

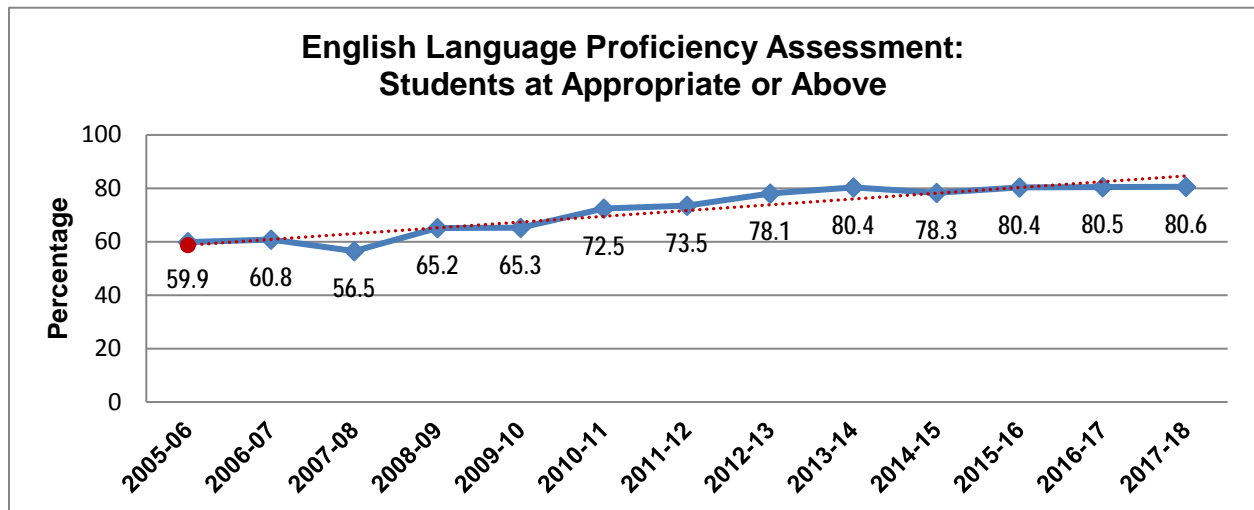
English Language Proficiency Assessment at Grade 9 Assessment Results 2017-2018

English Language Proficiency Assessment (ELPA)

The 2018 English Language Proficiency Assessment was administered to students in the ninth grade in January of the 2017-18 school year to assess their literacy proficiency based on end of Grade 8 provincial reading standards. Since 2015-16, the ELPA for Grade 9 students is a reading assessment only. Writing has continued to be assessed at the classroom level. The ELPA is a graduation requirement and it is expected that all students will obtain this literacy credential unless an exemption is obtained. Students who are unsuccessful at Grade 9 have opportunities to re-write the ELPA in Grade 11 after receiving intervention support, and again in Grade 12 if necessary.

English Language Proficiency Assessment

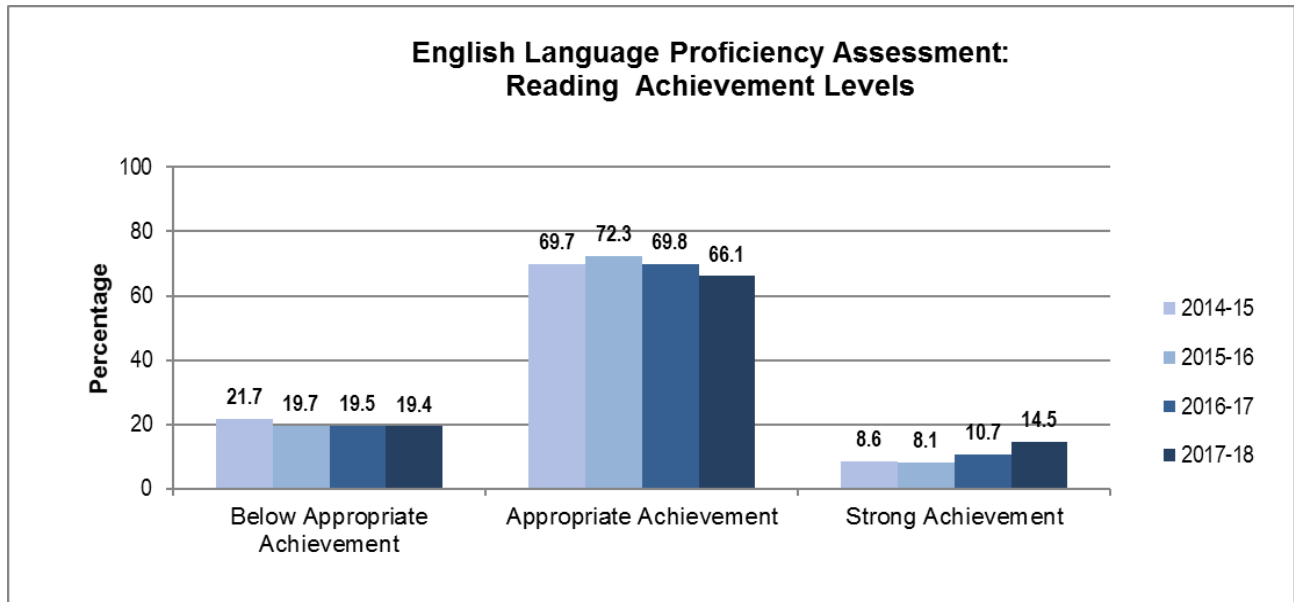
Of the 4,924 registered Grade 9 students, 80.6% met or exceeded the appropriate achievement level in reading, an increase of 0.1%. Of these students, 66.1% attained the appropriate achievement level and 14.5% attained strong achievement.



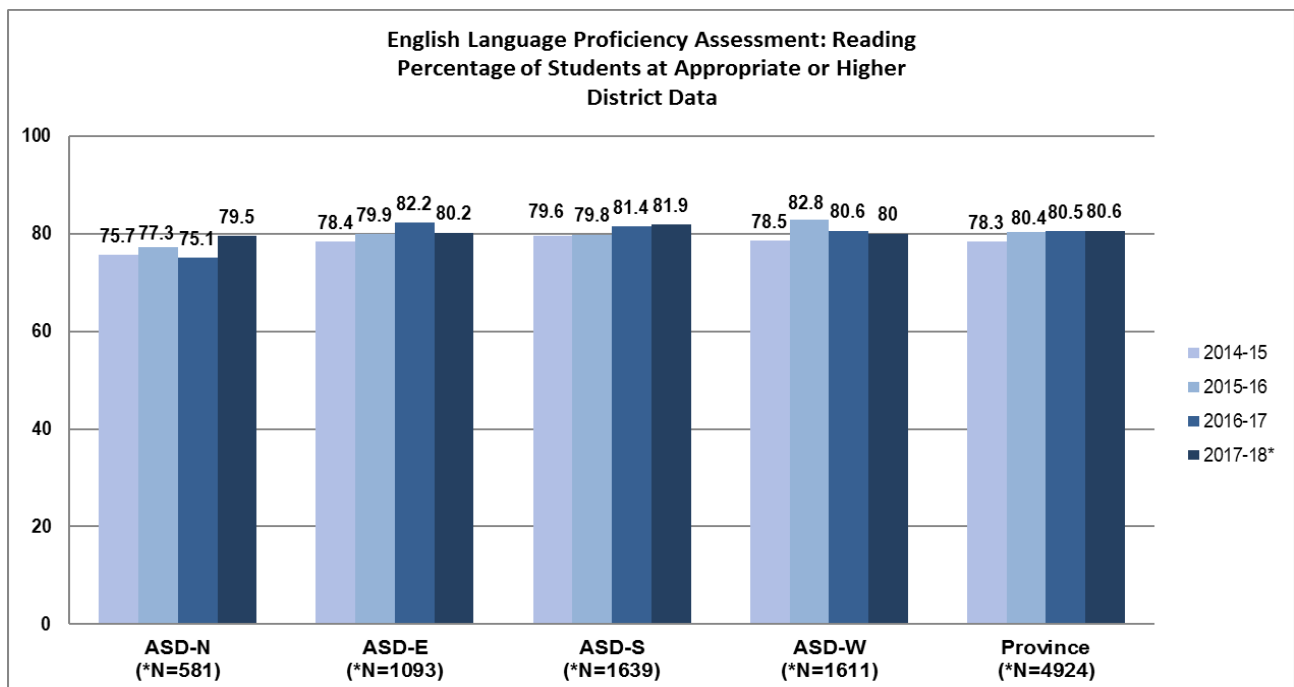
Please note: these results do not include students who were exempt.

This graph shows the percentage of students reaching the Appropriate reading proficiency level or above over time. The dotted red line is the linear trend. The trendline indicates that the reading performance on the ELPA is increasing over time.

The graph below demonstrates achievement levels over the past four years. The percentage of students performing at the strong achievement level has shown gains for the past three years and increased by 3.8% this year.



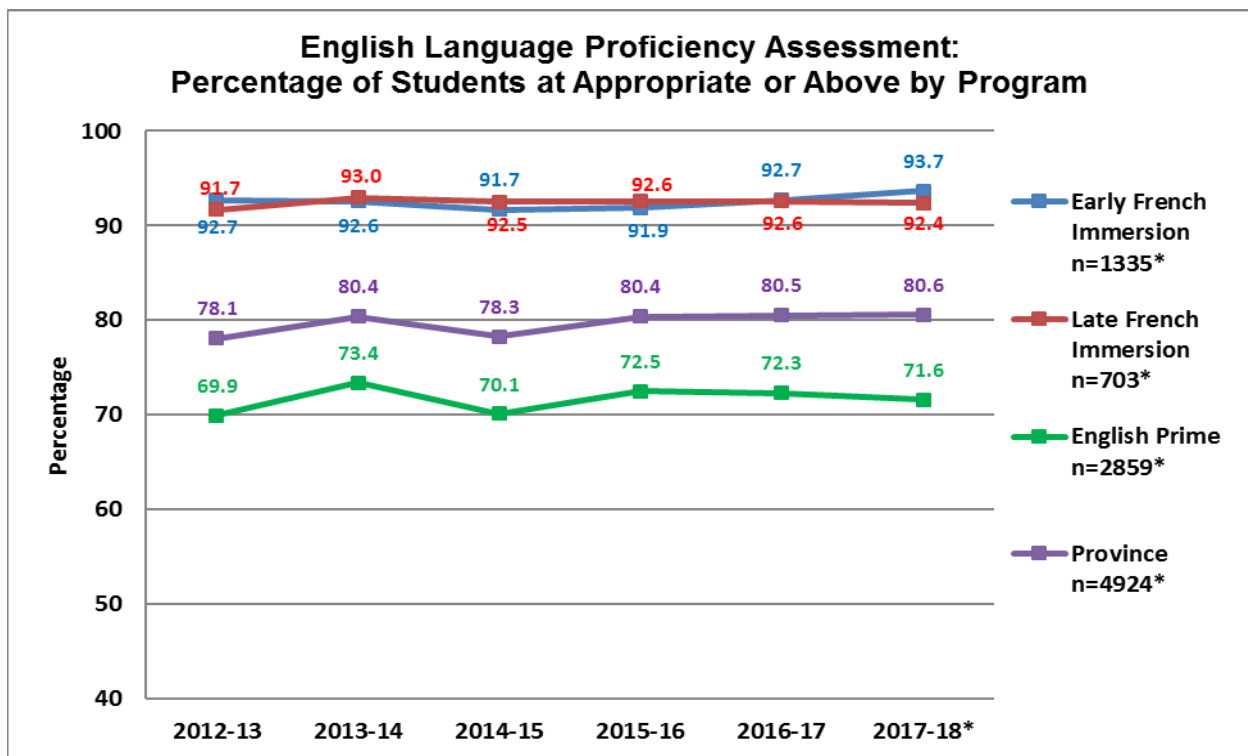
The graph below indicates the percentage of students achieving Appropriate or above from 2015 to the 2018 for each school district.



The table below shows the rate of exemptions (temporary and permanent) for the ELPA. The rate of exemptions for the province has remained just over 4% for the past three years.

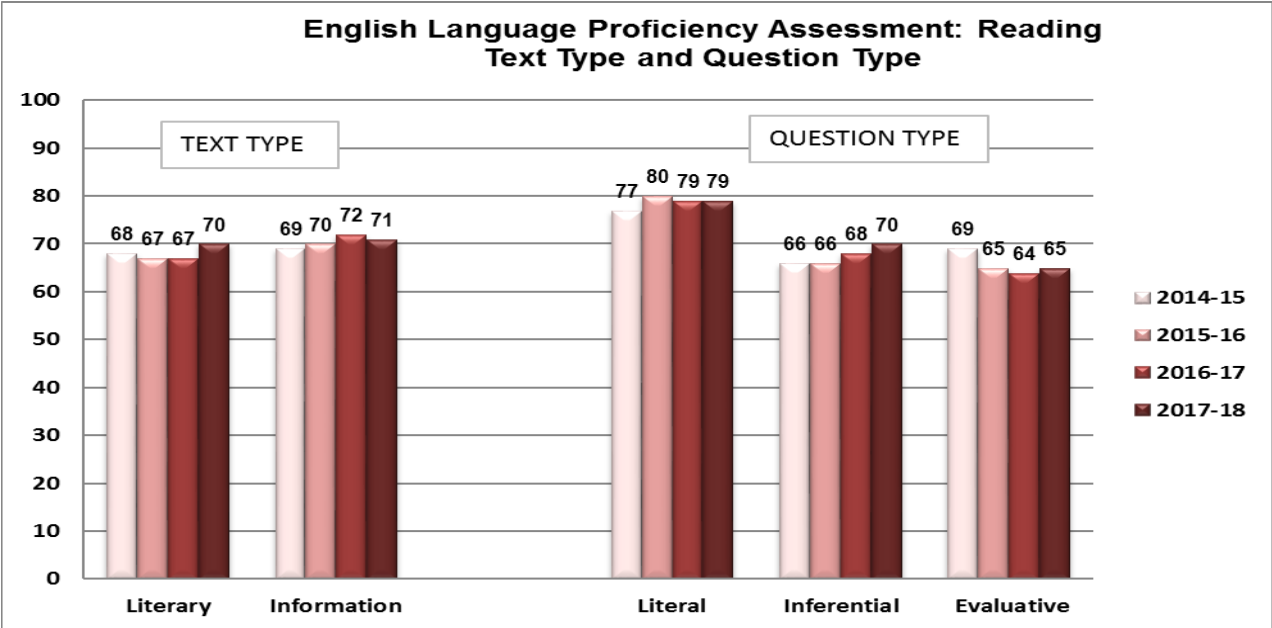
		2017-2018 ELPA Exemptions (Temporary and Permanent)	
District	Number of Students	Number of Exemptions	Percent Exempt
ASD North	581	51	8.8%
ASD East	1093	23	2.1%
ASD South	1639	48	2.9%
ASD West	1611	93	5.8%
Independent Schools	215	0	0%
Province	4924	215	4.4%

The Grade 9 reading assessment includes all students in Grade 9 regardless of their program. Students in the immersion programs have consistently met the target of 90% at Appropriate and above for the past six years.



*Number of students in 2017-18

The English Language Proficiency Assessment at Grade 9 is broken down into two text types: Literary and Information Text, and three question types: Literal, Inferential, and Evaluative Responses. Overall, students achievement is similar on both Literary and Information text. On question type, students perform better on literal questions versus inferential and evaluative questions.



Reading Strands

Text Type

- Literary Texts**
- *Continuous Prose*: short stories, myths, legends, drama, etc.
 - *Non-continuous Prose and Poetry*: poems, song lyrics, comics, excerpts from graphic novels, etc.
- Information Texts**
- *Continuous Information Text*: articles, descriptive reports, short biographies, etc.
 - *Non-continuous Information Text*: charts, graphs, maps, recipes, schedules, advertisements, graphic hybrid texts, etc.

Question Type

Literal Response: Reading “the lines”

- Respond accurately to most literal questions; skim large amount of text in search of information, locate literal information from a variety of texts
- Identify key story elements (setting, characters, events, problem/resolution, theme/lesson) of a narrative text; explain how events are related to the theme
- Distinguish between main ideas and supporting details; concisely summarize key information

Inferential Response: Reading “between the lines”

- Make logical inferences about multiple complex characters (motivations, traits, feelings or personality), and story events; describe relationships among characters and effect on the plot or overall theme
- Interpret relationships among ideas to draw conclusions (e.g., plot, sequence, cause/effect, problem/solution) or make comparisons
- Use context clues and prior knowledge to explain the meaning of new vocabulary/technical terms; interpret subtle shades of meaning, and figurative and descriptive language; interpret symbols (objects, events, motifs) used by the author to convey meaning
- Interpret/use text features to understand the text (headings and subheadings, cutaways, legends, diagrams, maps, graphs, glossaries, captions, charts, feature boxes, sidebars); make general inferences using this information

Personal/Critical/Evaluative Response: Reading “beyond the lines”

- Make personal connections: compare/contrast with relevant prior knowledge and make logical text-to-text, text-to-world comparisons; connect characters within and across texts/genres by circumstances, traits, or actions
- Explain how the different elements of an author’s style/techniques (e.g., dialect, descriptions, figurative language, flashbacks, foreshadowing, symbolism) create meaning and reaction
- Respond critically to texts: recognize language used to manipulate, persuade, or control; detect prejudice, stereotyping and bias
- Evaluate purpose, structure, and characteristics of a variety of text forms (e.g., short story, ballad, report, explanation, persuasive, autobiography, science fiction, fantasy)

Please refer to the brochure [Understanding the Provincial Achievement Standards in Reading and Writing](#) for information on the expectations by the end of Grade 8 and how to support your child in these areas.