

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

Provincial Results for Students of Mi'kmaw or other Indigenous Ancestry

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 6% self-identified as having Mi'kmaw or other Indigenous ancestry.

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 Mi'kmaw or other Indigenous ancestry in Nova Scotia compared to all other students (that is, students who do not self-identify as having Mi'kmaw or other Indigenous ancestry).

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.

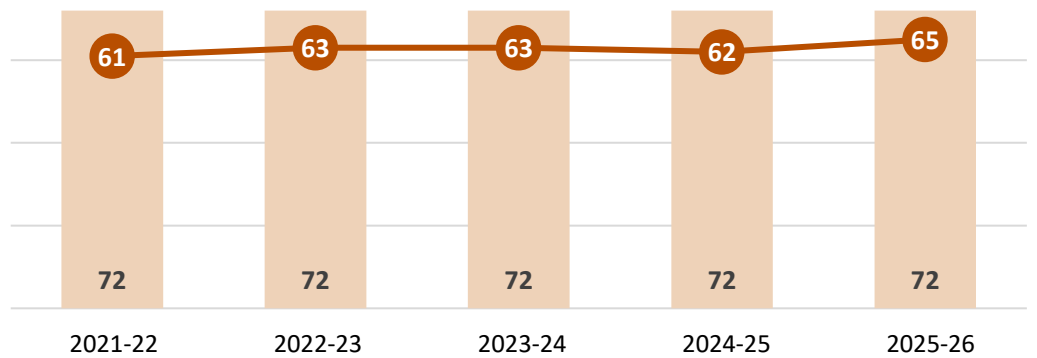
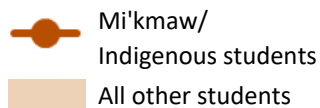
The charts and corresponding tables in this report show the percentage of students of Mi'kmaw or other Indigenous ancestry (chart lines) and all other students (chart bars) who performed at or above the assessment expectation (that is, received a level 3 or level 4) in each of the main elements of the 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



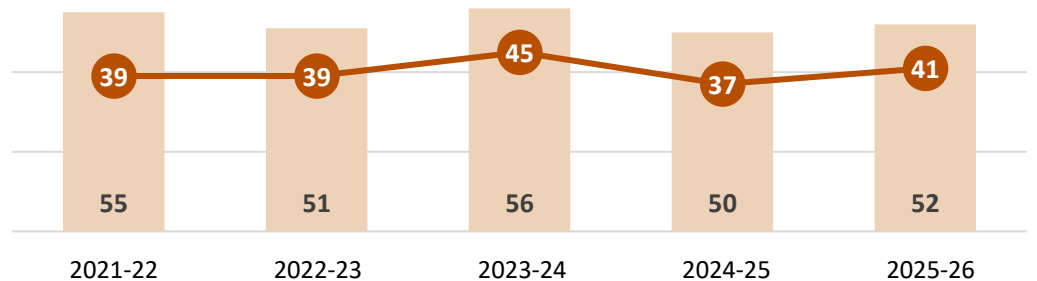
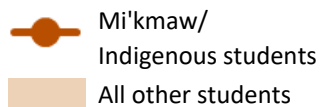
		2021-22	2022-23	2023-24	2024-25	2025-26
Mi'kmaw/Indigenous students	# who received a level	466	526	543	524	598
	# at or above the expectation	286	332	343	325	386
	% at or above the expectation	61%	63%	63%	62%	65%
All other students	# who received a level	7942	8129	8278	8326	8714
	# at or above the expectation	5684	5866	5933	6003	6244
	% at or above the expectation	72%	72%	72%	72%	72%

Difference in % at or above the expectation*

-11 -9 -9 -10 -7

*Mi'kmaw/Indigenous minus all other

Grade 6 Writing Performance



		2021-22	2022-23	2023-24	2024-25	2025-26
Mi'kmaw/Indigenous students	# who received a level	458	510	536	516	587
	# at or above the expectation	180	200	241	192	243
	% at or above the expectation	39%	39%	45%	37%	41%
All other students	# who received a level	7880	8029	8206	8259	8624
	# at or above the expectation	4322	4113	4577	4142	4507
	% at or above the expectation	55%	51%	56%	50%	52%

Difference in % at or above the expectation*

-16 -12 -11 -13 -11

*Mi'kmaw/Indigenous 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.

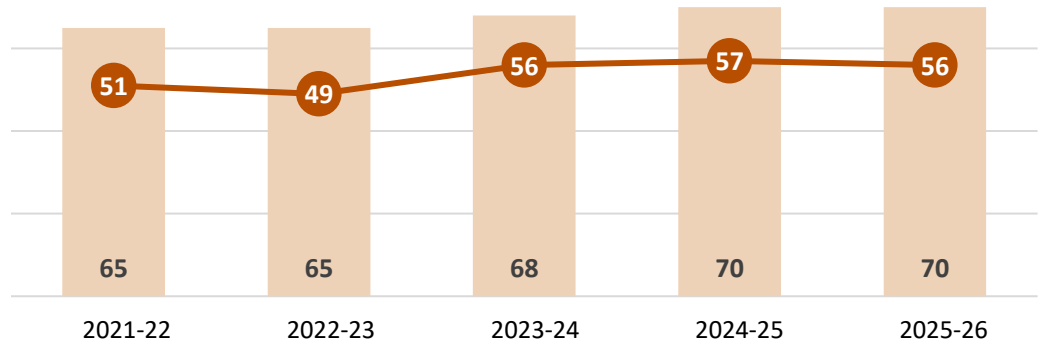
Total # who participated: Total # of students minus those who did not participate.

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
Mi'kmaw/ Indigenous students	Total # of students identified	520	584	602	584	665
	Exempt - # (did not participate)	7	12	13	12	11
	IPP - # (did not participate)	45	41	41	44	47
	Total # who participated	468	531	548	528	607
	Participation rate	90%	91%	91%	90%	91%
All other students	Total # of students identified	8564	8796	8976	8996	9412
	Exempt - # (did not participate)	161	206	260	257	239
	IPP - # (did not participate)	415	421	401	378	424
	Total # who participated	7988	8169	8315	8361	8749
	Participation rate	93%	93%	93%	93%	93%

Grade 6 Mathematics Performance

 Mi'kmaw/
Indigenous students
 All other students



		2021-22	2022-23	2023-24	2024-25	2025-26
Mi'kmaw/ Indigenous students	# who received a level	456	518	540	520	588
	# at or above the expectation	234	254	303	296	331
	% at or above the expectation	51%	49%	56%	57%	56%
All other students	# who received a level	7869	8072	8249	8267	8716
	# at or above the expectation	5104	5273	5601	5779	6086
	% at or above the expectation	65%	65%	68%	70%	70%
Difference in % at or above the expectation*		-14	-16	-12	-13	-14

*Mi'kmaw/Indigenous 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
Mi'kmaw/ Indigenous students	Total # of students identified	520	584	602	584	665
	Exempt - # (did not participate)	12	17	19	16	23
	IPP - # (did not participate)	47	39	39	40	44
	Total # who participated	461	528	544	528	598
	Participation rate	89%	90%	90%	90%	90%
All other students	Total # of students identified	8564	8796	8976	8996	9412
	Exempt - # (did not participate)	209	253	277	298	245
	IPP - # (did not participate)	445	411	398	362	399
	Total # who participated	7910	8132	8301	8336	8768
	Participation rate	92%	92%	92%	93%	93%