

2025–26 Nova Scotia Assessment: Reading, Writing and Mathematics in Grade 6

Provincial Results for Students of African Heritage

About the assessment

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

Self-identification for ancestry or heritage is a voluntary part of the school registration process in Nova Scotia. As of November 2025, 89% of the provincial student population had some self-identification information recorded and 9% self-identified as having African heritage.

Assessment, equity and inclusive education

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

This report shows assessment performance over time for students of African heritage in Nova Scotia compared to all other students (that is, students who do not self-identify as having African heritage).

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 African heritage (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:

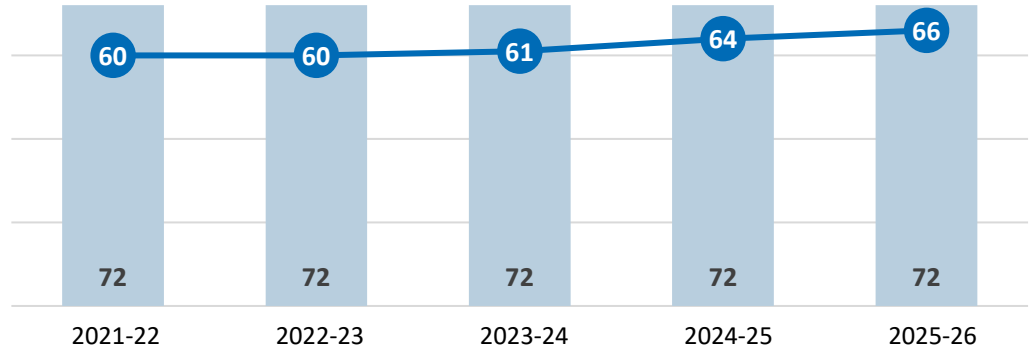
- Reading
- Writing
- Mathematics.

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



 Students of African heritage
 All other students

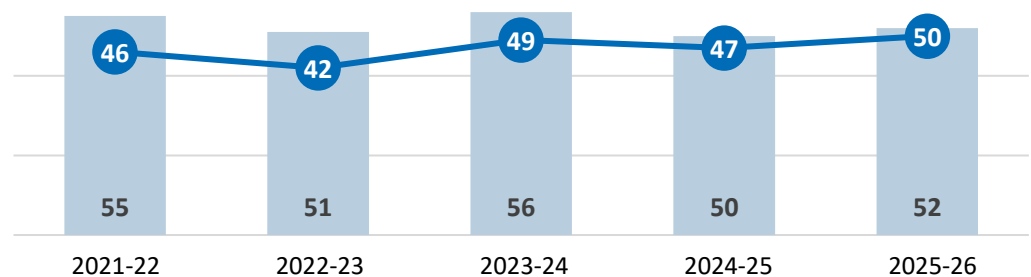


Students of African heritage	# who received a level	573	621	732	723	833
	# at or above the expectation	342	375	448	461	549
	% at or above the expectation	60%	60%	61%	64%	66%
All other students	# who received a level	7835	8034	8089	8127	8479
	# at or above the expectation	5628	5823	5828	5867	6081
	% at or above the expectation	72%	72%	72%	72%	72%
Difference in % at or above the expectation*		-12	-12	-11	-8	-6

*Students of African heritage minus all other

Grade 6 Writing Performance

 Students of African heritage
 All other students



Students of African heritage	# who received a level	572	604	725	713	827
	# at or above the expectation	261	255	354	334	417
	% at or above the expectation	46%	42%	49%	47%	50%
All other students	# who received a level	7766	7935	8017	8062	8384
	# at or above the expectation	4241	4058	4464	4000	4333
	% at or above the expectation	55%	51%	56%	50%	52%
Difference in % at or above the expectation*		-9	-9	-7	-3	-2

*Students of African heritage 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.

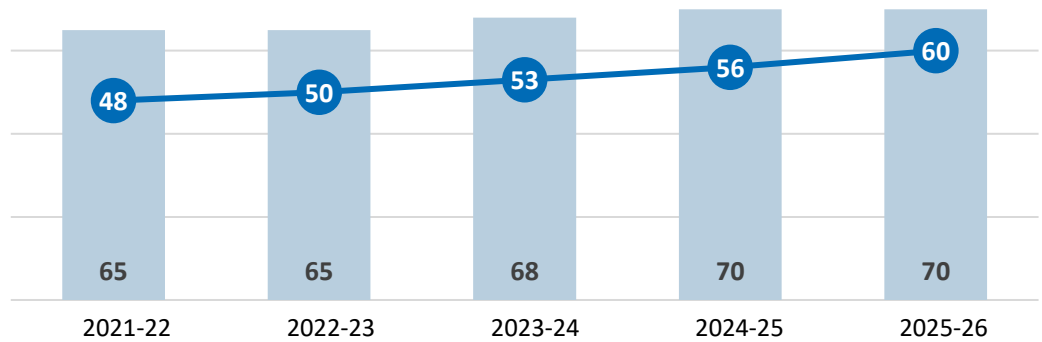
Total # who participated: Total # of students minus those who did not participate.

Participation rate: Considers all students who participated in the assessment, including those who did not provide enough evidence to receive a level.

	Year	2021-22	2022-23	2023-24	2024-25	2025-26
Students of African heritage	Total # of students identified	616	672	787	795	895
	Exempt - # (did not participate)	13	19	30	35	31
	IPP - # (did not participate)	25	31	22	30	25
	Total # who participated	578	622	735	730	839
	Participation rate	94%	93%	93%	92%	94%
All other students	Total # of students identified	8468	8708	8791	8785	9182
	Exempt - # (did not participate)	155	199	243	234	219
	IPP - # (did not participate)	435	431	420	392	446
	Total # who participated	7878	8078	8128	8159	8517
	Participation rate	93%	93%	92%	93%	93%

Grade 6 Mathematics Performance

● Students of African heritage
 All other students



		2021-22	2022-23	2023-24	2024-25	2025-26
Students of African heritage	# who received a level	569	617	732	724	830
	# at or above the expectation	272	308	388	406	495
	% at or above the expectation	48%	50%	53%	56%	60%
All other students	# who received a level	7756	7973	8057	8063	8474
	# at or above the expectation	5066	5219	5516	5669	5922
	% at or above the expectation	65%	65%	68%	70%	70%
Difference in % at or above the expectation*		-17	-15	-15	-14	-10

*Students of African heritage 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	2021-22	2022-23	2023-24	2024-25	2025-26
Students of African heritage	Total # of students identified	616	672	787	795	895
	Exempt - # (did not participate)	17	19	30	36	32
	IPP - # (did not participate)	26	27	22	27	26
	Total # who participated	573	626	735	732	837
	Participation rate	93%	93%	93%	92%	94%
All other students	Total # of students identified	8468	8708	8791	8785	9182
	Exempt - # (did not participate)	204	251	266	278	236
	IPP - # (did not participate)	466	423	415	375	417
	Total # who participated	7798	8034	8110	8132	8529
	Participation rate	92%	92%	92%	93%	93%