

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

Provincial Results for Students of Mi'kmaw or other Indigenous ancestry

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 6% self-identified as being of Mi'kmaw or other Indigenous ancestry.

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 Mi'kmaw or other Indigenous ancestry in Nova Scotia compared to all other students (that is, students who do not self-identify as being of Mi'kmaw or other Indigenous ancestry).

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.

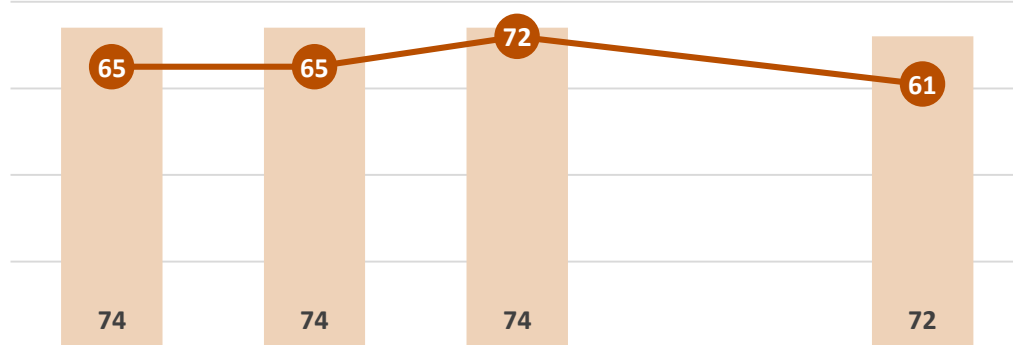
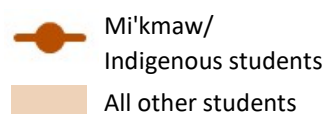
The charts and corresponding tables in this report show the percentage of Mi'kmaw or other Indigenous students (chart lines) and all other students (chart bars) who performed at or above the assessment expectation (that is, received a level 3 or level 4) in each of the main elements of the assessment:

- 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



		2017-18	2018-19	2019-20	2020-21	2021-22
Mi'kmaw/ Indigenous students	# who received a level	394	470	510	N/A	466
	# at or above the expectation	258	306	365	N/A	286
	% at or above the expectation	65%	65%	72%	N/A	61%
All other students	# who received a level	7467	7703	8042	N/A	7942
	# at or above the expectation	5561	5732	5929	N/A	5684
	% at or above the expectation	74%	74%	74%	N/A	72%
Difference in % at or above the expectation*		-9	-9	-2	N/A	-11

*Mi'kmaw/Indigenous 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.

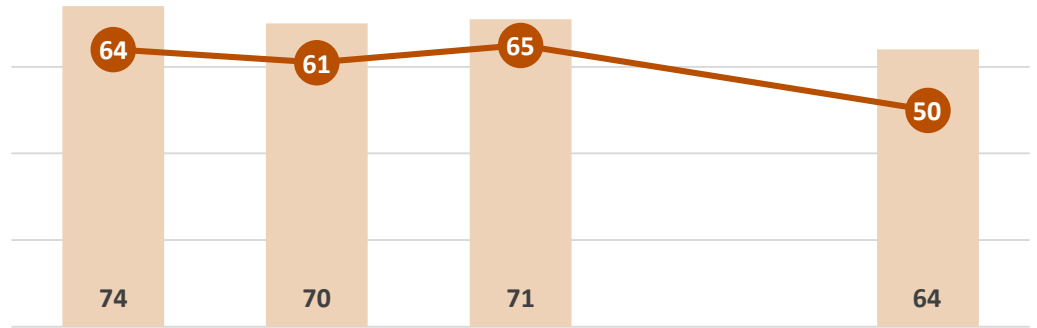
Total # who participated: Total # of students minus those who did not participate.

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
Mi'kmaw/ Indigenous students	Total # of students identified	443	525	564	N/A	520
	Exempt - # (did not participate)	7	7	5	N/A	7
	IPP - # (did not participate)	42	48	48	N/A	45
	Total # who participated	394	470	511	N/A	468
	Participation rate	89%	90%	91%	N/A	90%
All other students	Total # of students identified	7946	8318	8679	N/A	8564
	Exempt - # (did not participate)	99	148	154	N/A	161
	IPP - # (did not participate)	353	443	448	N/A	415
	Total # who participated	7494	7727	8077	N/A	7988
	Participation rate	94%	93%	93%	N/A	93%



Grade 6 Writing Performance: Ideas

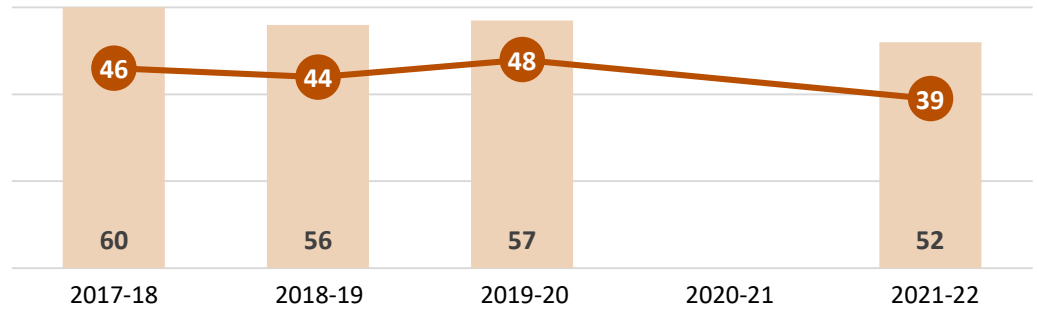
 Mi'kmaw/
Indigenous students
 All other students



		2017-18	2018-19	2019-20	2020-21	2021-22
Mi'kmaw/ Indigenous students	# who received a level	387	463	505	N/A	458
	# at or above the expectation	247	283	328	N/A	230
	% at or above the expectation	64%	61%	65%	N/A	50%
All other students	# who received a level	7413	7637	7969	N/A	7880
	# at or above the expectation	5502	5357	5659	N/A	5056
	% at or above the expectation	74%	70%	71%	N/A	64%
Difference in % at or above the expectation*		-10	-9	-6	N/A	-14

Grade 6 Writing Performance: Organization

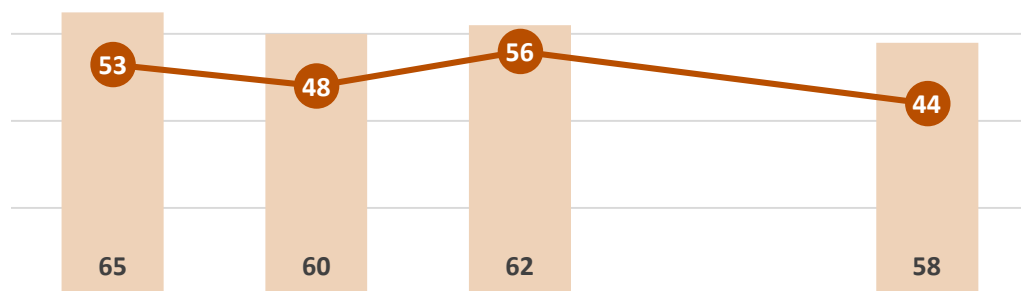
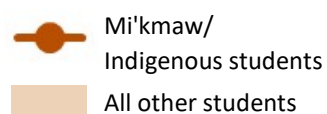
 Mi'kmaw/
Indigenous students
 All other students



		2017-18	2018-19	2019-20	2020-21	2021-22
Mi'kmaw/ Indigenous students	# who received a level	387	463	505	N/A	458
	# at or above the expectation	179	206	240	N/A	178
	% at or above the expectation	46%	44%	48%	N/A	39%
All other students	# who received a level	7413	7637	7969	N/A	7880
	# at or above the expectation	4429	4250	4540	N/A	4067
	% at or above the expectation	60%	56%	57%	N/A	52%
Difference in % at or above the expectation*		-14	-12	-9	N/A	-13

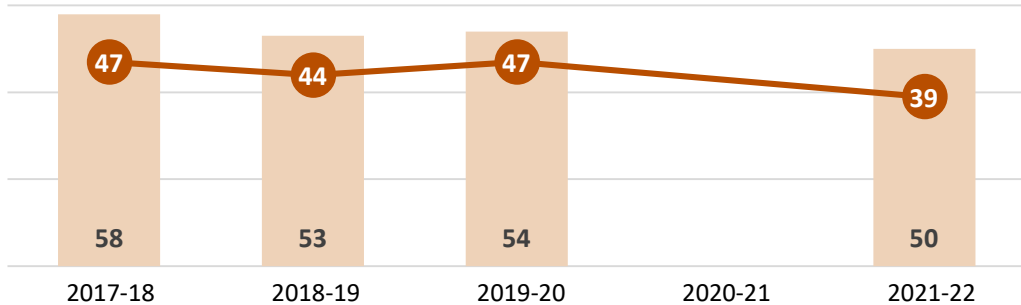
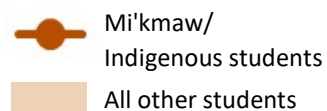
*Mi'kmaw/Indigenous minus all other

Grade 6 Writing Performance: Language Use



		2017-18	2018-19	2019-20	2020-21	2021-22
Mi'kmaw/ Indigenous students	# who received a level	387	463	505	N/A	458
	# at or above the expectation	204	224	285	N/A	203
	% at or above the expectation	53%	48%	56%	N/A	44%
All other students	# who received a level	7413	7637	7969	N/A	7880
	# at or above the expectation	4783	4557	4969	N/A	4539
	% at or above the expectation	65%	60%	62%	N/A	58%
Difference in % at or above the expectation*		-12	-12	-6	N/A	-14

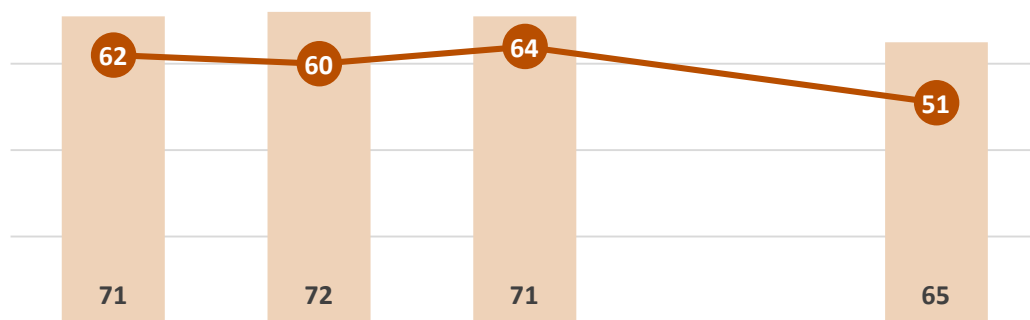
Grade 6 Writing Performance: Conventions



		2017-18	2018-19	2019-20	2020-21	2021-22
Mi'kmaw/ Indigenous students	# who received a level	377	454	486	N/A	438
	# at or above the expectation	177	202	227	N/A	169
	% at or above the expectation	47%	44%	47%	N/A	39%
All other students	# who received a level	7227	7465	7769	N/A	7686
	# at or above the expectation	4177	3983	4165	N/A	3853
	% at or above the expectation	58%	53%	54%	N/A	50%
Difference in % at or above the expectation*		-11	-9	-7	N/A	-11

*Mi'kmaw/Indigenous minus all other

Grade 6 Mathematics Performance



		2017-18	2018-19	2019-20	2020-21	2021-22
Mi'kmaw/ Indigenous students	# who received a level	395	475	501	N/A	456
	# at or above the expectation	243	286	323	N/A	234
	% at or above the expectation	62%	60%	64%	N/A	51%
All other students	# who received a level	7467	7678	7948	N/A	7869
	# at or above the expectation	5279	5517	5649	N/A	5104
	% at or above the expectation	71%	72%	71%	N/A	65%
Difference in % at or above the expectation*		-9	-12	-7	N/A	-14

Mathematics Participation

This table describes student participation in the assessment.

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Mi'kmaw/ Indigenous students	Total # of students identified	443	525	564	N/A	520
	Exempt - # (did not participate)	5	9	11	N/A	12
	IPP - # (did not participate)	42	41	47	N/A	47
	Total # who participated	396	475	506	N/A	461
	Participation rate	89%	90%	90%	N/A	89%
All other students	Total # of students identified	7946	8318	8679	N/A	8564
	Exempt - # (did not participate)	107	165	203	N/A	209
	IPP - # (did not participate)	366	462	490	N/A	445
	Total # who participated	7473	7691	7986	N/A	7910
	Participation rate	94%	92%	92%	N/A	92%