

2021–22 Nova Scotia Assessment: Reading, Writing and Mathematics in Grade 6

Provincial Results for Students of African Heritage

About the assessment

Nova Scotia teachers work with the Department of Education and Early Childhood Development to develop, score and set the expectation on this assessment. The expectation is what students should know and do independently at the beginning of grade 6. All items and texts on the assessment are based on the Nova Scotia curriculum. Nova Scotia Assessments and Examinations provide evidence that helps:

- teachers with information to help plan instruction
- parents and guardians with information about how their child is doing in reading, writing, and/or mathematics
- the department, regions, and schools with information to help make decisions – including supports for students who are historically marginalized.

For more information about the assessment, please visit:

<https://plans.ednet.ns.ca>

About self-identification

Self-identification for ancestry or heritage is a voluntary part of the school registration process in Nova Scotia. As of November 2021, 83% of the provincial student population had some self-identification information recorded and 7% self-identified as having African Heritage.

Assessment, equity and inclusive education

As noted in the Nova Scotia Inclusive Education Policy, inclusive education is a commitment to ensuring a high-quality, culturally and linguistically responsive and equitable education to support the well-being and achievement of every student. Successful inclusive education requires a focus on equity by supporting success for students who are historically marginalized and racialized including African Nova Scotian and Mi'kmaw students. These disaggregated results enable us to examine how and what the system is doing to support student achievement and the resulting systemic impact on achievement in literacy and mathematics.

As part of the Student Success Planning process, schools use student evidence, including disaggregated data, to monitor and evaluate how students are doing and respond with appropriate, timely supports. The information from these provincial assessments and examinations should be used along with classroom assessment to help inform teaching and supports for every student.

About this report

This report shows assessment performance over time for students of African heritage in Nova Scotia compared to all other students (that is, students who do not self-identify as having African heritage).

Most students who participate in the assessment receive one of four levels in each main element of the assessment:

Level 1 – below the expectation

Level 2 – approaching the expectation

Level 3 – at the expectation

Level 4 – above the expectation.

Occasionally, a student participates in the assessment but does not complete enough work to allow us to determine a performance level (for example, left one writing task blank or missed a day of the assessment). These students receive a determination of Not Enough Evidence (NE) in the affected element instead of a level. In this report, these students count as participating, but do not count as having received a level.

The charts and corresponding tables in this report show the percentage of students of African heritage (chart lines) and all other students (chart bars) who performed at or above the assessment expectation (that is, received a level 3 or level 4) in each of the main elements of the assessment:

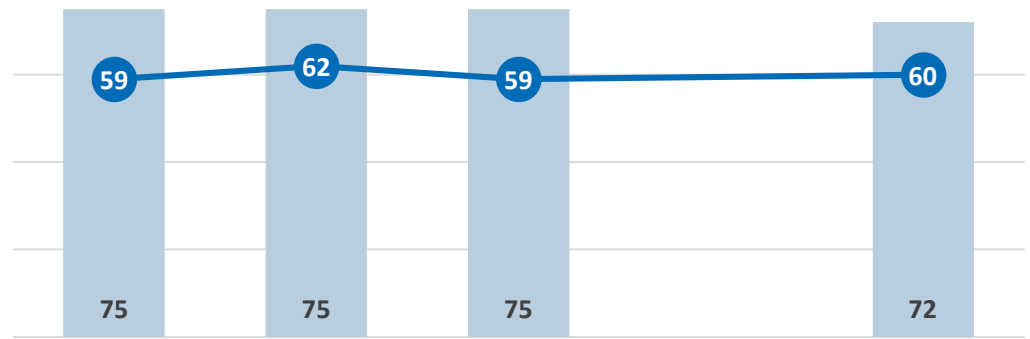
- Reading,
- Writing - Ideas,
- Writing - Organization,
- Writing - Language Use,
- Writing - Conventions, and
- Mathematics.

The data tables at the bottom of the Reading Performance and Mathematics Performance pages contains information about how many students participated and did not participate in the assessment.



Grade 6 Reading Performance

● Students of African heritage
 ■ All other students



		2017-18	2018-19	2019-20	2020-21	2021-22
Students of African heritage	# who received a level	443	463	553	N/A	573
	# at or above the expectation	260	288	325	N/A	342
	% at or above the expectation	59%	62%	59%	N/A	60%
All other students	# who received a level	7418	7710	7999	N/A	7835
	# at or above the expectation	5559	5750	5969	N/A	5628
	% at or above the expectation	75%	75%	75%	N/A	72%
Difference in % at or above the expectation*		-16	-13	-16	N/A	-12

*Students of African heritage minus all other

Reading & Writing Participation

This table describes student participation in the assessment.

Total # of students: The number of students in the grade within the specified student group at the time of the assessment.

Exempt - # (did not participate): Student was absent or otherwise exempted from participating in the assessment.

IPP - # (did not participate): The student's Program Planning Team determines whether students following an individual program plan (IPP) should participate.

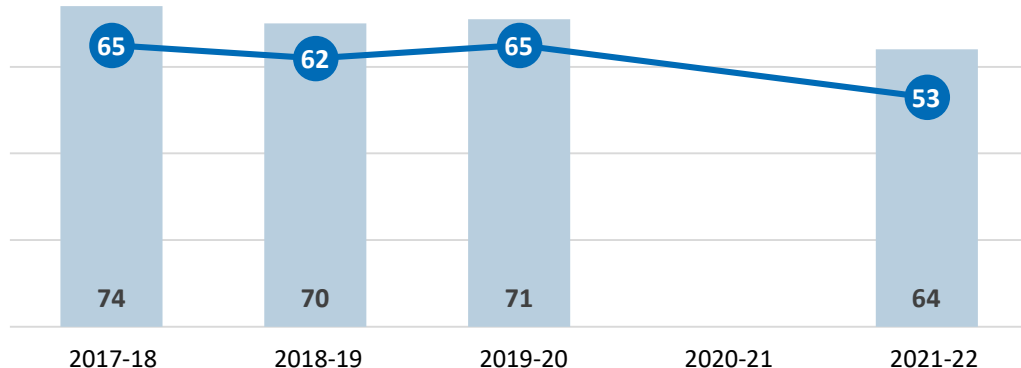
Total # who participated: Total # of students minus those who did not participate.

Participation rate: Considers all students who participated in the assessment, including those who did not provide enough evidence to receive a level.

	Year	2017-18	2018-19	2019-20	2020-21	2021-22
Students of African heritage	Total # of students identified	498	524	618	N/A	616
	Exempt - # (did not participate)	6	13	14	N/A	13
	IPP - # (did not participate)	47	47	47	N/A	25
	Total # who participated	445	464	557	N/A	578
	Participation rate	89%	89%	90%	N/A	94%
All other students	Total # of students identified	7891	8319	8625	N/A	8468
	Exempt - # (did not participate)	100	142	145	N/A	155
	IPP - # (did not participate)	348	444	449	N/A	435
	Total # who participated	7443	7733	8031	N/A	7878
	Participation rate	94%	93%	93%	N/A	93%

Grade 6 Writing Performance: Ideas

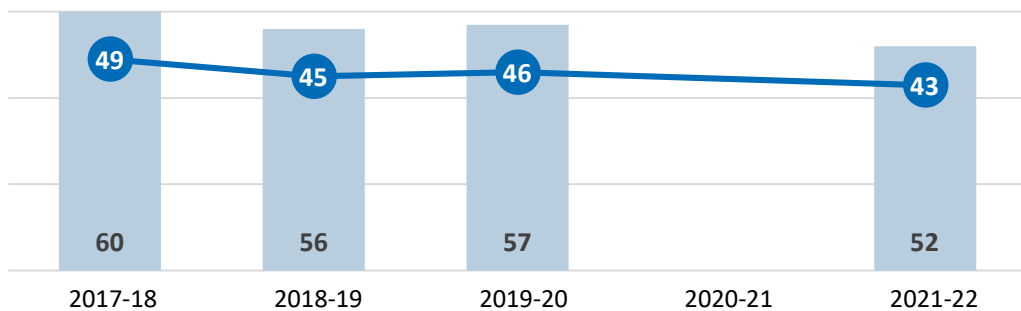
● Students of African heritage
 ■ All other students



Students of African heritage	# who received a level	434	458	545	N/A	572
	# at or above the expectation	281	282	354	N/A	302
	% at or above the expectation	65%	62%	65%	N/A	53%
All other students	# who received a level	7366	7642	7929	N/A	7766
	# at or above the expectation	5468	5358	5633	N/A	4984
	% at or above the expectation	74%	70%	71%	N/A	64%
Difference in % at or above the expectation*		-9	-8	-6	N/A	-11

Grade 6 Writing Performance: Organization



● Students of African heritage
 ■ All other students

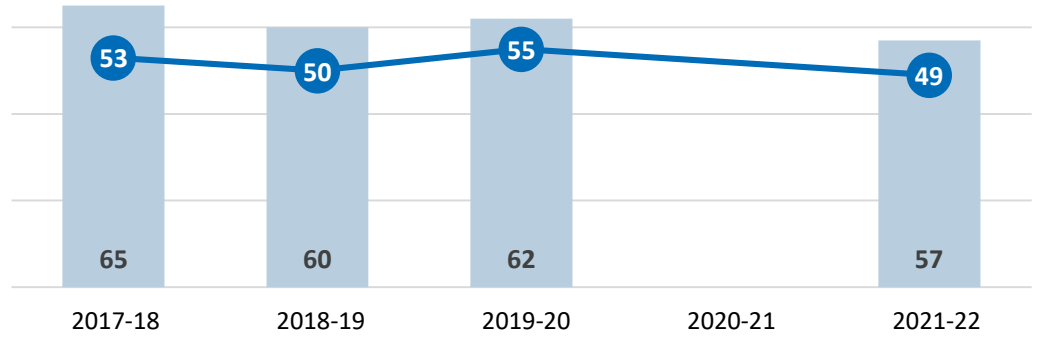


Students of African heritage	# who received a level	434	458	545	N/A	572
	# at or above the expectation	212	207	249	N/A	245
	% at or above the expectation	49%	45%	46%	N/A	43%
All other students	# who received a level	7366	7642	7929	N/A	7766
	# at or above the expectation	4396	4249	4531	N/A	4000
	% at or above the expectation	60%	56%	57%	N/A	52%
Difference in % at or above the expectation*		-11	-11	-11	N/A	-9

*Students of African heritage minus all other



Grade 6 Writing Performance: Language Use

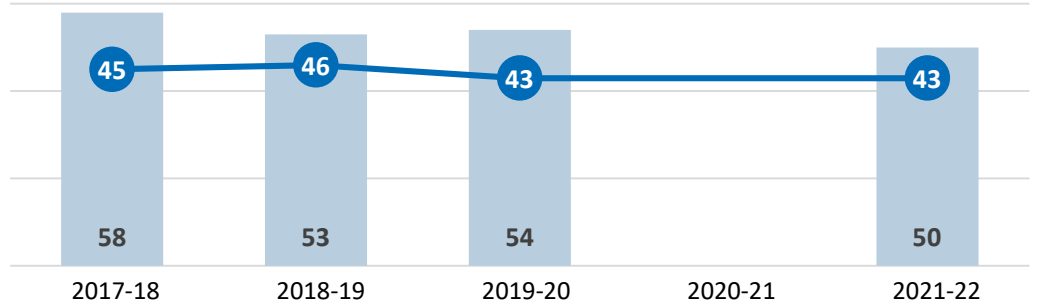
 Students of African heritage
 All other students



Students of African heritage	# who received a level	434	458	545	N/A	572
	# at or above the expectation	230	231	299	N/A	281
	% at or above the expectation	53%	50%	55%	N/A	49%
All other students	# who received a level	7366	7642	7929	N/A	7766
	# at or above the expectation	4757	4550	4955	N/A	4461
	% at or above the expectation	65%	60%	62%	N/A	57%
Difference in % at or above the expectation*		-12	-10	-7	N/A	-8

Grade 6 Writing Performance: Conventions



 Students of African heritage
 All other students

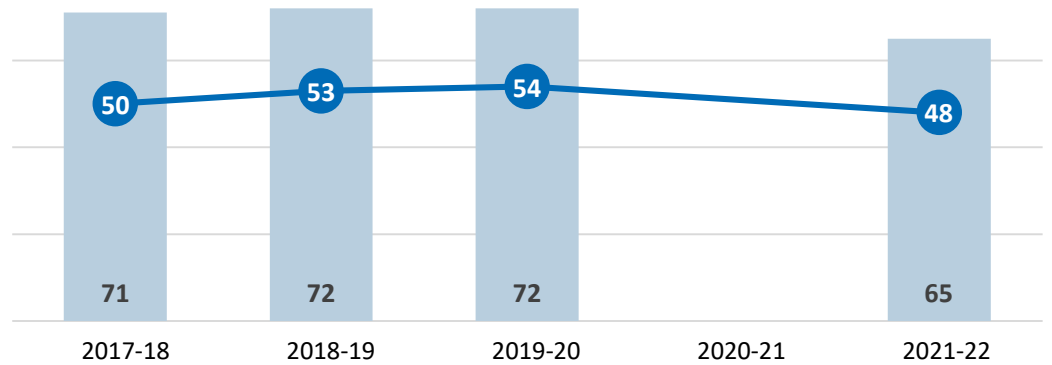


Students of African heritage	# who received a level	425	437	522	N/A	544
	# at or above the expectation	191	199	222	N/A	234
	% at or above the expectation	45%	46%	43%	N/A	43%
All other students	# who received a level	7179	7482	7733	N/A	7580
	# at or above the expectation	4163	3986	4170	N/A	3788
	% at or above the expectation	58%	53%	54%	N/A	50%
Difference in % at or above the expectation*		-13	-7	-11	N/A	-7

*Students of African heritage minus all other

Grade 6 Mathematics Performance

 Students of African heritage
 All other students



		2017-18	2018-19	2019-20	2020-21	2021-22
Students of African heritage	# who received a level	442	467	547	N/A	569
	# at or above the expectation	221	247	296	N/A	272
	% at or above the expectation	50%	53%	54%	N/A	48%
All other students	# who received a level	7420	7686	7902	N/A	7756
	# at or above the expectation	5301	5556	5676	N/A	5066
	% at or above the expectation	71%	72%	72%	N/A	65%
Difference in % at or above the expectation*		-21	-19	-18	N/A	-17

Mathematics Participation

This table describes student participation in the assessment.

Total # of students: The number of students in the grade within the specified student group at the time of the assessment.

Exempt - # (did not participate): Student was absent or otherwise exempted from participating in the assessment.

IPP - # (did not participate): The student's Program Planning Team determines whether students following an individual program plan (IPP) should participate.

Total # who participated: Total # of students minus those who did not participate.

Participation rate: Considers all students who participated in the assessment, including those who did not provide enough evidence to receive a level.

	Year	2017-18	2018-19	2019-20	2020-21	2021-22
Students of African heritage	Total # of students identified	498	524	618	N/A	616
	Exempt - # (did not participate)	8	11	18	N/A	17
	IPP - # (did not participate)	47	45	51	N/A	26
	Total # who participated	443	468	549	N/A	573
	Participation rate	89%	89%	89%	N/A	93%
All other students	Total # of students identified	7891	8319	8625	N/A	8468
	Exempt - # (did not participate)	104	163	196	N/A	204
	IPP - # (did not participate)	361	458	486	N/A	466
	Total # who participated	7426	7698	7943	N/A	7798
	Participation rate	94%	93%	92%	N/A	92%