

Nova Scotia Assessments and Examinations

Results for Students with Mi'kmaq or other Indigenous Ancestry and Students of African Descent



About assessments and examinations

Nova Scotia teachers work with the Department of Education and Early Childhood Development to develop, score and set the expectation on assessments and examinations. The expectation is what students should know and do independently at the time of year of administration. All items and texts on assessments and exams are based on the Nova Scotia curriculum.

Students in grades 3, 4 and 6 write Nova Scotia Assessments in September/October. Students in Grade 8 write in May/June. Students in English 10 and Mathematics at Work 10¹ courses write Nova Scotia Examinations in January or June. Students in Mathematics 10 write the corresponding Nova Scotia Examination in June.

The assessment and examination results provide:

- teachers with information to inform instructional planning;
- parents and guardians with information on their child's performance;
- the Department of Education and Early Childhood Development and school boards with information to inform educational decisions.

These results should be used in combination with other reliable measures of school and classroom achievement. For more information, visit <https://plans.ednet.ns.ca>.

About self-identification for students with Mi'kmaq or other Indigenous ancestry and students of African descent

Self-identification for ancestry or heritage is a voluntary part of the school registration process in Nova Scotia. As of 2016–17, 64% of the student population has some self-identification information recorded. Of the total enrolled population, about 5% self-identified as having Mi'kmaq or other Indigenous ancestry and about 5% self-identified as being of African descent. This is higher representation for both groups than we would predict based on the last National Household Survey (2011) and we will cross-reference with census 2016 when these datasets are released.

Year	NS Public School Enrolment	Students with any response in self-identification section		Self-identified Mi'kmaq or other Indigenous ancestry		Self-identified African descent	
		#	% of enrolment	#	% of enrolment	#	% of enrolment
2013–14	120882	46400	38%	4252	4%	4790	4%
2014–15	119243	53023	44%	4666	4%	5143	4%
2015–16	118152	65237	55%	5491	5%	5855	5%
2016–17	118569	75834	64%	5978	5%	6201	5%

New in 2016–17: self-identified students with Mi'kmaq or other Indigenous ancestry and students of African descent will now be compared to new reference groups. Instead of being compared to all Nova Scotian students (which included those self-identified students), they will now be compared to all students who have not self-identified as the specified group.

Did you know?

Nova Scotia Assessments and Examinations are developed and scored in Nova Scotia by our teachers working with department staff.

Students write Nova Scotia Assessments in grade 3, grade 4, grade 6, and grade 8.

Students write Nova Scotia Examinations in grade 10 English, Français, Mathematics, and Mathematics at Work courses.

Assessment results do not affect report card grades or decisions about promotion or retention.

Examination results contribute 20% to a student's final course mark.

¹ The Mathematics at Work 10 examination is discontinued as of the 2017–18 school year.

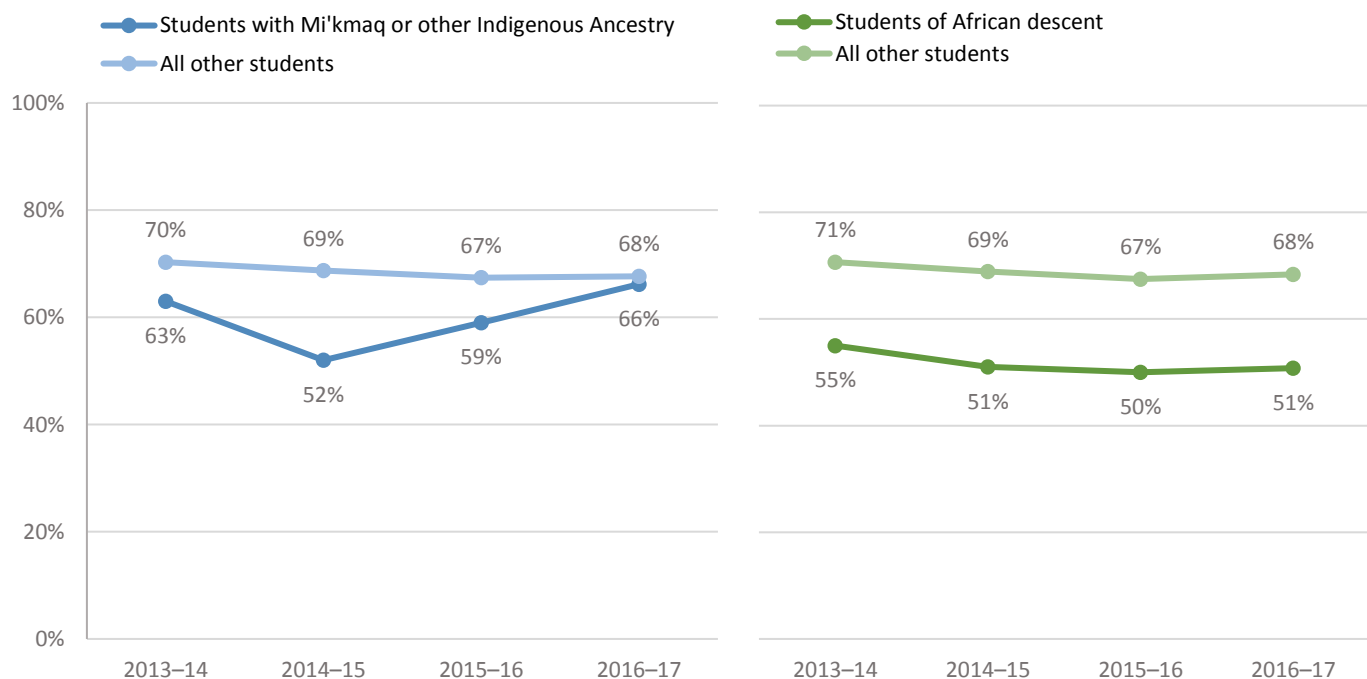
Reading and Writing in Grade 3

Participation (reading and writing)

Student group	Year	Total # of students identified	Exempt - # (did not participate)	IPP - # (did not participate)	Participation Rate
Students with Mi'kmaq or other Indigenous ancestry (self-identified)	2013–14	293	3	24	91%
	2014–15	297	4	23	91%
	2015–16	364	13	30	88%
	2016–17	384	5	27	92%
All other students (did not self-identify as having Mi'kmaq or other Indigenous ancestry)	2013–14	6749	63	320	94%
	2014–15	6558	88	314	94%
	2015–16	6928	111	295	94%
	2016–17	7054	183	299	93%
Students of African Descent (self-identified)	2013–14	301	2	25	91%
	2014–15	371	7	31	90%
	2015–16	409	9	16	94%
	2016–17	449	10	31	91%
All other students (did not self-identify as being of African descent)	2013–14	6741	64	319	94%
	2014–15	6484	85	306	94%
	2015–16	6883	115	309	94%
	2016–17	6989	178	295	93%

Reading Performance

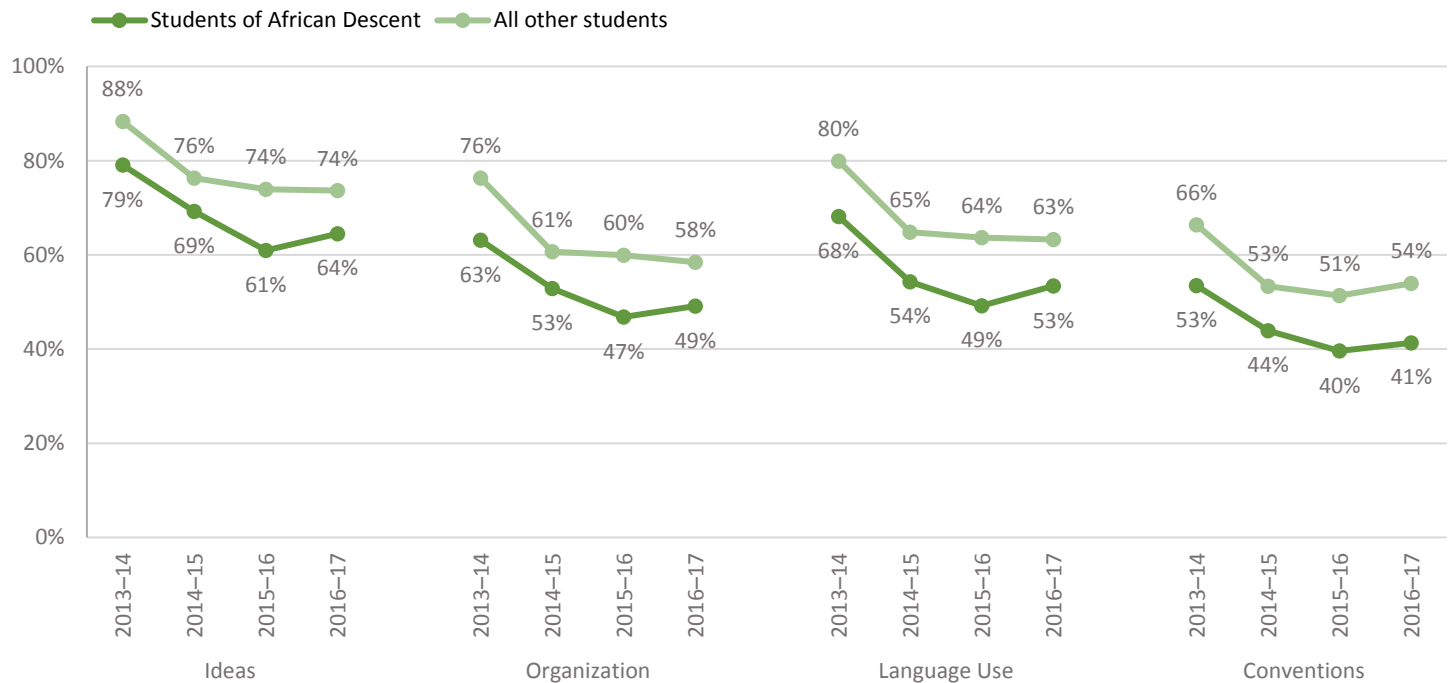
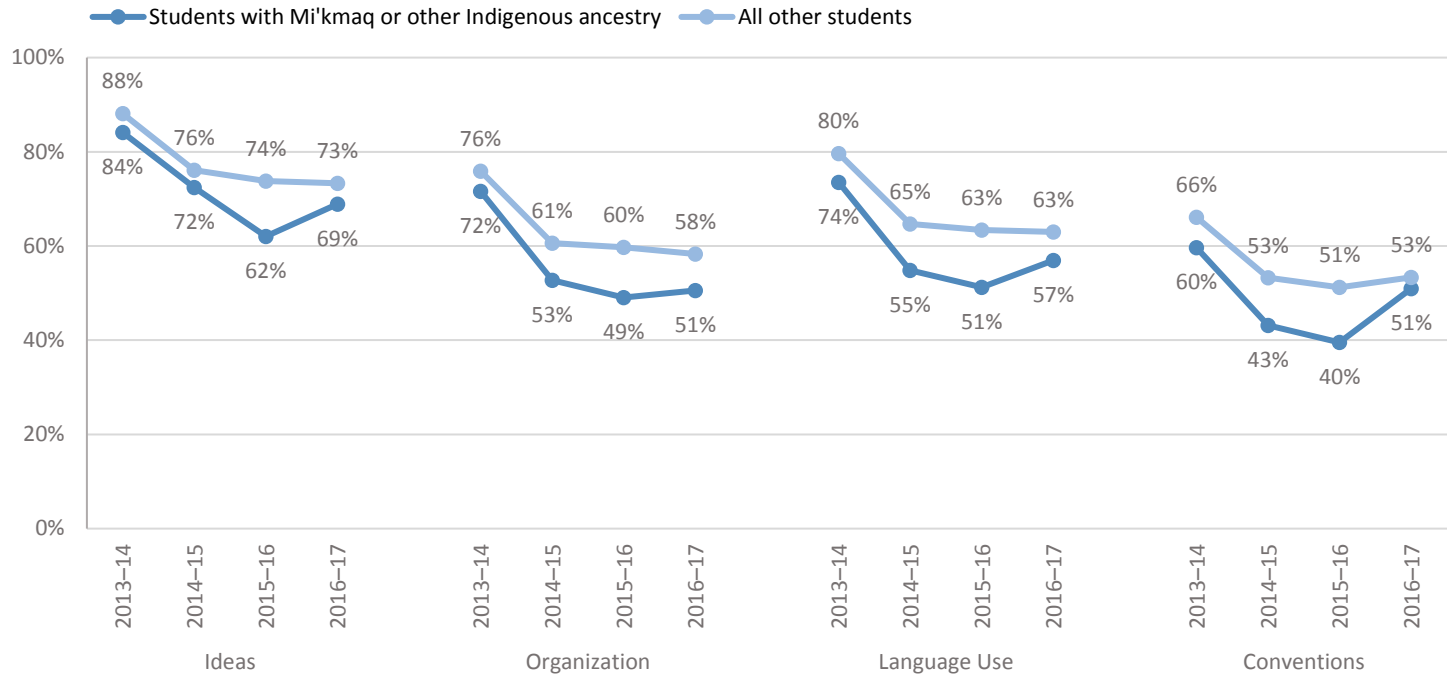
Percentage of students at or above the expectation by self-identified group and year



Reading and Writing in Grade 3

Writing Performance

Percentage of students at or above the expectation by self-identified group and year



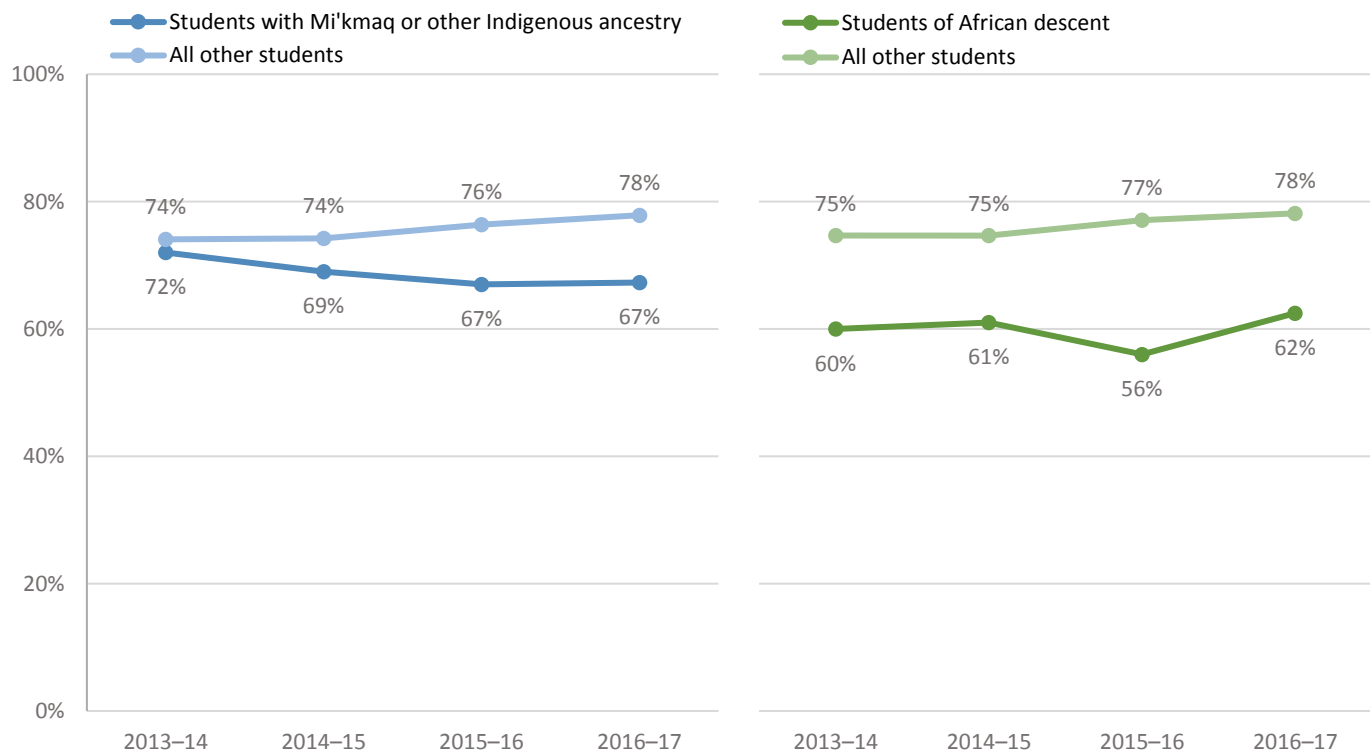
Mathematics in Grade 4

Participation (mathematics)

Student group	Year	Total # of students identified	Exempt - # (did not participate)	IPP - # (did not participate)	Participation Rate
Students with Mi'kmaq or other Indigenous ancestry (self-identified)	2013–14	288	1	18	93%
	2014–15	353	4	27	91%
	2015–16	368	8	31	89%
	2016–17	472	7	31	92%
All other students (did not self-identify as having Mi'kmaq or other Indigenous ancestry)	2013–14	7939	69	353	95%
	2014–15	7576	72	340	95%
	2015–16	7884	105	325	95%
	2016–17	8266	146	340	94%
Students of African Descent (self-identified)	2013–14	374	3	21	94%
	2014–15	389	4	27	92%
	2015–16	454	8	41	89%
	2016–17	481	8	26	93%
All other students (did not self-identify as being of African descent)	2013–14	7853	67	350	95%
	2014–15	7540	72	340	95%
	2015–16	7798	105	315	95%
	2016–17	8257	145	345	94%

Mathematics Performance

Percentage of students at or above the expectation by self-identified group and year



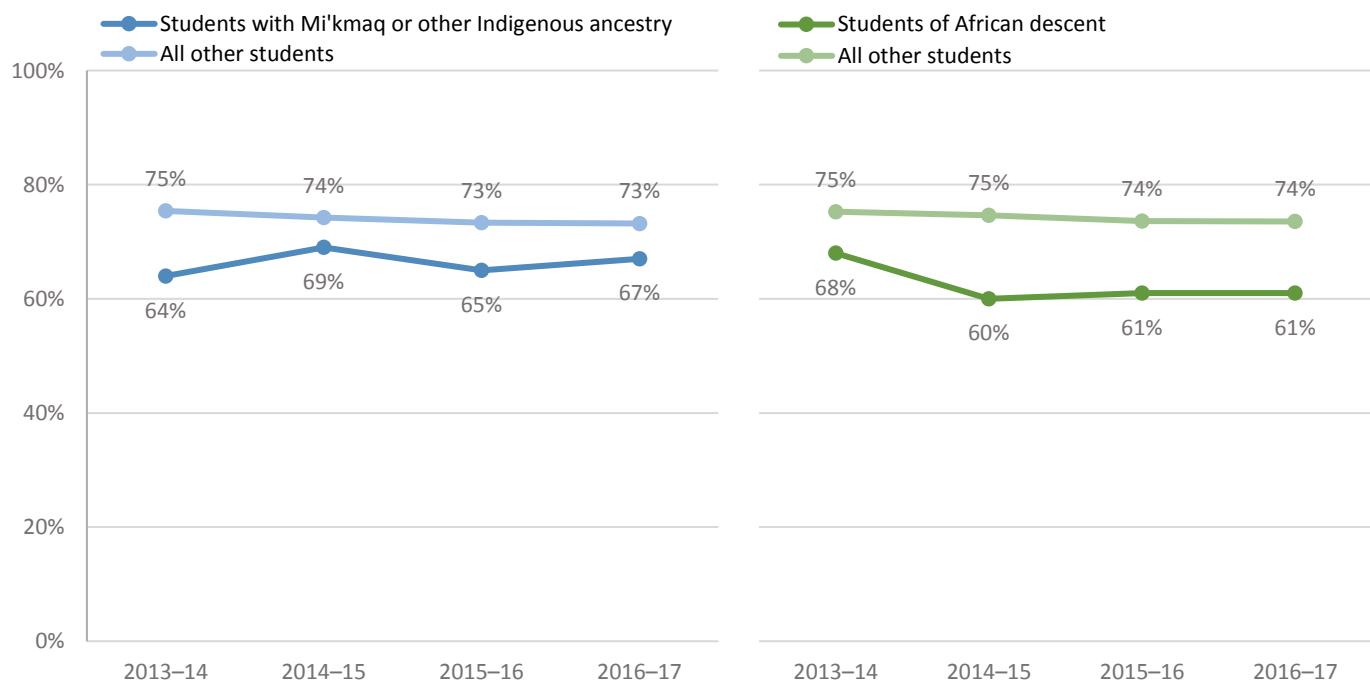
Reading, Writing and Mathematics in Grade 6

Participation (reading and writing)

Student group	Year	Total # of students identified	Exempt - # (did not participate)	IPP - # (did not participate)	Participation Rate
Students with Mi'kmaq or other Indigenous ancestry (self-identified)	2013–14	305	1	17	94%
	2014–15	407	1	24	94%
	2015–16	377	2	29	92%
	2016–17	444	13	40	88%
All other students (did not self-identify as having Mi'kmaq or other Indigenous ancestry)	2013–14	8291	43	425	94%
	2014–15	9448	80	514	94%
	2015–16	8210	59	425	94%
	2016–17	7955	114	443	93%
Students of African Descent (self-identified)	2013–14	316	2	20	93%
	2014–15	455	5	38	90%
	2015–16	438	3	30	92%
	2016–17	461	12	39	89%
All other students (did not self-identify as being of African descent)	2013–14	8280	42	422	94%
	2014–15	9400	76	500	94%
	2015–16	8149	58	424	94%
	2016–17	7938	115	444	93%

Reading Performance

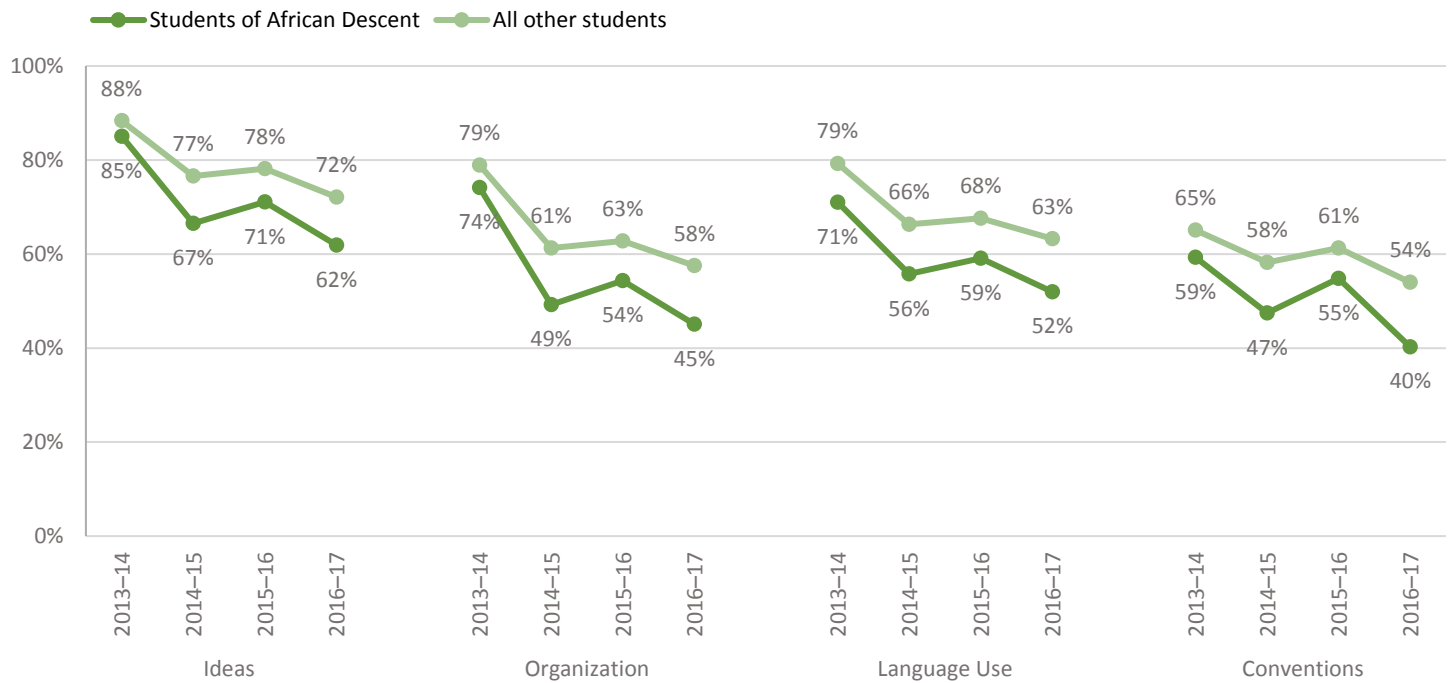
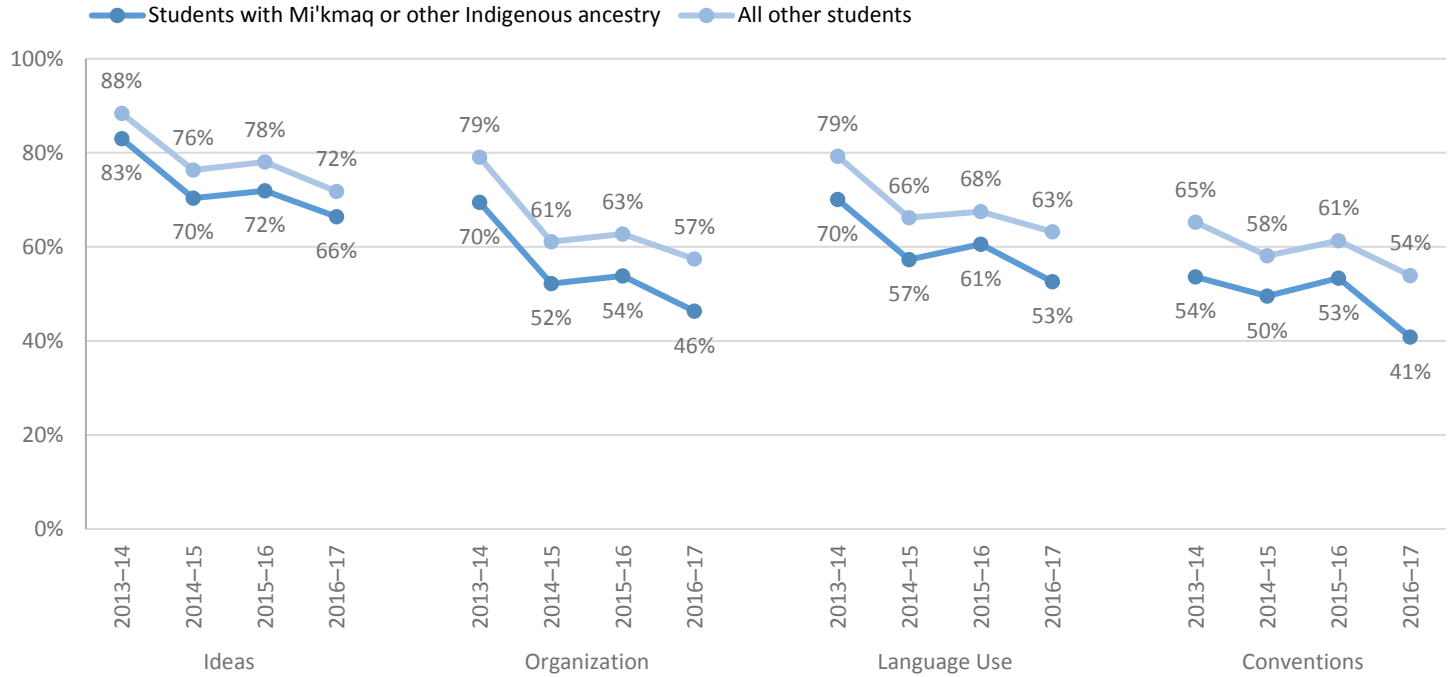
Percentage of students at or above the expectation by self-identified group and year



Reading, Writing and Mathematics in Grade 6

Writing Performance

Percentage of students at or above the expectation by self-identified group and year



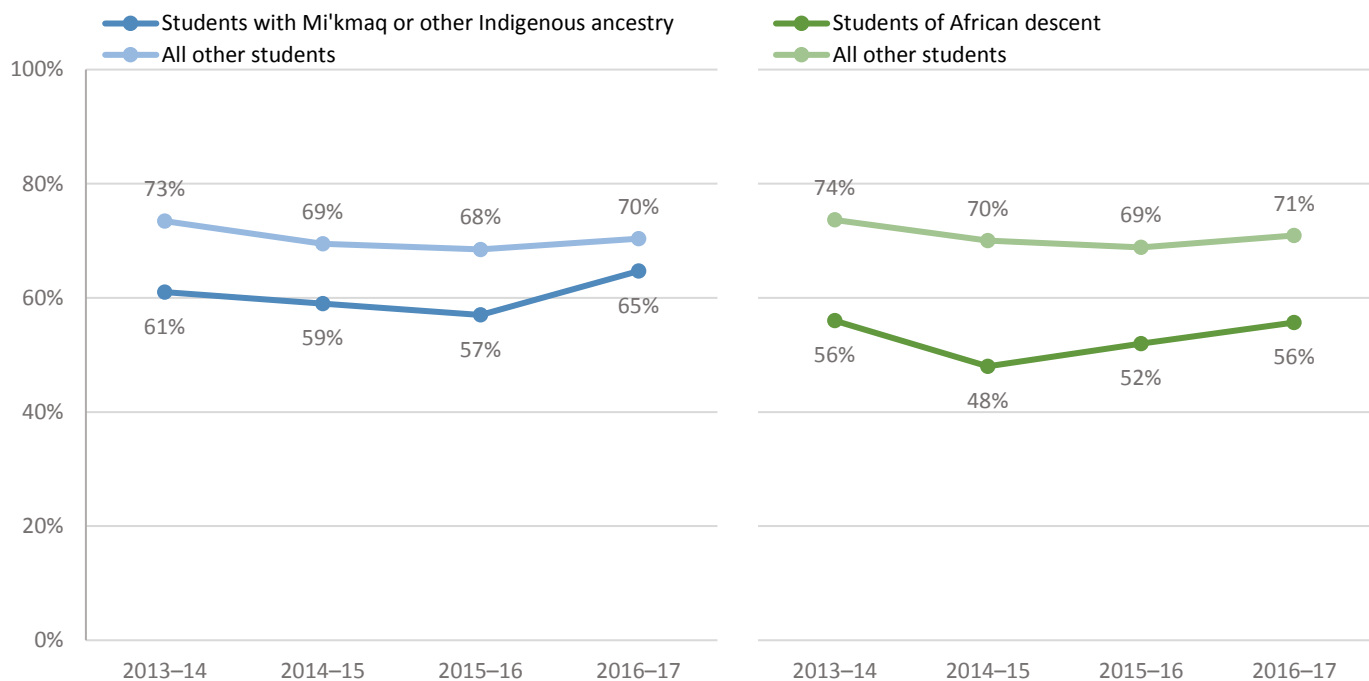
Reading, Writing and Mathematics in Grade 6

Participation (mathematics)

Student group	Year	Total # of students identified	Exempt - # (did not participate)	IPP - # (did not participate)	Participation Rate
Students with Mi'kmaq or other Indigenous ancestry (self-identified)	2013–14	299	1	22	92%
	2014–15	407	4	25	93%
	2015–16	377	4	32	90%
	2016–17	444	11	44	88%
All other students (did not self-identify as having Mi'kmaq or other Indigenous ancestry)	2013–14	7958	65	446	94%
	2014–15	9055	95	554	93%
	2015–16	8210	74	475	93%
	2016–17	7955	131	463	93%
Students of African Descent (self-identified)	2013–14	311	3	23	92%
	2014–15	455	4	49	87%
	2015–16	438	1	39	90%
	2016–17	461	10	38	90%
All other students (did not self-identify as being of African descent)	2013–14	7946	63	445	94%
	2014–15	9007	95	530	93%
	2015–16	8149	77	468	93%
	2016–17	7938	132	469	92%

Mathematics Performance

Percentage of students at or above the expectation by self-identified group and year



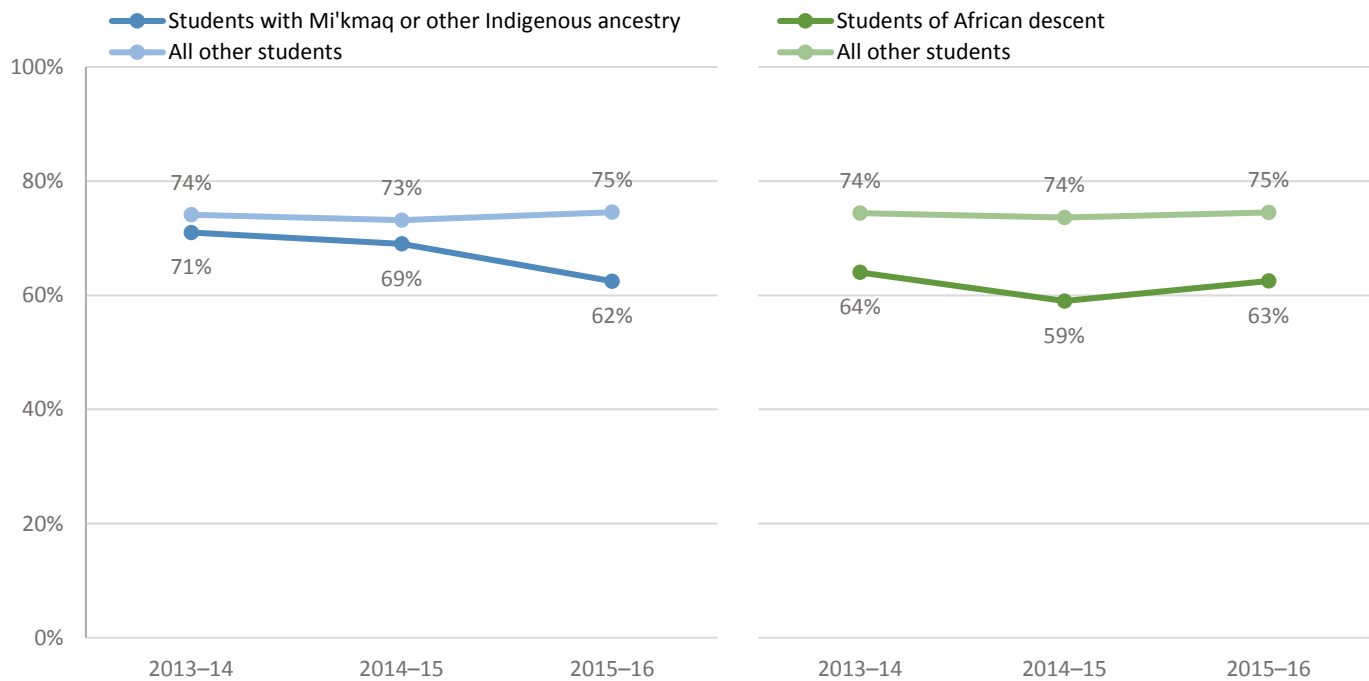
Reading, Writing and Mathematics in Grade 8

Participation (reading and writing)

Student group	Year	Total # of students identified	Exempt - # (did not participate)	IPP - # (did not participate)	Participation Rate
Students with Mi'kmaq or other Indigenous ancestry (self-identified)	2013–14	388	13	42	86%
	2014–15	381	18	35	86%
	2015–16	409	10	30	90%
All other students (did not self-identify as having Mi'kmaq or other Indigenous ancestry)	2013–14	8717	185	433	93%
	2014–15	8467	203	471	92%
	2015–16	8233	245	381	92%
Students of African Descent (self-identified)	2013–14	345	11	33	87%
	2014–15	398	12	38	87%
	2015–16	384	8	30	90%
All other students (did not self-identify as being of African descent)	2013–14	8760	187	442	93%
	2014–15	8450	209	468	92%
	2015–16	8258	247	381	92%

Reading Performance

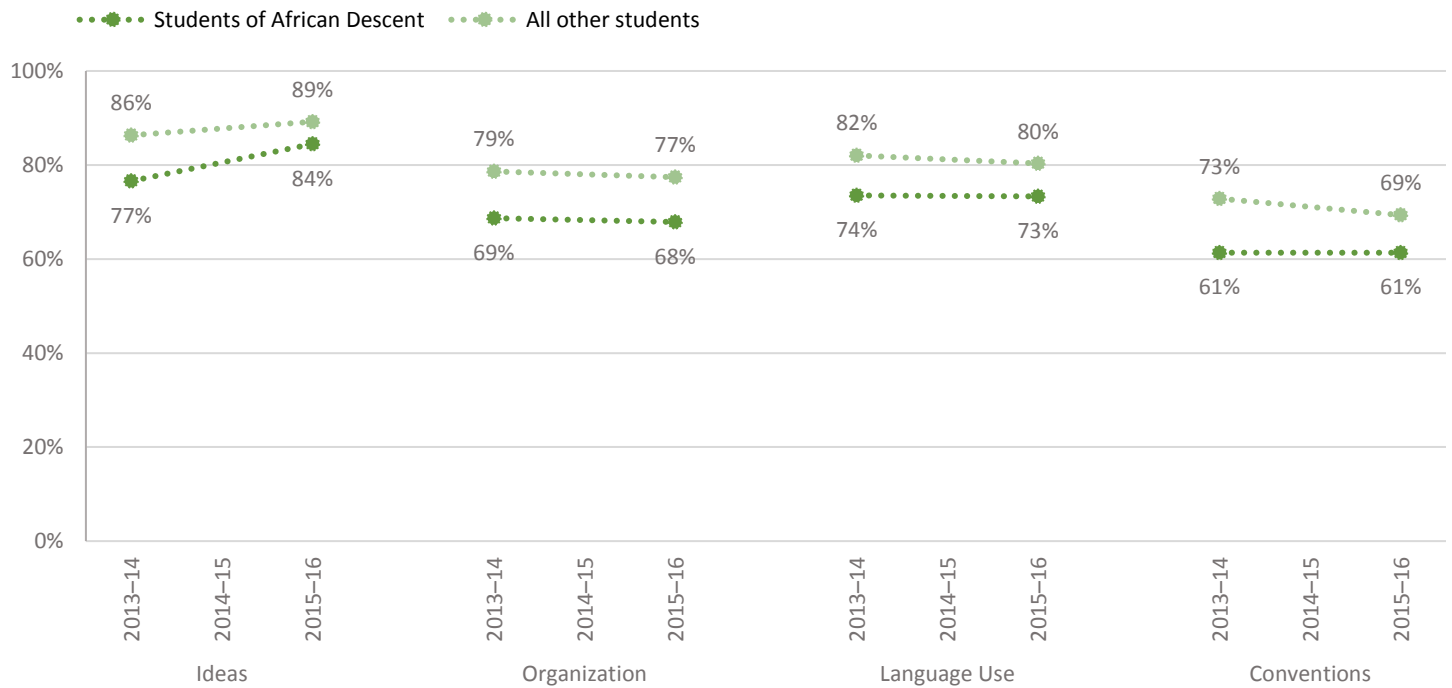
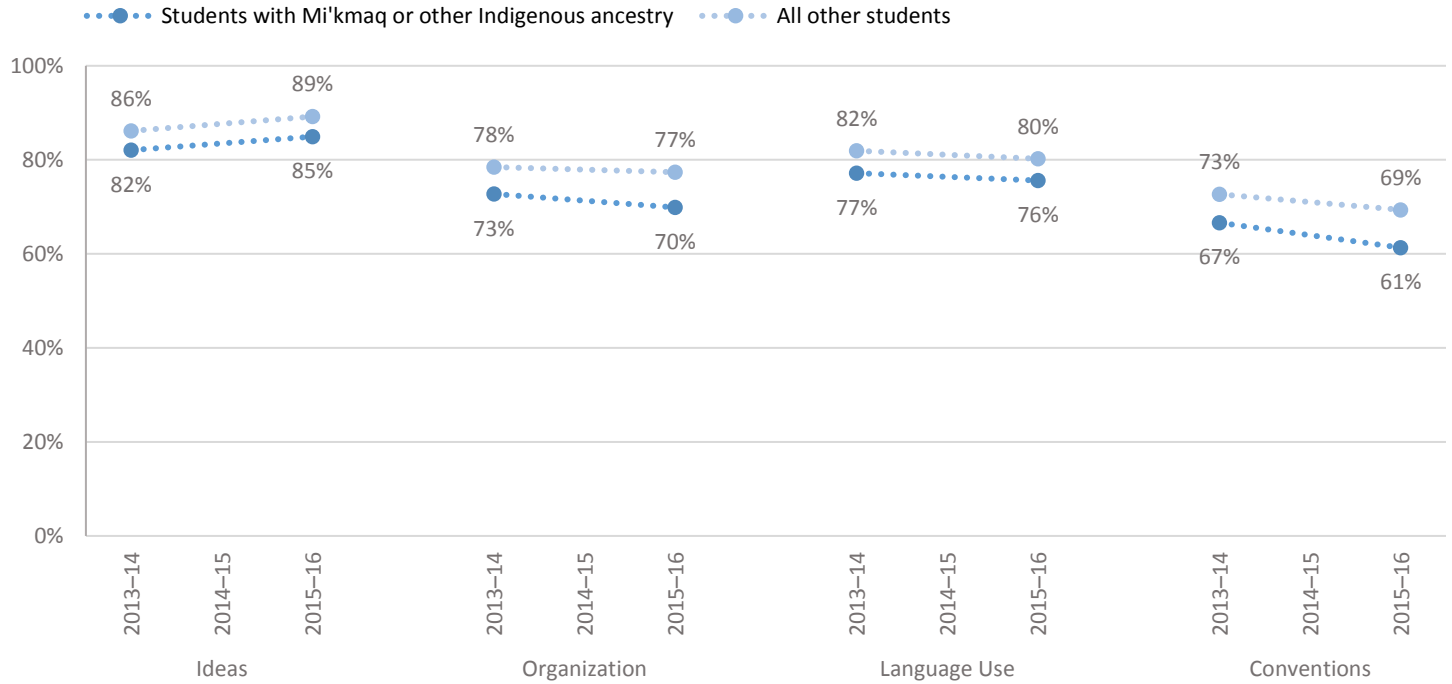
Percentage of students at or above the expectation by self-identified group and year



Reading, Writing and Mathematics in Grade 8

Writing Performance

Percentage of students at or above the expectation by self-identified group and year²



² Note: Writing in Grade 8 was not administered in 2014-15

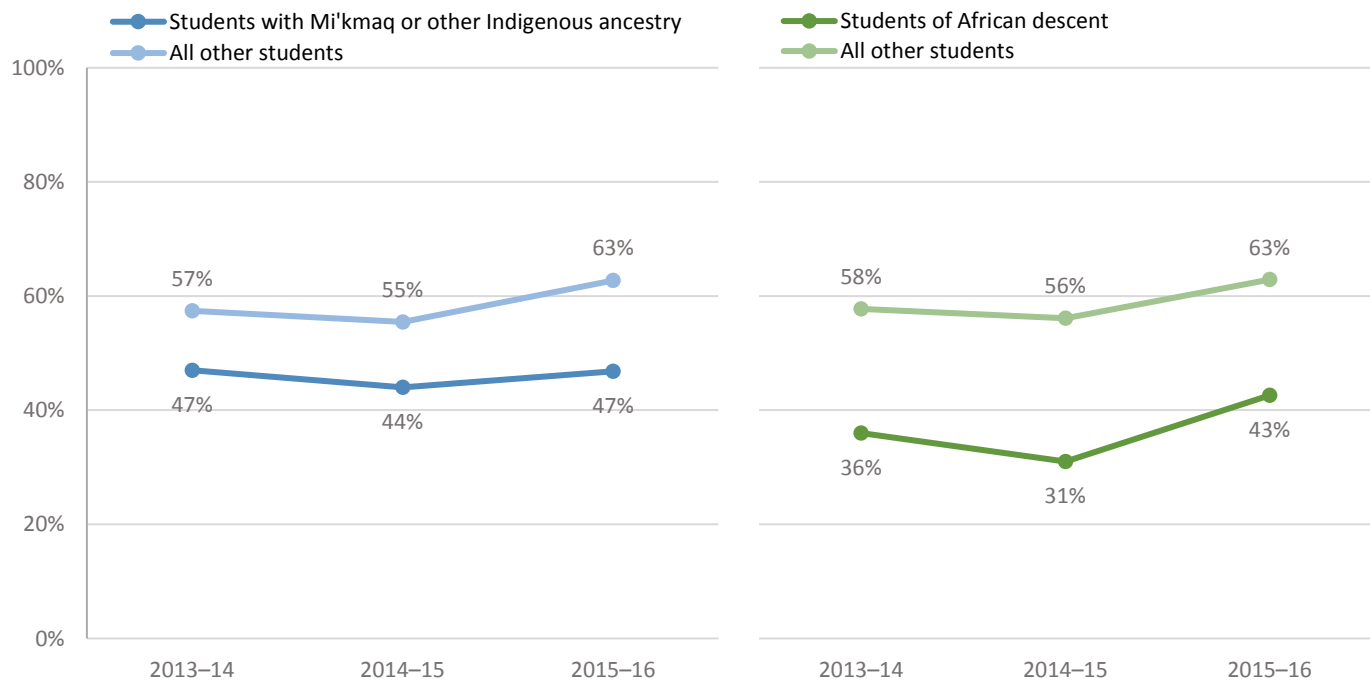
Reading, Writing and Mathematics in Grade 8

Participation (mathematics)

Student group	Year	Total # of students identified	Exempt - # (did not participate)	IPP - # (did not participate)	Participation Rate
Students with Mi'kmaq or other Indigenous ancestry (self-identified)	2013–14	386	16	53	82%
	2014–15	376	18	47	83%
	2015–16	409	12	43	87%
All other students (did not self-identify as having Mi'kmaq or other Indigenous ancestry)	2013–14	8388	242	578	90%
	2014–15	8147	208	635	90%
	2015–16	8233	283	518	90%
Students of African Descent (self-identified)	2013–14	341	11	50	82%
	2014–15	398	10	52	84%
	2015–16	384	11	35	88%
All other students (did not self-identify as being of African descent)	2013–14	8433	247	581	90%
	2014–15	8125	216	630	90%
	2015–16	8258	284	526	90%

Mathematics Performance

Percentage of students at or above the expectation by self-identified group and year



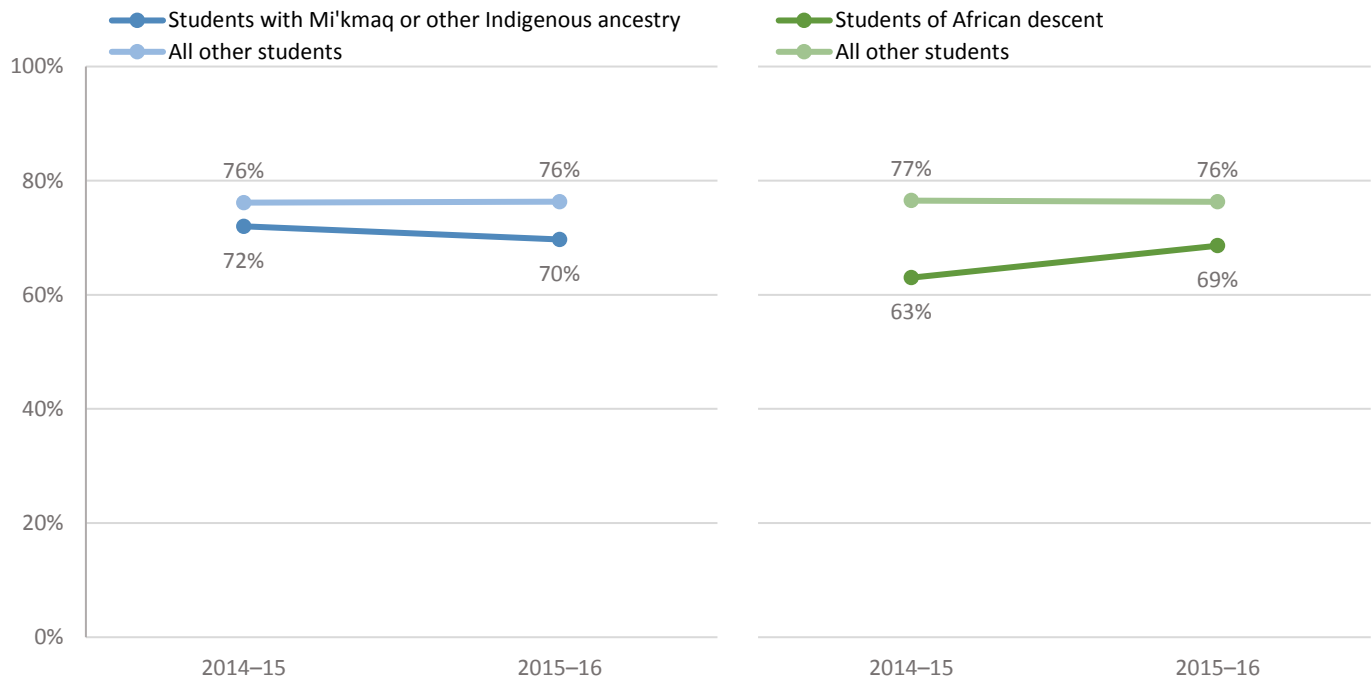
English 10

Participation (reading and writing)

Student group	Year	Total # of students identified	Exempt - # (did not participate)	Participation Rate
Students with Mi'kmaq or other Indigenous ancestry (self-identified)	2014-15	367	40	89%
	2015-16	470	47	90%
All other students (did not self-identify as having Mi'kmaq or other Indigenous ancestry)	2014-15	9014	441	95%
	2015-16	8843	473	95%
Students of African Descent (self-identified)	2014-15	351	19	95%
	2015-16	374	35	91%
All other students (did not self-identify as being of African descent)	2014-15	9030	462	95%
	2015-16	8939	485	95%

Reading Performance

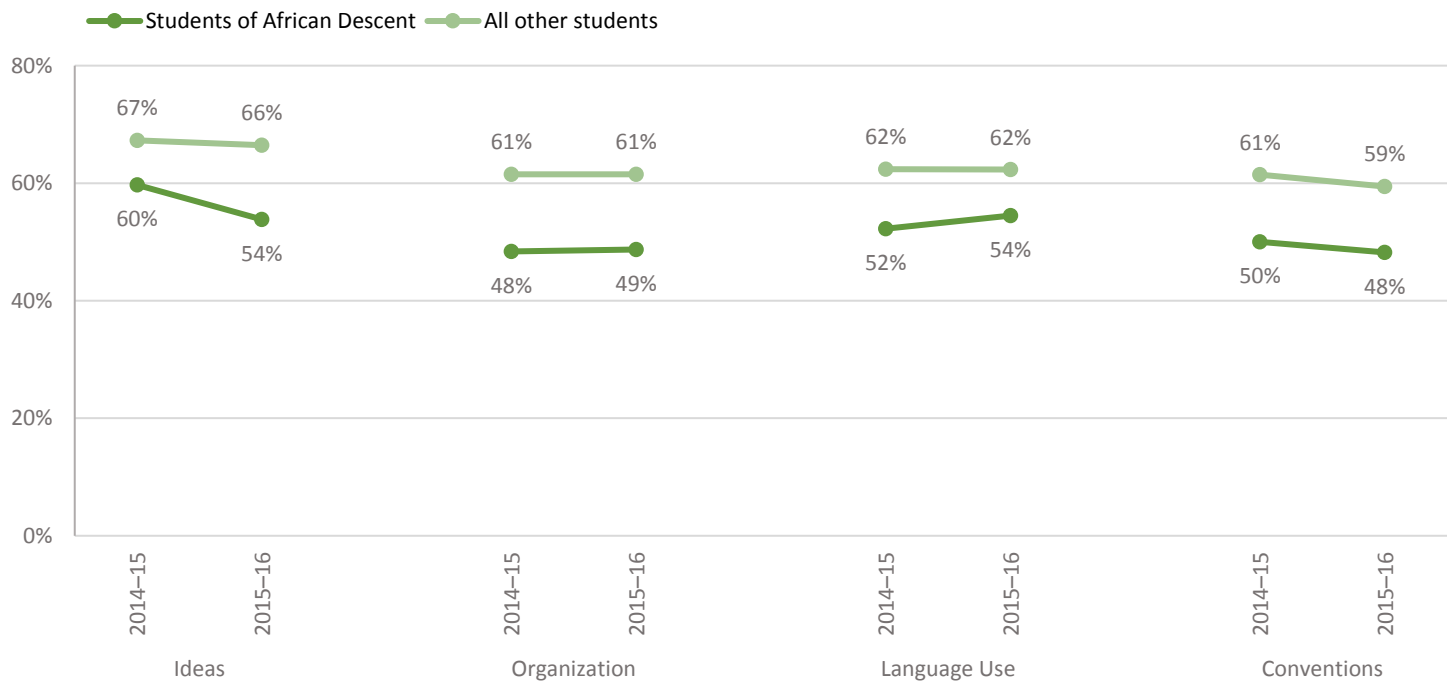
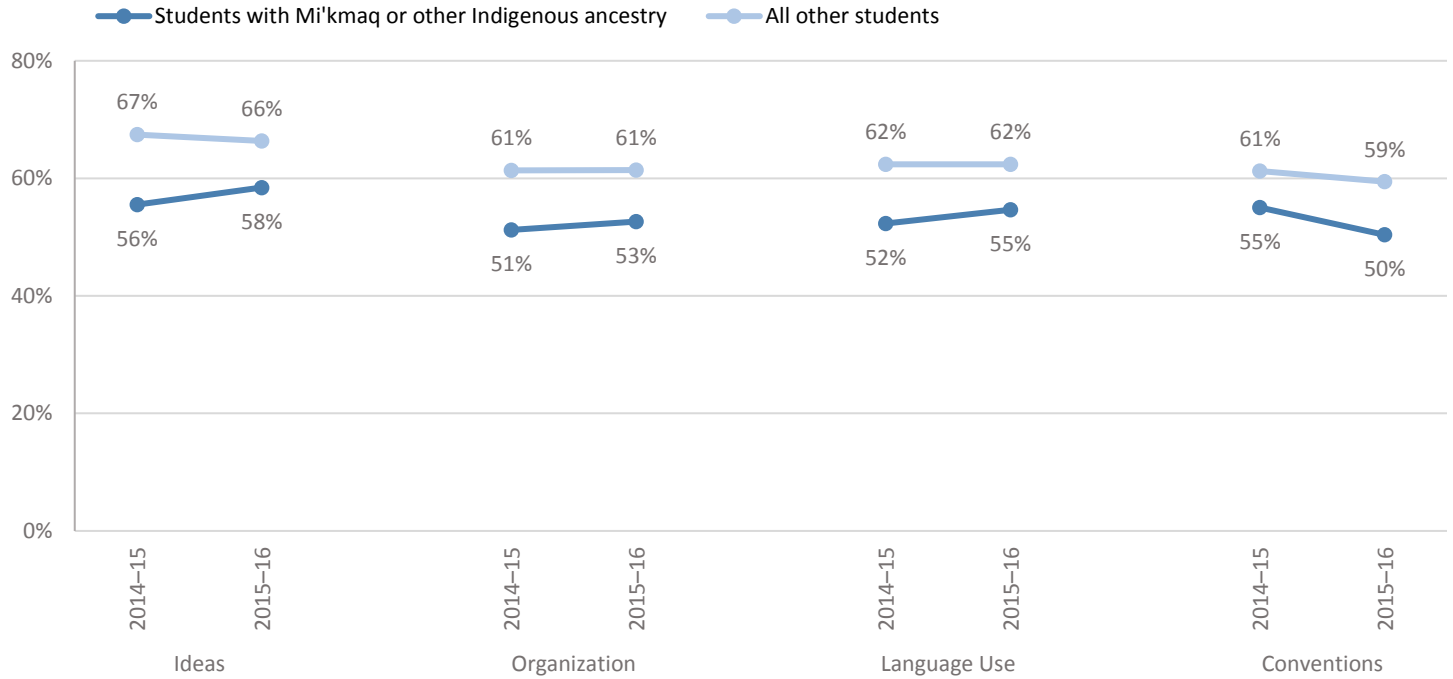
Percentage of students at or above the expectation by self-identified group and year



English 10

Writing Performance

Percentage of students at or above the expectation by self-identified group and year



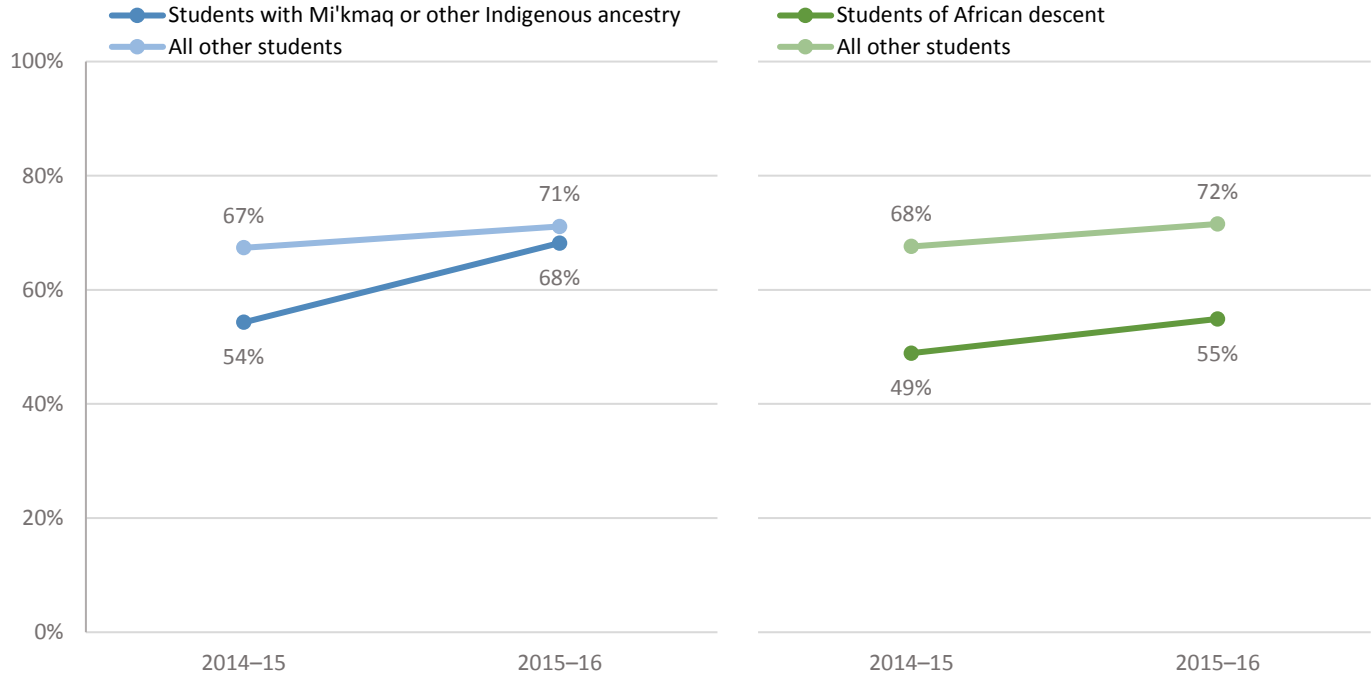
Mathematics 10

Participation (mathematics)

Student group	Year	Total # of students identified	Exempt - # (did not participate)	Participation Rate
Students with Mi'kmaq or other Indigenous ancestry (self-identified)	2014-15	170	6	96%
	2015-16	234	9	96%
All other students (did not self-identify as having Mi'kmaq or other Indigenous ancestry)	2014-15	5881	131	98%
	2015-16	5869	128	98%
Students of African Descent (self-identified)	2014-15	193	7	96%
	2015-16	205	10	95%
All other students (did not self-identify as being of African descent)	2014-15	5858	130	98%
	2015-16	5898	127	98%

Mathematics Performance

Percentage of students at or above the expectation by self-identified group and year



Mathematics at Work 10

Participation (mathematics)

Student group	Year	Total # of students identified	Exempt - # (did not participate)	Participation Rate
Students with Mi'kmaq or other Indigenous ancestry (self-identified)	2014-15	126	17	87%
	2015-16	135	9	93%
All other students (did not self-identify as having Mi'kmaq or other Indigenous ancestry)	2014-15	2240	185	92%
	2015-16	1962	160	92%
Students of African Descent (self-identified)	2014-15	121	11	91%
	2015-16	100	7	93%
All other students (did not self-identify as being of African descent)	2014-15	2245	191	91%
	2015-16	1997	162	92%

Mathematics Performance

Percentage of students at or above the expectation by self-identified group and year

