

Interpreting the Nova Scotia Assessment: Student Assessment Report



Nova Scotia Assessments are based on grade-level curriculum outcomes. Assessment expectations (in reading, writing, or mathematics/mathématiques) are set using input from Nova Scotia teachers and are based on what students are expected to independently know and do at the time of the assessment.

Results (in Reading, Writing, or Mathematics/Mathématiques): The student’s overall performance in each subject area of the assessment falls within one of four performance levels. “Not enough evidence” is indicated when the student did not complete enough work on the assessment to determine a performance level; this does not mean that student performance was below Level 1. A summary description of the student’s performance level on each portion of the assessment is provided in this section of the report. The *Information about Student Assessment Reports for Parents and Guardians* document provides a summary description of the four performance levels for Reading, Writing and Mathematics. This document, as well as detailed descriptions of all performance levels, can be found on the Documents page for each assessment at <http://plans.ednet.ns.ca>.

Performance: A visual representation shows the performance level for each student. The position of the circle in the box reflects the student’s performance within the range of that level. For mathematics and reading, there is a statement indicating the number of questions the student attempted. This may give additional insight into the student’s performance on the assessment.

Reading and Mathematics Components: Component results were determined by examining each question associated with the component and determining the number of correct responses required to be at/above expectations on each component. The various components of reading and mathematics were assessed using a subset of questions linked to each component. Since there are fewer questions for any one component, the findings in this section should be understood as likely indicators as to where instruction could be focused for a student. Before acting on these indicators, the teacher should look for additional evidence to determine whether these component results reflect the student’s current performance.

Writing Components: Student writing is scored by Nova Scotia teachers using an analytic writing rubric with the following four criteria: Ideas, Organization, Language Use, and Conventions. These scores determine whether the student writing performance is at/above expectations on each criterion. “Not enough evidence” is indicated when the student did not complete enough work on the assessment to determine a performance level or when the writing was indecipherable or written in a language other than the language of the assessment. “Not enough evidence” is also indicated for the “Conventions” criterion when the student used a scribe adaptation since the writing would not reflect the student’s independent use of conventions. The Analytic Rubric that was used to score the student’s writing can be found on the Documents page for each assessment at <http://plans.ednet.ns.ca>.

Next Steps: Parents, guardians, and teachers should review these results along with the student’s classroom work and discuss how they can work together to support student learning. For more information about the assessment, please visit the Student Assessment and Evaluation website at <http://plans.ednet.ns.ca/nova-scotia-assessments>.