

Program of Learning Assessment for Nova Scotia (PLANS)

Nova Scotia Assessment: Reading and Writing in Grade 3



This assessment will be administered on two days in the fall of the school year for 90 minutes each morning.

This assessment includes

- reading and writing tasks that reflect the end of grade 2 expectations
- reading passages in the narrative, information, poetry/song, and visual text genres at text level K–L
- reading comprehension questions in selected response format
- reading comprehension questions that are designed to provide a broad range of challenge, thereby providing more information about individual student performance
- one personal narrative writing task and one informational writing task

Reading and Writing in Grade 3: Curriculum Connections

The language of these outcomes has been revised to reflect the streamlined curriculum as of September 2015.

Learning Outcomes

- Outcome 3 (Reading & Viewing): Students will demonstrate a variety of ways to comprehend and select from a range of culturally relevant texts.
- Outcome 4 (Reading & Viewing): Students will select, interpret, and combine information in multiple cultural contexts.
- Outcome 5 (Reading & Viewing): Students will respond personally and critically to a range of diverse texts.
- Outcome 7 (Writing & Other Ways of Representing): Students will use writing and other forms of representing, including digital, to explore, clarify, and reflect on thoughts, feelings, experiences, and learnings.
- Outcome 9 (Writing & Other Ways of Representing): Students will use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.

Reading and Writing in Grade 3: Table of Specifications

Reading and Viewing

Cognitive Level	Percentage*
Literal Comprehension ¹	30–40
Non-literal Comprehension ²	30–40
Analysis ³	30–40

Text Genre	Percentage*
Information Text	20–30
Narrative	20–30
Visual Text	20–30
Poetry/Song	20–30

Writing and Other Ways of Representing

Writing Tasks	Percentage*
Narrative	50
Transactional (i.e. information)	50

* Percentages are approximate.

- 1 Literal comprehension questions are designed to elicit responses that indicate the student has comprehended explicit information in the text.
- 2 Non-literal comprehension questions are designed to elicit responses that indicate the student has comprehended implicit information in the text such as inferences, connotative meanings, idioms, and figurative language (e.g., simile and metaphor).
- 3 Analysis questions are designed to elicit responses that indicate the student has thought critically about texts by analyzing, synthesizing, or evaluating the explicit and/or implicit information in the text.