Provincial Assessment Results 2022-23
Grades 4 & 6 English Reading Proficiency

Background

The *Grades 4* and *6 English Reading Assessments* were administered to students in the spring of 2023 to assess reading comprehension skills, based on end of *Grade 4* and *Grade 6 Provincial Reading Achievement Standards*. The *Writing and Representing* and *Speaking and Listening* strands are assessed at the classroom level.

In keeping with the Department's assessment protocols, test items were developed by groups of New Brunswick educators, including Grade 4 and Grade 6 classroom teachers and experienced subject area experts. Assessment items were then field-tested and verified through a provincial pilot.

Since 2021-22, provincial assessments have been administered using an online platform. Students have unlimited access to an online assessment practice to familiarize themselves with the platform prior to the assessment period.
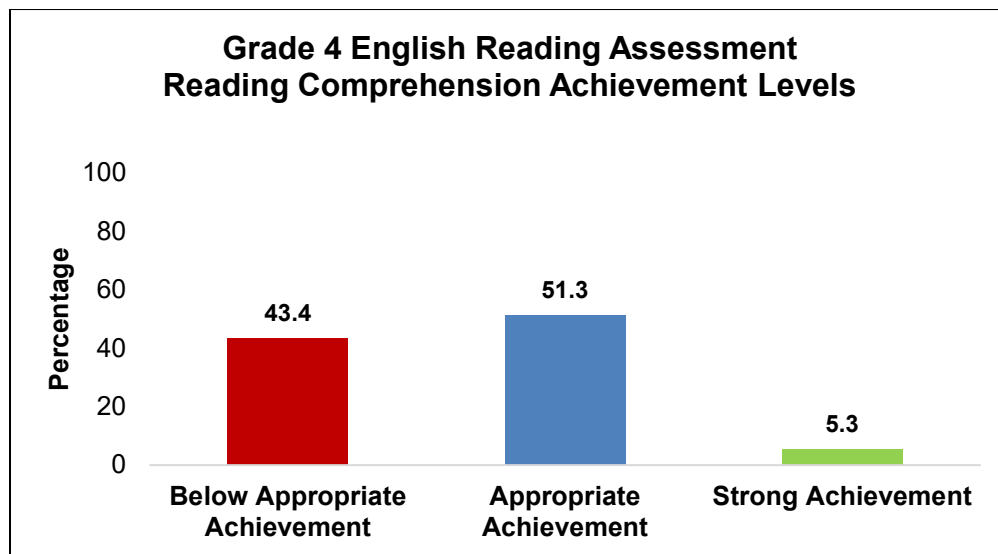
In 2021-22 a mode study was conducted to identify any impact or bias resulting from migration to the online platform. Traditional paper versions of the tests were administered to ten percent of students, while the rest completed the tests online. Results of statistical analyses indicated:

- Online versions were statistically equivalent to the paper versions.
- Test reliability was comparable to the previous year.
- Test items performed without bias for students in all programs of study and for students with accommodations.
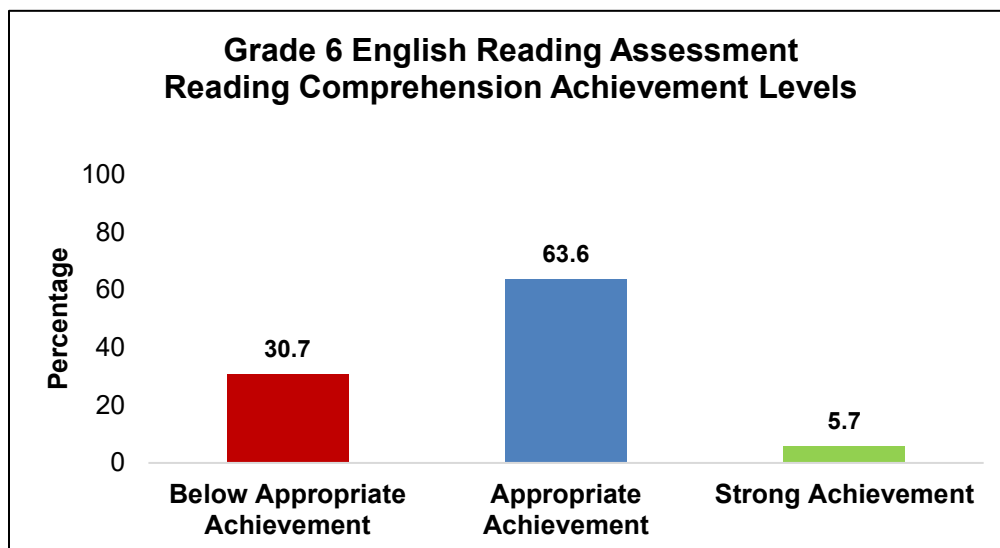
Warranted accommodations are provided to include as many students as possible in the provincial assessment program. Universal accommodations included coloured background, Dyslexic font, and text magnification. In certain circumstances, it is necessary and fitting for students to be exempted from participation. This is the case when the testing format is not suitable for a student to demonstrate their learning, even with accommodations. For further information, please consult the Provincial Assessment Program: Protocols for Accommodations and Exemptions.
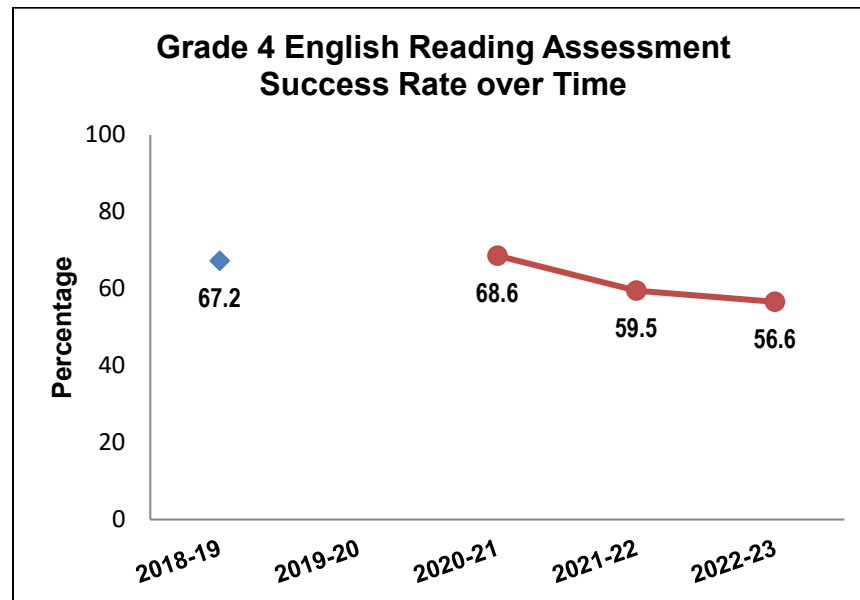
Achievement Results

Of the 5472 Grade 4 students enrolled, 56.6% were successful (5.3% attained *Strong Achievement* and 51.3% attained *Appropriate Achievement*). The 43.4% of students in the *Below Appropriate Achievement* group includes exempted students (5.5%) but excludes students who are absent during the assessment administration period (1.8%).

Grade 4 English Reading Assessment
Reading Comprehension Achievement Levels

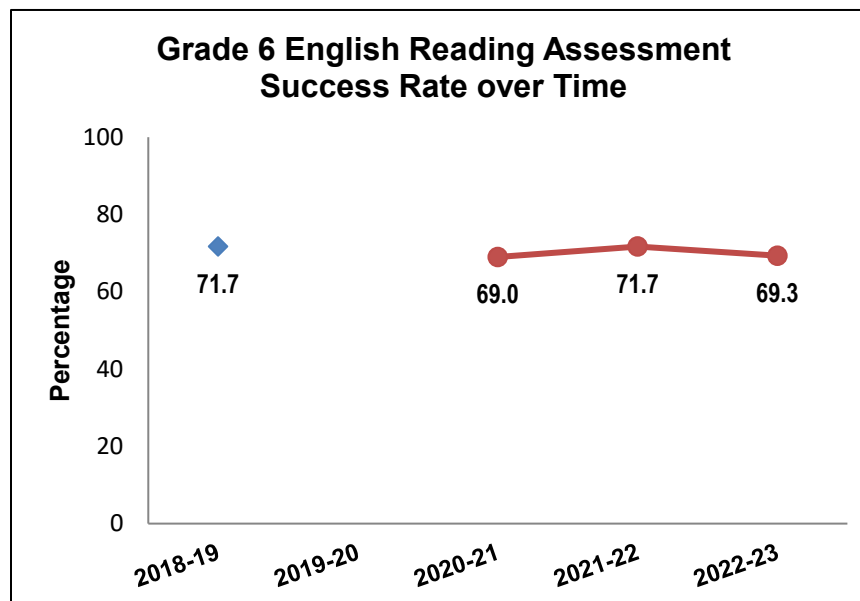| Achievement Level	Percentage
Below Appropriate Achievement	43.4
Appropriate Achievement	51.3
Strong Achievement	5.3

Of the 5621 Grade 6 students enrolled, 69.3% were successful (5.7% attained *Strong Achievement* and 63.6% attained *Appropriate Achievement*). The 30.7% of students in the *Below Appropriate Achievement* group includes exempted students (3.8%) but excludes students who are absent during the assessment administration period (3.7%).

Grade 6 English Reading Assessment
Reading Comprehension Achievement Levels

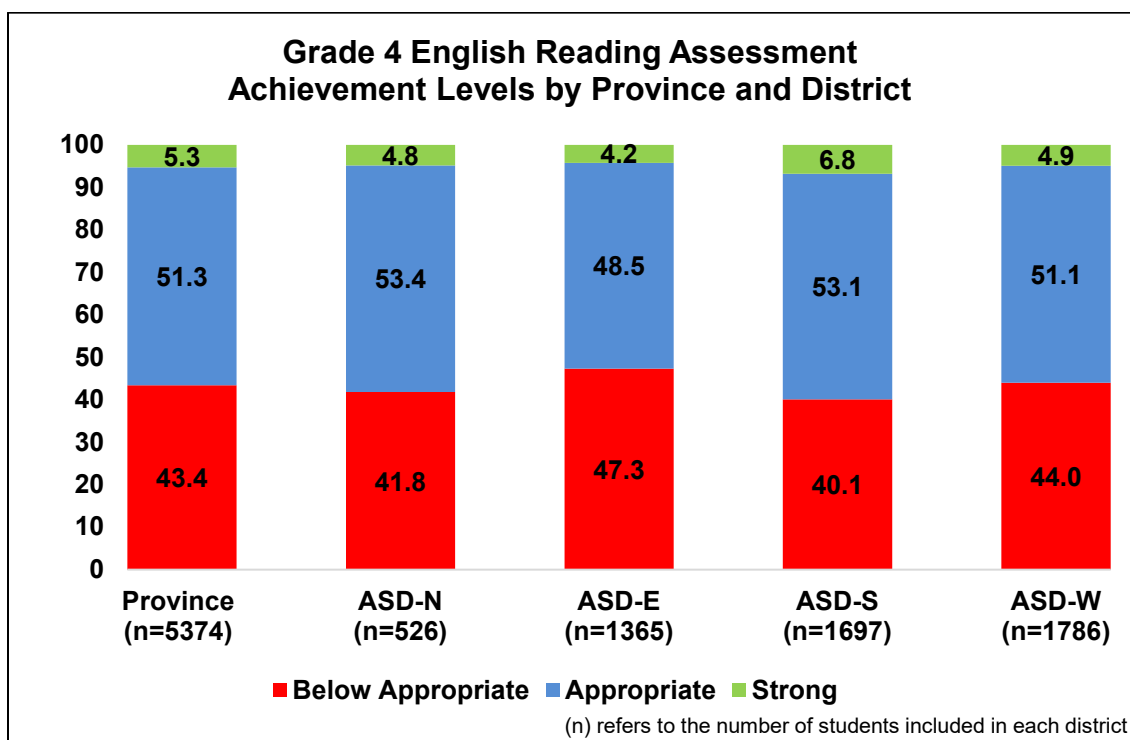| Achievement Level	Percentage
Below Appropriate Achievement	30.7
Appropriate Achievement	63.6
Strong Achievement	5.7

The following graphs include the last historical datapoint, along with the baseline established in 2020-21. Performance of the 2022-23 Grade 4 cohort is statistically different from that of the 2021-22 cohort.

Grade 4 English Reading Assessment Success Rate over Time

- 2018-19: 67.2
- 2020-21: 68.6
- 2021-22: 59.5
- 2022-23: 56.6

Performance of the 2022-23 Grade 6 cohort is statistically different from that of the 2021-22 cohort.

Grade 6 English Reading Assessment Success Rate over Time

- 2018-19: 71.7
- 2020-21: 69.0
- 2021-22: 71.7
- 2022-23: 69.3

The graphs below indicate the success rates for the province and for each school district. District success rates for the *Grade 4 English Reading Assessment* are as follows: ASD-N = 58.2%; ASD-E = 52.7%; ASD-S = 59.9%; ASD-W = 56.0%.

Grade 4 English Reading Assessment
Achievement Levels by Province and District

	Province (n=5374)	ASD-N (n=526)	ASD-E (n=1365)	ASD-S (n=1697)	ASD-W (n=1786)
Strong	5.3	4.8	4.2	6.8	4.9
Appropriate	51.3	53.4	48.5	53.1	51.1
Below Appropriate	43.4	41.8	47.3	40.1	44.0

■ Below Appropriate ■ Appropriate ■ Strong

(n) refers to the number of students included in each district

District success rates for the *Grade 6 English Reading Assessment* are as follows: ASD-N = 73.7%; ASD-E = 67.4%; ASD-S = 68.8%; ASD-W = 69.9%.
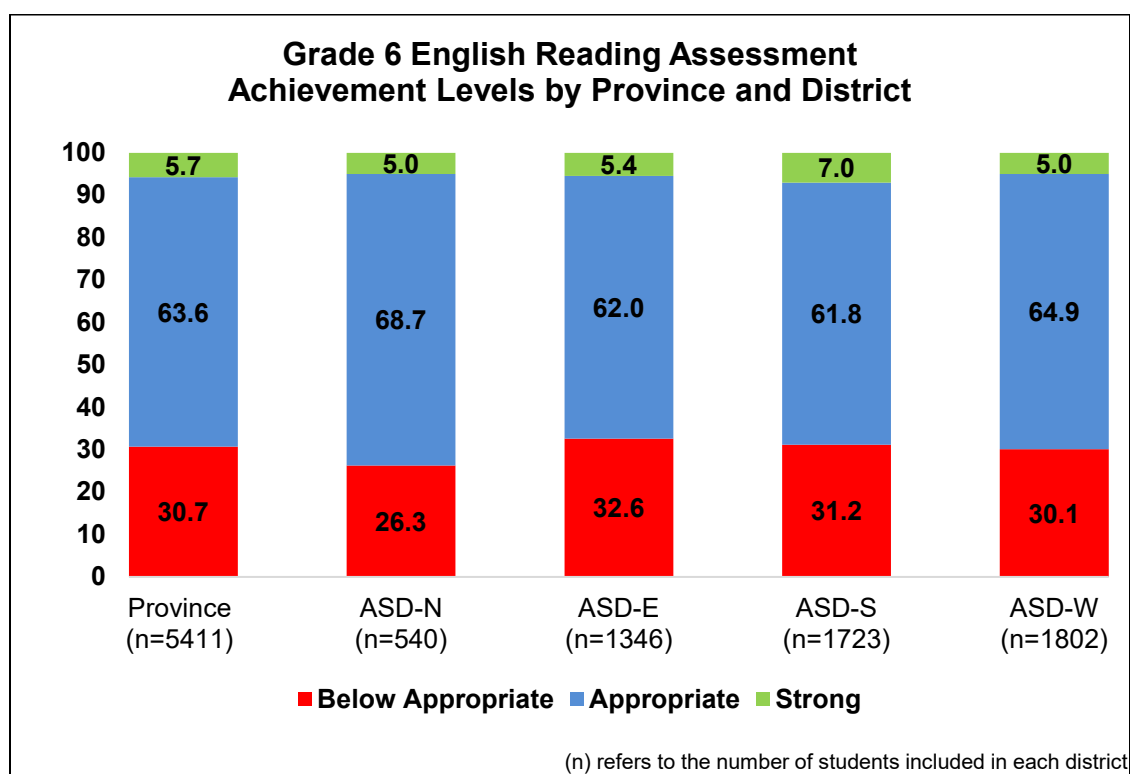
Grade 6 English Reading Assessment
Achievement Levels by Province and District

	Province (n=5411)	ASD-N (n=540)	ASD-E (n=1346)	ASD-S (n=1723)	ASD-W (n=1802)
Strong	5.7	5.0	5.4	7.0	5.0
Appropriate	63.6	68.7	62.0	61.8	64.9
Below Appropriate	30.7	26.3	32.6	31.2	30.1

■ Below Appropriate ■ Appropriate ■ Strong

(n) refers to the number of students included in each district

Exemption rates for the *Grade 4 English Reading Assessment* are displayed in the table below. The provincial exemption rate increased from 4.8% last year to 5.5% this year.

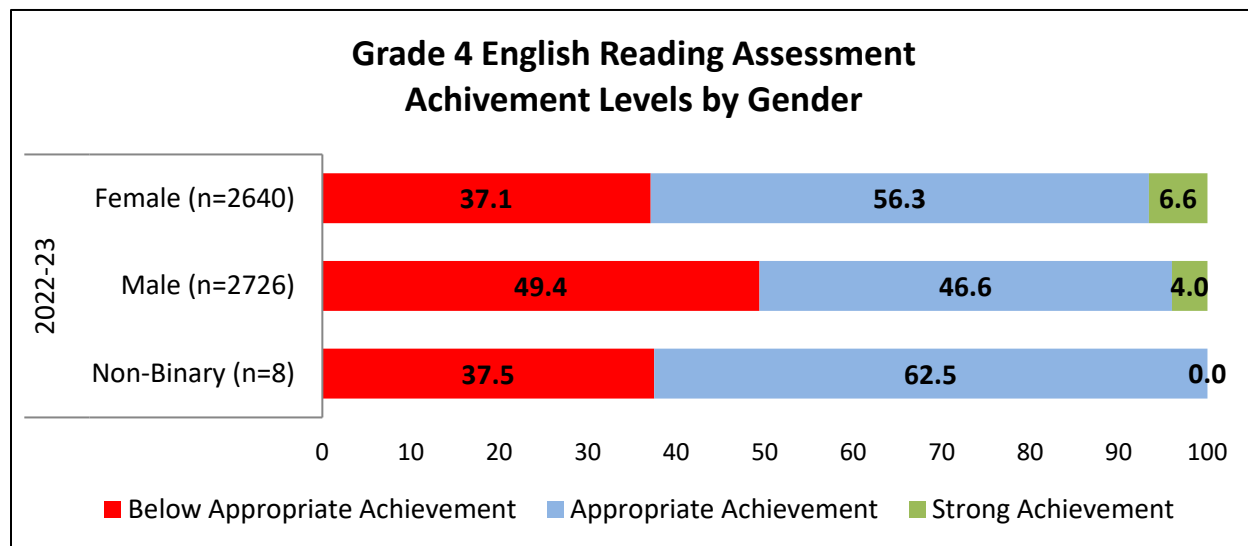| Grade 4 English Reading Assessment Exemption Rates				
District	**Number of Grade 4 Students***	**Number of Students Exempt**	**Percent Exempt**	**Success Rate Excluding Exemptions**
Province	5374	297	5.5%	60.0%
ASD-North	526	19	3.6%	60.4%
ASD-East	1365	104	7.6%	57.1%
ASD-South	1697	91	5.4%	63.3%
ASD West	1786	83	4.6%	58.8%

*Excluding absent student count

Exemption rates for the *Grade 6 English Reading Assessment* are displayed in the table below. The provincial exemption rate increased from 3.5% last year to 3.8% this year.
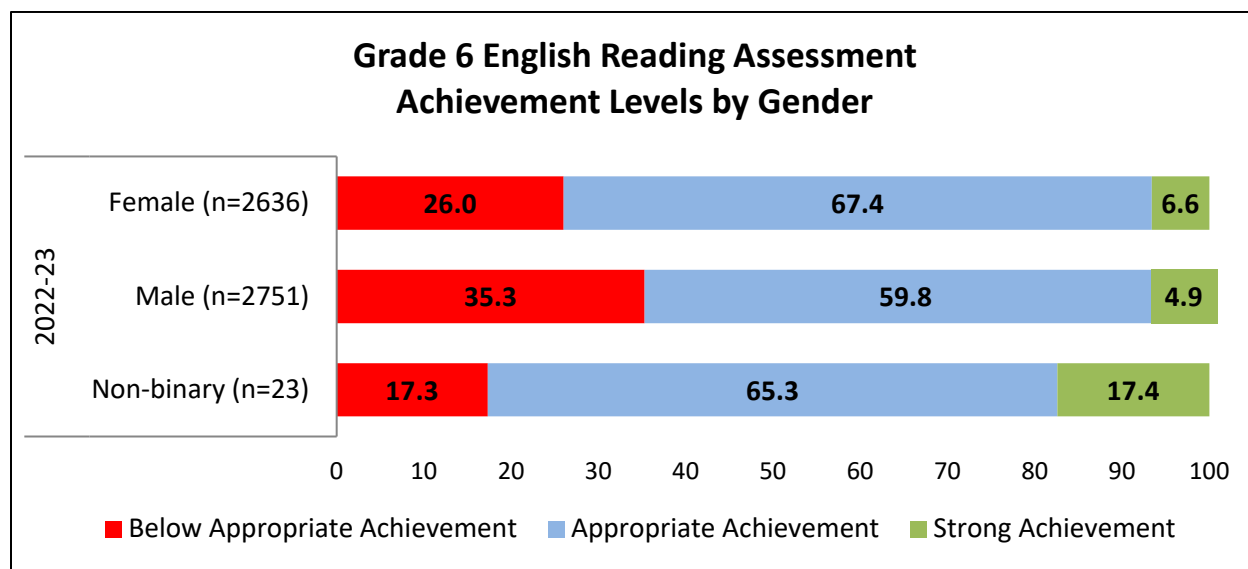
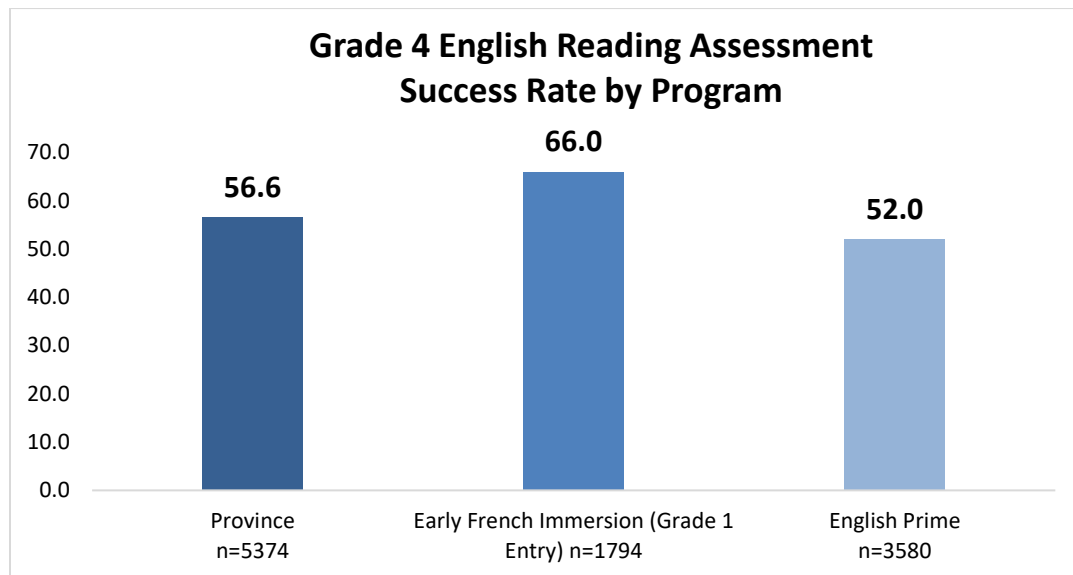| Grade 6 English Reading Assessment Exemption Rates				
District	**Number of Grade 6 Students***	**Number of Students Exempt**	**Percent Exempt**	**Success Rate Excluding Exemptions**
Province	5411	204	3.8%	72.0%
ASD-North	540	8	1.5%	74.8%
ASD-East	1346	55	4.1%	70.3%
ASD-South	1723	63	3.7%	71.4%
ASD West	1802	78	4.3%	73.0%

*Excluding absent student count

The following graphs illustrate achievement levels by gender. Gender designations for this analysis were retrieved from administrative data contained in the provincial Student Information System. Combining *Appropriate* and *Strong* achievement levels, the success rate for Grade 4 students was 62.9% for female students, 50.6% for male, and 62.5% for non-binary students. Although there are few students in the latter group (8), results are included to provide a complete provincial picture and a baseline for anticipated increases in the number of students in this group over time.

Grade 4 English Reading Assessment Achievement Levels by Gender

2022-23

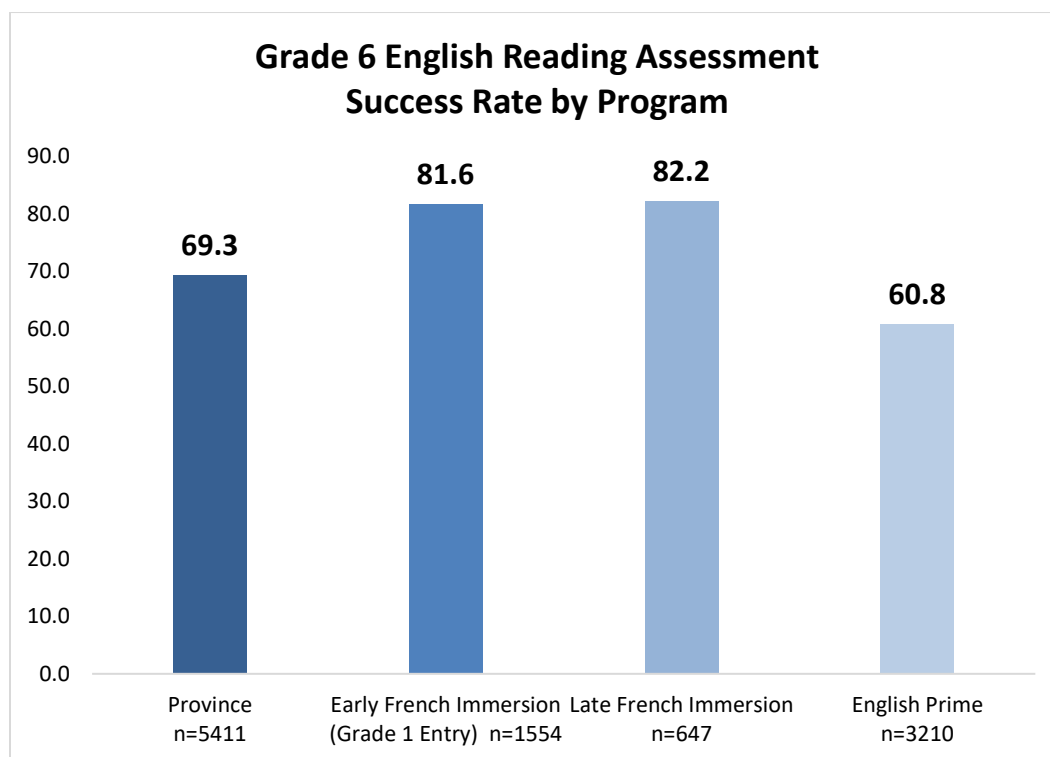| Gender	Below Appropriate Achievement	Appropriate Achievement	Strong Achievement
Female (n=2640)	37.1	56.3	6.6
Male (n=2726)	49.4	46.6	4.0
Non-Binary (n=8)	37.5	62.5	0.0

Combining *Appropriate* and *Strong* achievement levels, the success rate for Grade 6 students was 74.0% for female students, 64.7% for male, and 82.7% for non-binary students. Although there are few students in the latter group (23), results are included to provide a complete provincial picture and a baseline for anticipated increases in the number of students in this group over time.

Grade 6 English Reading Assessment Achievement Levels by Gender

2022-23

Gender	Below Appropriate Achievement	Appropriate Achievement	Strong Achievement
Female (n=2636)	26.0	67.4	6.6
Male (n=2751)	35.3	59.8	4.9
Non-binary (n=23)	17.3	65.3	17.4

The graph below indicates the Grade 4 student success rates by language program.

Grade 4 English Reading Assessment
Success Rate by Program

Program	Success Rate
Province n=5374	56.6
Early French Immersion (Grade 1 Entry) n=1794	66.0
English Prime n=3580	52.0

The graph below indicates the Grade 6 student success rates by language program.

Grade 6 English Reading Assessment
Success Rate by Program

Program	Success Rate
Province n=5411	69.3
Early French Immersion (Grade 1 Entry) n=1554	81.6
Late French Immersion n=647	82.2
English Prime n=3210	60.8

The assessments include two text types, literary and informational, and three question types: literal, inferential, and evaluative. Overall, Grade 4 student success was higher for literary texts, and they performed best when responding to literal questioning.

**Grade 4 English Reading Assessment
Text Type and Question Type Success Rates**

	TEXT TYPES			QUESTION TYPES	
Literary	Informational		Literal	Inferential	Evaluative
66.8	44.8		73.2	64.6	44
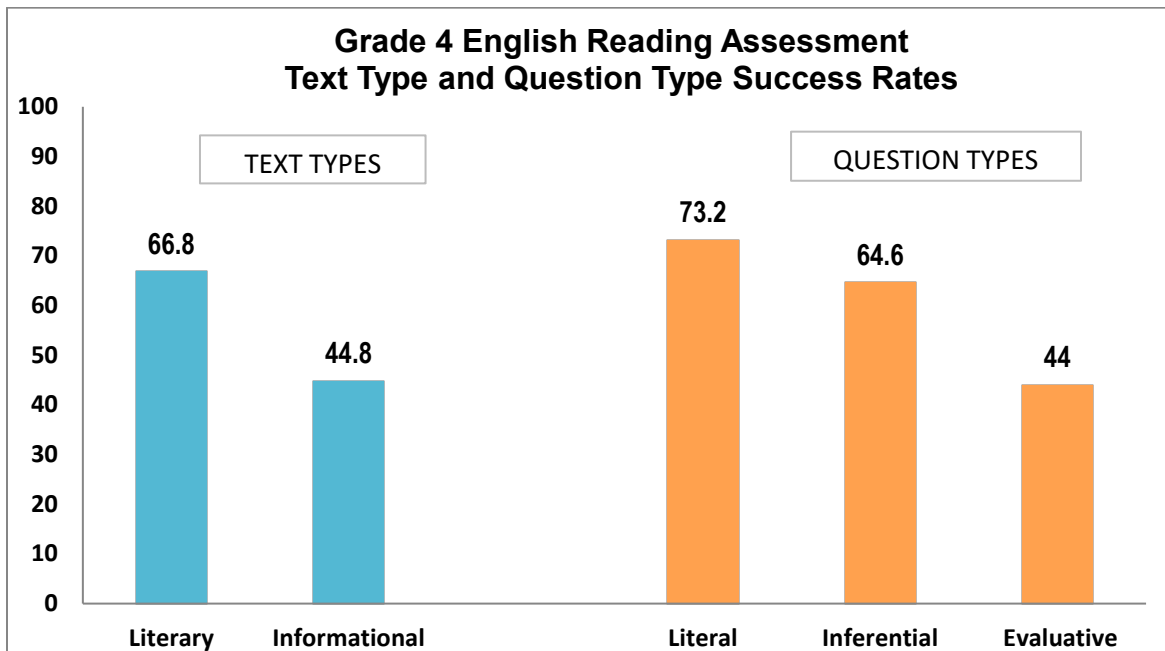
Overall, Grade 6 student success was higher for literary texts, and they performed best when responding to literal questioning.

**Grade 6 English Reading Assessment
Text Type and Question Type Success Rates**

	TEXT TYPES			QUESTION TYPES	
Literary	Informational		Literal	Inferential	Evaluative
70.9	63.2		79.1	62.6	62.3
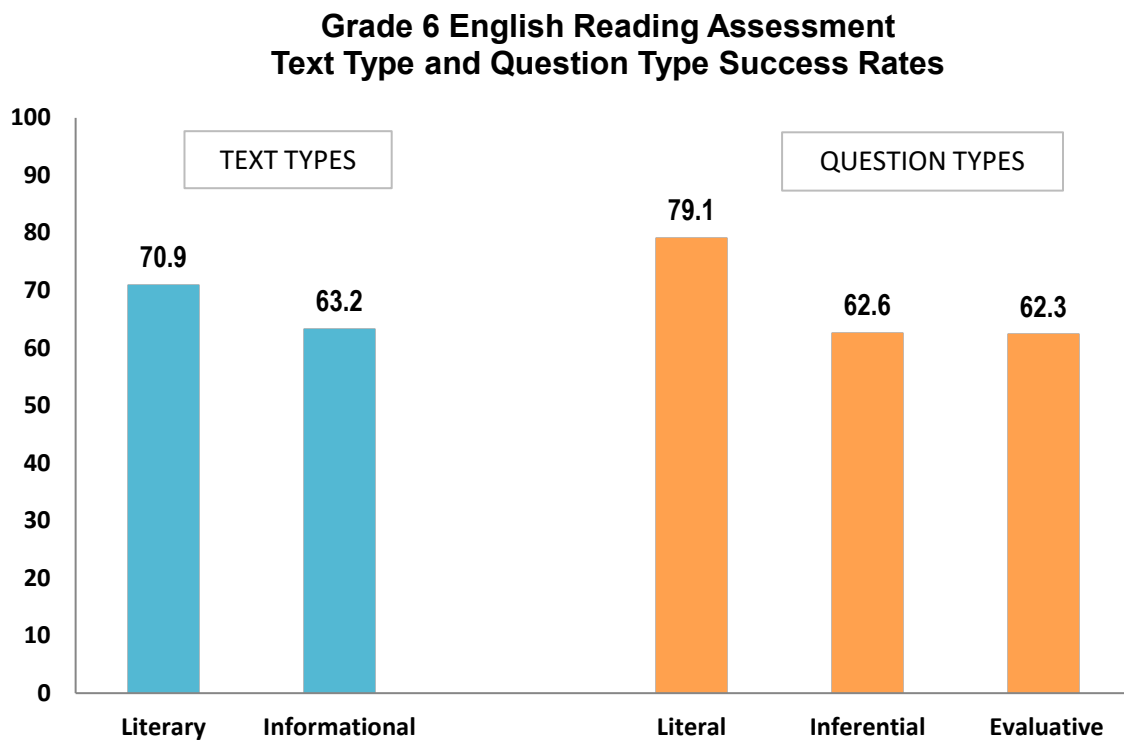
Description of the *Appropriate Achievement* Level
for the *Reading Achievement Standards, <u>End of Grade 4</u>*

Text Type

Literary Texts
- Continuous and Non-Continuous Texts: realistic, fantasy, traditional, historical, mystery

Information Texts
- Continuous and Non-Continuous Texts: informational, biography, autobiography

Question Type

Literal Response

- Respond accurately to most literal questions by selecting and locating relevant details; may omit some key information when skimming a large amount of text.

- Identify most key story elements (e.g., setting, characters, story events, problem/resolution, theme/lesson) of a narrative text and provide some relevant details; may include some unnecessary information; graphic organizers may be used.

- Distinguish between main idea and supporting details; may use graphic organizers to categorize ideas and make limited "jot" notes.

Inferential/Interpretive Response

- Make logical inferences about a character (his/her actions, feelings, or personality), and story events with some supporting textual details.

- Interpret clear relationships among several ideas to draw conclusions (e.g., cause/ effect, problem/solution), or make comparisons; support responses with some textual details.

- Use context clues, prior knowledge, and reference tools (e.g., dictionary, glossary) to explain the meaning of new vocabulary; provide a reasonable interpretation of words/sentences used in figurative and descriptive ways.

- Interpret text features (e.g., captions, font, diagrams, maps) and demonstrate an overall understanding of their purpose; may require prompts when graphics are not explained in text.

Personal/Critical/Evaluative Response

- Make some personal connections, relate relevant prior knowledge, and make logical text-to-text comparisons; some connections go beyond the obvious and may be supported with a general explanation.

- Explain and support preferences for, and opinions about, texts, authors, and illustrators, providing some specific details or examples; may include some general or unrelated reasons.

- Recognize some elements of author's style/technique (e.g., figurative language, descriptions); explain how they help the reader; support explanations with personal examples or preference.

- Distinguish between fact and opinion, and identify an author's point of view, using details from the text.

- Identify a variety of text forms (e.g., narrative, report, instructions, explanation, autobiography), including key characteristics (e.g., grouping of ideas) and a form's general purpose.

Description of the *Appropriate Achievement* Level
for the *Reading Achievement Standards, <u>End of Grade 6</u>*

Text Type

Literary Texts
- Continuous and Non-Continuous Texts: science fiction, myths, legends, fantasy, poetry, etc.

Information Texts
- Continuous and Non-Continuous Texts: reports, instructions, biography, memoir, etc.

Question Type

Literal Response
- Respond accurately to most literal questions by selecting and locating relevant details; locate information using a variety of sources.
- Identify most key story elements (e.g., setting, characters, events, problem/resolution, theme/lesson) of a narrative text including most relevant details; explain how events are related to the theme; graphic organizers (e.g., timelines, story maps); summarize key points.
- Identify main idea and supporting details using graphic organizers (e.g., timelines, charts, webs); summarize key points.

Inferential/Interpretive Response
- Make logical inferences about characters (motivations, feelings, or personality), and story events, referring to some relevant textual details; describe relationships between characters and effect on plot or overall theme.
- Interpret relationships among several ideas to draw conclusions (e.g., plot, sequence, cause/ effect, problem/solution), or make comparisons; support responses with some details.
- Use context clues, prior knowledge, and reference tools (e.g., dictionary, glossary) to explain the meaning of new vocabulary/technical terms; provide obvious interpretations of more subtle shades of meaning, and figurative and descriptive language.
- Interpret text features (e.g., headings, subheadings, captions, font, diagrams, maps, keys/legends, cutaways, graphs) and explain how they help the reader understand the text.

Personal/Critical/Evaluative Response
- Make personal connections: compare/contrast with personal experiences/relevant prior knowledge and make logical text-to-text comparisons; many connections go beyond the obvious and can be supported with a reasonable explanation.
- Express and support preferences for, and opinions about particular texts, authors, illustrators, and genres with specific details/examples.
  Recognize some aspects of an author's style/technique (e.g., figurative language, dialect, descriptions); explain how this influences the reader's experience; evaluate author's effectiveness by providing relevant examples.
- Respond critically to texts: recognize language used to manipulate, persuade, or control; detect prejudice, stereotyping and bias.
- Recognize purpose, structure, and features of a variety of text forms (e.g., short story, ballad, report, explanation, persuasive, autobiography, science fiction, fantasy).