

Provincial Assessment Results 2017-2018

Grade 10 Mathematics, Scientific Literacy, French Reading

The Provincial Assessment at Grade 10 is a measure of student performance in mathematics, scientific literacy, and French Second Language reading. The goal of the government of New Brunswick is for 90% of students to achieve appropriate or higher levels of proficiency in each of these subject areas.

Background

In keeping with the Department's test development protocol, test items were developed and selected in 2014-15 by groups of experienced New Brunswick educators, including Grade 10 classroom teachers and subject matter experts. In May 2015, items were field tested in mathematics, scientific literacy and French Immersion reading. Items from the field test were vetted and selected for inclusion in the provincial pilot conducted the following May. The Grade 10 provincial assessment was implemented in May 2018. Development of the Post-Intensive French Reading Assessment began a year after the other components and will be implemented in 2018-19.

Most students enrolled in New Brunswick schools participate in provincial assessments. A range of accommodations are provided to include as many students as possible. In certain circumstances, it is necessary and appropriate for students to be exempted from participation, for example when the testing format is not appropriate for a student to demonstrate their learning, even with accommodations. Typically, academic exemptions are sought for students who have individualized learning goals and outcomes in their Personalized Learning Plan. Exemptions may also be considered for English Language Learners (ELL).

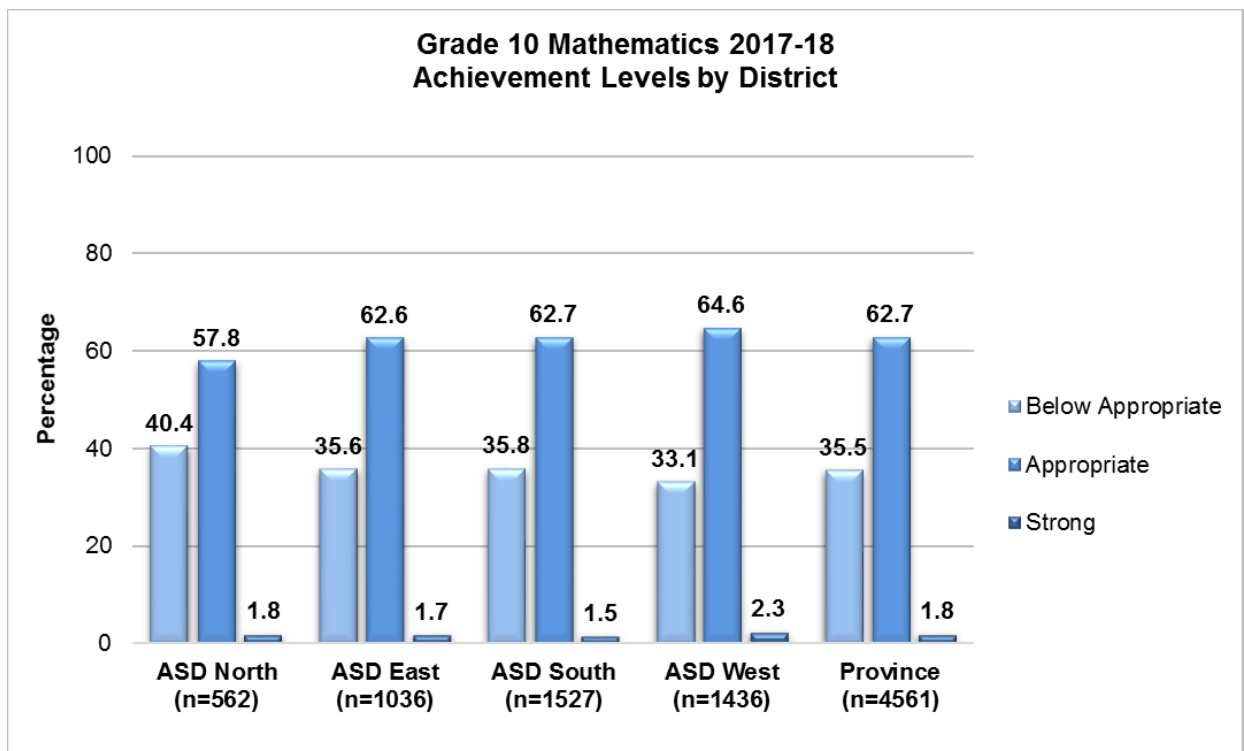
Please consult the [Provincial Assessment Program: Protocols for Accommodations and Exemptions](#) for further information.

Provincial Assessment at Grade 10: Mathematics

The New Brunswick mathematics curriculum focuses on the ability of students to analyze, reason, and communicate ideas effectively as they pose, formulate, solve, and interpret mathematical problems in a variety of situations.

Of the 4,561 students registered in Grade 10 mathematics, 64.5% met or exceeded the Appropriate Achievement level in mathematics. Of these students, 1.8% were at the Strong Achievement level. Please note that Below Appropriate Achievement includes students who were exempt (1.8%), but does not include students who did not write for other reasons (9.1%).

Levels of achievement in 2017-18 were similar in all four Anglophone districts. Of the students registered in ASD-North, ASD-East, ASD-South, and ASD-West, 59.6%, 64.3%, 64.2%, and 66.9% respectively, met or exceeded the Appropriate Achievement level as seen in the graph below.



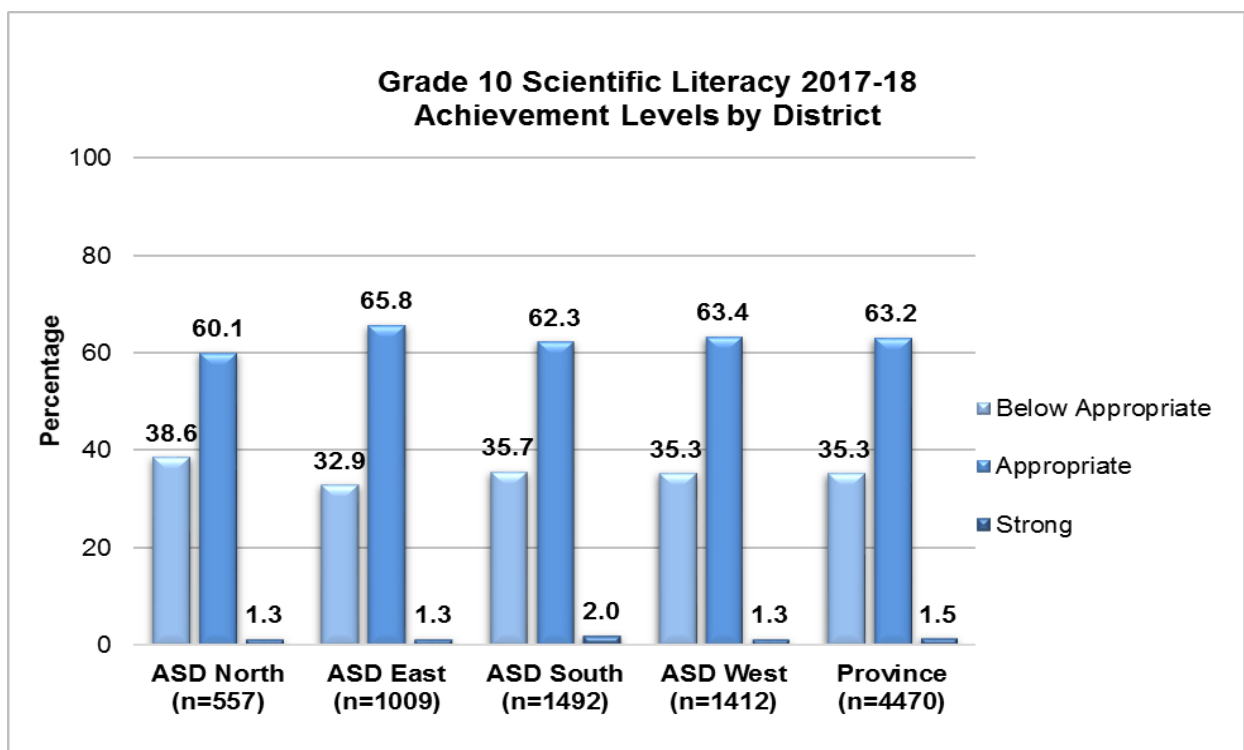
(n) refers to the number of students included in each district

Provincial Assessment at Grade 10: Scientific Literacy

Scientific literacy focuses on the ability of students to engage in inquiry, problem solving, and decision making. Scientific inquiry involves posing questions and developing explanations for phenomena. Problem solving involves developing skills needed to seek solutions to problems for decision-making, taking context into account.

Of the 4,470 students registered in Grade 10 science, 64.7% met or exceeded the Appropriate Achievement level in scientific literacy. Of these students, 1.5% were at the Strong Achievement level. Please note that Below Appropriate Achievement includes students who were exempt (1.5%), but does not include students who did not write for other reasons (10.8%).

Levels of achievement in 2017-18 were similar in all four Anglophone districts. Of the students registered in ASD-North, ASD-East, ASD-South, and ASD-West, 61.4%, 67.1%, 64.3%, and 64.7% respectively, met or exceeded the Appropriate Achievement level as shown in the graph below.



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Provincial Assessment at Grade 10: French Second Language (FSL) Reading

Typically, “reading” is understood as simply decoding, or even reading aloud; the intention of this assessment is to measure something broader and deeper. “Reading literacy” includes a wide range of cognitive competencies such as basic decoding, knowledge of words, grammar, and larger linguistic and textual structures and features. “Reading literacy” is the active, purposeful, and functional application of reading in a range of situations and for various purposes.

Students enrolled in New Brunswick’s three FSL programs participate in the Grade 10 French reading assessment. All French Immersion students participate in the same French reading assessment but the achievement expectations are different for each of the programs. A separate assessment is designed for the Post Intensive French program.

French Second Language program instructional time:

- Early French Immersion** Students in this program entered French Immersion in Grade 3 and were provided with the following instructional time in French:
- 80% in Grades 3-5
 - 70% in Grades 6-8
 - 50% in Grades 9 and 10
- Note: This is the first Grade 3 entry cohort to be assessed in reading at Grade 10.*
- Late French Immersion** Students in this program entered French Immersion in Grade 6 and were provided with the following instructional time in French:
- 70% in Grades 6-8
 - 50% in Grades 9 and 10
- Post-Intensive French** Students in this program were provided with:
- 150 minutes per week of French instruction in Grade 4 (9% of instructional time)
 - Intensive French in Grade 5 (1,000 minutes per week in one semester and 150 minutes per week in the other)
 - 200 minutes per week (12% of instructional time) in Grades 6-8
 - one French course (10% of instructional time) in Grade 9

Results

Early French Immersion

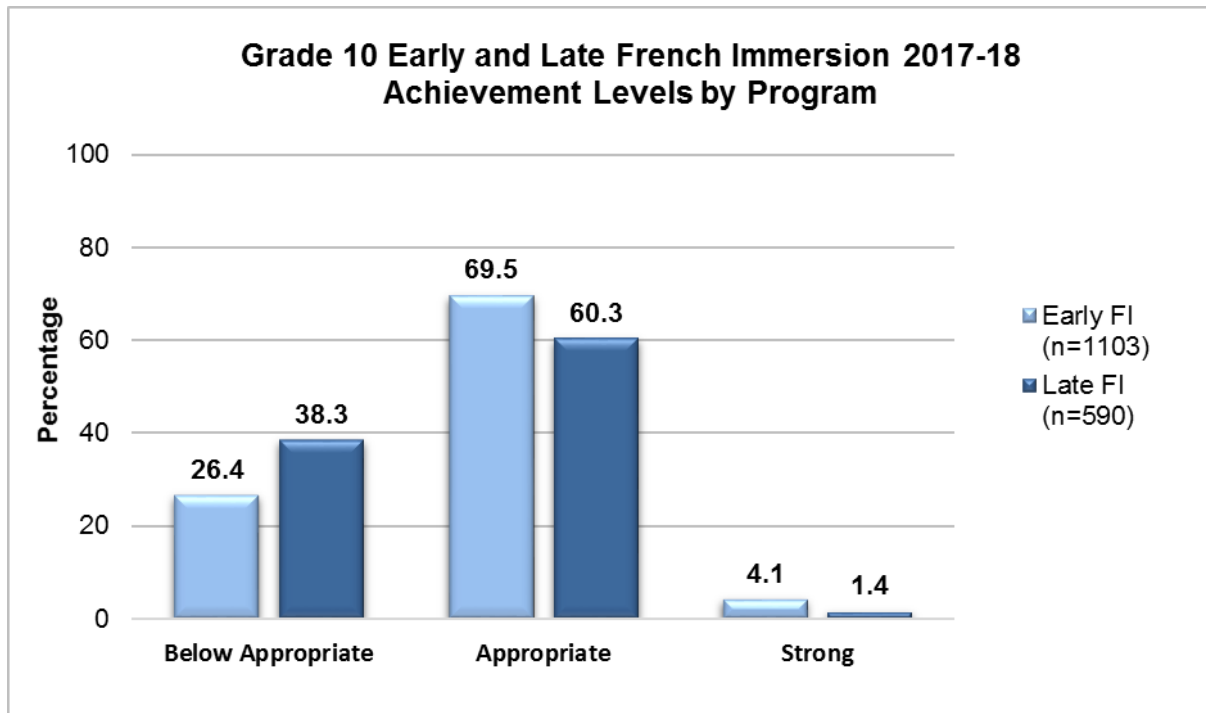
Of the 1,103 students registered in Grade 10 Early French Immersion (Grade 3 Entry), 73.6% met or exceeded the Appropriate Achievement level in reading. Of these students, 4.1% were at the Strong Achievement level. Please note that Below Appropriate Achievement includes students who were exempt (0.3%), but does not include students who did not write for other reasons (7.7%).

Late French Immersion

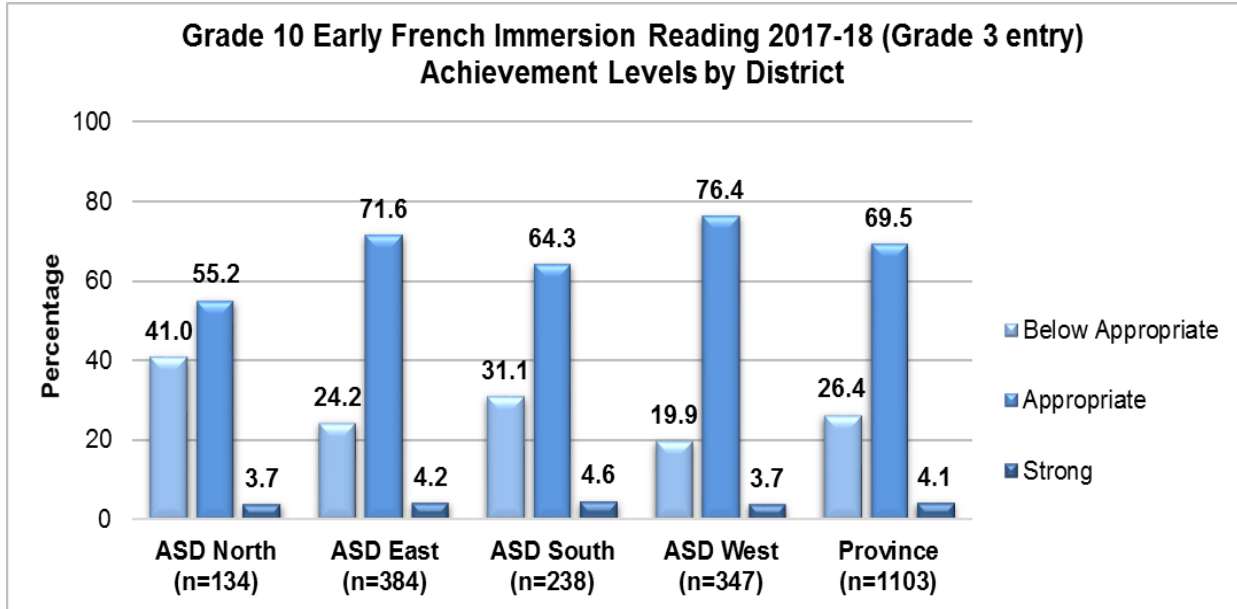
Of the 590 students registered in Grade 10 Late French Immersion (Grade 6 entry), 61.7% met or exceeded the Appropriate Achievement level in reading. Of these students, 1.4% were at the Strong Achievement level. Please note that Below Appropriate Achievement includes students who were exempt (0.2%), but does not include students who did not write for other reasons (6.3%).

Post Intensive French

Test items for this assessment were in the pilot stage of development in 2017-18. The first administration will be in 2018-19.



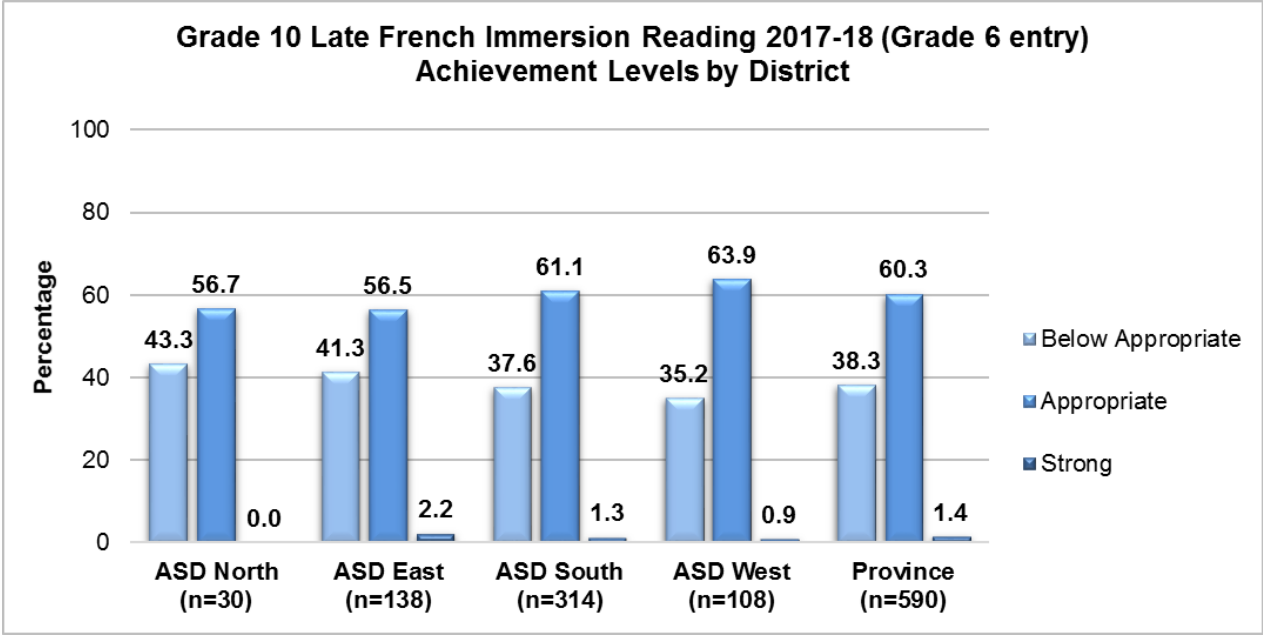
Levels of achievement in 2017-18 in Early Immersion Reading (Grade 3 entry) for the four Anglophone school districts are presented below. Of the students registered in ASD-North, ASD-East, ASD-South, and ASD-West, 58.9%, 75.8%, 68.9% and 80.1% respectively, met or exceeded the Appropriate Achievement level.



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

Levels of achievement in 2017-18 in Late Immersion Reading (Grade 6 entry) for the four Anglophone school districts are presented below. Of the students registered in ASD-North, ASD-East, ASD-South, and ASD-West, 56.7%, 58.7%, 62.4% and 64.8% respectively, met or exceeded the Appropriate Achievement level.

These performance levels will continue to be monitored and reported each year.



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