality of student thinking. The descriptions are broad: they simply identify whether a student demonstrated a willingness to engage in interpretation, elaboration, and evaluation in response to a given text.

It is important to note that no standards or expectations have been established to determine the strength or weakness of the various data percentages. What percentage of 16-year-olds should tend to take up critical thinking when engaging with a particular text? Critical thinking is a sophisticated human act, and, on the evidence, more than a third of 16-year-olds demonstrated a propensity to apply critical judgment. Similarly, what percentage of 13-year-olds should understand that it is not enough to merely express a meaning, that one should also explain and justify the meaning? This is also a significant growth in the development of critical thinking, and two-thirds of 13-year-olds demonstrated such an act of elaboration.

The 13-year-olds' responses demonstrated the least difference in habits of mind between girls and boys. However, among 16-year-olds, where there were differences between males and females, the percentages were considerably below the current trends in literacy assessments. With a de-emphasis on writing quality and a focus on thinking practices exhibited in the responses, male and female students were apparently more equal in habits of mind than in writing. This is significant when one compares habits of mind demonstrated to performance levels achieved in the main writing task.

Generally, the secondary study tends to confirm what cognitive scientists and researchers into critical thinking have suggested. Students who practise higher-level habits of mind, in particular full exploration of an issue and critical judgment, also demonstrate higher levels of literacy. In this assessment, levels of literacy are found in the levels of writing performance. Those who are able to offer a viable interpretation of a text tend to demonstrate a higher level of writing than those who cannot. Similarly, students who understand that an observation or meaning requires explanation or justification perform at higher levels of writing than those who do not. As well, while fewer students are inclined to offer a judgment of meaning in a text, those who do perform at still higher levels of writing than those who do not. This assessment cannot establish which element might be the cause and which the effect. It has offered a glimpse of the horizon of possibility when habits of mind are examined in the same landscape as writing performance. Furthermore, it has offered an instrument to bridge reading and writing assessment with a key element of both these skill domains, namely, the act of thinking. However, it is only a small step toward opening a door of understanding as jurisdictions strive to cultivate general skills for lifelong learning and successful living.

APPENDIX

TABLE 1: SAIP WRITING 2002
PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL AND BY AGE

	Below 1	*Level 1*	*Level 2*	*Level 3*	*Level 4*	*Level 5*
13-year-olds	4.2 (0.4)	12.3 (0.6)	41.1 (0.9)	35.2 (0.9)	6.8 (0.5)	0.4 (0.1)
		95.8 (0.4)	83.5 (0.7)	42.4 (0.9)	7.2 (0.5)	0.4 (0.1)
16-year-olds	5.5 (0.4)	7.7 (0.5)	26.2 (0.8)	39.2 (0.9)	18.1 (0.7)	3.3 (0.3)
		94.5 (0.4)	86.8 (0.6)	60.6 (0.9)	21.4 (0.8)	3.3 (0.3)

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. The confidence intervals (± 1.96 times the standard errors) for the percentages are shown between parentheses. Results are weighted so as to correctly represent each population.

TABLE 2: SAIP WRITING 2002
PERCENTAGE OF 13-YEAR-OLDS BY PERFORMANCE LEVEL AND BY GENDER

	Below 1	*Level 1*	*Level 2*	*Level 3*	*Level 4*	*Level 5*
Female	2.7 (0.4)	8.8 (0.7)	38.5 (1.2)	40.7 (1.2)	9.0 (0.7)	0.3 (0.1)
		97.3 (0.4)	88.5 (0.8)	50.0 (1.3)	9.4 (0.7)	0.3 (0.1)
Male	5.8 (0.6)	16.1 (0.9)	43.8 (1.3)	29.5 (1.2)	4.3 (0.5)	0.4 (0.2)
		94.2 (0.6)	78.1 (1.1)	34.3 (1.2)	4.8 (0.6)	0.4 (0.2)
Total	4.2 (0.4)	12.3 (0.6)	41.1 (0.9)	35.2 (0.9)	6.8 (0.5)	0.4 (0.1)
		95.8 (0.4)	83.5 (0.7)	42.4 (0.9)	7.2 (0.5)	0.4 (0.1)

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. The confidence intervals (± 1.96 times the standard errors) for the percentages are shown between parentheses. Results are weighted so as to correctly represent each population.

TABLE 3: SAIP WRITING 2002
PERCENTAGE OF 16-YEAR-OLDS BY PERFORMANCE LEVEL AND BY GENDER

	Below 1	*Level 1*	*Level 2*	*Level 3*	*Level 4*	*Level 5*
Female	3.1 (0.5)	5.1 (0.6)	22.5 (1.1)	43.4 (1.3)	22.2 (1.1)	3.9 (0.5)
		96.9 (0.5)	91.9 (0.7)	69.4 (1.2)	26.0 (1.2)	3.9 (0.5)
Male	7.0 (0.7)	10.3 (0.8)	29.7 (1.2)	35.6 (1.3)	14.5 (1.0)	2.8 (0.4)
		93.0 (0.7)	82.6 (1.0)	52.9 (1.4)	17.3 (1.0)	2.8 (0.4)
Total	5.0 (0.4)	7.7 (0.5)	26.3 (0.8)	39.4 (0.9)	18.2 (0.7)	3.3 (0.3)
		95.0 (0.4)	87.3 (0.6)	61.0 (0.9)	21.5 (0.8)	3.3 (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. The confidence intervals (± 1.96 times the standard errors) for the percentages are shown between parentheses. Results are weighted so as to correctly represent each population. A certain number of 16-year-old students did not state their gender. As a result, the totals in table 3 do not necessarily match those appearing in table 1.

TABLE 4: SAIP WRITING 2002
PERCENTAGE OF 13-YEAR-OLDS BY PERFORMANCE LEVEL AND BY JURISDICTION

	Below 1	*Level 1*	*Level 2*	*Level 3*	*Level 4*	*Level 5*
British Columbia	4.5 (1.5)	14.6 (2.5)	44.1 (3.5)	30.8 (3.2)	5.8 (1.6)	0.1 (0.2)
		95.5 (1.5)	80.8 (2.7)	36.7 (3.4)	5.9 (1.6)	0.1 (0.2)
Alberta	6.0 (1.7)	11.5 (2.3)	42.3 (3.5)	34.0 (3.4)	6.0 (1.7)	0.3 (0.4)
		94.0 (1.7)	82.6 (2.7)	40.2 (3.5)	6.3 (1.7)	0.3 (0.4)
Saskatchewan	3.7 (1.2)	20.9 (2.6)	43.2 (3.2)	27.2 (2.9)	4.7 (1.4)	0.3 (0.4)
		96.3 (1.2)	75.4 (2.8)	32.2 (3.0)	5.0 (1.4)	0.3 (0.4)
Manitoba (E)	5.1 (1.4)	11.8 (2.0)	39.1 (3.0)	36.2 (3.0)	7.1 (1.6)	0.7 (0.5)
		94.9 (1.4)	83.0 (2.3)	44.0 (3.1)	7.8 (1.6)	0.7 (0.5)
Manitoba (F)	4.5 (0.9)	20.5 (1.8)	46.8 (2.3)	25.6 (2.0)	2.2 (0.7)	0.3 (0.3)
		95.5 (0.9)	75.0 (2.0)	28.2 (2.0)	2.6 (0.7)	0.3 (0.3)
Ontario (E)	3.4 (1.3)	11.3 (2.2)	42.0 (3.4)	35.5 (3.3)	7.5 (1.8)	0.2 (0.3)
		96.6 (1.3)	85.3 (2.4)	43.2 (3.4)	7.7 (1.8)	0.2 (0.3)
Ontario (F)	7.8 (2.0)	12.6 (2.4)	49.2 (3.6)	27.1 (3.2)	2.7 (1.2)	0.5 (0.5)
		92.2 (2.0)	79.5 (2.9)	30.4 (3.3)	3.3 (1.3)	0.5 (0.5)
Quebec (E)	3.7 (1.3)	17.3 (2.5)	40.5 (3.3)	32.0 (3.1)	6.1 (1.6)	0.5 (0.5)
		96.3 (1.3)	79.0 (2.7)	38.5 (3.3)	6.5 (1.7)	0.5 (0.5)
Quebec (F)	3.4 (1.2)	8.3 (1.9)	35.1 (3.2)	43.8 (3.4)	8.6 (1.9)	0.8 (0.6)
		96.6 (1.2)	88.4 (2.2)	53.2 (3.4)	9.5 (2.0)	0.8 (0.6)
New Brunswick (E)	5.9 (1.5)	16.5 (2.3)	43.3 (3.1)	29.9 (2.9)	4.2 (1.3)	0.2 (0.3)
		94.1 (1.5)	77.6 (2.6)	34.3 (3.0)	4.4 (1.3)	0.2 (0.3)
New Brunswick (F)	3.9 (1.2)	17.7 (2.3)	46.7 (3.0)	28.3 (2.7)	3.2 (1.1)	0.3 (0.3)
		96.1 (1.2)	78.5 (2.5)	31.7 (2.8)	3.5 (1.1)	0.3 (0.3)
Nova Scotia (E)	6.6 (1.5)	17.9 (2.4)	45.8 (3.1)	26.0 (2.7)	3.3 (1.1)	0.5 (0.4)
		93.4 (1.5)	75.6 (2.7)	29.8 (2.8)	3.8 (1.2)	0.5 (0.4)
Nova Scotia (F)	2.6 (2.0)	24.7 (2.7)	50.2 (3.1)	20.4 (2.5)	1.7 (0.8)	0.4 (0.4)
		97.4 (1.0)	72.8 (2.7)	22.6 (2.6)	2.1 (0.9)	0.4 (0.4)
Prince Edward Island	5.1 (1.8)	16.9 (2.4)	44.4 (3.2)	29.9 (3.0)	3.3 (1.2)	0.3 (0.4)
		94.9 (1.4)	77.9 (2.7)	33.6 (3.1)	3.7 (1.2)	0.3 (0.4)
Newfoundland and Labrador	7.9 (1.9)	17.4 (2.6)	41.9 (3.4)	27.8 (3.1)	5.0 (1.5)	0.1 (0.2)
		92.1 (1.9)	74.8 (3.0)	32.9 (3.3)	5.1 (1.5)	0.1 (0.2)
Yukon	6.0 (2.6)	26.4 (2.3)	36.9 (2.5)	26.1 (2.3)	4.2 (1.0)	0.3 (0.3)
		94.0 (1.2)	67.6 (2.4)	30.6 (2.4)	4.5 (1.1)	0.3 (0.3)
Northwest Territories	11.4 (2.8)	30.9 (2.2)	35.7 (2.3)	19.1 (1.9)	2.5 (0.7)	0.4 (0.3)
		88.6 (1.5)	57.7 (2.4)	22.0 (2.0)	2.9 (0.8)	0.4 (0.3)
Canada (E)	4.4 (0.4)	13.2 (0.7)	42.4 (1.0)	33.2 (1.0)	6.4 (0.5)	0.3 (0.1)
		95.6 (0.4)	82.4 (0.8)	39.9 (1.0)	6.7 (0.5)	0.3 (0.1)
Canada (F)	3.7 (0.7)	9.0 (1.1)	36.6 (1.8)	41.9 (1.8)	8.0 (1.0)	0.8 (0.3)
		96.3 (0.7)	87.3 (1.2)	50.7 (1.9)	8.8 (1.1)	0.8 (0.3)
Canada	4.2 (0.4)	12.3 (0.6)	41.1 (0.9)	35.2 (0.9)	6.8 (0.5)	0.4 (0.1)
		95.8 (0.4)	83.5 (0.7)	42.4 (0.9)	7.2 (0.5)	0.4 (0.1)

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. The confidence intervals (± 1.96 times the standard errors) for the percentages are shown between parentheses. Results are weighted so as to correctly represent each population.

TABLE 5: SAIP WRITING 2002
PERCENTAGE OF 16-YEAR-OLDS BY PERFORMANCE LEVEL AND BY JURISDICTION

	Below 1	*Level 1*	*Level 2*	*Level 3*	*Level 4*	*Level 5*
British Columbia	4.8 (1.6)	7.7 (2.0)	30.5 (3.4)	39.5 (3.6)	14.3 (2.6)	3.2 (1.3)
		95.2 (1.6)	87.6 (2.5)	57.0 (3.7)	17.5 (2.8)	3.2 (1.3)
Alberta	2.6 (1.2)	7.4 (2.0)	30.8 (3.5)	37.8 (3.6)	18.5 (2.9)	2.9 (1.3)
		97.4 (1.2)	89.9 (2.3)	59.2 (3.7)	21.4 (3.1)	2.9 (1.3)
Saskatchewan	3.2 (1.1)	9.1 (1.8)	30.6 (2.9)	42.3 (3.1)	12.9 (2.1)	1.9 (0.9)
		96.8 (1.1)	87.7 (2.1)	57.1 (3.1)	14.8 (2.2)	1.9 (0.9)
Manitoba (E)	5.2 (1.5)	6.1 (1.6)	28.7 (3.1)	40.4 (3.4)	17.0 (2.6)	2.6 (1.1)
		94.8 (1.5)	88.7 (2.2)	60.0 (3.3)	19.6 (2.7)	2.6 (1.1)
Manitoba (F)	11.6 (2.3)	10.7 (2.2)	35.3 (3.4)	33.5 (3.4)	7.9 (1.9)	0.9 (0.7)
		88.4 (2.3)	77.7 (3.0)	42.3 (3.5)	8.8 (2.0)	0.9 (0.7)
Ontario (E)	5.7 (1.7)	9.2 (2.1)	27.6 (3.2)	39.4 (3.5)	16.3 (2.7)	1.8 (0.9)
		94.3 (1.7)	85.1 (2.6)	57.5 (3.6)	18.0 (2.8)	1.8 (0.9)
Ontario (F)	7.6 (2.2)	13.2 (2.8)	34.3 (4.0)	34.3 (4.0)	9.3 (2.4)	1.3 (0.9)
		92.4 (2.2)	79.1 (3.4)	44.8 (4.2)	10.5 (2.6)	1.3 (0.9)
Quebec (E)	3.0 (1.3)	5.2 (1.6)	25.2 (3.2)	45.0 (3.7)	18.8 (2.9)	2.9 (1.2)
		97.0 (1.3)	91.8 (2.0)	66.6 (3.5)	21.6 (3.1)	2.9 (1.2)
Quebec (F)	7.2 (1.8)	4.1 (1.4)	14.3 (2.4)	37.5 (3.3)	28.7 (3.1)	8.3 (1.9)
		92.8 (1.8)	88.8 (2.2)	74.5 (3.0)	37.0 (3.3)	8.3 (1.9)
New Brunswick (E)	5.2 (1.5)	8.0 (1.8)	28.4 (2.9)	42.1 (3.2)	14.6 (2.3)	1.7 (0.8)
		94.8 (1.5)	86.7 (2.2)	58.4 (3.2)	16.3 (2.4)	1.7 (0.8)
New Brunswick (F)	4.1 (1.3)	10.0 (2.0)	29.5 (3.0)	43.6 (3.3)	11.1 (2.1)	1.7 (0.9)
		95.9 (1.3)	85.9 (2.3)	56.4 (3.3)	12.8 (2.2)	1.7 (0.9)
Nova Scotia (E)	6.0 (1.7)	8.2 (1.9)	32.9 (3.3)	39.3 (3.4)	11.7 (2.3)	1.8 (0.9)
		94.0 (1.7)	85.7 (2.5)	52.8 (3.5)	13.5 (2.4)	1.8 (0.9)
Nova Scotia (F)	0.6 (0.7)	11.9 (2.7)	44.7 (4.1)	32.7 (3.9)	9.4 (2.4)	0.6 (0.7)
		99.4 (0.7)	87.4 (2.8)	42.8 (4.1)	10.1 (2.5)	0.6 (0.7)
Prince Edward Island	9.2 (2.0)	11.5 (2.2)	27.6 (3.1)	37.3 (3.4)	12.4 (2.3)	2.1 (1.0)
		90.8 (2.0)	79.3 (2.8)	51.8 (3.5)	14.5 (2.5)	2.1 (1.0)
Newfoundland and Labrador	5.8 (1.8)	6.3 (1.8)	29.7 (3.4)	43.7 (3.7)	13.4 (2.6)	1.0 (0.8)
		94.2 (1.8)	87.9 (2.4)	58.2 (3.7)	14.4 (2.6)	1.0 (0.8)
Yukon	11.3 (2.3)	15.0 (2.6)	22.9 (3.1)	36.5 (3.5)	13.2 (2.5)	1.1 (0.8)
		88.7 (2.3)	73.7 (3.2)	50.8 (3.7)	14.3 (2.6)	1.1 (0.8)
Northwest Territories	10.4 (2.3)	15.8 (2.8)	30.7 (3.5)	28.8 (3.4)	12.0 (2.5)	2.2 (1.1)
		89.6 (2.3)	73.7 (3.3)	43.0 (3.8)	14.2 (2.7)	2.2 (1.1)
Canada (E)	5.0 (0.5)	8.4 (0.6)	28.8 (1.0)	39.7 (1.0)	15.9 (0.8)	2.2 (0.3)
		95.0 (0.5)	86.5 (0.7)	57.7 (1.1)	18.0 (0.8)	2.2 (0.3)
Canada (F)	7.1 (1.1)	4.9 (0.9)	16.3 (1.5)	37.4 (2.0)	26.7 (1.8)	7.5 (1.1)
		92.9 (1.1)	88.0 (1.4)	71.7 (1.9)	34.2 (2.0)	7.5 (1.1)
Canada	5.5 (0.4)	7.7 (0.5)	26.2 (0.8)	39.2 (0.9)	18.1 (0.7)	3.3 (0.3)
		94.5 (0.4)	86.8 (0.6)	60.6 (0.9)	21.4 (0.8)	3.3 (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. The confidence intervals (± 1.96 times the standard errors) for the percentages are shown between parentheses. Results are weighted so as to correctly represent each population.

TABLE 6: SAIP WRITING 2002
PERCENTAGE OF 13-YEAR-OLD MALES BY PERFORMANCE LEVEL AND BY JURISDICTION

	Below 1	*Level 1*	*Level 2*	*Level 3*	*Level 4*	*Level 5*
British Columbia	5.2 (2.2)	19.9 (4.0)	44.4 (5.0)	27.0 (4.5)	3.4 (1.8)	0.0 (0.0)
		94.8 (2.2)	74.8 (4.4)	30.4 (4.6)	3.4 (1.8)	0.0 (0.0)
Alberta	8.5 (2.9)	13.8 (3.6)	45.9 (5.2)	27.3 (4.6)	4.2 (2.1)	0.3 (0.6)
		91.5 (2.9)	77.7 (4.3)	31.8 (4.8)	4.5 (2.2)	0.3 (0.6)
Saskatchewan	5.4 (2.0)	28.1 (4.0)	42.5 (4.4)	20.6 (3.6)	2.9 (1.5)	0.4 (0.6)
		94.6 (2.0)	66.5 (4.2)	24.0 (3.8)	3.3 (1.6)	0.4 (0.6)
Manitoba (E)	5.9 (2.1)	16.4 (3.2)	43.4 (4.3)	30.0 (4.0)	3.7 (1.7)	0.6 (0.7)
		94.1 (2.1)	77.7 (3.6)	34.3 (4.1)	4.3 (1.8)	0.6 (0.7)
Manitoba (F)	7.5 (1.7)	28.6 (2.9)	41.6 (3.1)	19.9 (2.5)	1.9 (0.9)	0.6 (0.5)
		92.5 (1.7)	64.0 (3.0)	22.4 (2.6)	2.5 (1.0)	0.6 (0.5)
Ontario (E)	5.6 (2.3)	14.5 (3.5)	46.1 (4.9)	28.5 (4.5)	4.8 (2.1)	0.5 (0.7)
		94.4 (2.3)	79.9 (4.0)	33.8 (4.7)	5.3 (2.2)	0.5 (0.7)
Ontario (F)	9.2 (3.1)	18.5 (4.1)	49.7 (5.3)	19.6 (4.2)	2.7 (1.7)	0.3 (0.6)
		90.8 (3.1)	72.3 (4.8)	22.6 (4.5)	3.0 (1.8)	0.3 (0.6)
Quebec (E)	6.1 (2.4)	22.8 (4.1)	41.0 (4.9)	25.8 (4.3)	4.1 (1.9)	0.3 (0.5)
		93.9 (2.4)	71.1 (4.5)	30.1 (4.5)	4.3 (2.0)	0.3 (0.5)
Quebec (F)	3.8 (1.9)	10.7 (3.1)	38.1 (4.8)	40.9 (4.9)	5.6 (2.3)	0.8 (0.9)
		96.2 (1.9)	85.4 (3.5)	47.3 (4.9)	6.4 (2.4)	0.8 (0.9)
New Brunswick (E)	6.2 (2.1)	21.6 (3.7)	42.5 (4.4)	27.5 (4.0)	2.3 (1.3)	0.0 (0.0)
		93.8 (2.1)	72.3 (4.0)	29.8 (4.1)	2.3 (1.3)	0.0 (0.0)
New Brunswick (F)	6.1 (2.1)	23.2 (3.6)	53.3 (4.3)	16.1 (3.2)	1.3 (1.0)	0.0 (0.0)
		93.9 (2.1)	70.7 (3.9)	17.4 (3.3)	1.3 (1.0)	0.0 (0.0)
Nova Scotia (E)	8.6 (2.5)	23.0 (3.7)	44.7 (4.4)	20.4 (3.5)	3.0 (1.5)	0.4 (0.6)
		91.4 (2.5)	68.5 (4.1)	23.8 (3.7)	3.4 (1.6)	0.4 (0.6)
Nova Scotia (F)	3.7 (3.5)	30.3 (4.1)	50.5 (4.5)	13.8 (3.1)	0.9 (0.9)	0.9 (0.9)
		96.3 (1.7)	66.1 (4.3)	15.6 (3.3)	1.8 (1.2)	0.9 (0.9)
Prince Edward Island	7.3 (3.0)	21.9 (3.9)	47.6 (4.7)	21.9 (3.9)	1.4 (1.1)	0.0 (0.0)
		92.7 (2.4)	70.8 (4.3)	23.3 (4.0)	1.4 (1.1)	0.0 (0.0)
Newfoundland and Labrador	11.3 (3.1)	23.4 (4.2)	43.7 (4.9)	19.1 (3.9)	2.3 (1.5)	0.3 (0.5)
		88.7 (3.1)	65.3 (4.7)	21.6 (4.0)	2.5 (1.5)	0.3 (0.5)
Yukon	8.3 (4.0)	33.1 (3.3)	38.1 (3.4)	17.1 (2.6)	2.8 (1.1)	0.6 (0.5)
		91.7 (1.9)	58.6 (3.5)	20.4 (2.8)	3.3 (1.3)	0.6 (0.5)
Northwest Territories	18.2 (5.0)	33.8 (3.3)	34.7 (3.3)	12.9 (2.3)	0.4 (0.5)	0.0 (0.0)
		81.8 (2.7)	48.0 (3.5)	13.3 (2.4)	0.4 (0.5)	0.0 (0.0)
Canada (E)	6.3 (0.7)	17.3 (1.1)	45.0 (1.5)	27.0 (1.3)	4.1 (0.6)	0.4 (0.2)
		93.7 (0.7)	76.5 (1.2)	31.4 (1.4)	4.4 (0.6)	0.4 (0.2)
Canada (F)	4.3 (1.1)	11.9 (1.8)	39.5 (2.7)	38.3 (2.7)	5.2 (1.2)	0.7 (0.5)
		95.7 (1.1)	83.8 (2.0)	44.3 (2.7)	5.9 (1.3)	0.7 (0.5)
Canada	5.8 (0.6)	16.1 (0.9)	43.8 (1.3)	29.5 (1.2)	4.3 (0.5)	0.4 (0.2)
		94.2 (0.6)	78.1 (1.1)	34.3 (1.2)	4.8 (0.6)	0.4 (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 (± 1.96 times the standard errors) for the percentages are shown between parentheses. Results are weighted so as to correctly represent each population.

TABLE 7: SAIP WRITING 2002
PERCENTAGE OF 13-YEAR-OLD FEMALES BY PERFORMANCE LEVEL AND BY JURISDICTION

	Below 1	*Level 1*	*Level 2*	*Level 3*	*Level 4*	*Level 5*
British Columbia	3.3 (1.7)	10.0 (2.9)	43.6 (4.9)	34.8 (4.7)	8.0 (2.7)	0.3 (0.5)
		96.7 (1.7)	86.7 (3.3)	43.1 (4.9)	8.3 (2.7)	0.3 (0.5)
Alberta	3.6 (1.8)	9.2 (2.9)	39.0 (4.8)	40.3 (4.9)	7.7 (2.6)	0.3 (0.5)
		96.4 (1.8)	87.2 (3.3)	48.2 (5.0)	7.9 (2.7)	0.3 (0.5)
Saskatchewan	1.9 (1.3)	13.2 (3.2)	43.8 (4.7)	34.3 (4.5)	6.7 (2.4)	0.2 (0.5)
		98.1 (1.3)	85.0 (3.4)	41.2 (4.6)	6.9 (2.4)	0.2 (0.5)
Manitoba (E)	4.2 (1.7)	7.1 (2.2)	34.9 (4.2)	42.6 (4.3)	10.5 (2.7)	0.8 (0.8)
		95.8 (1.7)	88.7 (2.8)	53.9 (4.3)	11.3 (2.8)	0.8 (0.8)
Manitoba (F)	1.3 (0.7)	11.9 (2.1)	52.3 (3.3)	31.8 (3.0)	2.6 (1.0)	0.0 (0.0)
		98.7 (0.7)	86.8 (2.2)	34.4 (3.1)	2.6 (1.0)	0.0 (0.0)
Ontario (E)	1.4 (1.1)	8.4 (2.7)	38.1 (4.7)	42.4 (4.8)	9.6 (2.8)	0.0 (0.0)
		98.6 (1.1)	90.1 (2.9)	52.0 (4.8)	9.6 (2.8)	0.0 (0.0)
Ontario (F)	5.7 (2.3)	7.8 (2.7)	49.0 (5.0)	33.9 (4.7)	2.8 (1.7)	0.8 (0.9)
		94.3 (2.3)	86.5 (3.4)	37.6 (4.8)	3.6 (1.9)	0.8 (0.9)
Quebec (E)	1.5 (1.1)	12.5 (3.0)	40.3 (4.5)	37.4 (4.4)	7.9 (2.5)	0.4 (0.6)
		98.5 (1.1)	86.0 (3.2)	45.7 (4.6)	8.3 (2.5)	0.4 (0.6)
Quebec (F)	3.0 (1.6)	6.2 (2.3)	32.4 (4.4)	46.1 (4.7)	11.4 (3.0)	0.9 (0.9)
		97.0 (1.6)	90.9 (2.7)	58.4 (4.6)	12.3 (3.1)	0.9 (0.9)
New Brunswick (E)	5.4 (2.0)	11.3 (2.8)	44.5 (4.5)	32.4 (4.2)	6.1 (2.1)	0.4 (0.6)
		94.6 (2.0)	83.3 (3.3)	38.8 (4.4)	6.5 (2.2)	0.4 (0.6)
New Brunswick (F)	1.5 (1.0)	12.4 (2.8)	40.6 (4.1)	39.8 (4.1)	5.1 (1.9)	0.5 (0.6)
		98.5 (1.0)	86.0 (2.9)	45.4 (4.2)	5.6 (1.9)	0.5 (0.6)
Nova Scotia (E)	4.5 (1.8)	12.7 (2.9)	46.8 (4.4)	31.7 (4.1)	3.7 (1.7)	0.6 (0.7)
		95.5 (1.8)	82.8 (3.3)	36.0 (4.3)	4.3 (1.8)	0.6 (0.7)
Nova Scotia (F)	1.6 (2.2)	19.8 (3.4)	50.0 (4.2)	26.2 (3.7)	2.4 (1.3)	0.0 (0.0)
		98.4 (1.1)	78.6 (3.4)	28.6 (3.8)	2.4 (1.3)	0.0 (0.0)
Prince Edward Island	2.9 (1.9)	12.3 (3.0)	41.2 (4.5)	37.7 (4.4)	5.2 (2.0)	0.6 (0.7)
		97.1 (1.5)	84.7 (3.3)	43.5 (4.5)	5.8 (2.1)	0.6 (0.7)
Newfoundland and Labrador	4.5 (2.0)	11.5 (3.1)	40.1 (4.8)	36.2 (4.7)	7.7 (2.6)	0.0 (0.0)
		95.5 (2.0)	84.0 (3.6)	43.9 (4.9)	7.7 (2.6)	0.0 (0.0)
Yukon	3.4 (2.9)	18.9 (3.0)	35.1 (3.7)	36.5 (3.7)	6.1 (1.9)	0.0 (0.0)
		96.6 (1.4)	77.7 (3.2)	42.6 (3.8)	6.1 (1.9)	0.0 (0.0)
Northwest Territories	5.2 (2.7)	27.9 (3.0)	37.1 (3.2)	24.7 (2.9)	4.4 (1.4)	0.8 (0.6)
		94.8 (1.5)	66.9 (3.1)	29.9 (3.0)	5.2 (1.5)	0.8 (0.6)
Canada (E)	2.5 (0.4)	9.5 (0.8)	39.9 (1.4)	39.4 (1.4)	8.5 (0.8)	0.2 (0.1)
		97.5 (0.4)	88.0 (0.9)	48.1 (1.4)	8.7 (0.8)	0.2 (0.1)
Canada (F)	3.1 (0.9)	6.6 (1.3)	34.0 (2.4)	44.9 (2.6)	10.5 (1.6)	0.9 (0.5)
		96.9 (0.9)	90.3 (1.5)	56.3 (2.6)	11.4 (1.6)	0.9 (0.5)
Canada	2.7 (0.4)	8.8 (0.7)	38.5 (1.2)	40.7 (1.2)	9.0 (0.7)	0.3 (0.1)
		97.3 (0.4)	88.5 (0.8)	50.0 (1.3)	9.4 (0.7)	0.3 (0.1)

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 (± 1.96 times the standard errors) for the percentages are shown between parentheses. Results are weighted so as to correctly represent each population.

TABLE 8: SAIP WRITING 2002
PERCENTAGE OF 16-YEAR-OLD MALES BY PERFORMANCE LEVEL AND BY JURISDICTION

	Below 1	*Level 1*	*Level 2*	*Level 3*	*Level 4*	*Level 5*
British Columbia	7.1 (2.8)	9.2 (3.1)	31.3 (5.0)	38.7 (5.3)	10.7 (3.4)	3.1 (1.9)
		92.9 (2.8)	83.7 (4.0)	52.5 (5.4)	13.8 (3.7)	3.1 (1.9)
Alberta	3.2 (1.9)	9.9 (3.2)	35.8 (5.1)	33.4 (5.0)	15.4 (3.8)	2.3 (1.6)
		96.8 (1.9)	86.9 (3.6)	51.2 (5.3)	17.7 (4.0)	2.3 (1.6)
Saskatchewan	4.0 (1.7)	13.2 (3.0)	34.0 (4.2)	39.6 (4.3)	7.8 (2.4)	1.4 (1.0)
		96.0 (1.7)	82.8 (3.3)	48.8 (4.4)	9.2 (2.5)	1.4 (1.0)
Manitoba (E)	6.3 (2.3)	7.0 (2.4)	31.5 (4.5)	34.9 (4.6)	17.1 (3.6)	3.4 (1.7)
		93.8 (2.3)	86.8 (3.3)	55.3 (4.8)	20.4 (3.9)	3.4 (1.7)
Manitoba (F)	16.2 (3.8)	14.3 (3.6)	37.1 (4.9)	28.6 (4.6)	3.8 (2.0)	0.0 (0.0)
		83.8 (3.8)	69.5 (4.7)	32.4 (4.8)	3.8 (2.0)	0.0 (0.0)
Ontario (E)	7.0 (2.6)	12.3 (3.3)	30.5 (4.7)	35.6 (4.9)	12.0 (3.3)	2.7 (1.6)
		93.0 (2.6)	80.7 (4.0)	50.3 (5.1)	14.7 (3.6)	2.7 (1.6)
Ontario (F)	13.7 (4.2)	18.3 (4.7)	36.6 (5.8)	24.8 (5.2)	6.1 (2.9)	0.4 (0.7)
		86.3 (4.2)	67.9 (5.7)	31.3 (5.6)	6.5 (3.0)	0.4 (0.7)
Quebec (E)	4.4 (2.1)	8.3 (2.8)	28.0 (4.6)	41.0 (5.1)	15.5 (3.7)	2.8 (1.7)
		95.6 (2.1)	87.3 (3.4)	59.3 (5.1)	18.3 (4.0)	2.8 (1.7)
Quebec (F)	9.5 (3.0)	5.7 (2.4)	20.9 (4.1)	34.1 (4.8)	25.5 (4.4)	4.3 (2.1)
		90.5 (3.0)	84.8 (3.7)	64.0 (4.9)	29.8 (4.7)	4.3 (2.1)
New Brunswick (E)	7.6 (2.4)	10.2 (2.8)	30.5 (4.3)	36.1 (4.4)	14.0 (3.2)	1.6 (1.1)
		92.4 (2.4)	82.2 (3.5)	51.7 (4.6)	15.6 (3.4)	1.6 (1.1)
New Brunswick (F)	6.8 (2.5)	14.3 (3.5)	38.2 (4.9)	33.8 (4.7)	6.5 (2.5)	0.3 (0.6)
		93.2 (2.5)	78.8 (4.1)	40.6 (4.9)	6.8 (2.5)	0.3 (0.6)
Nova Scotia (E)	6.5 (2.5)	11.1 (3.1)	33.4 (4.7)	35.2 (4.8)	12.4 (3.3)	1.3 (1.1)
		93.5 (2.5)	82.4 (3.8)	49.0 (5.0)	13.7 (3.4)	1.3 (1.1)
Nova Scotia (F)	0.0 (0.0)	20.0 (5.2)	55.4 (6.5)	18.5 (5.1)	4.6 (2.7)	1.5 (1.6)
		100.0 (0.0)	80.0 (5.2)	24.6 (5.6)	6.2 (3.1)	1.5 (1.6)
Prince Edward Island	12.7 (3.3)	18.2 (3.8)	27.1 (4.3)	30.6 (4.5)	10.0 (2.9)	1.4 (1.1)
		87.3 (3.3)	69.1 (4.5)	41.9 (4.8)	11.3 (3.1)	1.4 (1.1)
Newfoundland and Labrador	7.4 (2.9)	9.6 (3.2)	30.9 (5.0)	40.7 (5.4)	10.5 (3.3)	0.9 (1.0)
		92.6 (2.9)	83.0 (4.1)	52.2 (5.4)	11.4 (3.5)	0.9 (1.0)
Yukon	15.7 (3.9)	21.3 (4.4)	20.5 (4.3)	31.5 (5.0)	10.2 (3.2)	0.8 (0.9)
		84.3 (3.9)	63.0 (5.1)	42.5 (5.3)	11.0 (3.3)	0.8 (0.9)
Northwest Territories	12.9 (3.5)	19.3 (4.1)	33.3 (4.9)	25.1 (4.5)	8.2 (2.8)	1.2 (1.1)
		87.1 (3.5)	67.8 (4.8)	34.5 (4.9)	9.4 (3.0)	1.2 (1.1)
Canada (E)	6.4 (0.7)	11.2 (1.0)	31.4 (1.4)	36.1 (1.5)	12.4 (1.0)	2.5 (0.5)
		93.6 (0.7)	82.5 (1.1)	51.0 (1.5)	14.9 (1.1)	2.5 (0.5)
Canada (F)	9.7 (1.8)	6.9 (1.6)	22.7 (2.6)	33.4 (2.9)	23.4 (2.6)	3.9 (1.2)
		90.3 (1.8)	83.3 (2.3)	60.7 (3.0)	27.3 (2.7)	3.9 (1.2)
Canada	7.0 (0.7)	10.3 (0.8)	29.7 (1.2)	35.6 (1.3)	14.5 (1.0)	2.8 (0.4)
		93.0 (0.7)	82.6 (1.0)	52.9 (1.4)	17.3 (1.0)	2.8 (0.4)

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 (± 1.96 times the standard errors) for the percentages are shown between parentheses. Results are weighted so as to correctly represent each population.

TABLE 9: SAIP WRITING 2002
PERCENTAGE OF 16-YEAR-OLD FEMALES BY PERFORMANCE LEVEL AND BY JURISDICTION

	Below 1	*Level 1*	*Level 2*	*Level 3*	*Level 4*	*Level 5*
British Columbia	2.8 (1.7)	6.1 (2.5)	29.9 (4.7)	40.2 (5.1)	17.6 (3.9)	3.4 (1.9)
		97.2 (1.7)	91.1 (3.0)	61.2 (5.0)	20.9 (4.2)	3.4 (1.9)
Alberta	2.1 (1.5)	4.7 (2.3)	25.7 (4.6)	42.2 (5.3)	21.8 (4.4)	3.5 (2.0)
		97.9 (1.5)	93.2 (2.7)	67.6 (5.0)	25.4 (4.6)	3.5 (2.0)
Saskatchewan	2.3 (1.4)	4.7 (1.9)	27.1 (4.0)	44.9 (4.5)	18.4 (3.5)	2.5 (1.4)
		97.7 (1.4)	93.0 (2.3)	65.9 (4.3)	21.0 (3.7)	2.5 (1.4)
Manitoba (E)	4.2 (1.9)	5.2 (2.2)	25.9 (4.3)	46.1 (4.8)	17.0 (3.7)	1.7 (1.3)
		95.8 (1.9)	90.6 (2.8)	64.8 (4.6)	18.7 (3.8)	1.7 (1.3)
Manitoba (F)	7.3 (2.6)	7.3 (2.6)	33.6 (4.7)	38.2 (4.9)	11.8 (3.2)	1.8 (1.3)
		92.7 (2.6)	85.5 (3.5)	51.8 (5.0)	13.6 (3.4)	1.8 (1.3)
Ontario (E)	2.3 (1.6)	6.0 (2.5)	24.1 (4.5)	45.3 (5.2)	21.5 (4.3)	0.9 (1.0)
		97.7 (1.6)	91.7 (2.9)	67.6 (4.9)	22.3 (4.4)	0.9 (1.0)
Ontario (F)	1.8 (1.5)	8.8 (3.3)	31.8 (5.4)	43.1 (5.8)	12.4 (3.8)	2.1 (1.7)
		98.2 (1.5)	89.4 (3.6)	57.6 (5.8)	14.5 (4.1)	2.1 (1.7)
Quebec (E)	1.5 (1.3)	1.8 (1.4)	22.4 (4.5)	49.3 (5.4)	22.1 (4.4)	3.0 (1.8)
		98.5 (1.3)	96.7 (1.9)	74.3 (4.7)	25.1 (4.6)	3.0 (1.8)
Quebec (F)	4.8 (2.0)	2.8 (1.5)	8.5 (2.6)	40.1 (4.6)	32.0 (4.4)	11.8 (3.0)
		95.2 (2.0)	92.4 (2.5)	83.9 (3.5)	43.8 (4.7)	11.8 (3.0)
New Brunswick (E)	2.9 (1.6)	5.7 (2.2)	26.1 (4.1)	48.1 (4.7)	15.4 (3.4)	1.8 (1.2)
		97.1 (1.6)	91.4 (2.6)	65.3 (4.4)	17.2 (3.5)	1.8 (1.2)
New Brunswick (F)	1.9 (1.2)	6.6 (2.2)	22.5 (3.7)	51.4 (4.5)	14.8 (3.2)	2.7 (1.5)
		98.1 (1.2)	91.5 (2.5)	69.0 (4.1)	17.6 (3.4)	2.7 (1.5)
Nova Scotia (E)	5.6 (2.3)	5.4 (2.2)	32.4 (4.6)	43.4 (4.9)	11.0 (3.1)	2.3 (1.5)
		94.4 (2.3)	89.0 (3.1)	56.6 (4.9)	13.3 (3.4)	2.3 (1.5)
Nova Scotia (F)	1.1 (1.1)	6.4 (2.6)	37.2 (5.2)	42.6 (5.4)	12.8 (3.6)	0.0 (0.0)
		98.9 (1.1)	92.6 (2.8)	55.3 (5.4)	12.8 (3.6)	0.0 (0.0)
Prince Edward Island	5.1 (2.2)	4.4 (2.1)	27.6 (4.5)	44.9 (5.0)	15.1 (3.6)	2.9 (1.7)
		94.9 (2.2)	90.4 (3.0)	62.9 (4.9)	18.0 (3.9)	2.9 (1.7)
Newfoundland and Labrador	4.5 (2.1)	3.4 (1.9)	29.1 (4.7)	45.8 (5.2)	16.2 (3.8)	1.1 (1.1)
		95.5 (2.1)	92.2 (2.8)	63.1 (5.0)	17.3 (3.9)	1.1 (1.1)
Yukon	7.5 (2.7)	9.0 (3.0)	26.1 (4.6)	39.6 (5.1)	16.4 (3.8)	1.5 (1.3)
		92.5 (2.7)	83.6 (3.8)	57.5 (5.1)	17.9 (4.0)	1.5 (1.3)
Northwest Territories	7.8 (3.0)	11.3 (3.6)	28.4 (5.1)	31.9 (5.3)	17.0 (4.3)	3.5 (2.1)
		92.2 (3.0)	80.9 (4.5)	52.5 (5.7)	20.6 (4.6)	3.5 (2.1)
Canada (E)	2.6 (0.5)	5.6 (0.7)	25.9 (1.3)	44.2 (1.5)	19.9 (1.2)	1.9 (0.4)
		97.4 (0.5)	91.8 (0.8)	65.9 (1.5)	21.7 (1.3)	1.9 (0.4)
Canada (F)	4.5 (1.2)	3.3 (1.0)	10.7 (1.8)	40.7 (2.8)	30.0 (2.6)	10.8 (1.8)
		95.5 (1.2)	92.2 (1.5)	81.5 (2.2)	40.8 (2.8)	10.8 (1.8)
Canada	3.1 (0.5)	5.1 (0.6)	22.5 (1.1)	43.4 (1.3)	22.2 (1.1)	3.9 (0.5)
		96.9 (0.5)	91.9 (0.7)	69.4 (1.2)	26.0 (1.2)	3.9 (0.5)

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 (± 1.96 times the standard errors) for the percentages are shown between parentheses. Results are weighted so as to correctly represent each population.

TABLE 10: SAIP WRITING 2002
NUMBER OF STUDENTS BY JURISDICTION

	13-year-olds	*16-year-olds*	*Total*
British Columbia	830	725	1,555
Alberta	798	696	1,494
Saskatchewan	990	988	1,978
Manitoba (E)	1,025	833	1,858
Manitoba (F)	337	240	577
Ontario (E)	877	749	1,626
Ontario (F)	745	610	1,355
Quebec (E)	869	785	1,654
Quebec (F)	897	858	1,755
New Brunswick (E)	1,021	906	1,927
New Brunswick (F)	795	727	1,522
Nova Scotia (E)	998	824	1,822
Nova Scotia (F)	247	173	420
Prince Edward Island	646	575	1,221
Newfoundland and Labrador	806	695	1,501
Yukon	338	270	608
Northwest Territories	489	318	807
Total	*12,708*	*10,972*	*23,680*

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