

# 2023–24 Nova Scotia Assessment: Reading, Writing and Mathematics in Grade 6

## Provincial Results for Students of Mi'kmaw or other Indigenous Ancestry

### 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 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

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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 2023, 86% of the provincial student population had some self-identification information recorded and 6% self-identified as having Mi'kmaw or other Indigenous ancestry.

### 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 Mi'kmaw or other Indigenous ancestry in Nova Scotia compared to all other students (that is, students who do not self-identify as having Mi'kmaw 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.

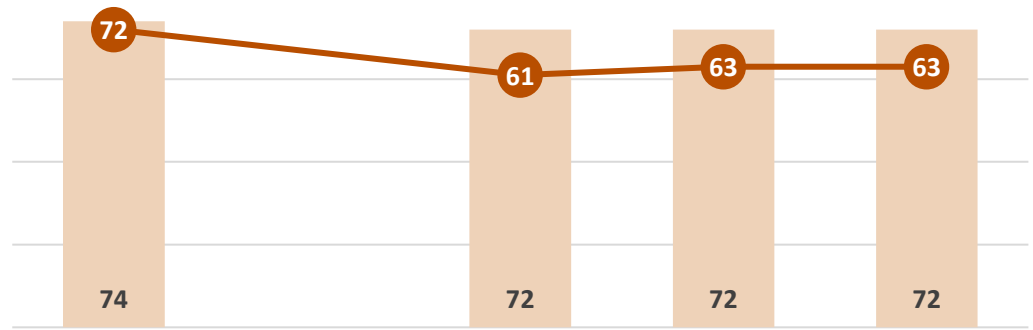
The charts and corresponding tables in this report show the percentage of students of Mi'kmaw or other Indigenous ancestry (chart lines) and all other students (chart bars) who performed at or above the assessment expectation (that is, received a level 3 or level 4) in each of the main elements of the 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 6 Reading Performance



 Mi'kmaw/  
Indigenous students  
 All other students

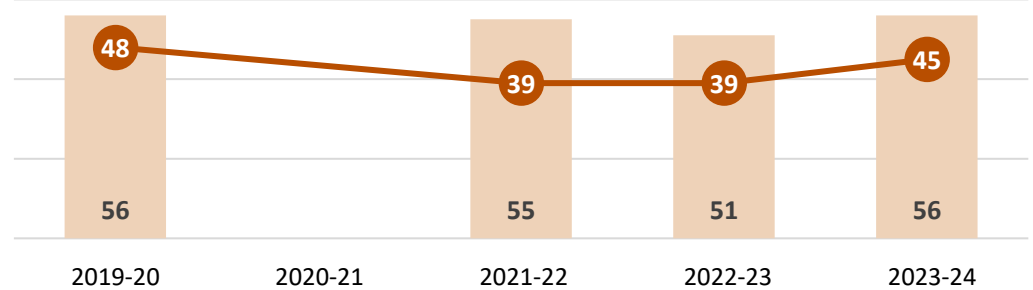


		2019-20	2020-21	2021-22	2022-23	2023-24
Mi'kmaw/ Indigenous students	# who received a level	510	N/A	466	526	543
	# at or above the expectation	365	N/A	286	332	343
	% at or above the expectation	72%	N/A	61%	63%	63%
All other students	# who received a level	8042	N/A	7942	8129	8278
	# at or above the expectation	5929	N/A	5684	5866	5933
	% at or above the expectation	74%	N/A	72%	72%	72%
Difference in % at or above the expectation*		-2	N/A	-11	-9	-9

\*Mi'kmaw/Indigenous minus all other

## Grade 6 Writing Performance

 Mi'kmaw/  
Indigenous students  
 All other students



		2019-20	2020-21	2021-22	2022-23	2023-24
Mi'kmaw/ Indigenous students	# who received a level	505	N/A	458	510	536
	# at or above the expectation	242	N/A	180	200	241
	% at or above the expectation	48%	N/A	39%	39%	45%
All other students	# who received a level	7969	N/A	7880	8029	8205
	# at or above the expectation	4495	N/A	4322	4113	4576
	% at or above the expectation	56%	N/A	55%	51%	56%
Difference in % at or above the expectation*		-8	N/A	-16	-12	-11

\*Mi'kmaw/Indigenous 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.

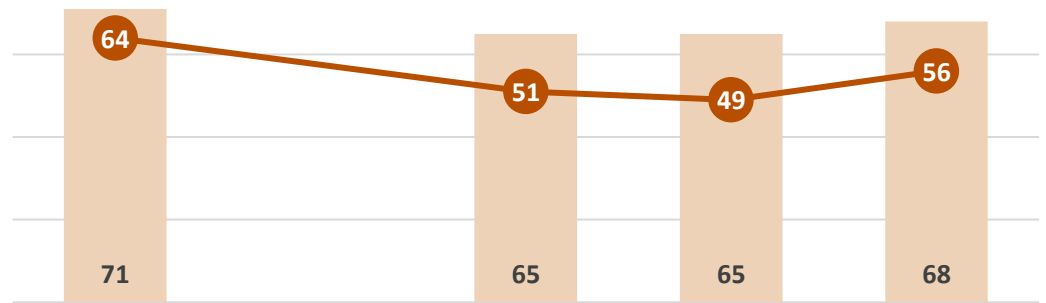
**Total # who participated:** Total # of students minus those who did not participate.

**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
Mi'kmaw/ Indigenous students	Total # of students identified	564	N/A	520	584	602
	Exempt - # (did not participate)	5	N/A	7	12	13
	IPP - # (did not participate)	48	N/A	45	41	41
	Total # who participated	511	N/A	468	531	548
	Participation rate	91%	N/A	90%	91%	91%
All other students	Total # of students identified	8679	N/A	8564	8796	8976
	Exempt - # (did not participate)	154	N/A	161	204	260
	IPP - # (did not participate)	448	N/A	415	421	401
	Total # who participated	8077	N/A	7988	8169	8315
	Participation rate	93%	N/A	93%	93%	93%

## Grade 6 Mathematics Performance

 Mi'kmaw/  
Indigenous students  
 All other students



		2019-20	2020-21	2021-22	2022-23	2023-24
Mi'kmaw/ Indigenous students	# who received a level	501	N/A	456	518	540
	# at or above the expectation	323	N/A	234	254	303
	% at or above the expectation	64%	N/A	51%	49%	56%
All other students	# who received a level	7948	N/A	7869	8072	8249
	# at or above the expectation	5649	N/A	5104	5273	5601
	% at or above the expectation	71%	N/A	65%	65%	68%
Difference in % at or above the expectation*		-7	N/A	-14	-16	-12

\*Mi'kmaw/Indigenous 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
Mi'kmaw/ Indigenous students	Total # of students identified	564	N/A	520	584	602
	Exempt - # (did not participate)	11	N/A	12	17	19
	IPP - # (did not participate)	47	N/A	47	39	39
	Total # who participated	506	N/A	461	528	544
	Participation rate	90%	N/A	89%	90%	90%
All other students	Total # of students identified	8679	N/A	8564	8796	8976
	Exempt - # (did not participate)	203	N/A	209	250	284
	IPP - # (did not participate)	490	N/A	445	411	398
	Total # who participated	7986	N/A	7910	8132	8294
	Participation rate	92%	N/A	92%	92%	92%