Program of Learning Assessment for Nova Scotia (PLANS)

Nova Scotia Assessment: Reading, Writing, and Mathematics/Mathématiques in Grade 6

The Nova Scotia Assessment: Reading, Writing, and Mathematics/Mathématiques in Grade 6 is administered on four mornings during the fall.

Reading and Writing in Grade 6: Day 1 and Day 2

This assessment includes

- reading and writing tasks that reflect the end of grade 5 curriculum outcome 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 letter writing task and one story writing task

Reading and Writing in Grade 6: 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.

English Language Arts Outcomes for Reading and Viewing:

- Learners will demonstrate a variety of ways to select and comprehend from a range of culturally diverse print and digital texts.
- Learners will select, interpret, and combine information from culturally diverse contexts.
- Learners will respond personally and critically to a range of culturally diverse texts.

English Language Arts Outcomes for Writing and Representing:

- Learners will use writing and other representations to explore, clarify and reflect upon thoughts and experiences.
- Learners will use a range of strategies within the writing process to enhance the clarity, precision, and effectiveness of their writing.

Reading and Writing in Grade 6: Table of Specifications

Reading and Viewing

Cognitive Level	Percentage*
Literal Comprehension[1]	30–40
Non-literal Comprehension[2]	30–40
Analysis[3]	30–40

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

Writing and Other Ways of Representing

Writing Tasks	Percentage*
Narrative (i.e. story)	50
Transactional (i.e. letter)	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 6: 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 5. Students will have the opportunity to demonstrate and apply their understanding of mathematical concepts, operations, and relationships they have been studying in the mathematics/ mathématiques program.

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 6: Curriculum Connections

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

General Curriculum Outcomes for Mathematics/Mathématiques

Number (N)

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

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 measure to solve problems.

Geometry (G)

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

Transformations GCO: Students will be expected to describe and analyze position and motion of objects and shapes.

Statistics and Probability (SP)

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

Chance and Uncertainty GCO: Students will be expected to use experimental or theoretical probabilities to represent and solve problems involving uncertainty.

Mathematics/Mathématiques Cognitive Levels

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

- Knowledge questions may require students to recall or recognize information, names, definitions, or the steps in a procedure.
- Application/comprehension questions may require students to make connections, represent a situation in more than one way (translating between representations), or solve contextual problems.
- Analysis questions may 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 6: 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.

Strand	**Percentage***
Number (N)	50–60
Patterns and Relations (PR)	10–15
Measurement (M)	10–20
Geometry (G)	15–20
Statistics and Probability (SP)	5–10

Cognitive Level	**Percentage***
Knowledge	20–30
Application	50–60
Analysis	10–20

* Percentages are approximate