

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

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 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 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.

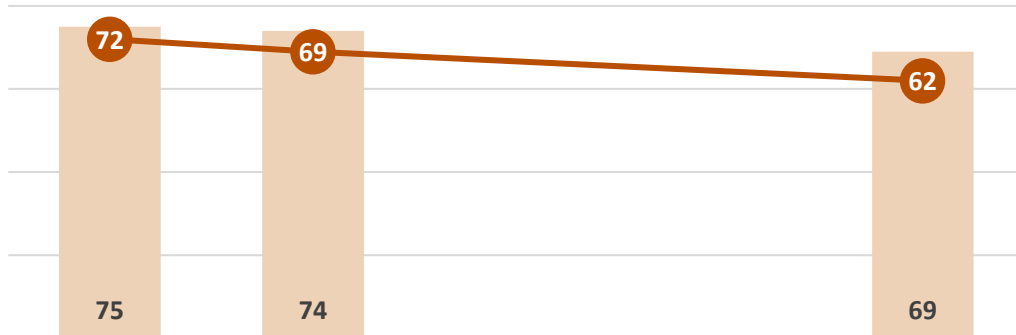
Occasionally, a student participates in the assessment but does not complete enough work to allow us to determine a performance level (for example, left one writing task blank or missed a day of the assessment). These students receive a determination of Not Enough Evidence (NE) in the affected element 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 8 Reading Performance



		2017-18	2018-19	2019-20	2020-21	2021-22
Mi'kmaw/ Indigenous students	# who received a level	430	446	N/A	N/A	522
	# at or above the expectation	309	309	N/A	N/A	325
	% at or above the expectation	72%	69%	N/A	N/A	62%
All other students	# who received a level	7647	7353	N/A	N/A	7887
	# at or above the expectation	5743	5444	N/A	N/A	5440
	% at or above the expectation	75%	74%	N/A	N/A	69%
Difference in % at or above the expectation*		-3	-5	N/A	N/A	-7

*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.

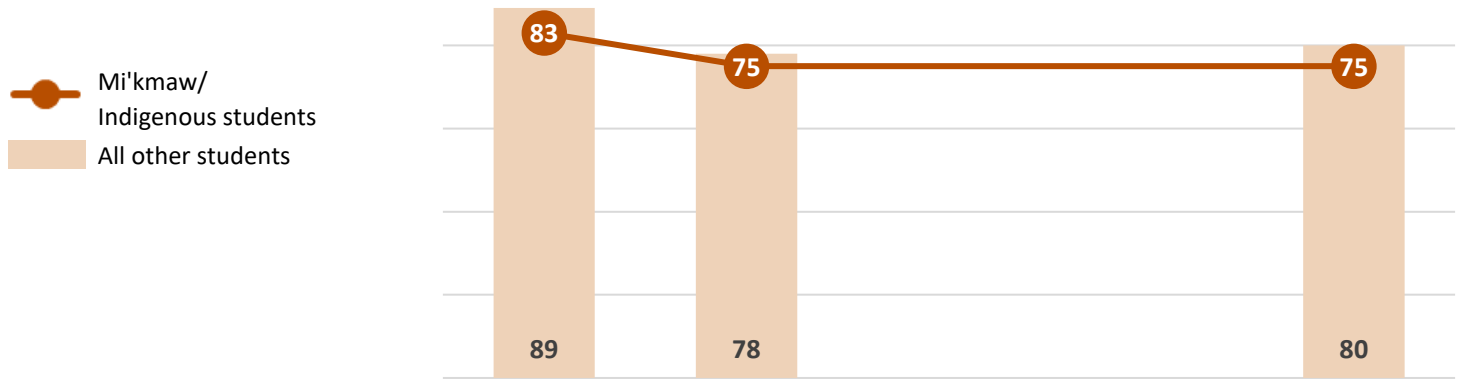
IPP - # (did not participate): The student's Program Planning Team determines whether students following an individual program plan (IPP) should participate.

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	485	518	N/A	N/A	615
	Exempt - # (did not participate)	17	20	N/A	N/A	37
	IPP - # (did not participate)	35	46	N/A	N/A	46
	Total # who participated	433	452	N/A	N/A	533
	Participation rate	89%	87%	N/A	N/A	87%
All other students	Total # of students identified	8304	8000	N/A	N/A	8807
	Exempt - # (did not participate)	203	210	N/A	N/A	382
	IPP - # (did not participate)	408	396	N/A	N/A	446
	Total # who participated	7693	7394	N/A	N/A	7983
	Participation rate	93%	92%	N/A	N/A	91%

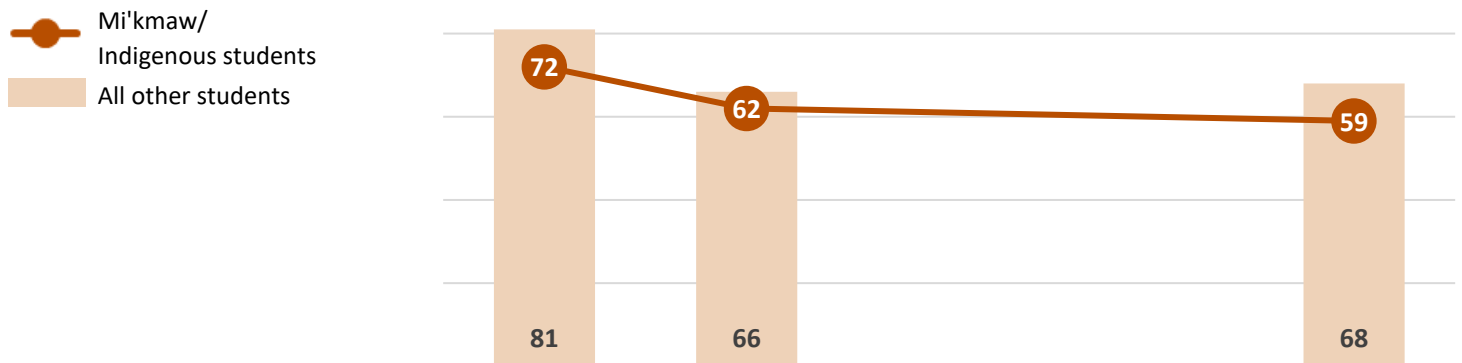
Grade 8 Writing Performance: Ideas



		2017-18	2018-19	2019-20	2020-21	2021-22
Mi'kmaw/Indigenous students	# who received a level	418	438	N/A	N/A	500
	# at or above the expectation	349	329	N/A	N/A	374
	% at or above the expectation	83%	75%	N/A	N/A	75%
All other students	# who received a level	7539	7266	N/A	N/A	7737
	# at or above the expectation	6741	5687	N/A	N/A	6158
	% at or above the expectation	89%	78%	N/A	N/A	80%
Difference in % at or above the expectation*		-6	-3	N/A	N/A	-5

*Mi'kmaw/Indigenous minus all other



Grade 8 Writing Performance: Organization

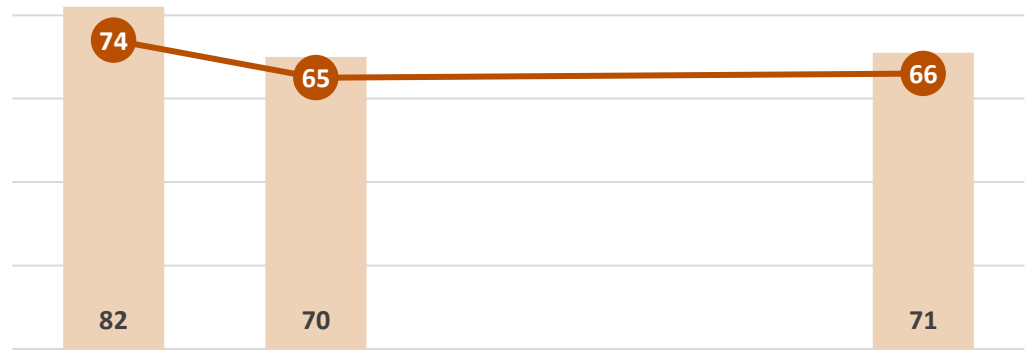


		2017-18	2018-19	2019-20	2020-21	2021-22
Mi'kmaw/Indigenous students	# who received a level	418	438	N/A	N/A	500
	# at or above the expectation	303	272	N/A	N/A	296
	% at or above the expectation	72%	62%	N/A	N/A	59%
All other students	# who received a level	7539	7266	N/A	N/A	7737
	# at or above the expectation	6085	4827	N/A	N/A	5236
	% at or above the expectation	81%	66%	N/A	N/A	68%
Difference in % at or above the expectation*		-9	-4	N/A	N/A	-9

*Mi'kmaw/Indigenous minus all other

Grade 8 Writing Performance: Language Use



 Mi'kmaw/
Indigenous students
 All other students

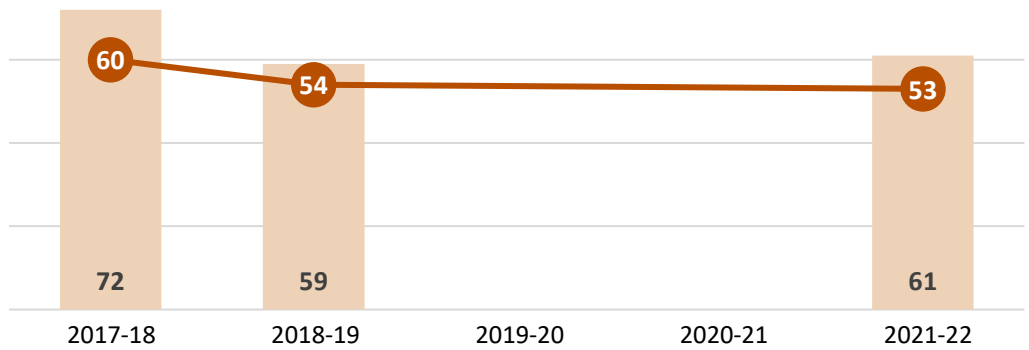


		2017-18	2018-19	2019-20	2020-21	2021-22
Mi'kmaw/ Indigenous students	# who received a level	418	438	N/A	N/A	500
	# at or above the expectation	311	285	N/A	N/A	331
	% at or above the expectation	74%	65%	N/A	N/A	66%
All other students	# who received a level	7539	7266	N/A	N/A	7737
	# at or above the expectation	6174	5087	N/A	N/A	5481
	% at or above the expectation	82%	70%	N/A	N/A	71%
Difference in % at or above the expectation*		-8	-5	N/A	N/A	-5

*Mi'kmaw/Indigenous minus all other

Grade 8 Writing Performance: Conventions

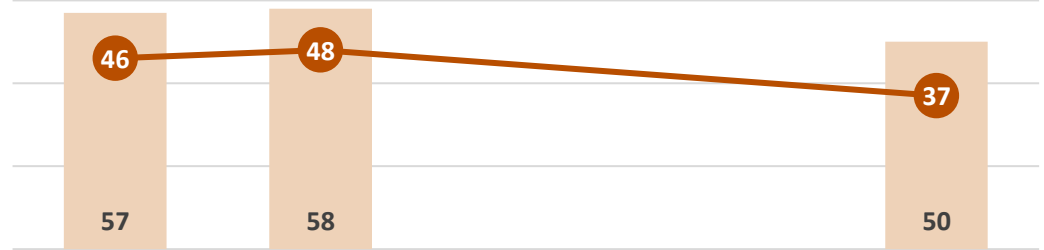
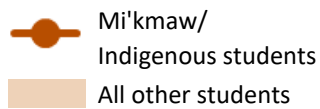
 Mi'kmaw/
Indigenous students
 All other students



		2017-18	2018-19	2019-20	2020-21	2021-22
Mi'kmaw/ Indigenous students	# who received a level	413	430	N/A	N/A	494
	# at or above the expectation	249	232	N/A	N/A	260
	% at or above the expectation	60%	54%	N/A	N/A	53%
All other students	# who received a level	7487	7196	N/A	N/A	7647
	# at or above the expectation	5362	4273	N/A	N/A	4641
	% at or above the expectation	72%	59%	N/A	N/A	61%
Difference in % at or above the expectation*		-12	-5	N/A	N/A	-8

*Mi'kmaw/Indigenous minus all other

Grade 8 Mathematics Performance



		2017-18	2018-19	2019-20	2020-21	2021-22
Mi'kmaw/Indigenous students	# who received a level	419	425	N/A	N/A	498
	# at or above the expectation	191	205	N/A	N/A	184
	% at or above the expectation	46%	48%	N/A	N/A	37%
All other students	# who received a level	7493	7218	N/A	N/A	7702
	# at or above the expectation	4248	4180	N/A	N/A	3884
	% at or above the expectation	57%	58%	N/A	N/A	50%
Difference in % at or above the expectation*		-11	-10	N/A	N/A	-13

*Mi'kmaw/Indigenous minus all other

Mathematics Participation

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Mi'kmaw/Indigenous students	Total # of students identified	485	518	N/A	N/A	615
	Exempt - # (did not participate)	19	30	N/A	N/A	52
	IPP - # (did not participate)	43	60	N/A	N/A	50
	Total # who participated	423	428	N/A	N/A	513
	Participation rate	87%	83%	N/A	N/A	83%
All other students	Total # of students identified	8304	8001	N/A	N/A	8807
	Exempt - # (did not participate)	226	260	N/A	N/A	478
	IPP - # (did not participate)	550	472	N/A	N/A	502
	Total # who participated	7528	7269	N/A	N/A	7827
	Participation rate	91%	91%	N/A	N/A	89%