

Interpreting the 2015–2016 Nova Scotia Assessment: Reading and Writing in Grade 3 Student Assessment Report



The Nova Scotia Assessment: Reading and Writing in Grade 3 is based on the Nova Scotia English Language Arts curriculum outcomes to the end of grade 2. Additional information about this assessment can be found at <http://plans.ednet.ns.ca/grade3>.

Reading Results: The student’s overall performance in reading is indicated as being within one of four levels of performance. “Not enough evidence” is indicated when the student did not complete enough work on the assessment to allow us to determine a performance level; this does not mean that student performance was below Level 1. A summary description of the performance level attained by the student on this assessment is provided in this section of the report. Parents and guardians will find the summary description of all four levels in the Student Assessment Report pamphlet. The detailed description of the performance levels can be found at <http://plans.ednet.ns.ca/grade3/documents>. Performance is reported at one of three levels in the Reading and Writing in Grade 3 assessment. There were an insufficient number of questions to definitely determine a Level 4. The lack of complexity in end of grade 2 level text is part of the reason for this difficulty.

Reading 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. Under the visual representation is a statement indicating the number of questions the student attempted. This may give additional insight into the student’s performance on this assessment.

Reading 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 the expectation for each component. The various components of reading were assessed using a subset of questions linked to the particular component. Since there are fewer questions for any one component, the findings in this section should be understood as likely indicators as to where reading instruction should 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 Results: The student’s performance in writing is indicated as being within one of four levels of performance for each criterion: Ideas, Organization, Language Use, and Conventions. “Not enough evidence” is indicated when the student did not complete enough work on the assessment to allow us to determine a performance level or when the writing was indecipherable. “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. A description of the student’s writing performance for each criterion is provided. The analytic rubric that was used to score the student’s writing can be found at <http://plans.ednet.ns.ca/grade3/documents>.

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>.