

2018–2019 Nova Scotia Assessment: Literacy in Grade 3
Student Assessment Report



Name: [REDACTED]

Provincial ID: [REDACTED]

Birthdate: [REDACTED]

School: [REDACTED]

School code: [REDACTED]

School Board: [REDACTED]

About the Assessment

Grade 3 students wrote this assessment in the Spring of 2019. 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 end of grade 3.

Reading Results

The student demonstrated a reading performance of Level 4 on this assessment.

Students reading grade level text at performance Level 4 can analyze and evaluate information from the text. They can also make complicated connections among parts of the text to form their own conclusions.

There is a range of performance at each level. The dot below shows where the student’s 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 |
|---------------------|--|----------------------------------|--|-------------------------------|----------------------------------|
| | | | | | ● |

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 too little writing provided | 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 3 – The writing generally demonstrates correct use of a variety of conventions.

Next steps

Parents, guardians, and teachers should review these results with the student’s 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>.