


About the Assessment

Grade 3 students wrote this assessment in the Spring of 2023. Students read different types of texts and answered questions about what they read. They also completed two writing tasks. Nova Scotia teachers worked with the Department of Education and Early Childhood Development to build this assessment and to set the assessment expectation. The expectation is what students should know and be able to do on their own at the end of grade 3.

Reading Results

The student demonstrated a reading performance of Level 3 on this assessment. Students reading grade level text at performance Level 3 can understand how different parts of the text fit together. They can make connections among information in different parts of the text and use the connections to form their own conclusions.

There is a range of performance at each level. The dot below shows where the student's result is located in the range.

Reading Performance	Not enough evidence	Level 1 below the expectation	Level 2 approaching the expectation	Level 3 at the expectation	Level 4 above the expectation
					

Note: the student attempted 50 out of 50 questions.


The table below shows how the student performed on the components of reading on this assessment. This information may guide teachers in looking further into the student's achievement on various components of reading.

Reading Components		may require further attention	at/above the expectation
Genres of text	Information text (for example, article, instructions)		✓
	Narrative (for example, story)		✓
	Visual media text (for example, advertisement, map)		✓
	Poetry (for example, poem, song)		✓
Types of questions	Literal comprehension		✓
	Non-literal comprehension		✓
	Analysis		✓

Writing Results

The student demonstrated a writing performance of Level 2 on this assessment. When independently writing grade-level texts, students at performance Level 2 generally include a main idea that is evident and somewhat developed through details, some of which may be irrelevant. The writing is somewhat organized with vague or mechanical transitions. Students use language (voice, word choice, sentence style) that contributes to vague or mechanical writing. They use some correct conventions that contribute to coherent communication.

There is a range of performance at each level. The dot below shows where the student's result is located in the range.

Writing Performance	Not enough evidence	Level 1 below the expectation	Level 2 approaching the expectation	Level 3 at the expectation	Level 4 above the expectation
					

The table below shows how the student performed on the components of writing on this assessment. This information may guide teachers in looking further into the student's achievement on various components of writing.

Writing Components	may require further attention	at/above the expectation
Ideas		✓
Organization	✓	
Language use		✓
Conventions	✓	

Next Steps

Parents, guardians, and teachers should review these results 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>.