

2021–22 Nova Scotia Examinations: English 10 and Mathematics 10

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

About the examinations

Nova Scotia teachers work with the Department of Education and Early Childhood Development to develop, score and set the expectation on these exams. The expectation is what students should know and do independently at the end of grade 10. All items and texts on the examinations 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 examinations, 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 examination 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 examinations receive one of four levels in each main element of the exam:

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 exam but does not complete enough work to allow us to determine a performance level. 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 examination expectation (that is, received a level 3 or level 4) in each of the main elements of the examinations:

English 10

- Reading,
- Writing - Ideas,
- Writing - Organization,
- Writing - Language Use,
- Writing - Conventions

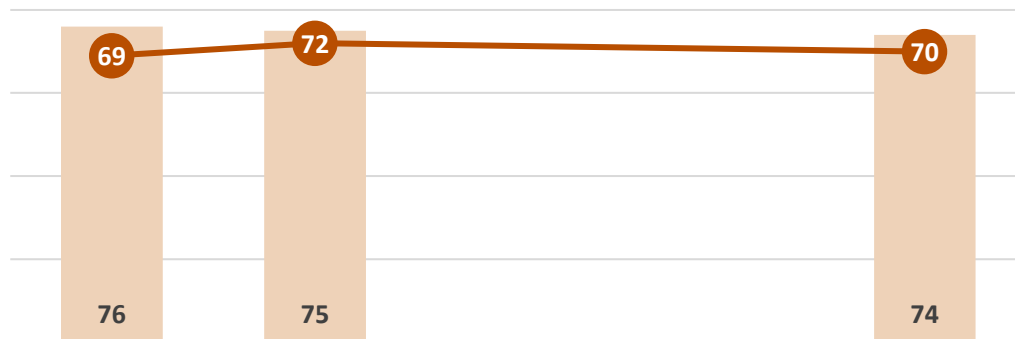
Mathematics 10

- 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 examinations.

Grade 10 Reading Performance

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	434	522	N/A	N/A	479
	# at or above the expectation	299	378	N/A	N/A	337
	% at or above the expectation	69%	72%	N/A	N/A	70%
All other students	# who received a level	8179	9299	N/A	N/A	7610
	# at or above the expectation	6204	7012	N/A	N/A	5648
	% at or above the expectation	76%	75%	N/A	N/A	74%
Difference in % at or above the expectation*		-7	-3	N/A	N/A	-4

*Mi'kmaw/Indigenous minus all other

English 10 Participation

This table describes student participation in the English 10 examination.

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

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



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

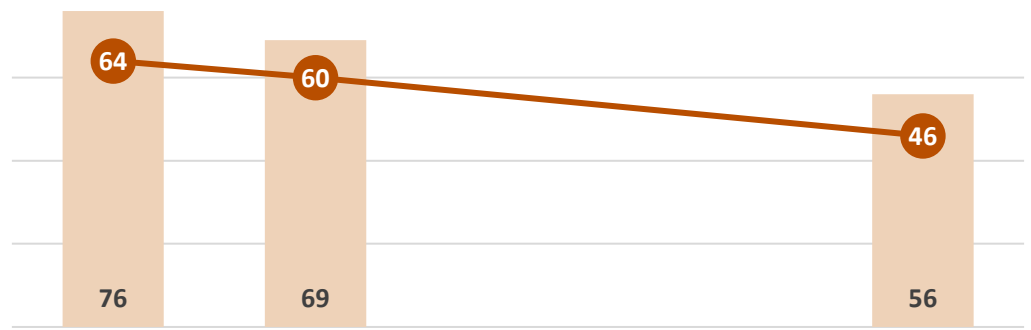
Total # who participated: Total # of students minus those who did not participate.

Participation rate: Considers all students who participated in the examination.

	Year	2017-18	2018-19	2019-20	2020-21	2021-22
Mi'kmaw/ Indigenous students	Total # of students identified	463	550	N/A	N/A	568
	Exempt - # (did not participate)	29	28	N/A	N/A	89
	IPP - # (did not participate)	0	0	N/A	N/A	0
	Total # who participated	434	522	N/A	N/A	479
	Participation rate	94%	95%	N/A	N/A	84%
All other students	Total # of students identified	8541	9665	N/A	N/A	8227
	Exempt - # (did not participate)	362	366	N/A	N/A	617
	IPP - # (did not participate)	0	0	N/A	N/A	0
	Total # who participated	8179	9299	N/A	N/A	7610
	Participation rate	96%	96%	N/A	N/A	93%

Grade 10 Writing Performance: Ideas



 Mi'kmaw/
Indigenous students
 All other students

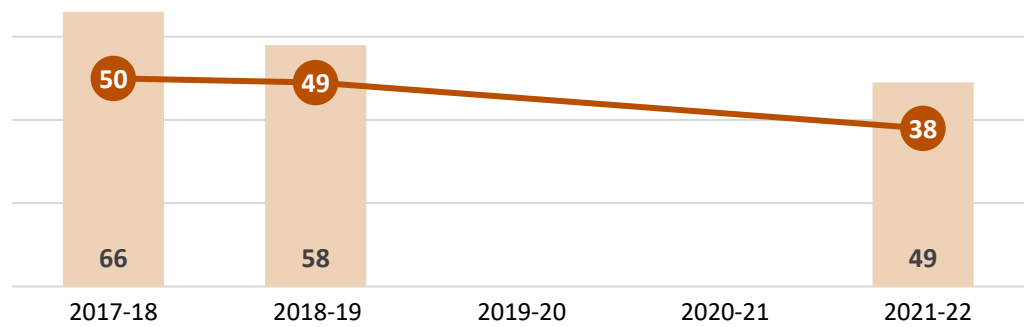


		2017-18	2018-19	2019-20	2020-21	2021-22
Mi'kmaw/ Indigenous students	# who received a level	404	487	N/A	N/A	453
	# at or above the expectation	259	291	N/A	N/A	207
	% at or above the expectation	64%	60%	N/A	N/A	46%
All other students	# who received a level	7849	8954	N/A	N/A	7300
	# at or above the expectation	5951	6194	N/A	N/A	4088
	% at or above the expectation	76%	69%	N/A	N/A	56%
Difference in % at or above the expectation*		-12	-9	N/A	N/A	-10

*Mi'kmaw/Indigenous minus all other

Grade 10 Writing Performance: Organization



 Mi'kmaw/
Indigenous students
 All other students

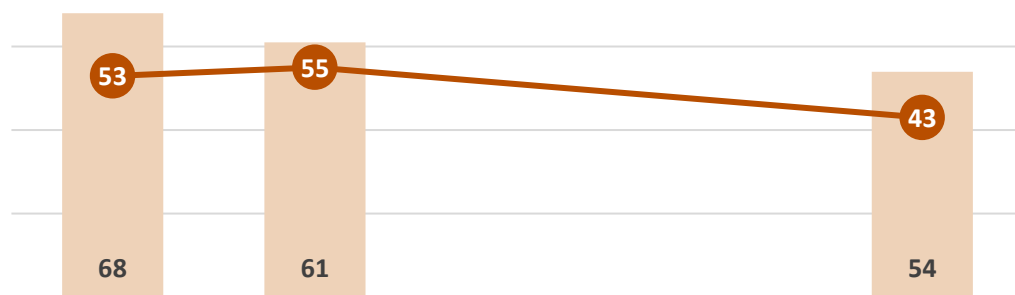


		2017-18	2018-19	2019-20	2020-21	2021-22
Mi'kmaw/ Indigenous students	# who received a level	404	487	N/A	N/A	453
	# at or above the expectation	204	237	N/A	N/A	174
	% at or above the expectation	50%	49%	N/A	N/A	38%
All other students	# who received a level	7849	8954	N/A	N/A	7300
	# at or above the expectation	5142	5228	N/A	N/A	3583
	% at or above the expectation	66%	58%	N/A	N/A	49%
Difference in % at or above the expectation*		-16	-9	N/A	N/A	-11

*Mi'kmaw/Indigenous minus all other

Grade 10 Writing Performance: Language Use



 Mi'kmaw/
Indigenous students
 All other students

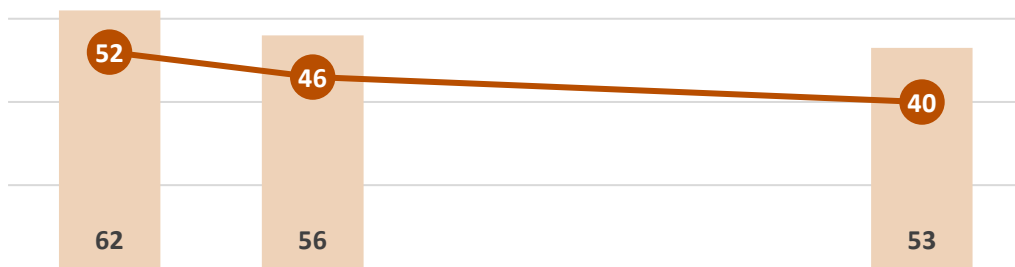


		2017-18	2018-19	2019-20	2020-21	2021-22
Mi'kmaw/ Indigenous students	# who received a level	404	487	N/A	N/A	453
	# at or above the expectation	216	268	N/A	N/A	194
	% at or above the expectation	53%	55%	N/A	N/A	43%
All other students	# who received a level	7849	8954	N/A	N/A	7300
	# at or above the expectation	5315	5506	N/A	N/A	3971
	% at or above the expectation	68%	61%	N/A	N/A	54%
Difference in % at or above the expectation*		-15	-6	N/A	N/A	-11

*Mi'kmaw/Indigenous minus all other

Grade 10 Writing Performance: Conventions



 Mi'kmaw/
Indigenous students
 All other students

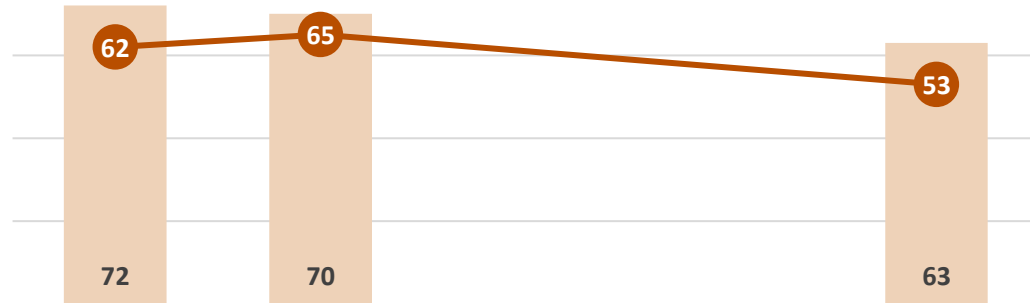


		2017-18	2018-19	2019-20	2020-21	2021-22
Mi'kmaw/ Indigenous students	# who received a level	394	482	N/A	N/A	444
	# at or above the expectation	204	224	N/A	N/A	176
	% at or above the expectation	52%	46%	N/A	N/A	40%
All other students	# who received a level	7764	8863	N/A	N/A	7201
	# at or above the expectation	4838	4973	N/A	N/A	3806
	% at or above the expectation	62%	56%	N/A	N/A	53%
Difference in % at or above the expectation*		-10	-10	N/A	N/A	-13

*Mi'kmaw/Indigenous minus all other

Grade 10 Mathematics Performance

 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	234	285	N/A	N/A	263
	# at or above the expectation	145	185	N/A	N/A	140
	% at or above the expectation	62%	65%	N/A	N/A	53%
All other students	# who received a level	5674	6416	N/A	N/A	5387
	# at or above the expectation	4079	4495	N/A	N/A	3386
	% at or above the expectation	72%	70%	N/A	N/A	63%
Difference in % at or above the expectation*		-10	-5	N/A	N/A	-10

*Mi'kmaw/Indigenous minus all other

Mathematics 10 Participation

This table describes student participation in the Mathematics 10 examination.

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

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

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 examination.

	Year	2017-18	2018-19	2019-20	2020-21	2021-22
Mi'kmaw/ Indigenous students	Total # of students identified	246	292	N/A	N/A	282
	Exempt - # (did not participate)	12	7	N/A	N/A	17
	IPP - # (did not participate)	0	0	N/A	N/A	0
	Total # who participated	234	285	N/A	N/A	265
	Participation rate	95%	98%	N/A	N/A	94%
All other students	Total # of students identified	5794	6530	N/A	N/A	5586
	Exempt - # (did not participate)	120	114	N/A	N/A	180
	IPP - # (did not participate)	0	0	N/A	N/A	0
	Total # who participated	5674	6416	N/A	N/A	5406
	Participation rate	98%	98%	N/A	N/A	97%