

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

Provincial Results for Students of Mi'kmaq 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 2022, 84% of the provincial student population had some self-identification information recorded and 6% self-identified as having Mi'kmaq 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'kmaq 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'kmaq or other Indigenous ancestry in Nova Scotia compared to all other students (that is, students who do not self-identify as having Mi'kmaq 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. 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.

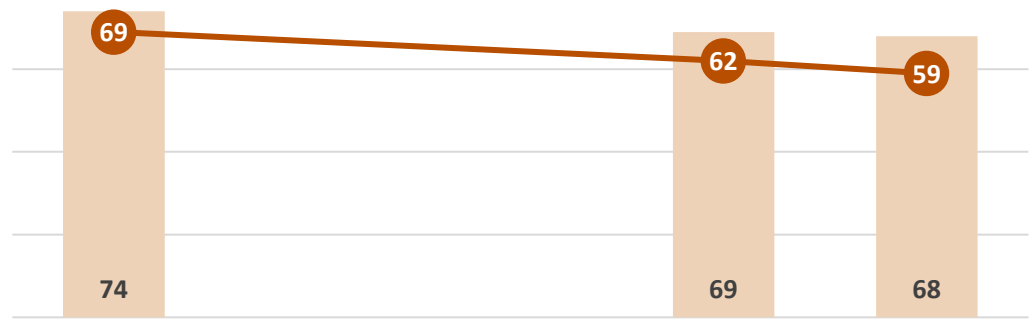
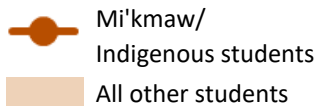
The charts and corresponding tables in this report show the percentage of students of Mi'kmaq or other Indigenous ancestry (chart lines) and all other students (chart bars) who performed at or above the assessment expectation (that is, received a level 3 or level 4) in each of the main elements of the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



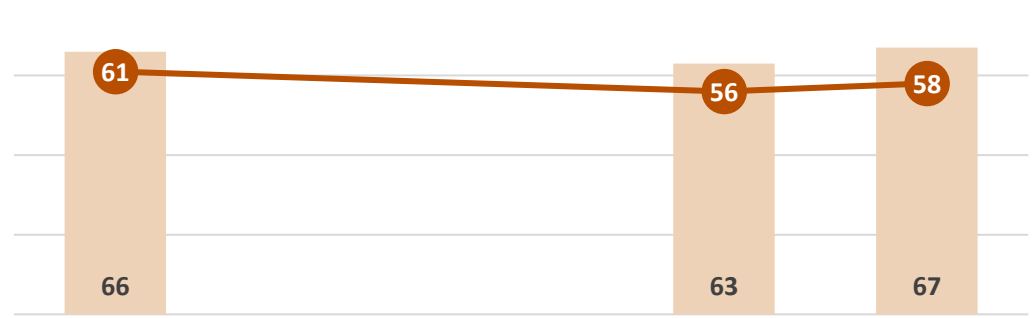
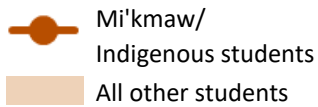
Grade 8 Reading Performance



		2018-19	2019-20	2020-21	2021-22	2022-23
Mi'kmaw/ Indigenous students	# who received a level	446	N/A	N/A	522	507
	# at or above the expectation	309	N/A	N/A	325	301
	% at or above the expectation	69%	N/A	N/A	62%	59%
All other students	# who received a level	7353	N/A	N/A	7887	8068
	# at or above the expectation	5444	N/A	N/A	5440	5473
	% at or above the expectation	74%	N/A	N/A	69%	68%
Difference in % at or above the expectation*		-5	N/A	N/A	-7	-9

*Mi'kmaw/Indigenous minus all other

Grade 8 Writing Performance



		2018-19	2019-20	2020-21	2021-22	2022-23
Mi'kmaw/ Indigenous students	# who received a level	438	N/A	N/A	500	494
	# at or above the expectation	266	N/A	N/A	278	287
	% at or above the expectation	61%	N/A	N/A	56%	58%
All other students	# who received a level	7266	N/A	N/A	7737	7921
	# at or above the expectation	4772	N/A	N/A	4848	5341
	% at or above the expectation	66%	N/A	N/A	63%	67%
Difference in % at or above the expectation*		-5	N/A	N/A	-7	-9

*Mi'kmaw/Indigenous 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.

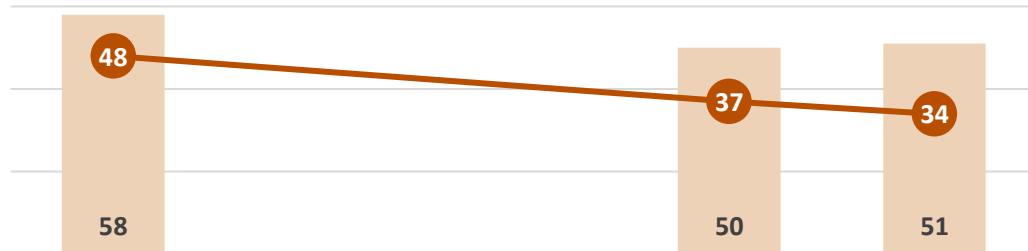
Total # who participated: Total # of students minus those who did not participate.

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
Mi'kmaw/ Indigenous students	Total # of students identified	518	N/A	N/A	615	606
	Exempt - # (did not participate)	20	N/A	N/A	37	30
	IPP - # (did not participate)	46	N/A	N/A	45	54
	Total # who participated	452	N/A	N/A	533	522
	Participation rate	87%	N/A	N/A	87%	86%
All other students	Total # of students identified	8000	N/A	N/A	8807	8891
	Exempt - # (did not participate)	210	N/A	N/A	382	319
	IPP - # (did not participate)	396	N/A	N/A	442	365
	Total # who participated	7394	N/A	N/A	7983	8208
	Participation rate	92%	N/A	N/A	91%	92%

Grade 8 Mathematics Performance

 Mi'kmaw/
Indigenous students
 All other students



		2018-19	2019-20	2020-21	2021-22	2022-23
Mi'kmaw/ Indigenous students	# who received a level	425	N/A	N/A	498	458
	# at or above the expectation	205	N/A	N/A	184	154
	% at or above the expectation	48%	N/A	N/A	37%	34%
All other students	# who received a level	7218	N/A	N/A	7702	7587
	# at or above the expectation	4180	N/A	N/A	3884	3906
	% at or above the expectation	58%	N/A	N/A	50%	51%
Difference in % at or above the expectation*		-10	N/A	N/A	-13	-17

*Mi'kmaw/Indigenous 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.

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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
Mi'kmaw/ Indigenous students	Total # of students identified	518	N/A	N/A	615	606
	Exempt - # (did not participate)	30	N/A	N/A	52	68
	IPP - # (did not participate)	60	N/A	N/A	50	55
	Total # who participated	428	N/A	N/A	513	483
	Participation rate	83%	N/A	N/A	83%	80%
All other students	Total # of students identified	8001	N/A	N/A	8807	8891
	Exempt - # (did not participate)	260	N/A	N/A	478	667
	IPP - # (did not participate)	472	N/A	N/A	502	448
	Total # who participated	7269	N/A	N/A	7827	7775
	Participation rate	91%	N/A	N/A	89%	87%