

2022–23 Nova Scotia Assessment: Literacy and Mathematics in Grade 3

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 3. 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 2022, 84% 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. 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:

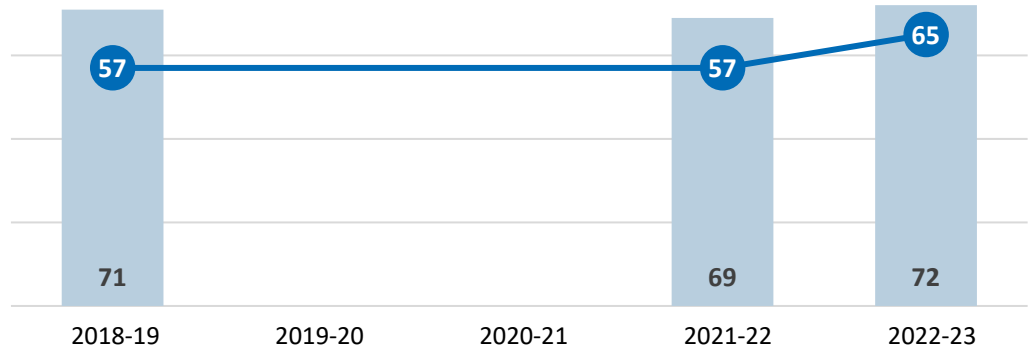
- Reading
- Writing
- Mathematics.

The data following the Reading and Writing Performance charts and Mathematics Performance chart contains information about how many students participated and did not participate in the assessment.



Grade 3 Reading Performance



 Students of African heritage
 All other students

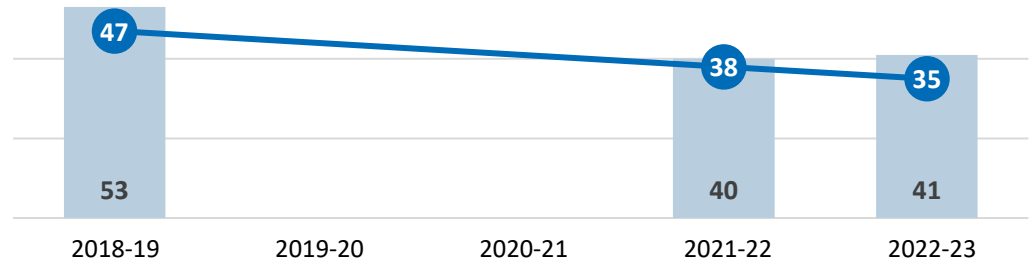


		2018-19	2019-20	2020-21	2021-22	2022-23
Students of African heritage	# who received a level	418	N/A	N/A	477	537
	# at or above the expectation	237	N/A	N/A	272	348
	% at or above the expectation	57%	N/A	N/A	57%	65%
All other students	# who received a level	6337	N/A	N/A	6267	6581
	# at or above the expectation	4523	N/A	N/A	4296	4755
	% at or above the expectation	71%	N/A	N/A	69%	72%
Difference in % at or above the expectation*		-14	N/A	N/A	-12	-7

*Students of African heritage minus all other

Grade 3 Writing Performance

 Students of African heritage
 All other students



		2018-19	2019-20	2020-21	2021-22	2022-23
Students of African heritage	# who received a level	414	N/A	N/A	475	539
	# at or above the expectation	196	N/A	N/A	180	189
	% at or above the expectation	47%	N/A	N/A	38%	35%
All other students	# who received a level	6294	N/A	N/A	6207	6552
	# at or above the expectation	3323	N/A	N/A	2481	2665
	% at or above the expectation	53%	N/A	N/A	40%	41%
Difference in % at or above the expectation*		-6	N/A	N/A	-2	-6

*Students of African heritage minus all other

Grade 3 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 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.

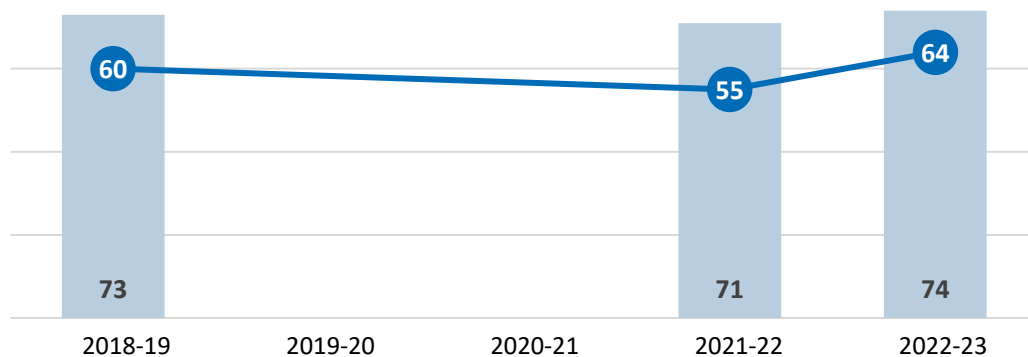
Participation rate: Considers all students who participated in the assessment, including those who did not provide enough evidence to receive a level.

	Year	2018-19	2019-20	2020-21	2021-22	2022-23
Students of African heritage	Total # of students identified	463	N/A	N/A	530	588
	Exempt - # (did not participate)	15	N/A	N/A	26	29
	IPP - # (did not participate)	30	N/A	N/A	25	18
	Total # who participated	418	N/A	N/A	479	541
	Participation rate	90%	N/A	N/A	90%	92%
All other students	Total # of students identified	6867	N/A	N/A	6875	7283
	Exempt - # (did not participate)	130	N/A	N/A	266	322
	IPP - # (did not participate)	380	N/A	N/A	302	340
	Total # who participated	6357	N/A	N/A	6307	6621
	Participation rate	93%	N/A	N/A	92%	91%

Note: Students in Grade 3 French Immersion program do not participate in the literacy portion of this assessment.

Grade 3 Mathematics Performance

● Students of African heritage
 All other students



		2018-19	2019-20	2020-21	2021-22	2022-23
Students of African heritage	# who received a level	495	N/A	N/A	571	636
	# at or above the expectation	297	N/A	N/A	315	406
	% at or above the expectation	60%	N/A	N/A	55%	64%
All other students	# who received a level	7777	N/A	N/A	7592	8021
	# at or above the expectation	5688	N/A	N/A	5400	5933
	% at or above the expectation	73%	N/A	N/A	71%	74%
Difference in % at or above the expectation*		-13	N/A	N/A	-16	-10

*Students of African heritage minus all other

Grade 3 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 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	2018-19	2019-20	2020-21	2021-22	2022-23
Students of African heritage	Total # of students identified	541	N/A	N/A	631	700
	Exempt - # (did not participate)	18	N/A	N/A	32	37
	IPP - # (did not participate)	28	N/A	N/A	24	19
	Total # who participated	495	N/A	N/A	575	644
	Participation rate	91%	N/A	N/A	91%	92%
All other students	Total # of students identified	8289	N/A	N/A	8304	8800
	Exempt - # (did not participate)	155	N/A	N/A	379	391
	IPP - # (did not participate)	349	N/A	N/A	290	320
	Total # who participated	7785	N/A	N/A	7635	8089
	Participation rate	94%	N/A	N/A	92%	92%

Note: French Immersion program and French First Language (CSAP) students participate in the mathématiques portion of the assessment in French.