

**SCHOOL ACHIEVEMENT INDICATORS PROGRAM
OF THE COUNCIL OF MINISTERS OF EDUCATION,
CANADA**

**QUÉBEC RESULTS IN THE
1998 READING AND WRITING ASSESSMENTS**

Québec 

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1 Introduction

1.1 Context of the Study

The provinces of Canada have given the Council of Ministers of Education, Canada (CMEC) a mandate to implement the School Achievement Indicators Program (SAIP) to assess students' performance in mathematics, reading and writing, and science. In April 1998, the reading and writing achievement of students from all the provinces and territories of Canada was assessed.

1.2 Target Groups

The reading and writing assessments were administered to students who were 13 and 16 years old on August 31, 1997. The group of 16-year-olds consisted mainly of students in their last year of compulsory school attendance. The group of 13-year-olds consisted of students from most of the provinces' education systems. They were in their first year of secondary school, which is the transition year between elementary and secondary school.

1.3 Sampling Procedure

The samples of 13- and 16-year-olds were selected using a two-stage procedure.

The CMEC was responsible for managing the first stage, the aim of which was to select the schools. The provinces and territories were asked to provide the CMEC with a list of all schools with 13- and 16-year-old students. They were also asked to give the number of 13-year-olds (born between September 1, 1983 and August 31, 1984) and the number of 16-year-olds (born between September 1, 1980 and August 31, 1981) for each school. Schools under federal jurisdiction and those with fewer than five students were excluded. Then the schools were selected using a procedure that took their size into account.

Each province and territory was responsible for the second stage, the aim of which was to select students using a uniform procedure that obliged the coordinators for the provinces and territories to accord equal probability of selection to all 13- and 16-year-olds. No allowances for exclusion were made at this stage of the process.

1.4 Description of the Samples of Québec Students

As in the other studies in which Québec has participated, different samples were constituted for anglophone and francophone students in each age group. Thus it is possible to analyze the data for each language group. Table 1 shows the size of the Québec samples in the study. More than 6000 13- and 16-year-olds took part. About 6 percent of the 16-year-olds were studying at the college level.

In the case of both the 13- and 16-year-olds, the samples for the two components of the assessment are representative of the student population of Québec because they consist of students from the public and private systems as well from both official-language groups.

Table 1
Number of Students Included in the Samples

Samples	Francophones	Anglophones	Total
13-year-olds			
Reading	861	776	1637
Writing	881	748	1629
16-year-olds			
Reading	831	741	1572
Writing	837	661	1498
Total number of students	3410	2926	6336

1.5 Description of the Assessments

The French and English versions of the assessments were designed by teams of language evaluation specialists from Québec, Alberta and Ontario in conjunction with specialists from the other provinces. The materials needed for the assessments were field-tested and the questions and tasks validated. Development of the reading and writing assessments began in December 1990. They were administered in April 1994. The results of the first pan-Canadian assessment were published in December 1994.

In 1997, a team of specialists from the Northwest Territories, Saskatchewan, Ontario, Québec, New Brunswick (francophone sector) and Nova Scotia (francophone sector) revised the assessments and prepared a second pan-Canadian reading and writing assessment. Using statistics and results obtained in 1994, markers' comments, the advice of evaluation specialists and samples of students' responses, the team performed an exhaustive analysis of the assessments and evaluation procedures. It identified changes to be made to the assessments that would not affect a comparison between the 1994 and 1998 results.

In 1998, as in 1994, reading and writing assessments were administered to students in their first language. The same assessments were administered to both 13- and 16-year-olds, thus making it possible to compare the two age groups.

For the reading assessment, the students were presented with a booklet of excerpts from recognized youth literature and essays or newspaper articles. The pieces varied in length—up to four pages—and represented different genres and degrees of difficulty. After reading the material, students were asked to answer multiple-choice questions and to respond in writing to a specific question or perform a task.

The writing assessment was structured so that students had an opportunity to read and make notes on texts on a specific theme (heroes), discuss their ideas with fellow students, and write and revise first drafts using standard reference books like dictionaries and thesauruses. The students had two and a half hours to complete their composition and answer a series of questions.

1.6 Description of the Performance Levels

The overall results in reading and writing were expressed in terms of five performance levels. Level 1 corresponds to the learning expected of students in elementary school, whereas level 5 describes the performance expected of students who have a very good mastery of the language. Thus, it was expected that most students in the target groups for the assessment would easily attain performance level 1, and that very few 13-year-olds and few 16-year-olds would meet the criteria for level 5.

The following factors were considered in establishing the five levels of reading achievement: the difficulty of the passages read, the classification and reading level of the multiple-choice questions, the students' scores on the multiple-choice questions, the reading level of the various written-response questions and tasks, and the students' responses to the written questions and tasks. The markers were asked to determine the highest level at which the student demonstrated consistent success by applying the criteria to all of the work produced.

Predetermined criteria were used to establish the five levels of writing achievement. Markers used overall-impression scoring to assess the writing. In other words, they relied on their response to the writing as a whole to assign students' compositions to the appropriate assessment level.

1.7 Presentation of Results

The study makes it possible to place students in one of the five performance levels for the reading and writing assessments. It is assumed that a student who has been placed in a given level satisfies the requirements of the lower levels. Thus, a student who has attained level 3 is also assumed to have attained the requirements set for the first two performance levels. The description of each of the five performance levels in reading and writing can be found in appendices A and B.

Although the same number of performance levels was used for both assessments, care must be taken when comparing the reading assessment results with those obtained in the writing assessment. These two assessments measure different aspects of language.

Tables 2 to 9 show the percentage of Québec francophone students who attained each performance level in reading and writing, while tables 10 to 17 show the corresponding data for Québec anglophone students. All of these tables cover results obtained by 13- and 16-year-old girls and boys. The report does not give the overall performance of Québec students.

2 Results of Québec Francophone Students

2.1 Results of Québec Francophone Students in the Reading Assessment

Table 2
Percentage of 13-Year-Old and 16-Year-Old Francophone Students at Each Performance Level

Populations	Performance Levels				
	1	2	3	4	5
13-year-olds	97	84	55	15	2
Girls	99	90	67	22	2
Boys	96	78	43	8	1
16-year-olds	99	95	79	42	15
Girls	99	98	88	53	22
Boys	99	92	68	27	7

2.2 Results of Québec Francophone Students in the Writing Assessment

Table 3
Percentage of 13-Year-Old and 16-year old Francophone Students at Each Performance Level

Populations	Performance Levels				
	1	2	3	4	5
13-year-olds	100	95	66	15	1
Girls	100	98	79	21	1
Boys	100	92	53	9	1
16-year-olds	100	99	87	40	8
Girls	100	99	93	49	9
Boys	99	98	80	29	5

2.3 Overview of the Results of Québec Francophone Students

Results by Age Group

- **Level 1** was attained by almost all 13- and 16-year-olds in both reading and writing.
- **Level 2** was attained in reading by approximately 84 percent of 13-year-olds and almost 95 percent of 16-year-olds. In writing, level 2 was attained by more than 95 percent of 13-year-olds and by almost all 16-year-olds. There is, therefore, little difference between the results of the two age groups in writing.
- **Level 3** clearly differentiates 13-year-olds from 16-year-olds. In both reading and writing, there was a difference of more than 20 points between the results of the two age groups. Almost six out of ten 13-year-olds attained this level in reading, while nearly eight out of ten 16-year-olds did so. In writing, almost seven out of ten 13-year-olds and almost nine out of ten 16-year-olds attained this level.
- **Level 4** was attained by 15 percent of 13-year-olds in both reading and writing. A difference of approximately 25 points separates 13-year-olds and 16-year-olds in both reading (approximately 15 percent compared with 42 percent) and writing (approximately 15 percent compared with more than 40 percent).
- **Level 5** in both reading and writing was attained by only a few 13-year-olds. Approximately 15 percent of 16-year-olds attained this level in reading, while less than 10 percent did so in writing.

Attainment of Higher Performance Levels

It must be remembered that the same assessments were administered to 13-year-olds and 16-year olds. The performance levels include a broad array of language skills and can be used to describe learning acquired over a number of years of schooling.

These assessments could, therefore, have been administered to older students. It can thus be assumed that more of these students would have attained a higher performance level. Moreover, it is understandable that very few younger students, like those 13-year-olds evaluated in this study, meet the requirements of levels 4 and 5. Nevertheless, a significant proportion of students attained level 4.

Since the same assessments were administered to both age groups, it is possible to evaluate the learning achieved during the additional years of instruction. Looking at level 4, we see significant improvement in the 16-year-olds over the 13-year-olds. There are almost three times as many 16-year-olds as 13-year-olds at this level in both reading and writing.

Results by Sex

Girls in both age groups obtained better results than boys in both reading and writing. In reading, girls in both age groups scored significantly higher than boys at levels 2, 3 and 4. In writing, girls in both age groups scored considerably higher at levels 3 and 4.

2.4 Comparison of 1994 and 1998 Results

2.4.1 Comparison of Results in the Reading Assessment

Table 4
1994 and 1998 Results of Québec Francophone Students in Reading

Populations	Performance Levels									
	1		2		3		4		5	
Years	1994	1998	1994	1998	1994	1998	1994	1998	1994	1998
13-year-olds	95	97	82	84	52	55	13	15	2	2
Girls	98	99	92	90	67	67	20	22	3	2
Boys	91	96	72	78	37	43	5	8	<1	1
Years	1994	1998	1994	1998	1994	1998	1994	1998	1994	1998
16-year-olds	99	99	94	95	80	80	38	42	11	15
Girls	99	99	98	98	89	88	48	53	14	22
Boys	98	99	90	92	71	68	26	27	8	7

A comparison of results from the 1994 and 1998 reading assessments show no significant differences at any level between 13- and 16-year-old Québec francophones. Among 13-year-olds, the girls' lead over the boys decreased at levels 1, 2 and 3 between 1994 and 1998. Among 16-year-olds, however, this lead increased at levels 3, 4 and 5 during the same years.

2.4.2 Comparison of Results in the Writing Assessment

Table 5
1994 and 1998 Results of Québec Francophone Students in Writing

Populations	Performance Levels									
	1		2		3		4		5	
Years	1994	1998	1994	1998	1994	1998	1994	1998	1994	1998
13-year-olds	98	100	91	95	55	66	11	15	1	1
Girls	99	100	95	98	67	80	16	21	1	1
Boys	97	100	86	92	42	53	6	9	<1	1
Years	1994	1998	1994	1998	1994	1998	1994	1998	1994	1998
16-year-olds	98	100	96	99	79	87	34	40	8	8
Girls	99	100	98	99	86	93	42	49	10	9
Boys	98	99	95	98	71	80	27	29	6	5

In the 1998 writing assessment, more francophone students in both age groups attained levels 3 and 4 than in 1994. Among 13-year-olds, the girls' lead over the boys decreased at levels 1 and 2 between 1994 and 1998, but increased at levels 3 and 4. Among 16-year-olds, this lead decreased at levels 2 and 3 between 1994 and 1998, but increased at level 4.

3 Comparison of the Results of Francophone Students in Québec with Those in the Other Provinces

3.1 Results of Francophone Students in the Reading Assessment

Overall, Québec francophone students in both age groups obtained much better results in the reading assessment than francophones in the other provinces. Significant differences between the results of francophone students in Québec and those in the other provinces are found mainly at levels 2 and 3 among 13-year-olds, and 3 and 4 among 16-year-olds.

Table 6
Percentage of Francophone Students at Each Level in Reading

Populations	Performance Levels				
	1	2	3	4	5
13-year-olds	%	%	%	%	%
Manitoba	96	71	42	13	1
Ontario	95	72	36	8	<1
Québec	97	84	55	15	2
New Brunswick	96	73	36	9	1
Nova Scotia	91	58	25	8	<1
Other	96	78	42	10	2
Francophone Canada (average)	97	82	52	14	1
16-year-olds	%	%	%	%	%
Manitoba	100	84	60	28	8
Ontario	99	88	65	28	7
Québec	99	95	79	42	15
New Brunswick	99	90	68	31	9
Nova Scotia	99	88	62	26	7
Other	95	88	63	31	8
Francophone Canada (average)	99	95	78	41	15

3.2 Results of Francophone Students in the Writing Assessment

Overall, Québec francophone students in both age groups obtained much better results in the writing assessment than francophones in the other provinces. Differences between the results of francophone students in Québec and those in the other provinces are even more significant in writing than in reading. These differences are found mainly at levels 2, 3 and 4 among 13-year-olds, and at levels 3, 4 and 5 among 16-year-olds.

Table 7
Percentage of Francophone Students at Each Level in Writing

Populations	Performance Levels				
	1	2	3	4	5
13-year-olds	%	%	%	%	%
Manitoba	100	80	28	3	1
Ontario	99	81	31	2	0
Québec	100	95	66	15	1
New Brunswick	99	88	41	6	<1
Nova Scotia	99	71	21	<1	<1
Other	100	81	35	5	1
Canada (average)	100	94	62	14	1
16-year-olds	%	%	%	%	%
Manitoba	99	93	57	7	0
Ontario	100	92	51	13	2
Québec	100	99	87	40	8
New Brunswick	100	92	61	17	2
Nova Scotia	99	88	45	5	1
Other	99	93	51	13	<1
Canada (average)	100	98	84	37	7

3.3 Overview of the Results of Francophone Students across Canada

In reading, the greatest difference between the results of francophone students in Québec and those in the other provinces is found at level 3. In Québec, this level was attained by more than half of 13-year-olds and by more than three quarters of 16-year-olds. To attain level 3 in reading, students must demonstrate that they can interpret, evaluate and explore complex meanings in complex texts and some meaning from sophisticated texts (Appendix A).

In writing, the greatest difference between the results of francophone students in Québec and those in the other provinces is also found at level 3. In Québec, this level was attained by more than two thirds of 13-year-olds and by almost nine out of ten 16-year-olds. To attain level 3 in writing, students must demonstrate a control of the elements of writing. The writing must generally be integrated, and development must be generalized, functional and usually maintained throughout. The writing must convey a clear perspective (Appendix B).

3.4 Comparison of the 1994 and 1998 Results of Francophone Students across Canada

3.4.1 Comparison of Results in the Reading Assessment

Table 8
1994 and 1998 Results in the Reading Assessment

Populations	Performance Levels									
	1		2		3		4		5	
13-year-olds	1994	1998	1994	1998	1994	1998	1994	1998	1994	1998
Manitoba	93	96	79	71	47	42	11	13	1	1
Ontario	89	95	73	72	38	36	7	8	1	<1
Québec	95	97	82	84	52	55	13	15	2	2
New Brunswick	89	96	66	73	37	36	5	9	1	1
16-year-olds	1994	1998	1994	1998	1994	1998	1994	1998	1994	1998
Manitoba	95	100	89	84	62	60	28	28	6	8
Ontario	95	99	85	88	61	65	23	28	5	7
Québec	99	99	94	95	80	79	38	42	11	15
New Brunswick	95	99	83	90	60	68	21	31	5	9

The average reading results obtained by francophone students across Canada in 1994 and 1998 cannot be compared, since Nova Scotia and the provinces in the “other” category did not participate in the 1994 reading assessment. If, however, the results of francophone students in provinces that participated in both assessments are compared, we see that New Brunswick students in both age groups showed the most marked improvement.

3.4.2 Comparison of Results in the Writing Assessment

Table 9
1994 and 1998 Results in the Writing Assessment

Populations	Performance Levels									
	1		2		3		4		5	
13-year-olds	1994	1998	1994	1998	1994	1998	1994	1998	1994	1998
Manitoba	97	100	70	80	28	28	2	3	0	1
Ontario	96	99	70	81	24	37	2	2	<1	0
Québec	98	100	91	95	55	66	11	15	1	1
New Brunswick	97	99	74	88	30	41	3	6	<1	<1
16-year-olds	1994	1998	1994	1998	1994	1998	1994	1998	1994	1998
Manitoba	98	99	87	93	43	57	7	7	0	0
Ontario	98	100	85	92	47	51	10	13	2	2
Québec	98	100	96	99	79	87	34	40	8	8
New Brunswick	98	100	88	92	53	61	9	17	1	2

The average writing results obtained by francophone students across Canada in 1994 and 1998 cannot be compared, since Nova Scotia and the provinces in the “other” category did not participate in the 1994 writing assessment. If, however, the results of francophone students in provinces that participated in both assessments are compared, we see that the results of 13-year-old students in almost all the participating provinces increased at levels 2 and 3, while those of 16-year-olds increased at levels 2, 3 and 4. The results of 13-year-olds in Ontario (13 percent at level 3) and 16-year-olds in Manitoba (14 percent at level 3) show the greatest increase.

4 Results of Québec Anglophone Students

4.1 Results of Québec Anglophone Students in the Reading Assessment

Table 10
Percentage of 13-Year-Old and 16-Year-Old Anglophone Students at Each Performance Level

Populations	Performance Levels				
	1	2	3	4	5
13-year-olds	97	78	42	12	1
Girls	98	86	51	15	2
Boys	96	68	33	8	1
16-year-olds	99	93	72	31	10
Girls	100	97	83	42	14
Boys	99	88	58	17	4

4.2 Results of Québec Anglophone Students in the Writing Assessment

Table 11
Percentage of 13-Year-Old and 16-Year-Old Anglophone Students at Each Performance Level

Populations	Performance Levels				
	1	2	3	4	5
13-year-olds	100	95	74	17	2
Girls	99	97	81	23	3
Boys	100	92	65	11	1
16-year-olds	100	99	88	44	14
Girls	100	99	91	49	16
Boys	100	99	84	38	11

4.3 Overview of the Results of Québec Anglophone Students

Results by Age Group

- **Level 1** was attained by almost all 13- and 16-year-olds in both reading and writing.
- **Level 2** was attained in reading by approximately eight out of ten 13-year-olds and by almost all 16-year-olds. In writing, level 2 was attained by almost all 13- and 16-year olds.
- **Level 3** clearly differentiates 13-year-olds from 16-year-olds. In reading, there is a difference of almost 30 points between the results of the two age groups; more than four out of ten 13-year-olds attained this level, while more than seven out of ten 16-year-olds did so. The difference in writing is less significant: approximately 74 percent of 13-year-olds and 88 percent of 16-year-olds attained this level.
- **Level 4** was attained in reading by more than one out of ten 13-year-olds, and more than three out of ten 16-year-olds. In writing, a difference of more than 25 points separates the two age groups (approximately 17 percent compared with almost 44 percent).
- **Level 5** in both reading and writing was attained by only a few 13-year-olds. Approximately 10 percent of 16-year-olds attained this level.

Attainment of Higher Performance Levels

It must be remembered that the same assessments were administered to 13-year-olds and 16-year olds. The performance levels include a broad array of language skills and could be used to describe learning acquired over a number of years of schooling.

These assessments could, therefore, have been administered to older students. It can thus be assumed that more of these students would have attained a higher performance level. Moreover, it is understandable that very few younger students, like those 13-year-olds evaluated in this study, meet the requirements of levels 4 and 5. Nevertheless, a significant proportion of students attained level 4.

Since the same assessments were administered to both age groups, it is possible to evaluate the learning achieved during the additional years of instruction. Looking at level 4, we see significant improvement in the 16-year-olds over the 13-year-olds. There are almost three times as many 16-year-olds as 13-year-olds at this level in both reading and writing.

Results by Sex

Girls in both age groups obtained better results than boys in both reading and writing. In reading, 13-year-old girls scored significantly higher than boys at levels 2, 3 and 4, and 16-year-old girls scored significantly higher in levels 2 to 5. In writing, 13-year-old girls scored considerably higher than boys at levels 3 and 4, while 16-year-old girls scored significantly higher at levels 3, 4 and 5. These differences are less pronounced in writing than in reading.

4.4 Comparison of the 1994 and 1998 Results of Québec Anglophone Students

4.4.1 Comparison of Results in the Reading Assessment

Table 12

1994 and 1998 Results of Québec Anglophone Students in Reading

Populations	Performance Levels									
	1		2		3		4		5	
Years	1994	1998	1994	1998	1994	1998	1994	1998	1994	1998
13-year-olds	95	97	79	78	46	42	12	12	2	1
Girls	97	98	87	86	55	51	16	15	2	2
Boys	93	96	72	68	37	33	9	8	1	1
Years	1994	1998	1994	1998	1994	1998	1994	1998	1994	1998
16-year-olds	98	99	93	93	74	72	34	31	10	10
Girls	99	100	96	97	81	83	43	42	14	14
Boys	97	99	90	88	66	58	25	17	6	4

There are significant differences between the results obtained by 13-year-old Québec anglophone students in the 1994 and 1998 reading assessments. However, there are no significant differences at any level among francophone 16-year-olds. The lead enjoyed by sixteen-year-old girls over boys in the same age group increased by almost 10 percent at levels 3 and 4 between 1994 and 1998. The gap between 13-year-old girls and boys changed very little.

4.4.2 Comparison of Results in the Writing Assessment

Table 13
1994 and 1998 Results of Québec Anglophone Students in Writing

Populations	Performance Levels									
	1		2		3		4		5	
Years	1994	1998	1994	1998	1994	1998	1994	1998	1994	1998
13-year-olds	98	100	94	95	67	74	19	17	4	2
Girls	99	99	96	97	75	81	24	23	4	3
Boys	97	100	92	92	58	65	14	11	3	1
Years	1994	1998	1994	1998	1994	1998	1994	1998	1994	1998
16-year-olds	99	100	97	99	84	88	38	44	8	14
Girls	99	100	99	99	89	91	43	49	9	16
Boys	99	100	96	99	79	84	33	38	7	11

In the writing assessment, more 13-year-old Québec anglophone students attained level 3 in 1998 than in 1994, and more 16-year-olds attained levels 3, 4 and 5. Among 13-year-olds, the difference between girls' and boys' scores changed very little from 1994 to 1998. Among 16-year-olds, however, the girls' lead over the boys increased at level 5 but decreased at level 3.

5 Comparison of the Results of Anglophone Students in Québec with Those in the Other Provinces

5.1 Results of Anglophone Students in the Reading Assessment

In the reading assessment, there was no significant difference in either age group between the results of anglophone students in Québec and those in the other provinces. In both age groups and at all reading performance levels, the results of Québec anglophone students were equal to or better than those of anglophone students in the other provinces.

Table 14
Percentage of Anglophone Students at Each Level in Reading

Populations	Performance Levels									
	13-year-olds					16-year-olds				
	1	2	3	4	5	1	2	3	4	5
British Columbia	96	75	39	9	1	99	90	68	29	7
Alberta	96	78	39	7	1	99	91	67	29	7
Saskatchewan	97	76	35	6	<1	99	91	65	25	5
Manitoba	96	73	35	5	<1	98	88	66	27	6
Ontario	97	78	38	6	1	99	91	72	36	10
Québec	97	78	42	12	1	99	93	72	31	10
New Brunswick	97	76	39	7	1	98	90	66	27	5
Nova Scotia	97	71	34	8	1	99	91	66	27	6
Prince Edward Island	96	77	39	6	1	98	86	64	26	6
Newfoundland and Labrador	96	78	42	9	<1	99	94	71	31	7
Northwest Territories	79	47	20	5	<1	90	69	41	11	3
Yukon	94	78	31	3	1	97	80	55	23	5
Anglophone Canada	97	77	38	7	1	99	91	69	32	8

5.2 Results of Anglophone Students in the Writing Assessment

Comparison of the results of anglophone students in Québec with those in other provinces shows no significant differences in writing performance across age groups. The only lead over Québec anglophone students was registered in Alberta, where 13-year-olds scored higher at level 4. In all other cases, the results of Québec anglophone students in both age groups are equal to or better than those of anglophone students in the other provinces. And this applies to all writing performance levels.

Table 15
Percentage of Anglophone Students at Each Level in Writing

Populations	Performance Levels									
	13-year-olds					16-year-olds				
	1	2	3	4	5	1	2	3	4	5
British Columbia	99	95	72	18	2	99	97	84	38	11
Alberta	100	95	75	24	5	100	98	84	43	10
Saskatchewan	99	96	74	18	3	100	97	84	35	7
Manitoba	99	94	71	16	3	100	99	86	39	9
Ontario	100	97	74	20	2	100	99	88	42	11
Québec	100	95	74	17	2	100	99	88	44	14
New Brunswick	100	95	70	14	2	100	98	88	37	7
Nova Scotia	100	94	70	15	2	100	99	89	38	9
Prince Edward Island	99	95	68	13	1	99	98	85	34	7
Newfoundland and Labrador	99	96	71	15	3	100	99	89	35	6
Northwest Territories	93	67	34	5	1	96	84	52	11	2
Yukon	99	94	67	17	2	99	98	83	31	7
Anglophone Canada	99	96	73	19	3	100	98	86	40	10

5.3 Overview of the Results of Anglophone Students across Canada

For both age groups and all performance levels, the results of Québec anglophone students in both assessments were, with one exception, equal to or better than the results of anglophone students in the other provinces. The exception was in Alberta, where 13-year-olds scored higher in the writing assessment than Québec anglophones in the same age group.

In the reading assessment, a little less than half of 13-year-old anglophones and almost three quarters of 16-year-old anglophones attained level 3. At this level, students must demonstrate that they can interpret, evaluate and explore complex meanings in complex texts and some meaning from sophisticated texts (Appendix A).

In the writing assessment, almost three quarters of 13-year-old anglophones and almost nine out of ten 16-year-old anglophones attained level 3. At this level, the students must demonstrate control over the elements of writing. The writing must generally be integrated, and development must be generalized, functional and usually maintained throughout. The writing must convey a clear perspective (Appendix B).

5.4 Comparison of the 1994 and 1998 Results of Anglophone Students across Canada

5.4.1 Comparison of Results in the Reading Assessment

Table 16
1994 and 1998 Results in the Reading Assessment

Populations	Performance Levels									
	1		2		3		4		5	
13-year-olds	1994	1998	1994	1998	1994	1998	1994	1998	1994	1998
British Columbia	94	96	75	75	42	39	9	9	2	1
Alberta	94	96	79	78	47	39	12	7	2	1
Manitoba	94	96	74	73	43	35	8	5	1	<1
Ontario	95	97	79	78	44	38	10	6	1	1
Québec	95	97	79	78	46	42	12	12	2	1
New Brunswick	93	97	75	76	40	39	7	7	1	1
Prince Edward Island	93	96	75	77	40	39	8	6	<1	1
Newfoundland and Labrador	94	96	79	78	43	42	10	9	1	<1
Northwest Territories	78	79	53	47	21	20	3	5	1	<1
Yukon	87	94	64	78	30	31	7	3	1	1
16-year-olds	1994	1998	1994	1998	1994	1998	1994	1998	1994	1998
British Columbia	97	99	89	90	68	68	31	29	7	7
Alberta	97	99	92	91	74	67	36	29	11	7
Manitoba	97	98	92	88	71	66	33	27	9	6
Ontario	97	99	89	91	69	72	32	36	9	10
Québec	98	99	93	93	74	72	34	31	10	10
New Brunswick	97	98	91	90	69	66	27	27	5	5
Prince Edward Island	97	98	91	86	70	64	24	26	6	6
Newfoundland and Labrador	98	99	92	94	74	71	34	31	7	7
Northwest Territories	93	90	82	69	54	41	16	11	4	3
Yukon	93	97	91	80	72	55	33	23	9	6

The average results obtained by anglophone students across Canada in 1994 and 1998 cannot be compared, since Saskatchewan and Nova Scotia (anglophone sector) did not participate in the 1994 assessment. If, however, we compare the results of anglophone students in the provinces that participated in both assessments, we see that, in most of the provinces, the results of anglophone students in both age groups decreased in 1998 at reading levels 3 and 4. In both 1994 and 1998, Québec anglophone students' results in the reading assessment were equal to or better than those of anglophone students in the other provinces. And this applies to all performance levels.

5.4.2 Comparison of Results in the Writing Assessment

Table 17
1994 and 1998 Results in the Writing Assessment

Populations	Performance Levels									
	1		2		3		4		5	
13-year-olds	1994	1998	1994	1998	1994	1998	1994	1998	1994	1998
British Columbia	97	99	93	95	63	72	15	18	2	2
Alberta	99	100	94	95	68	75	21	24	3	5
Manitoba	98	99	94	94	65	71	19	16	2	3
Ontario	99	100	93	97	66	74	15	20	2	2
Québec	98	100	94	95	67	74	19	17	4	2
New Brunswick	98	100	93	95	61	70	11	14	1	2
Prince Edward Island	99	99	92	95	62	68	13	13	1	1
Newfoundland and Labrador	98	99	92	96	65	71	15	15	1	3
Northwest Territories	96	93	77	67	38	34	6	5	1	1
Yukon	92	99	82	94	48	67	11	17	1	2
16-year-olds	1994	1998	1994	1998	1994	1998	1994	1998	1994	1998
British Columbia	98	99	95	97	79	84	36	38	9	11
Alberta	99	100	97	98	84	84	39	43	9	10
Manitoba	98	100	97	99	84	86	39	39	9	9
Ontario	99	100	97	99	81	88	37	42	10	11
Québec	99	100	97	99	84	88	38	44	8	14
New Brunswick	98	100	88	98	53	88	9	37	1	7
Prince Edward Island	98	99	96	98	81	85	31	34	5	7
Newfoundland and Labrador	99	100	97	99	82	89	32	35	7	6
Northwest Territories	97	96	89	84	66	52	23	11	7	2
Yukon	89	99	88	98	69	83	27	31	10	7

The average results obtained by anglophone students across Canada in 1994 and 1998 cannot be compared, since Saskatchewan and Nova Scotia (anglophone sector) did not participate in the 1994 assessment. If, however, we compare the results of anglophone students in the provinces that participated in both assessments, we see that, in most of the provinces, the results of anglophone students in both age groups increased in 1998 at writing levels 3 and 4. The results of 16-year-old New Brunswick anglophones increased dramatically at these levels (35 percent at level 3 and 28 percent at level 4). In both 1994 and 1998, the results of Québec anglophone students in the writing assessment were equal to or better than those of anglophone students in the other provinces. This applies to all performance levels except level 4, since 13-year-old students in Alberta scored higher at this level in 1998.

6 Québec Results According to Language Group

Much care must be taken when comparing the results obtained using instruments prepared in different languages, even if the instruments do appear to be equivalent. There are a number of techniques for determining the equivalence of tests, but none of them is perfect.

Although the precise reasons for the relatively weaker performance of some francophone groups in writing are unknown, it is often said in comparative linguistics that French is a more complex language syntactically and grammatically and that there are more opportunities for students—especially young students—to make mistakes in writing

More 13-year-old francophones attained levels 2, 3 and 4 in the reading assessment, while more 16-year-old francophones attained levels 3, 4 and 5 in the same test. In reading, the francophones' lead over the anglophones increased between 1994 to 1998.

Percentage of Québec Students at Each Level in Reading

Populations	Performance Levels				
	1	2	3	4	5
13-year-old francophones	97	84	55	15	2
13-year-old anglophones	97	78	42	12	1
16-year-old francophones	99	95	79	42	15
16-year-old anglophones	99	93	72	31	10

In the writing assessment, more 13-year-old anglophones attained level 3, while more 16-year-old anglophones attained level 5. In writing, the anglophone students' lead over francophones decreased at level 3 but increased at level 5 between 1994 and 1998.

Percentage of Québec Students at Each Level in Writing

Populations	Performance Levels				
	1	2	3	4	5
13-year-old francophones	100	95	66	15	1
13-year-old anglophones	100	95	74	17	2
16-year-old francophones	100	99	87	40	8
16-year-old anglophones	100	99	88	44	14

7 Highlights

The following are some highlights of the study of the results obtained in the reading and writing assessments administered to Québec students as part of the Canadian School Achievement Indicators Program.

In general, the results of Québec students in the reading and writing assessments resemble those of students in the other provinces.

At reading level 3, Québec francophones in both age groups obtained better results than those in the other provinces.

However, 13-year-old Québec francophones at level 3 did not perform as well in writing as students in the other provinces. And 13-year-old Québec anglophones did better in writing than francophones in the same age group.

There are no significant differences in writing performance between anglophone students in Québec and those in the other provinces. This holds for both age groups.

In Québec as in the other provinces, girls in both age groups obtained better results than boys in both reading and writing.

Looking at the results obtained across Canada, we see that the results of anglophones in Québec are better than those of anglophones in the other provinces and that, at levels 2, 3, 4 and 5, the results of francophone students in Québec are much better than those of francophone students in the other provinces.

8 APPENDICES

Appendix A

READING ASSESSMENT CRITERIA¹

Level 1

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

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

Level 2

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

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

Level 3

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

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

1. Council of Ministers of Education, Canada, *School Achievement Indicators Program—Reading and Writing Assessment 1994* (Toronto: CMEC, 1994).

Level 4

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

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

Level 5

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

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

Appendix B

WRITING ASSESSMENT CRITERIA¹

Level 1

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

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

Level 2

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

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

1. Council of Ministers of Education, Canada, *School Achievement Indicators Program —Reading and Writing Assessment 1994* (Toronto: CMEC, 1994).

Level 3

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

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

Level 4

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

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

Level 5

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

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

Appendix C

Table 18

Percentage of 13-Year-Olds and 16-Year-Olds at Each Level in the 1994 Reading and Writing Assessments

Populations	Performance Levels									
	Reading Assessment					Writing Assessment				
13-year-olds	1	2	3	4	5	1	2	3	4	5
British Columbia	94	75	42	9	2	97	93	63	15	2
Alberta	94	79	47	12	2	99	94	68	21	3
Manitoba (francophones)	93	79	47	11	1	97	70	28	2	0
Manitoba (anglophones)	94	74	43	8	1	98	94	65	19	2
Ontario (francophones)	89	73	38	7	1	96	70	24	2	<1
Ontario (anglophones)	95	79	44	10	1	99	93	66	15	2
Québec (francophones)	95	82	52	13	2	98	91	55	11	1
Québec (anglophones)	95	79	46	12	2	98	94	67	19	4
New Brunswick (francophones)	89	66	37	5	1	97	74	30	3	<1
New Brunswick (anglophones)	93	75	40	7	1	98	93	61	11	1
Nova Scotia	95	78	42	10	1	98	93	63	14	2
Prince Edward Island	93	75	40	8	<1	99	92	62	13	1
Newfoundland	94	79	43	10	1	98	92	65	15	1
Northwest Territories	78	53	21	3	1	96	77	38	6	1
Yukon	87	64	30	7	1	92	82	48	11	1
Canada	94	79	45	10	2	98	92	62	15	2
16-year-olds										
British Columbia	97	89	68	31	7	98	95	79	36	9
Alberta	97	92	74	36	11	99	97	84	39	9
Manitoba (francophones)	95	89	62	28	6	98	87	43	7	0
Manitoba (anglophones)	97	92	71	33	9	98	97	84	39	9
Ontario (francophones)	95	85	61	23	5	98	85	47	10	2
Ontario (anglophones)	97	89	69	32	9	99	97	81	37	10
Québec (francophones)	99	94	80	38	11	98	96	79	34	8
Québec (anglophones)	98	93	74	34	10	99	97	84	38	8
New Brunswick (francophones)	95	83	60	21	5	98	88	53	9	1
New Brunswick (anglophones)	97	91	69	27	5	98	96	82	32	7
Nova Scotia	97	92	73	32	7	99	98	84	34	8
Prince Edward Island	97	91	70	24	6	98	96	81	31	5
Newfoundland	98	92	74	34	7	99	97	82	32	7
Northwest Territories	93	75	51	17	4	97	89	66	23	7
Yukon	93	82	54	16	4	89	88	69	27	10
Canada	97	91	72	33	9	99	96	80	35	9

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

	Level 1	Level 2	Level 3	Level 4	Level 5
British Columbia	95.6 (1.2)	74.9 (2.9)	38.7 (3.3)	9.2 (2.0)	1.1 (0.7)
Alberta	96.4 (1.2)	78.2 (2.6)	39.4 (3.1)	7.4 (1.7)	1.0 (0.6)
Saskatchewan	97.2 (1.1)	76.1 (2.8)	34.8 (3.2)	6.0 (1.6)	0.2 (0.3)
Manitoba (a)	95.8 (1.4)	73.4 (3.1)	34.9 (3.3)	5.0 (1.5)	0.4 (0.4)
Manitoba (f)	95.5 (3.1)	70.5 (6.7)	42.4 (7.3)	12.9 (4.9)	1.3 (1.7)
Ontario (a)	97.1 (1.1)	77.8 (2.7)	38.4 (3.2)	6.4 (1.6)	1.0 (0.6)
Ontario (f)	94.8 (1.6)	72.4 (3.2)	35.5 (3.4)	7.9 (1.9)	0.4 (0.5)
Québec (a)	96.8 (1.2)	77.6 (2.9)	42.3 (3.5)	11.6 (2.3)	1.3 (0.8)
Québec (f)	97.3 (1.1)	83.7 (2.5)	54.6 (3.3)	14.7 (2.4)	1.5 (0.8)
New Brunswick (a)	97.2 (1.1)	76.1 (3.0)	38.8 (3.4)	6.9 (1.8)	0.5 (0.5)
New Brunswick (f)	95.6 (1.3)	72.8 (2.9)	36.2 (3.1)	8.9 (1.8)	1.4 (0.8)
Nova Scotia (a)	96.7 (1.0)	71.4 (2.5)	34.1 (2.6)	8.1 (1.5)	0.9 (0.5)
Nova Scotia (f)	91.0	58.4	24.7	7.5	0.4
Prince Edward Island	96.1 (1.4)	77.3 (2.9)	39.3 (3.4)	5.9 (1.6)	0.7 (0.6)
Newfoundland and Labrador	96.2 (1.3)	78.2 (2.9)	41.5 (3.5)	8.7 (2.0)	0.4 (0.4)
Northwest Territories	79.1 (1.6)	47.4 (2.0)	19.8 (1.6)	4.6 (0.8)	0.2 (0.2)
Yukon	94.3 (3.0)	77.5 (5.3)	31.1 (5.9)	2.6 (2.0)	0.7 (1.0)
Other francophones	96.2 (1.9)	78.1 (4.1)	41.8 (4.9)	10.4 (3.0)	2.1 (1.4)
Canada (a)	96.7 (0.4)	76.7 (0.9)	38.2 (1.0)	7.2 (0.5)	0.9 (0.2)
Canada (f)	97.0 (0.6)	82.3 (1.3)	52.3 (1.8)	14.0 (1.2)	1.4 (0.4)
Canada	98.6 (0.3)	78.0 (0.7)	41.5 (0.9)	8.8 (0.5)	1.0 (0.2)

N.B.: For each age group, the first column presents the percentages of students who attained level 1, while the second column presents the percentages of students who attained level 1 as well as those who attained level 2, and so on. The confidence intervals (± 1.96 times the standard error) appear in parentheses. The results are weighted to correctly represent each population.

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

	Level 1	Level 2	Level 3	Level 4	Level 5
British Columbia	98.6 (0.8)	90.1 (2.1)	67.9 (3.3)	29.0 (3.2)	6.7 (1.8)
Alberta	99.4 (0.5)	91.4 (1.8)	67.4 (3.1)	28.6 (2.9)	6.9 (1.7)
Saskatchewan	99.0 (0.7)	91.4 (1.9)	64.9 (3.2)	24.9 (2.9)	4.8 (1.4)
Manitoba (a)	98.3 (0.9)	88.1 (2.3)	65.5 (3.4)	27.1 (3.1)	6.1 (1.7)
Manitoba (f)	100.0 (0.0)	83.8 (5.7)	59.9 (7.6)	27.5 (6.9)	8.4 (4.3)
Ontario (a)	98.7 (0.8)	91.1 (1.9)	71.6 (3.0)	35.5 (3.1)	10.2 (2.0)
Ontario (f)	98.7 (0.8)	87.8 (2.3)	65.0 (3.4)	28.0 (3.2)	6.8 (1.8)
Québec (a)	99.3 (0.6)	93.1 (1.8)	71.9 (3.2)	31.0 (3.3)	9.5 (2.1)
Québec (f)	98.9 (0.7)	95.3 (1.4)	79.4 (2.7)	41.8 (3.4)	15.3 (2.4)
New Brunswick (a)	97.6 (1.1)	89.7 (2.2)	65.9 (3.5)	27.0 (3.3)	5.2 (1.6)
New Brunswick (f)	98.9 (0.7)	90.2 (2.1)	68.1 (3.2)	31.3 (3.2)	9.0 (2.0)
Nova Scotia (a)	99.3 (0.5)	90.7 (1.8)	66.4 (3.0)	27.3 (2.8)	5.6 (1.5)
Nova Scotia (f)	98.8	88.4	62.0	26.0	6.8
Prince Edward Island	97.7 (1.1)	85.6 (2.6)	63.9 (3.5)	25.5 (3.2)	5.5 (1.7)
Newfoundland and Labrador	98.6 (0.8)	93.6 (1.7)	71.4 (3.2)	30.8 (3.2)	6.8 (1.8)
Northwest Territories	89.8 (1.8)	68.8 (2.8)	41.1 (2.9)	10.8 (1.8)	2.9 (1.0)
Yukon	96.5 (2.9)	79.8 (6.4)	55.3 (7.9)	22.8 (6.7)	5.2 (3.5)
Other francophones	94.9 (2.9)	87.8 (4.3)	62.5 (6.3)	30.7 (6.0)	7.7 (3.5)
Canada (a)	98.7 (0.2)	90.8 (0.6)	69.3 (1.0)	31.6 (1.0)	8.3 (0.6)
Canada (f)	98.9 (0.4)	94.6 (0.8)	78.0 (1.5)	40.5 (1.8)	14.5 (1.3)
Canada	98.7 (0.2)	91.8 (0.5)	71.5 (0.8)	33.9 (0.9)	9.8 (0.6)

N.B.: For each age group, the first column presents the percentages of students who attained level 1, while the second column presents the percentages of students who attained level 1 as well as those who attained level 2, and so on. The confidence intervals (± 1.96 times the standard error) appear in parentheses. The results are weighted to correctly represent each population.

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

	Level 1	Level 2	Level 3	Level 4	Level 5
British Columbia	98.7 (0.8)	94.5 (1.6)	72.0 (3.2)	18.1 (2.7)	2.2 (1.0)
Alberta	99.5 (0.4)	95.3 (1.4)	74.7 (2.9)	23.9 (2.8)	4.5 (1.4)
Saskatchewan	99.4 (0.5)	95.9 (1.4)	73.6 (3.0)	17.9 (2.6)	3.2 (1.2)
Manitoba (a)	99.0 (0.7)	94.3 (1.7)	70.6 (3.3)	16.0 (2.7)	2.5 (1.1)
Manitoba (f)	100.0 (0.0)	80.1 (6.1)	28.0 (6.9)	3.4 (2.8)	0.6 (1.2)
Ontario (a)	99.8 (0.3)	96.6 (1.2)	73.9 (2.9)	19.8 (2.6)	1.9 (0.9)
Ontario (f)	99.3 (0.6)	80.8 (2.8)	30.8 (3.3)	2.3 (1.1)	0.0 (0.0)
Québec (a)	99.5 (0.5)	94.7 (1.6)	73.8 (3.2)	17.1 (2.7)	2.4 (1.1)
Québec (f)	99.5 (0.4)	95.3 (1.4)	66.2 (3.1)	15.2 (2.4)	1.0 (0.7)
New Brunswick (a)	99.9 (0.3)	95.0 (1.6)	70.1 (3.4)	14.2 (2.6)	2.2 (1.1)
New Brunswick (f)	99.2 (0.6)	87.7 (2.1)	40.9 (3.2)	6.0 (1.5)	0.4 (0.4)
Nova Scotia (a)	99.6 (0.4)	94.4 (1.3)	69.5 (2.7)	14.7 (2.0)	2.4 (0.9)
Nova Scotia (f)	99.3	71.2	20.9	0.4	0.4
Prince Edward Island	99.4 (0.5)	94.9 (1.6)	68.2 (3.3)	13.4 (2.4)	1.1 (0.7)
Newfoundland and Labrador	99.3 (0.6)	96.1 (1.4)	70.7 (3.2)	14.7 (2.5)	2.5 (1.1)
Northwest Territories	92.6 (2.2)	67.2 (4.0)	33.9 (4.0)	5.2 (1.9)	0.6 (0.6)
Yukon	99.3 (1.0)	93.9 (3.0)	66.7 (5.8)	17.3 (4.7)	1.8 (1.6)
Other francophones	99.8 (0.4)	81.3 (3.9)	35.4 (4.8)	4.8 (2.1)	0.7 (0.8)
Canada (a)	99.4 (0.2)	95.6 (0.4)	73.0 (0.9)	19.2 (0.8)	2.5 (0.3)
Canada (f)	99.5 (0.2)	93.8 (0.9)	62.1 (1.7)	13.8 (1.2)	0.9 (0.3)
Canada	99.5 (0.1)	95.2 (0.4)	70.5 (0.8)	18.0 (0.7)	2.1 (0.3)

N.B.: For each age group, the first column presents the percentages of students who attained level 1, while the second column presents the percentages of students who attained level 1 as well as those who attained level 2, and so on. The confidence intervals (± 1.96 times the standard error) appear in parentheses. The results are weighted to correctly represent each population.

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PERCENTAGE OF 16-YEAR-OLDS BY LEVEL OF ACHIEVEMENT AND BY POPULATION

	Level 1	Level 2	Level 3	Level 4	Level 5
British Columbia	99.0 (0.7)	97.1 (1.3)	83.6 (2.8)	37.5 (3.6)	11.0 (2.3)
Alberta	99.5 (0.5)	97.8 (1.0)	83.8 (2.5)	42.7 (3.3)	10.0 (2.0)
Saskatchewan	99.9 (0.2)	97.4 (1.1)	84.2 (2.5)	34.7 (3.3)	7.1 (1.8)
Manitoba (a)	99.9 (0.3)	98.7 (0.9)	86.4 (2.6)	38.9 (3.7)	9.0 (2.2)
Manitoba (f)	99.2 (1.4)	92.9 (4.0)	56.8 (7.7)	7.1 (4.0)	0.0 (0.0)
Ontario (a)	99.9 (0.2)	98.6 (0.8)	87.5 (2.3)	42.2 (3.4)	10.9 (2.2)
Ontario (f)	99.5 (0.5)	91.6 (1.9)	50.8 (3.5)	13.4 (2.4)	1.9 (1.0)
Québec (a)	99.7 (0.4)	98.6 (0.9)	87.6 (2.5)	43.6 (3.8)	13.6 (2.6)
Québec (f)	99.5 (0.5)	98.6 (0.8)	87.0 (2.3)	39.8 (3.3)	7.5 (1.8)
New Brunswick (a)	99.6 (0.5)	98.4 (1.0)	87.5 (2.5)	36.7 (3.6)	7.1 (1.9)
New Brunswick (f)	99.5 (0.5)	92.0 (1.9)	61.2 (3.4)	16.8 (2.6)	2.0 (1.0)
Nova Scotia (a)	99.9 (0.2)	99.1 (0.6)	88.5 (2.1)	37.5 (3.2)	8.7 (1.9)
Nova Scotia (f)	98.8	88.4	44.8	4.8	0.8
Prince Edward Island	99.4 (0.6)	98.0 (1.1)	85.1 (2.7)	33.6 (3.6)	7.0 (1.9)
Newfoundland and Labrador	99.7 (0.4)	98.5 (0.9)	88.8 (2.3)	35.4 (3.4)	6.4 (1.8)
Northwest Territories	96.3 (2.2)	83.5 (4.4)	51.7 (5.9)	10.8 (3.9)	2.2 (4.3)
Yukon	99.1 (1.7)	98.1 (2.3)	83.3 (6.4)	30.7 (7.9)	6.8 (4.3)
Other francophones	98.9 (1.4)	93.0 (3.5)	50.5 (6.8)	13.0 (4.6)	0.3 (0.7)
Canada (a)	99.6 (0.1)	98.1 (0.3)	86.0 (0.8)	40.3 (1.1)	10.3 (0.7)
Canada (f)	99.5 (0.3)	97.9 (0.5)	83.7 (1.4)	37.2 (1.8)	6.9 (1.0)
Canada	99.6 (0.1)	98.1 (0.3)	85.4 (0.7)	39.5 (0.9)	9.4 (0.6)

N.B.: For each age group, the first column presents the percentages of students who attained level 1, while the second column presents the percentages of students who attained level 1 as well as those who attained level 2, and so on. The confidence intervals (± 1.96 times the standard error) appear in parentheses. The results are weighted to correctly represent each population.