

**New in 2022-2023:** Student writing will be reported as an overall score (with a dot similar to reading and mathematics) and component scores will be reported as “may require further attention” (previously levels 1 and 2) or “at/above the expectation” (previously levels 3 and 4). Previously, writing had been reported as four separate components (Ideas, Organization, Language Use and Conventions) with no overall score for writing.

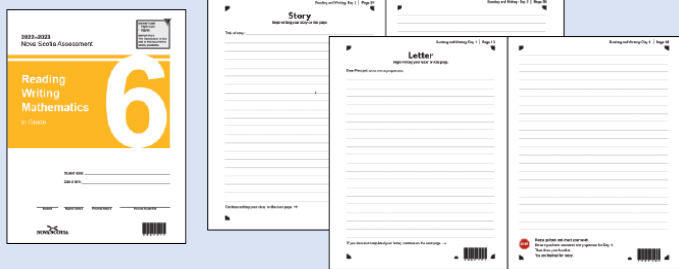
The advantages of this new system include:

- Simpler interpretation of writing scores over time.
- Emphasize writing as a holistic process while still providing detailed information on the four components of writing to regions and schools.
- More reliable results, as more scores go into making the overall score.
- Ability to equate writing over time.

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**Assessment/Examination Administration**

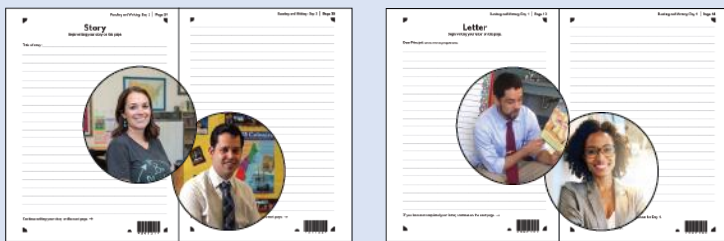
Students complete Writing Task 1 and Writing Task



There are two writing tasks in our Reading and Writing assessments. In order to receive a score for writing, a student must attempt both tasks, and provide enough writing to be scored for each task. Otherwise the student received a score of “Not enough evidence” in writing.

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**Provincial Scoring Session: 2 Teachers score each task for 4 criteria (Ideas, Organization, Language Use, and Conventions)**



Both tasks are scored centrally by Nova Scotia teachers using the same Analytic Rubric (available on our website at <http://plans.ednet.ns.ca>).

The rubric is based on four categories: Ideas, Organization, Language Use, and Conventions. For each of these categories, the student receives a performance level score from 1 to 4.

Each of the two tasks is scored separately by two teachers. The second teacher does not look at the scores given by the first teacher, so the judgments for each task are independent. From the table below, you can see that each student receives a total of 16 scores.

Student Scores in Writing		Ideas	Organization	Language Use	Conventions
Task 1	Marker 1	3	3	3	2
	Marker 2	3	3	2	2
Task 2	Marker 3	2	2	2	2
	Marker 4	1	2	1	2

In past years, the four scores for each category of Ideas, Organization, Language Use and Conventions would be combined to produce a performance level for each category separately.

Writing Performance	Not enough evidence	Level 1 below the expectation	Level 2 approaching the expectation	Level 3 at the expectation	Level 4 above the expectation
Ideas					✓
Organization					✓
Language use					✓
Conventions				✓	

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### Statistical analyses to produce Holistic Writing Results

Writing Performance: 16 writing scores combine to produce one overall Writing Performance Level 1/2/3/4

Writing Performance	Not enough evidence	Level 1 below the expectation	Level 2 approaching the expectation	Level 3 at the expectation	Level 4 above the expectation
				●	

Components: Previous Levels 1 and 2 – now *may require further attention*. Previous Levels 3 and 4 – now *at/above the expectation*.

Writing Components	may require further attention	at/above the expectation
Ideas		✓
Organization		✓
Language use		✓
Conventions		✓

New this year, all 16 scores for each student will be combined to produce an overall writing score.

This is done using item response theory to generate a scaled score for each student. We also conduct expectation setting sessions with Nova Scotia teachers to set the expectation for each performance level in writing.

The four components will now be reported as either “may require further attention” or “at/above the expectation.”

### New student report (comparable to reading and mathematics)

#### Writing Results

The student demonstrated a writing performance of Level 3 on this assessment. When independently writing grade-level texts, students at performance Level 3 generally include a clear main idea that is developed through relevant details. The writing is organized with effective use of varied transitions. Students use language (voice, word choice, sentence style) that contributes to clear and fluid writing. They use a variety of generally correct conventions that contribute to effective communication.

There is a range of performance at each level. The dot below shows where the student's result is located within the range

Writing Performance	Not enough evidence	Level 1 below the expectation	Level 2 approaching the expectation	Level 3 at the expectation	Level 4 above the expectation
				●	

The table below shows how the student performed on the components of writing on this assessment. This information may guide teachers in looking further into the student's achievement on various components of writing.

Writing Components	may require further attention	at/above the expectation
Ideas		✓
Organization		✓
Language use		✓
Conventions		✓

For more information, please visit our website (<http://plans.ednet.ns.ca>)