

2023–24 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 2023, 86% of the provincial student population had some self-identification information recorded and 8% 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:

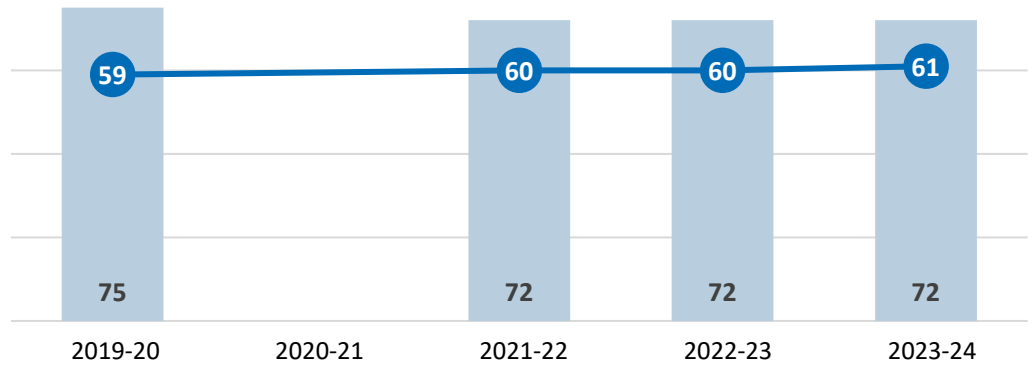
- Reading
- Writing
- Mathematics.

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

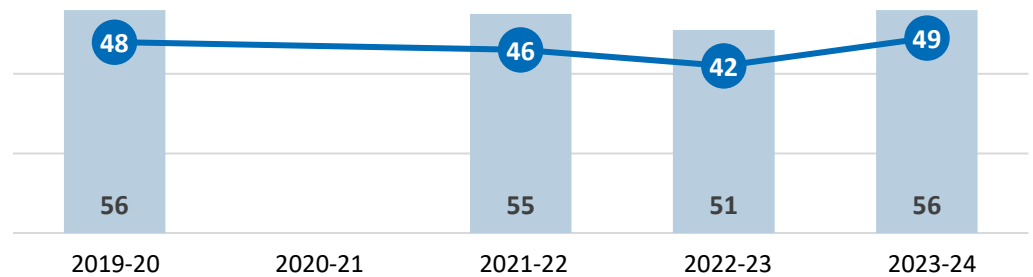


		2019-20	2020-21	2021-22	2022-23	2023-24
Students of African heritage	# who received a level	553	N/A	573	621	732
	# at or above the expectation	325	N/A	342	375	448
	% at or above the expectation	59%	N/A	60%	60%	61%
All other students	# who received a level	7999	N/A	7835	8034	8089
	# at or above the expectation	5969	N/A	5628	5823	5828
	% at or above the expectation	75%	N/A	72%	72%	72%
Difference in % at or above the expectation*		-16	N/A	-12	-12	-11

*Students of African heritage minus all other

Grade 6 Writing Performance

● Students of African heritage
 ■ All other students



		2019-20	2020-21	2021-22	2022-23	2023-24
Students of African heritage	# who received a level	545	N/A	572	604	725
	# at or above the expectation	262	N/A	261	255	354
	% at or above the expectation	48%	N/A	46%	42%	49%
All other students	# who received a level	7929	N/A	7766	7935	8016
	# at or above the expectation	4475	N/A	4241	4058	4463
	% at or above the expectation	56%	N/A	55%	51%	56%
Difference in % at or above the expectation*		-8	N/A	-9	-9	-7

*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.

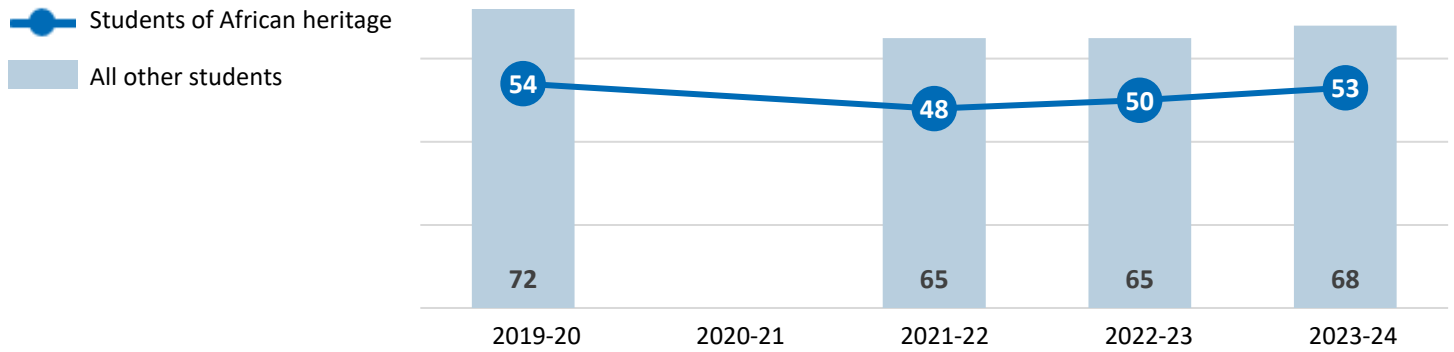
IPP - # (did not participate): The Student Planning Team determines whether students following an individual program plan (IPP) should participate.

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	2019-20	2020-21	2021-22	2022-23	2023-24
Students of African heritage	Total # of students identified	618	N/A	616	672	787
	Exempt - # (did not participate)	14	N/A	13	19	30
	IPP - # (did not participate)	47	N/A	25	31	22
	Total # who participated	557	N/A	578	622	735
	Participation rate	90%	N/A	94%	93%	93%
All other students	Total # of students identified	8625	N/A	8468	8708	8791
	Exempt - # (did not participate)	145	N/A	155	197	243
	IPP - # (did not participate)	449	N/A	435	431	420
	Total # who participated	8031	N/A	7878	8078	8128
	Participation rate	93%	N/A	93%	93%	92%

Grade 6 Mathematics Performance



		2019-20	2020-21	2021-22	2022-23	2023-24
Students of African heritage	# who received a level	547	N/A	569	617	732
	# at or above the expectation	296	N/A	272	308	388
	% at or above the expectation	54%	N/A	48%	50%	53%
All other students	# who received a level	7902	N/A	7756	7973	8057
	# at or above the expectation	5676	N/A	5066	5219	5516
	% at or above the expectation	72%	N/A	65%	65%	68%
Difference in % at or above the expectation*		-18	N/A	-17	-15	-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	2019-20	2020-21	2021-22	2022-23	2023-24
Students of African heritage	Total # of students identified	618	N/A	616	672	787
	Exempt - # (did not participate)	18	N/A	17	19	32
	IPP - # (did not participate)	51	N/A	26	27	22
	Total # who participated	549	N/A	573	626	733
	Participation rate	89%	N/A	93%	93%	93%
All other students	Total # of students identified	8625	N/A	8468	8708	8791
	Exempt - # (did not participate)	196	N/A	204	248	271
	IPP - # (did not participate)	486	N/A	466	423	415
	Total # who participated	7943	N/A	7798	8034	8105
	Participation rate	92%	N/A	92%	92%	92%