

About the Assessment

Grade 6 students wrote this assessment in late September/early October, 2015. Students read different types of texts and answered questions about what they read. They also completed two writing tasks. Nova Scotia teachers worked with the Department of Education and Early Childhood Development to build this assessment and to set the assessment expectation. The expectation is what students should know and be able to do on their own at the beginning of grade 6.

Reading Results

The student demonstrated a reading performance of Level 2 on this assessment. Students reading grade level text at performance Level 2 can use information from the text to form a conclusion. They can use some text features like pictures and titles to help them understand the text. They can also make sense of some abstract language in the text; for example, they may understand that a person who feels blue is sad.

There is a range of performance at each level. The dot below shows where the students result is located in the range.

Reading Performance	Not enough evidence too few questions attempted	Level 1 below the expectation	Level 2 approaching the expectation	Level 3 at the expectation	Level 4 above the expectation
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Note: the student attempted 50 out of 50 questions.

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

Reading Components		may require further attention	at/above the expectation
Genres of text	Information text (for example, article instructions)	✓	
	Narrative (for example, story)		✓
	Visual media text (for example, advertisement, map)	✓	
	Poetry (for example, poem, song)		✓
Types of questions	Literal comprehension	✓	
	Non-literal comprehension		✓
	Analysis		✓

Writing Results

The table below shows the student performance in writing on this assessment:

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			✓		

Ideas: Level 3 A main idea is clear and is developed through relevant details.

Organization: Level 3 The writing is organized with effective use of varied transitions.

Language use: Level 3 Language use contributes to clear and fluid writing.

Conventions: Level 2 Errors in conventions are noticeable, but communication is coherent.

Next Steps

Parents, guardians, and teachers should review these results with the students classroom work and discuss how they can work together to support student learning. For more information about the assessment, please visit the Student Assessment and Evaluation website at <http://plans.ednet.ns.ca>.