This section of the report presents a series of charts entitled "Overview of Achievement by Level." This is then followed by results for each individual jurisdiction.

## OVERVIEW OF ACHIEVEMENT BY LEVEL

The following charts present the cumulative achievement levels for all jurisdictions. The data shown is an overview and displays the percentage of students at or above a particular level. This is a useful way to present comparisons between provincial results and the Canadian results, as the percentage of students at or above a particular level is more directly comparable than performance at any one level, except level 5. It is not always better to have a high percentage of students achieve at a particular level (for example, a high percentage of students achieving at level 1 would not be desirable). Percentages are weighted to represent more accurately the total student population of 13 - and 16 -year-olds.

The results do vary from jurisdiction to jurisdiction. The charts show that some provinces perform better than others. Achievement in some is significantly higher or lower than the Canadian results.

As before, percentages are based on samples of students. For all populations, performances are only statistical estimates of the actual achievement students would have demonstrated if all of the students in the population had taken the assessment. These estimates are shown through the use of confidence intervals as described previously in Notes on Statistical Information, page 18. Where confidence intervals overlap, there is not a statistically significant difference in the two percentages.

## Charts 19-23 provide written assessment results for 13-year-olds

CHART 19





CHART 23


Charts 24-28 provide written assessment results for 16-year-olds
CHART 24


CHART 25



CHART 27



## Charts 29-33 provide practical task assessment results for 13-year-olds

CHART 29


CHART 30



CHART 32


CHART 33


Charts 34-38 provide practical task assessment results for 16-year-olds
CHART 34



CHART 36


CHART 37

CHART 38


