

2022–23 Nova Scotia Assessment: Reading, Writing and Mathematics in Grade 6

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 beginning of grade 6. 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.

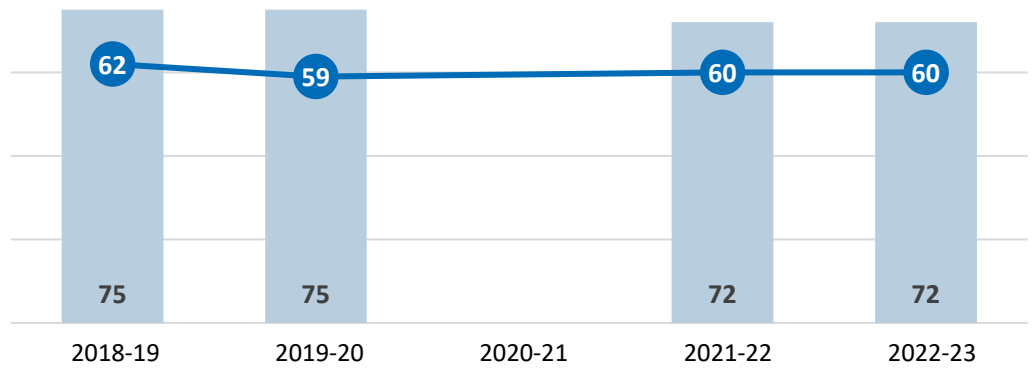
The charts and corresponding tables in this report show the percentage of students of African heritage (chart lines) and all other students (chart bars) who performed at or above the assessment expectation (that is, received a level 3 or level 4) in each of the main elements of the assessment:

- 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 6 Reading Performance

● Students of African heritage
 ■ All other students

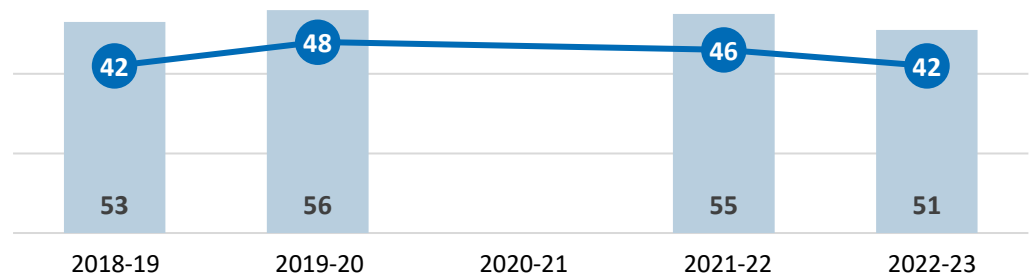


		2018-19	2019-20	2020-21	2021-22	2022-23
Students of African heritage	# who received a level	463	553	N/A	573	621
	# at or above the expectation	288	325	N/A	342	375
	% at or above the expectation	62%	59%	N/A	60%	60%
All other students	# who received a level	7710	7999	N/A	7835	8034
	# at or above the expectation	5750	5969	N/A	5628	5823
	% at or above the expectation	75%	75%	N/A	72%	72%
Difference in % at or above the expectation*		-13	-16	N/A	-12	-12

*Students of African heritage minus all other

Grade 6 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	458	545	N/A	572	604
	# at or above the expectation	191	262	N/A	261	255
	% at or above the expectation	42%	48%	N/A	46%	42%
All other students	# who received a level	7642	7929	N/A	7766	7935
	# at or above the expectation	4054	4475	N/A	4241	4058
	% at or above the expectation	53%	56%	N/A	55%	51%
Difference in % at or above the expectation*		-11	-8	N/A	-9	-9

*Students of African heritage minus all other

Grade 6 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.

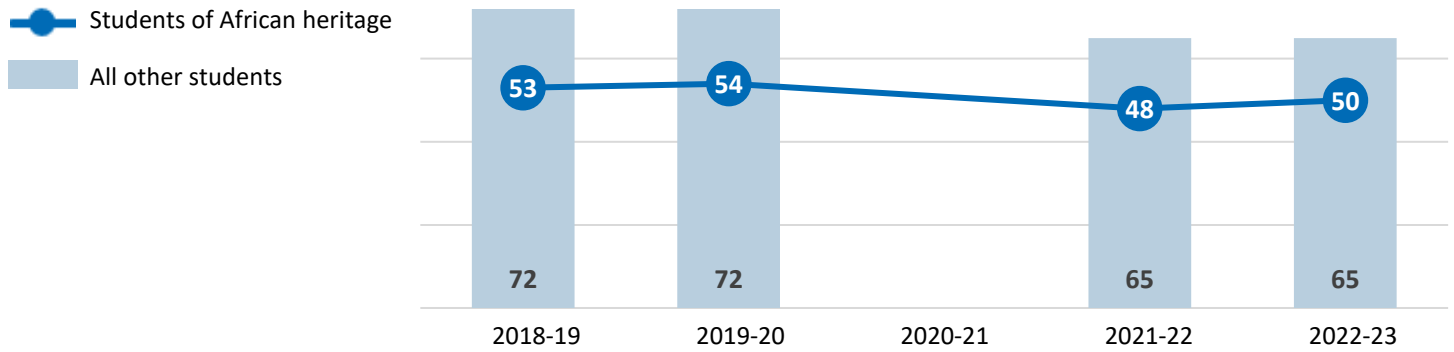
IPP - # (did not participate): The Student Planning Team determines whether students following an individual program plan (IPP) should participate.

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	524	618	N/A	616	672
	Exempt - # (did not participate)	13	14	N/A	13	19
	IPP - # (did not participate)	47	47	N/A	25	31
	Total # who participated	464	557	N/A	578	622
	Participation rate	89%	90%	N/A	94%	93%
All other students	Total # of students identified	8319	8625	N/A	8468	8708
	Exempt - # (did not participate)	142	145	N/A	155	197
	IPP - # (did not participate)	444	449	N/A	435	431
	Total # who participated	7733	8031	N/A	7878	8078
	Participation rate	93%	93%	N/A	93%	93%

Grade 6 Mathematics Performance



		2018-19	2019-20	2020-21	2021-22	2022-23
Students of African heritage	# who received a level	467	547	N/A	569	617
	# at or above the expectation	247	296	N/A	272	308
	% at or above the expectation	53%	54%	N/A	48%	50%
All other students	# who received a level	7686	7902	N/A	7756	7973
	# at or above the expectation	5556	5676	N/A	5066	5219
	% at or above the expectation	72%	72%	N/A	65%	65%
Difference in % at or above the expectation*		-19	-18	N/A	-17	-15

*Students of African heritage minus all other

Grade 6 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	524	618	N/A	616	672
	Exempt - # (did not participate)	11	18	N/A	17	19
	IPP - # (did not participate)	45	51	N/A	26	27
	Total # who participated	468	549	N/A	573	626
	Participation rate	89%	89%	N/A	93%	93%
All other students	Total # of students identified	8319	8625	N/A	8468	8708
	Exempt - # (did not participate)	163	196	N/A	204	248
	IPP - # (did not participate)	458	486	N/A	466	423
	Total # who participated	7698	7943	N/A	7798	8034
	Participation rate	93%	92%	N/A	92%	92%