

# Program of Learning Assessment for Nova Scotia (PLANS)

## Nova Scotia Assessment: Literacy and Mathematics/Mathématiques in Grade 3



The Nova Scotia Assessment: Literacy and Mathematics/Mathématiques in Grade 3 is administered on four mornings during the spring; French immersion students write only the mathématiques component of this assessment.

### Literacy in Grade 3: Day 1 and Day 2

This assessment includes

- reading and writing tasks that reflect the end of grade 3 expectations
- reading passages in the narrative, information, poetry/song, and visual text genres
- reading comprehension questions in selected response format
- reading comprehension questions that are designed to provide a broad range of challenge, thereby providing more information about individual student performance
- one personal narrative writing task and one informational writing task

### Literacy in Grade 3: Curriculum Connections

Elements of the following curriculum outcomes that can be measured on large-scale assessments will be included on the literacy component of this assessment.

#### Learning Outcomes

- Reading and Viewing:
  - Learners will demonstrate a variety of ways to comprehend and select from a range of culturally diverse texts.
  - Learners will select, interpret, and combine information in multicultural contexts.
  - Learners will respond personally and critically to a range of culturally diverse texts.
- Writing and Representing:
  - Learners will convey meaning by creating print and digital texts collaboratively and independently using imagination, personal experiences, and feelings.
  - Learners will use writing and other forms of representation including, digital texts, to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings.
  - Learners will use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.

## Literacy in Grade 3: Table of Specifications

### Reading and Viewing

<b>Cognitive Level</b>	<b>Percentage*</b>
Literal Comprehension <sup>1</sup>	30–40
Non-literal Comprehension <sup>2</sup>	30–40
Analysis <sup>3</sup>	30–40

  

<b>Text Genre</b>	<b>Percentage*</b>
Information Text	20–30
Narrative	20–30
Visual Text	20–30
Poetry/Song	20–30

### Writing and Other Ways of Representing

<b>Writing Tasks</b>	<b>Percentage*</b>
Narrative (i.e. story)	50
Transactional (i.e. information)	50

\* Percentages are approximate.

- 1 Literal comprehension questions are designed to elicit responses that indicate the student has comprehended explicit information in the text.
- 2 Non-literal comprehension questions are designed to elicit responses that indicate the student has comprehended implicit information in the text such as inferences, connotative meanings, idioms, and figurative language (e.g., simile and metaphor).
- 3 Analysis questions are designed to elicit responses that indicate the student has thought critically about texts by analyzing, synthesizing, or evaluating the explicit and/or implicit information in the text.

## **Mathematics/Mathématiques in Grade 3: Day 1 and Day 2**

Each day of this assessment deals with the conceptual knowledge students are expected to have acquired by the end of grade 3. Students will have the opportunity to demonstrate and apply their understanding of mathematical ideas, operations, and relationships they have been studying in the mathematics/mathématiques program. French immersion students write only the mathématiques component of this assessment because they only begin formal English language arts instruction at the beginning of grade 3.

This assessment includes

- tasks embedded in a context that will sometimes require mental mathematics skills to solve
- tasks presented in a selected-response format
- tasks designed to assess students' ability to solve problems
- tasks requiring different levels of cognitive demands to solve, thereby providing more information about student performance on knowledge, application, and analysis questions

## **Mathematics/Mathématiques in Grade 3: Curriculum Connections**

Elements of the following curriculum outcomes that can be measured on large-scale assessments will be included on the mathematics/mathématiques component of this assessment. Units and Outcomes found in the Pacing Guides for grades 2 and 3 will be assessed.

### **General Curriculum Outcomes for Mathematics/Mathématiques**

#### **Number (N)**

Number GCO: Students will be expected to demonstrate number sense.

Note: Unit 10 Fractions of a Whole, Outcome N13 is included and will be assessed. However, due to the timing of the administration, questions specific to Unit 11 (multiplication and division) and Unit 12 in the Pacing Guides for grade 3 will not be reflected in the M3 Assessment.

#### **Patterns and Relations (PR)**

Patterns GCO: Students will be expected to use patterns to describe the world and solve problems.

Variables and Equations GCO: Students will be expected to represent algebraic expressions in multiple ways.

#### **Measurement (M)**

Measurement GCO: Students will be expected to use direct and indirect measures (i.e. time, length, perimeter, mass) to solve problems.

#### **Geometry (G)**

3-D Objects and 2-D Shapes GCO: Students will be expected to identify and describe the characteristics of 3-D objects and 2-D shapes and analyze the relationship among them.

#### **Statistics and Probability (SP)**

Data Analysis GCO: Students will be expected to collect, display, and analyze data to solve problems.

## Mathematics/Mathématiques Cognitive levels

Cognitive levels of questions require a student to complete tasks that require fact, procedural, and conceptual knowledge, as well as strategic reasoning.

- Knowledge questions require students to recall or recognize information, names, definitions, or the steps in a procedure.
- Application questions require students to make connections, represent a situation in more than one way (translating between representations) or solve contextual problems.
- Analysis questions require students to go beyond comprehension and application to higher order thinking skills, such as generalizations and non-routine problem-solving.

## Mathematics/Mathématiques in Grade 3: Table of Specifications

A table of specifications is derived from an analysis of the curriculum and provides a framework for the components and percentages of the assessment. The assessment reflects these approximate percentages for General Curriculum Outcomes (GCOs) and cognitive levels.

<b>Strand</b>	<b>Percentage*</b>
Number (N)	45–55
Patterns and Relations (PR)	10–20
Measurement (M)	10–20
Geometry (G)	10–20
Statistics and Probability (SP)	10–15

  

<b>Cognitive Level</b>	<b>Percentage*</b>
Knowledge	20–30
Application	55–65
Analysis	10–20

\* Percentages are approximate