

# Independent Review of Assessment and Reporting Ontario: A Learning Province – Summary

## Message from the Minister

Ontario's publicly funded education system is among the best in the world. Our students are graduating at the highest rates in our history and are outperforming other jurisdictions in international assessments. Together SEPDKQN L=NPJANO SAOPNERA PKAMQEL KQN OPQ@AJPO SEPDP knowledge and compassion.

Our aim is to focus our education system on the development of the vital skills students need to succeed in the classroom and in the world. Literacy, numeracy and transferable skills are at the core of our work in schools. But how can we be sure that our system is working well to support our students and our communities? How can we know where the gaps are and what needs to be strengthened? To give students and parents better information about a child's progress and to modernize our curriculum and assessment tools, our government announced a multi-year plan that includes new provincial report cards. Jurisdictions across Canada and around the world are wrestling with the challenge of how best to support students, parents and educators through assessment and reporting. To inform this work, our government commissioned an independent NAREAS KB +JP=NEK•O OPQ@AJP =OOAOOIAJP =J@ NALKNPEJC HA@

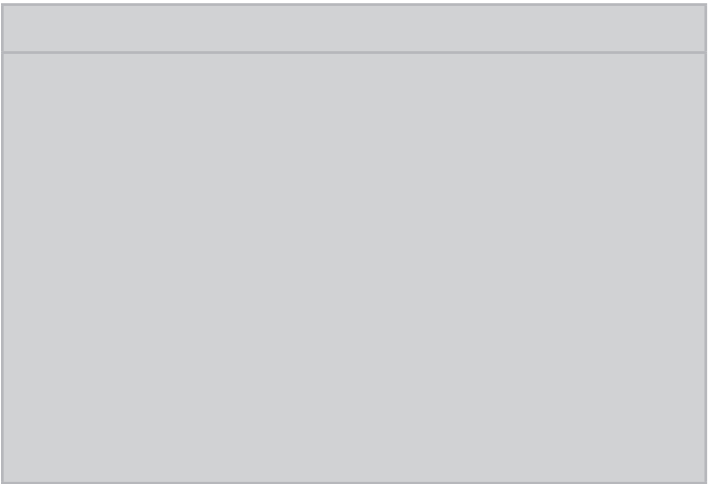
The review's recommendations suggest that the status quo is no longer working. Instead, they set out a vision for truly transformational change in our assessment approach. They call for a greater emphasis on and support for classroom assessments conducted by the teachers who work with students every day. They also NA?KCJEVA PD=P H=NCA O?=HA !@Q?=PEKJ -Q=HEPU =J@ ??KQJP=>E assessment and reporting, while calling for further consultations this fall with parents, educators and stakeholders on the recommendations related to EQAO to develop next steps.

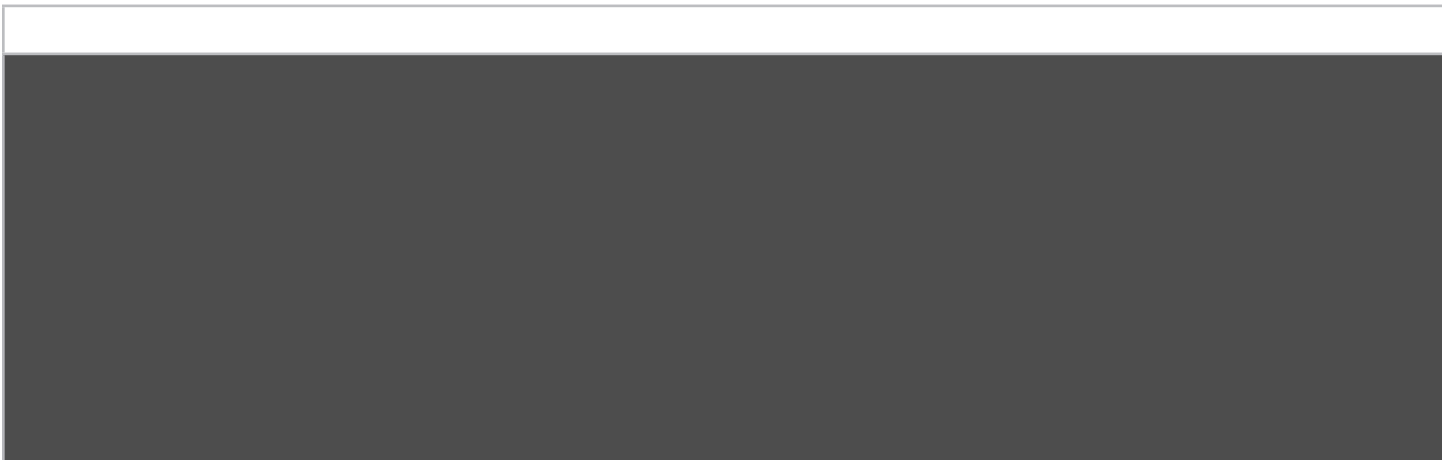
I would like to thank Dr. Carol Campbell and the advisors for their comprehensive and thoughtful report. I would also like to thank all of the students, parents, educators and community members from across the province who provided their valuable input through the pE0rCciconsultation process.

Our schools are the foundation for a caring and competitive Ontario. This report will help us improve our pE0rCcily funded education system so that every student in Ontario is able to reach their full potential. Indira Naidoo-  
Minister of Education

Minister Responsible for Early Years and Child Care

# The Review





- Reduce the number of large-scale assessments and limit their use to measuring students' knowledge of the curriculum not linked to graduation at two key stages in school: Grades 6 and 10.
- Strengthen the use of the Early Development Instrument to help schools and communities understand the needs of their youngest learners.
- Modernize EQAO's assessment and reporting to make better use of technology, address issues of cultural relevance and assess a broader range of skills and competencies that students will need to succeed after secondary school.
- Be more inclusive in EQAO assessment design and administration to remove barriers, recognizing the uniqueness and increasing diversity of Ontario's students and incorporating their choices and voices, students with special needs and English/French language learners.
- Revise the EQAO Act to focus the future purpose and role of the EQAO on provincial large-scale assessment.
- Transform approaches to reporting provincial large-scale assessments to be consistent with their purpose and to minimize and mitigate inappropriate uses, including: using large-scale provincial assessments for student diagnostic purposes, to infer evaluation of educators, and for ranking schools and school boards.

### What will these changes mean...for students?



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from students, parents/guardians and communities, changes will be well-informed and further improve the system so it supports all students to achieve their potential.

#### Highlights of recommendations:

- Provide better information to students, parents/guardians, educators, school system leaders to establish a shared understanding of the purpose, application and value of different types of assessments to support improvement efforts.
- Use collaborative and broadly representative forums to develop improvement initiatives in a coherent way that is integrated as the curriculum is refreshed and involve First Nation, Métis, Inuit, special needs and racialized students and communities to ensure any changes in assessment are equitable and meaningful.
- Establish a process of continuous review and independent evaluation of student assessments.