

Program of Learning Assessment for Nova Scotia (PLANS)

Nova Scotia Assessment: Literacy and Mathematics/Mathématiques in Grade 3



The Nova Scotia Assessment: Literacy and Mathematics/Mathématiques in Grade 3 is administered during the spring; French immersion students write only the mathématiques component of this assessment.

Literacy in Grade 3:

This assessment includes

- reading and writing tasks that reflect the end of grade 3 expectations
- reading passages in the narrative, information, poetry/song, and visual text genres
- 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 narrative writing task and one informational writing task

Literacy in Grade 3: Curriculum Connections

Elements of the following curriculum outcomes, in relation to comprehension and communication that can be measured on large-scale assessments, will be included on the literacy component of this assessment. The writing component of the assessment will include an optional planning space for learners to use as they plan their writing; however, only the learners' written response (not the planning space) will be scored.

- Strand A: Foundations of Language
 - A2: Learners will apply understanding of foundational language knowledge and skills when reading and writing.
 - A3: Learners will apply knowledge of sentence structure, grammar, capitalization, and punctuation when reading and writing.
- Strand B: Comprehension
 - B1: Learners will apply knowledge of text forms, and organizational structures to comprehend texts.
 - B2: Learners will use reading, listening, and viewing strategies to comprehend a variety of texts that represent diverse perspectives, cultures and experiences.
 - B3: Learners will analyze a variety of texts that represent individuals with diverse identities, perspectives, cultures and experiences.
- Strand C: Composition
 - C1: Learners will apply pre-writing skills and strategies to create various texts for a range of authentic audiences and purposes.
 - C2: Learners will apply knowledge and understanding of text forms to write a variety of texts.

Literacy 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 (i.e. story)	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.

Mathematics/Mathématiques in Grade 3:

Each day of this assessment deals with the conceptual knowledge students are expected to have acquired by the end of grade 3. Students will have the opportunity to demonstrate and apply their understanding of mathematical concepts, operations, and relationships they have been studying in the mathematics/mathématiques program.

This assessment includes tasks

- embedded in a context that will sometimes require mental mathematics skills to solve;
- presented in a selected-response format;
- designed to assess students' ability to solve problems;
- requiring different levels of cognitive demands to solve, thereby providing more information about student performance on knowledge, application, and analysis questions.

Mathematics/Mathématiques in Grade 3: Curriculum Connections

Elements of the grade 3 Mathematics/Mathématiques curriculum outcomes that can be measured on large-scale assessments will be included on this assessment, as well as items that cover prior knowledge from grade 2.

General Curriculum Outcomes for Mathematics/Mathématiques

Number (N)

Number GCO: Students will be expected to demonstrate number sense.

Note: Unit 10 Fractions of a Whole, Outcome N13 is included and will be assessed. However, due to the timing of the administration, questions specific to Unit 11 (multiplication and division) and Unit 12 in the Pacing Guides for grade 3 will not be reflected in the M3 Assessment.

Patterns and Relations (PR)

Patterns GCO: Students will be expected to use patterns to describe the world and solve problems.

Variables and Equations GCO: Students will be expected to represent algebraic expressions in multiple ways.

Measurement (M)

Measurement GCO: Students will be expected to use direct and indirect measures (i.e. time, length, perimeter, mass) to solve problems.

Geometry (G)

3D Objects and 2D Shapes GCO: Students will be expected to identify and describe the characteristics of 3D objects and 2D shapes and analyze the relationship among them.

Statistics and Probability (SP)

Data Analysis GCO: Students will be expected to collect, display, and analyze data to solve problems.

Mathematics/Mathématiques Cognitive levels

Cognitive levels of questions require a student to complete tasks that require fact, conceptual understanding, and procedural knowledge, as well as strategic reasoning.

- Knowledge questions require students to recall or recognize information, names, definitions, or the steps in a procedure.
- Application questions require students to make connections, represent a situation in more than one way (translating between representations), or solve contextual problems.
- Analysis questions require students to go beyond comprehension and application to higher order thinking skills, such as generalizations and non-routine problem-solving.

Mathematics/Mathématiques in Grade 3: Table of Specifications

A table of specifications is derived from an analysis of the curriculum and provides a framework for the components and percentages of the assessment. The assessment reflects these approximate percentages for General Curriculum Outcomes (GCOs) and cognitive levels.

Strand	Percentage*
Number (N)	40–50
Patterns and Relations (PR)	10–20
Measurement (M)	10–20
Geometry (G)	10–15
Statistics and Probability (SP)	10–15
Cognitive Level	Percentage*
Knowledge	20–30
Application	50–60
Analysis	10–20

* Percentages are approximate