

2021–22 Nova Scotia Assessment: Reading, Writing and Mathematics in Grade 8

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 end of grade 8. 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.

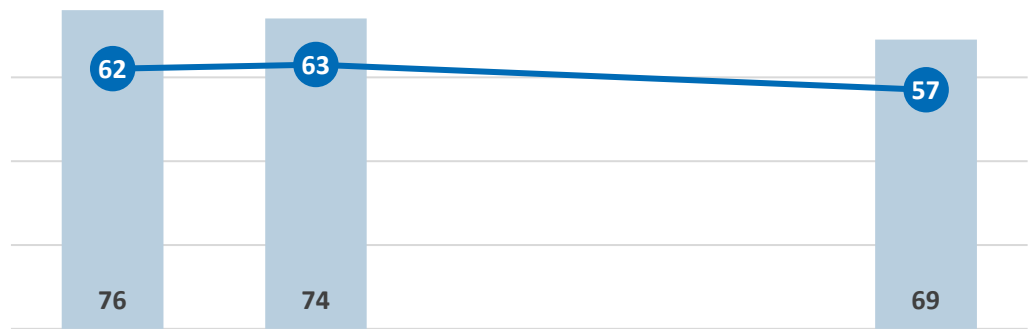
The charts and corresponding tables in this report show the percentage of students of African heritage (chart lines) and all other students (chart bars) who performed at or above the assessment expectation (that is, received a level 3 or level 4) in each of the main elements of the assessment:

- 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 8 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	439	437	N/A	N/A	579
	# at or above the expectation	270	276	N/A	N/A	331
	% at or above the expectation	62%	63%	N/A	N/A	57%
All other students	# who received a level	7638	7362	N/A	N/A	7830
	# at or above the expectation	5782	5477	N/A	N/A	5434
	% at or above the expectation	76%	74%	N/A	N/A	69%
Difference in % at or above the expectation*		-14	-11	N/A	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.

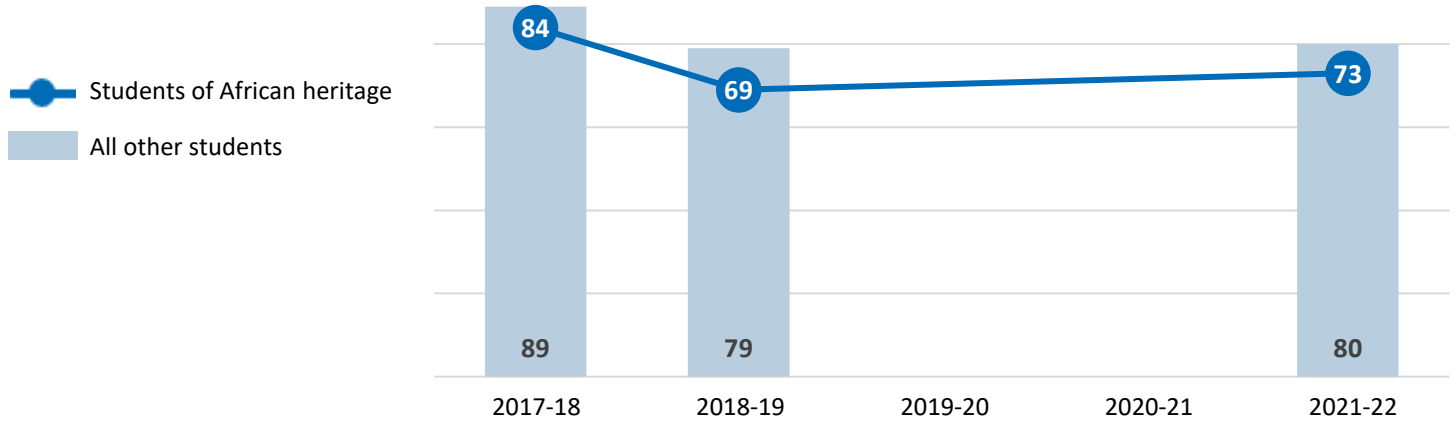
IPP - # (did not participate): The student's Program Planning Team determines whether students following an individual program plan (IPP) should participate.

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	487	491	N/A	N/A	666
	Exempt - # (did not participate)	15	15	N/A	N/A	36
	IPP - # (did not participate)	31	37	N/A	N/A	39
	Total # who participated	441	439	N/A	N/A	591
	Participation rate	91%	89%	N/A	N/A	89%
All other students	Total # of students identified	8302	8027	N/A	N/A	8756
	Exempt - # (did not participate)	205	215	N/A	N/A	383
	IPP - # (did not participate)	412	405	N/A	N/A	453
	Total # who participated	7685	7407	N/A	N/A	7925
	Participation rate	93%	92%	N/A	N/A	91%

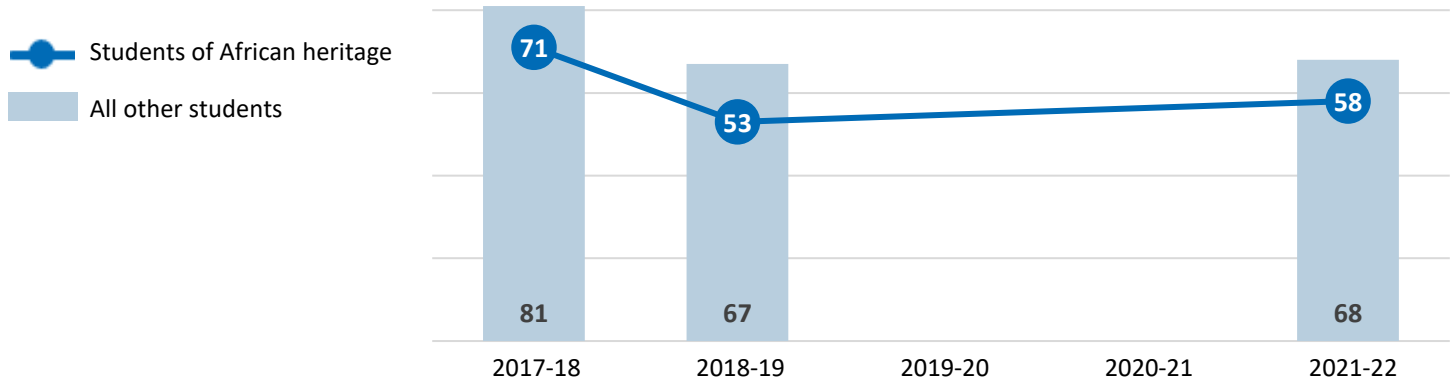
Grade 8 Writing Performance: Ideas



		2017-18	2018-19	2019-20	2020-21	2021-22
Students of African heritage	# who received a level	430	430	N/A	N/A	565
	# at or above the expectation	361	296	N/A	N/A	410
	% at or above the expectation	84%	69%	N/A	N/A	73%
All other students	# who received a level	7527	7274	N/A	N/A	7672
	# at or above the expectation	6729	5720	N/A	N/A	6122
	% at or above the expectation	89%	79%	N/A	N/A	80%
Difference in % at or above the expectation*		-5	-10	N/A	N/A	-7

*Students of African heritage minus all other

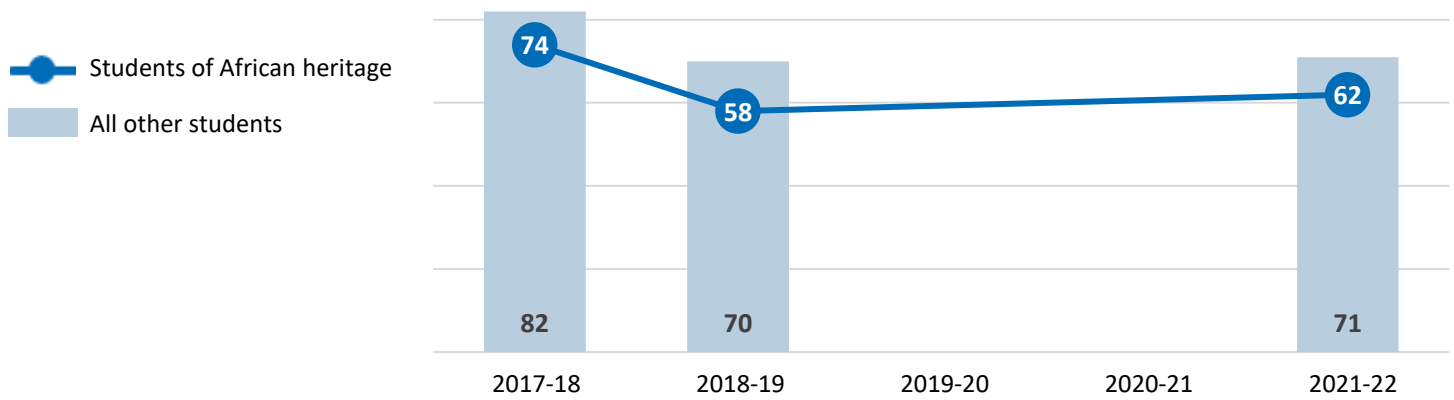
Grade 8 Writing Performance: Organization



		2017-18	2018-19	2019-20	2020-21	2021-22
Students of African heritage	# who received a level	430	430	N/A	N/A	565
	# at or above the expectation	305	230	N/A	N/A	330
	% at or above the expectation	71%	53%	N/A	N/A	58%
All other students	# who received a level	7527	7274	N/A	N/A	7672
	# at or above the expectation	6083	4869	N/A	N/A	5202
	% at or above the expectation	81%	67%	N/A	N/A	68%
Difference in % at or above the expectation*		-10	-14	N/A	N/A	-10

*Students of African heritage minus all other

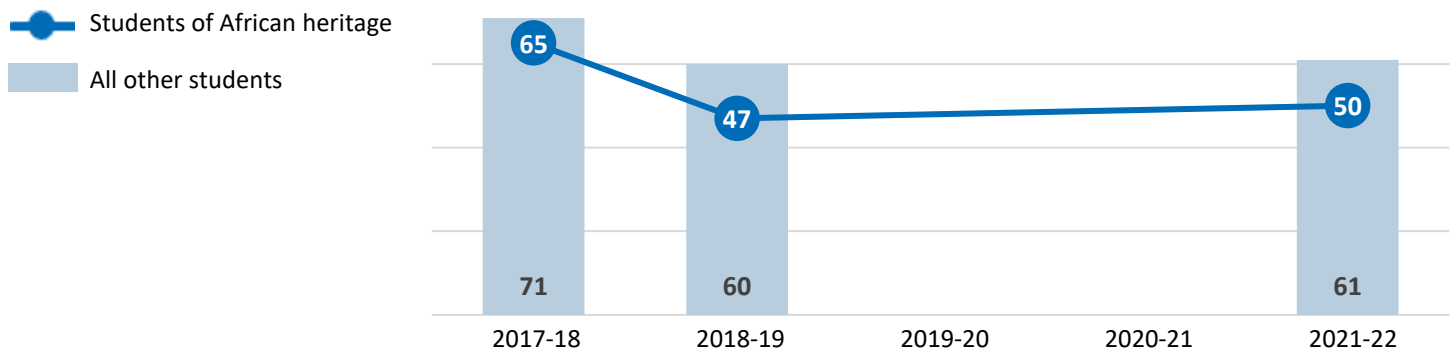
Grade 8 Writing Performance: Language Use



		2017-18	2018-19	2019-20	2020-21	2021-22
Students of African heritage	# who received a level	430	430	N/A	N/A	565
	# at or above the expectation	319	250	N/A	N/A	349
	% at or above the expectation	74%	58%	N/A	N/A	62%
All other students	# who received a level	7527	7274	N/A	N/A	7672
	# at or above the expectation	6166	5122	N/A	N/A	5463
	% at or above the expectation	82%	70%	N/A	N/A	71%
Difference in % at or above the expectation*		-8	-12	N/A	N/A	-9

*Students of African heritage minus all other



Grade 8 Writing Performance: Conventions

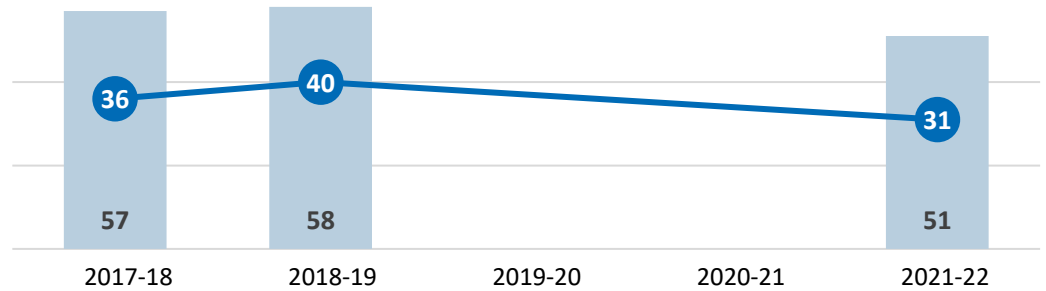


		2017-18	2018-19	2019-20	2020-21	2021-22
Students of African heritage	# who received a level	425	418	N/A	N/A	548
	# at or above the expectation	278	198	N/A	N/A	274
	% at or above the expectation	65%	47%	N/A	N/A	50%
All other students	# who received a level	7475	7208	N/A	N/A	7593
	# at or above the expectation	5333	4307	N/A	N/A	4627
	% at or above the expectation	71%	60%	N/A	N/A	61%
Difference in % at or above the expectation*		-6	-13	N/A	N/A	-11

*Students of African heritage minus all other

Grade 8 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	424	425	N/A	N/A	569
	# at or above the expectation	154	171	N/A	N/A	176
	% at or above the expectation	36%	40%	N/A	N/A	31%
All other students	# who received a level	7488	7218	N/A	N/A	7631
	# at or above the expectation	4285	4214	N/A	N/A	3892
	% at or above the expectation	57%	58%	N/A	N/A	51%
Difference in % at or above the expectation*		-21	-18	N/A	N/A	-20

*Students of African heritage minus all other

Mathematics Participation

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

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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	487	491	N/A	N/A	666
	Exempt - # (did not participate)	12	17	N/A	N/A	41
	IPP - # (did not participate)	48	42	N/A	N/A	44
	Total # who participated	427	432	N/A	N/A	581
	Participation rate	88%	88%	N/A	N/A	87%
All other students	Total # of students identified	8302	8028	N/A	N/A	8756
	Exempt - # (did not participate)	233	273	N/A	N/A	489
	IPP - # (did not participate)	545	490	N/A	N/A	508
	Total # who participated	7524	7265	N/A	N/A	7759
	Participation rate	91%	90%	N/A	N/A	89%