

# 2022–23 Nova Scotia Assessment: Reading, Writing and Mathematics in Grade 8

## Provincial Results for Students of African Heritage

### About the assessment

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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

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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

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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

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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.

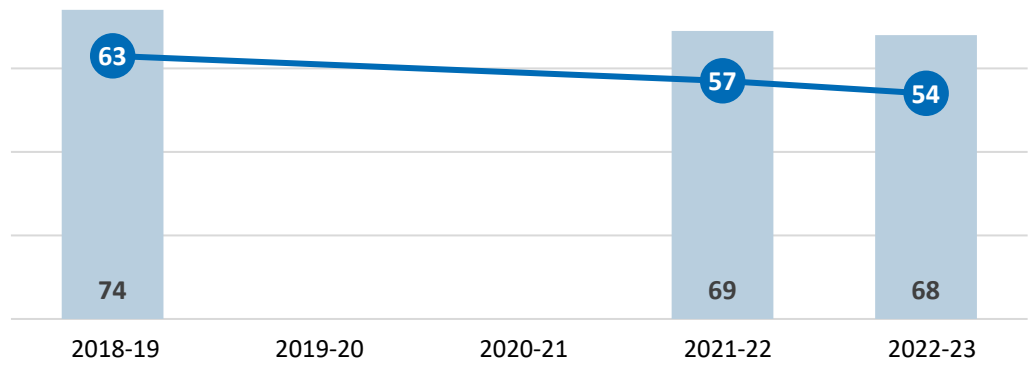
The charts and corresponding tables in this report show the percentage of students of African heritage (chart lines) and all other students (chart bars) who performed at or above the assessment expectation (that is, received a level 3 or level 4) in each of the main elements of the assessment:

- 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 8 Reading Performance

● Students of African heritage  
 ■ All other students

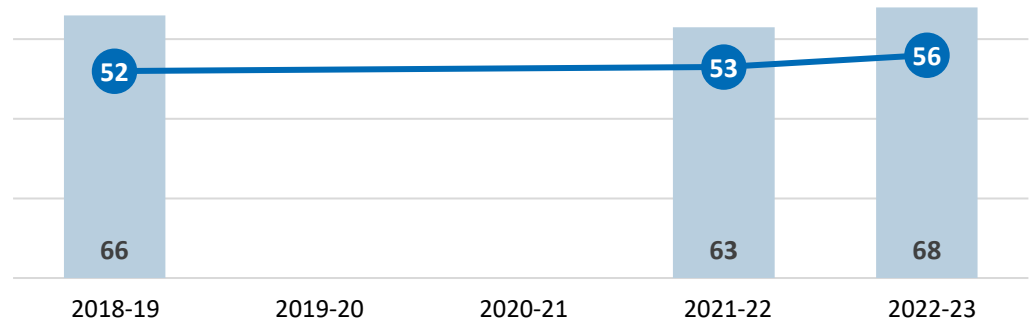


		2018-19	2019-20	2020-21	2021-22	2022-23
Students of African heritage	# who received a level	437	N/A	N/A	579	622
	# at or above the expectation	276	N/A	N/A	331	338
	% at or above the expectation	63%	N/A	N/A	57%	54%
All other students	# who received a level	7362	N/A	N/A	7830	7953
	# at or above the expectation	5477	N/A	N/A	5434	5436
	% at or above the expectation	74%	N/A	N/A	69%	68%
Difference in % at or above the expectation*		-11	N/A	N/A	-12	-14

\*Students of African heritage minus all other

## Grade 8 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	430	N/A	N/A	565	612
	# at or above the expectation	225	N/A	N/A	302	344
	% at or above the expectation	52%	N/A	N/A	53%	56%
All other students	# who received a level	7274	N/A	N/A	7672	7803
	# at or above the expectation	4813	N/A	N/A	4824	5284
	% at or above the expectation	66%	N/A	N/A	63%	68%
Difference in % at or above the expectation*		-14	N/A	N/A	-10	-12

\*Students of African heritage minus all other

## Grade 8 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.

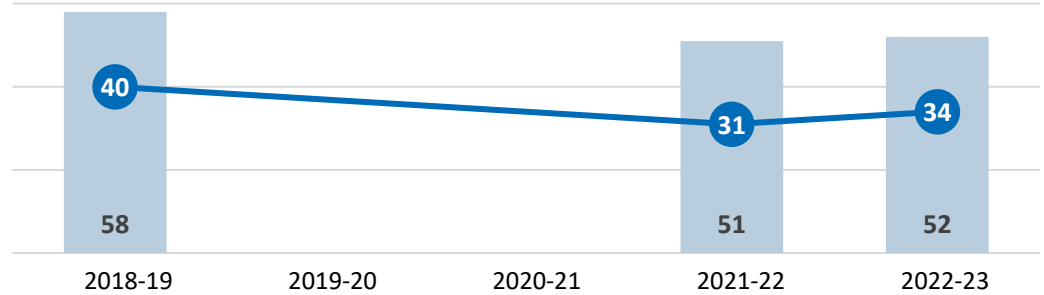
**Total # who participated:** Total # of students minus those who did not participate.

**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	491	N/A	N/A	666	718
	Exempt - # (did not participate)	15	N/A	N/A	36	25
	IPP - # (did not participate)	37	N/A	N/A	39	50
	Total # who participated	439	N/A	N/A	591	643
	Participation rate	89%	N/A	N/A	89%	90%
All other students	Total # of students identified	8027	N/A	N/A	8756	8779
	Exempt - # (did not participate)	215	N/A	N/A	383	324
	IPP - # (did not participate)	405	N/A	N/A	448	369
	Total # who participated	7407	N/A	N/A	7925	8087
	Participation rate	92%	N/A	N/A	91%	92%

## Grade 8 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	425	N/A	N/A	569	604
	# at or above the expectation	171	N/A	N/A	176	204
	% at or above the expectation	40%	N/A	N/A	31%	34%
All other students	# who received a level	7218	N/A	N/A	7631	7441
	# at or above the expectation	4214	N/A	N/A	3892	3856
	% at or above the expectation	58%	N/A	N/A	51%	52%
Difference in % at or above the expectation*		-18	N/A	N/A	-20	-18

\*Students of African heritage minus all other

## Grade 8 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	491	N/A	N/A	666	718
	Exempt - # (did not participate)	17	N/A	N/A	41	49
	IPP - # (did not participate)	42	N/A	N/A	44	48
	Total # who participated	432	N/A	N/A	581	621
	Participation rate	88%	N/A	N/A	87%	86%
All other students	Total # of students identified	8028	N/A	N/A	8756	8779
	Exempt - # (did not participate)	273	N/A	N/A	489	686
	IPP - # (did not participate)	490	N/A	N/A	508	455
	Total # who participated	7265	N/A	N/A	7759	7637
	Participation rate	90%	N/A	N/A	89%	87%