

Provincial Assessment Results 2017-2018

Grade 6 Mathematics, Scientific Literacy, English Reading, French Reading

The Provincial Assessment at Grade 6 measures student performance in mathematics, scientific literacy, English reading, and French second language reading. The goal of the government of New Brunswick is for 90% of students at Grade 6 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 2013-14 by groups of experienced and knowledgeable New Brunswick educators, including Grade 6 classroom teachers and subject matter experts. In May 2014, items were field tested in mathematics, scientific literacy, English and French second language reading. Items from the field test were vetted and selected for inclusion in the provincial pilot conducted the following May/June. The Grade 6 provincial assessment was implemented in May/June 2016. Development of the French reading assessment was extended by one year to repeat field testing of items and was implemented in 2017-18. The Grade 6 assessment will undergo a thorough analysis to ensure appropriateness for students and alignment with the overall assessment program.

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).

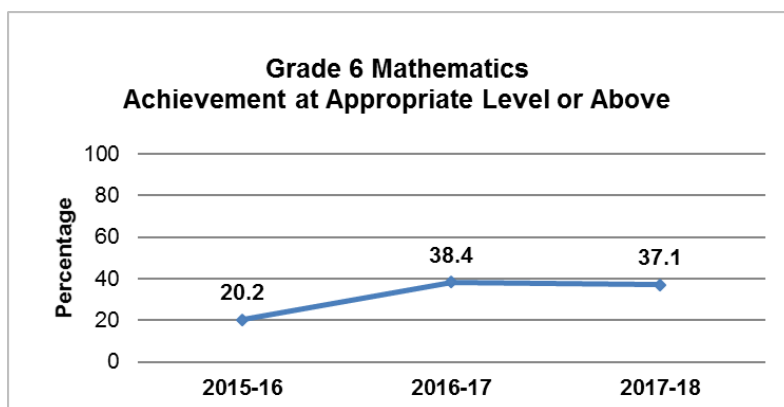
Please consult the [Provincial Assessment Program: Protocols for Accommodations and Exemptions](#) for further information.

Provincial Assessment at Grade 6: Mathematics

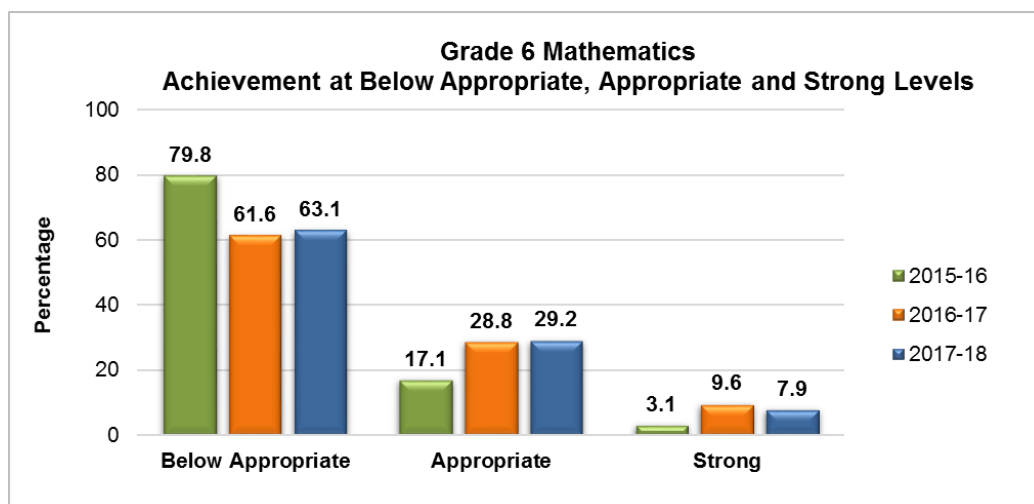
The New Brunswick mathematics curriculum focuses on the ability of students to analyze, reason and communicate ideas effectively as they pose, formulate, solve, and interpret mathematical problems in a variety of situations.

Of the 5,095 students registered for Grade 6 provincial assessments, 37.1% met or exceeded the Appropriate Achievement level in mathematics. Of these students, 7.9% were at the Strong Achievement level. Please note that Below Appropriate Achievement includes students who were exempt (2.5%) and students who did not write for other reasons (1.3%).

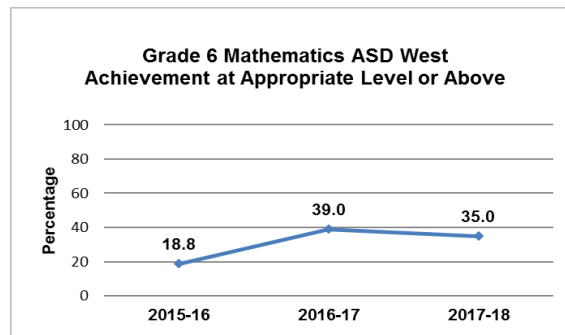
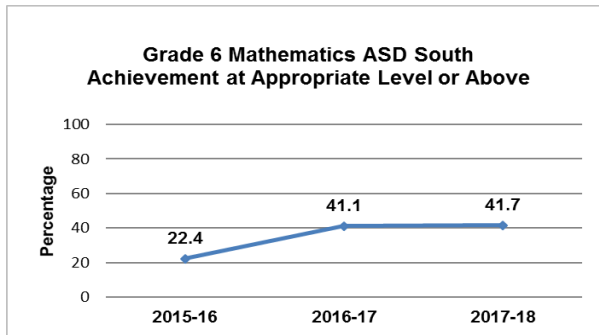
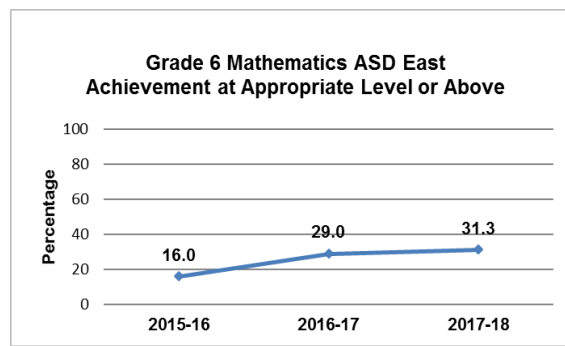
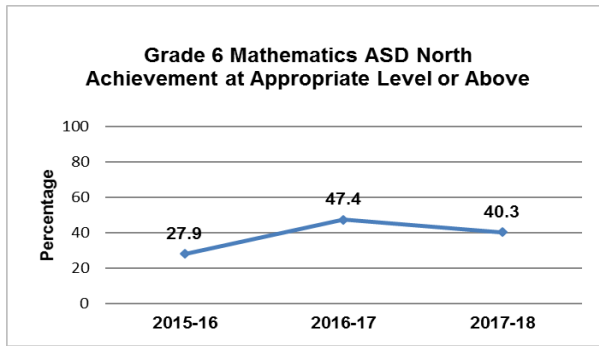
The graph below shows the trend line of students meeting or exceeding Appropriate Achievement in Mathematics from 2015-16 to 2017-18.



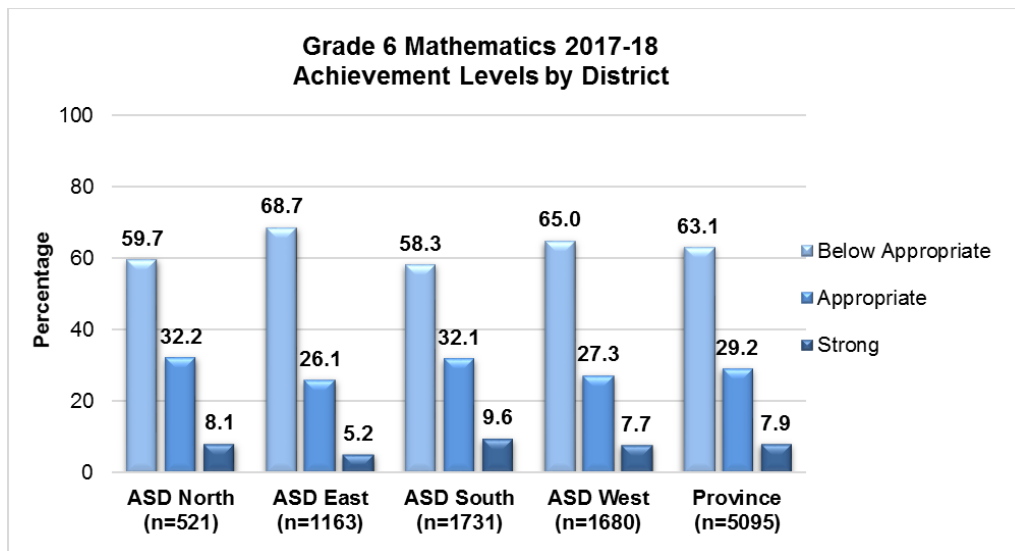
The following graph shows the percentage of students achieving at Below Appropriate, Appropriate, and Strong levels from 2015-16 to 2017-18. Since 2015-16 there has been a reduction in the percentage of students at Below Appropriate Achievement level and an increase in the percentage of students reaching the Strong level.



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, 40.3%, 31.3%, 41.7%, and 35.0% respectively, met or exceeded the Appropriate Achievement level. Since 2015-16 there has been an increase in the percentage of students achieving Appropriate or above in all districts, as shown in the graphs below.



The following graph shows the percentage of students achieving Below Appropriate, Appropriate, and Strong for each district in 2017-18.



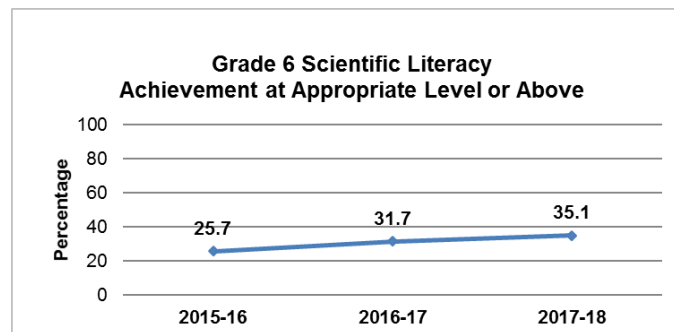
(n) refers to the number of students included in each district

Provincial Assessment at Grade 6: Scientific Literacy

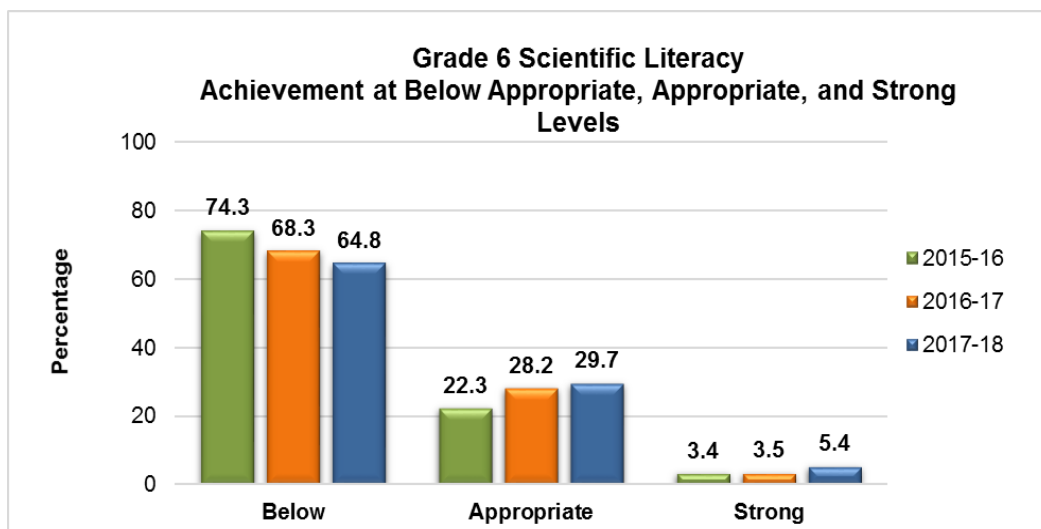
Scientific literacy focuses on the ability of students to engage in inquiry, problem solving, and decision making. Scientific inquiry involves posing questions and developing explanations for phenomena. Problem solving involves developing skills needed to seek solutions to problems for decision-making,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

Of the 5,095 students registered for Grade 6 provincial assessments, 35.1% met or exceeded the Appropriate Achievement level in scientific literacy. Of these students, 5.4% were at the Strong Achievement level. Please note that Below Appropriate includes students who were exempt (2.3%) and students that did not write for other reasons (1.4%).

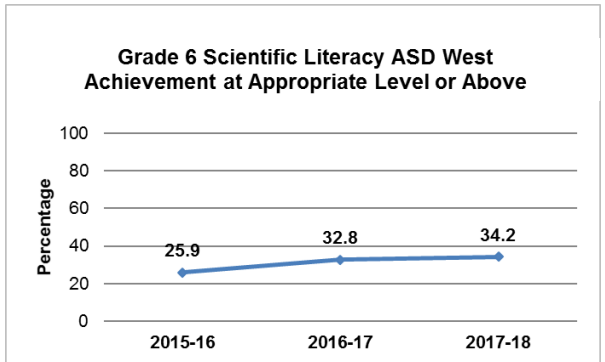
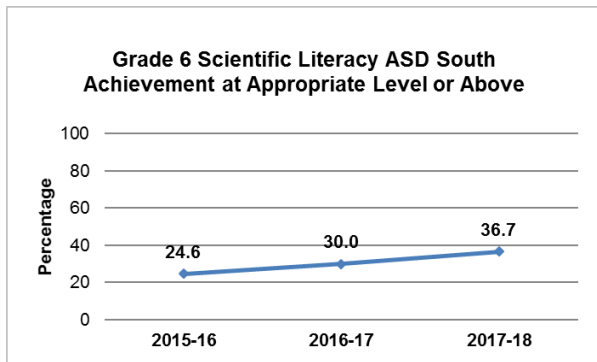
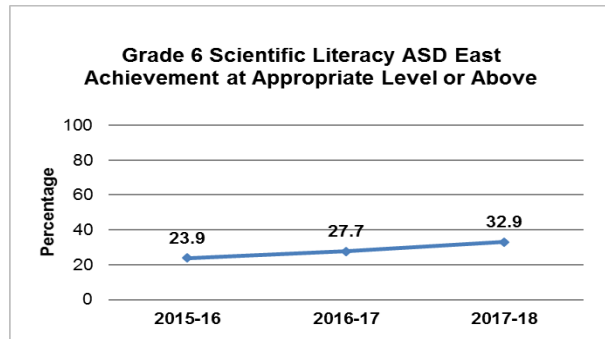
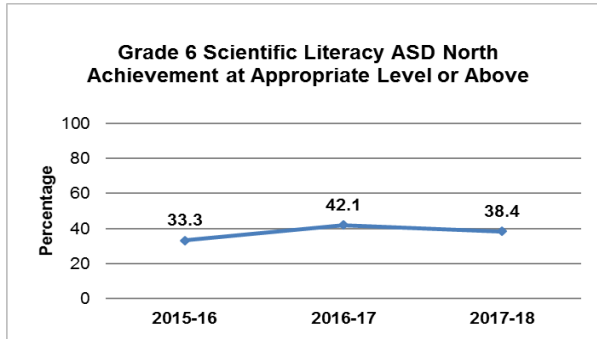
The graph below shows the trend line of students meeting or exceeding Appropriate Achievement in scientific literacy from 2015-16 to 2017-18.



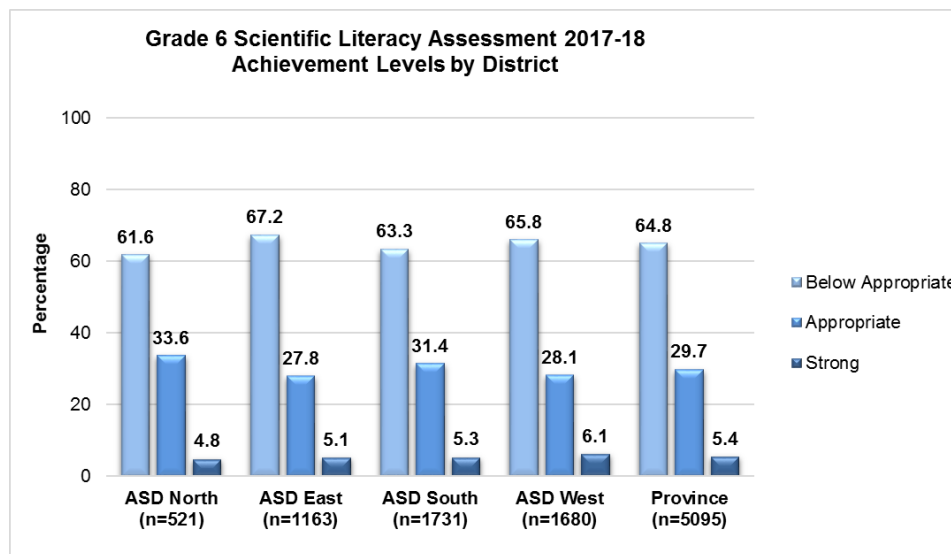
The following graph shows the percentage of students achieving at Below Appropriate, Appropriate, and Strong levels from 2015-16 to 2017-18. Since 2015-16 there has been a reduction in the percentage of students at the Below Appropriate Achievement level and an increase in the percentage of students at the Strong Achievement level.



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, 38.4%, 32.9%, 36.7%, and 34.2% respectively, met or exceeded the Appropriate Achievement level. The following graphs show that since 2015-16 there has been an increase in the percentage of students achieving Appropriate or above in all districts.



The following graph shows the percentage of students achieving at Below, Appropriate, and Strong for each district in 2017-18.



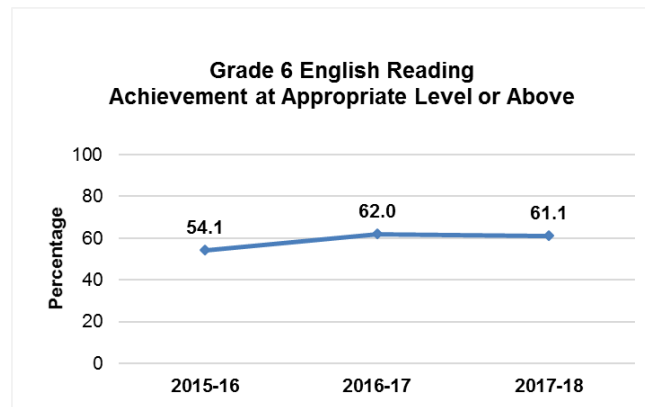
(n) refers to the number of students included in each district

Provincial Assessment at Grade 6: English Reading

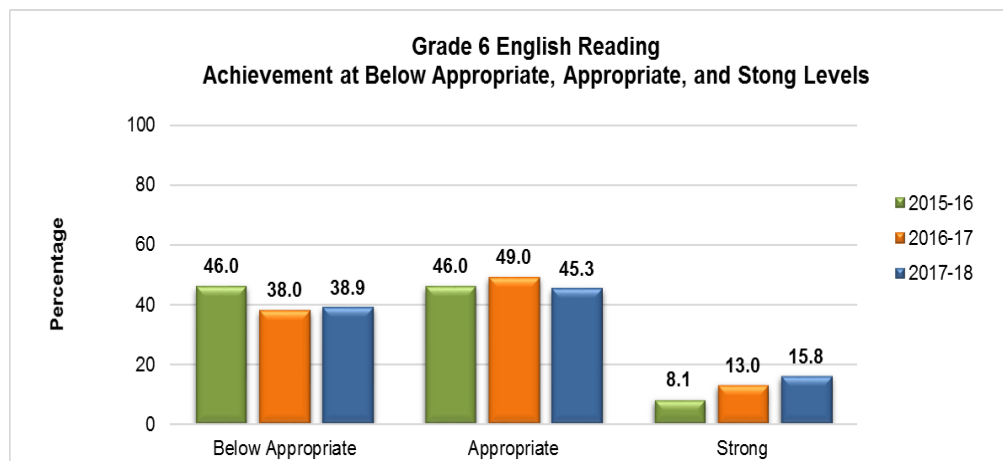
Typically, “reading” is understood as simply decoding, or even reading aloud; the intention of this assessment is to measure something broader and deeper. “Reading literacy” includes a wide range of cognitive competencies such as basic decoding, knowledge of words, grammar, and larger linguistic and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

Of the 5,095 students registered for Grade 6 provincial assessments, 61.1% met or exceeded the Appropriate Achievement level in English reading. Of these students, 15.8% were at the Strong Achievement level. Please note that Below Appropriate Achievement includes students who were exempt (2.4%) and students who did not write for other reasons (1.1%).

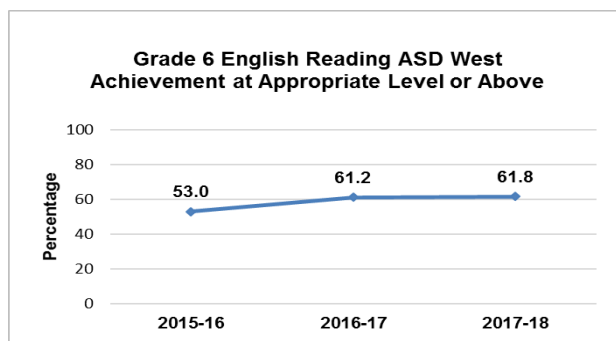
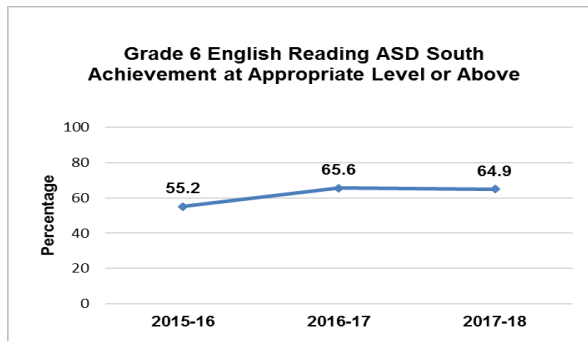
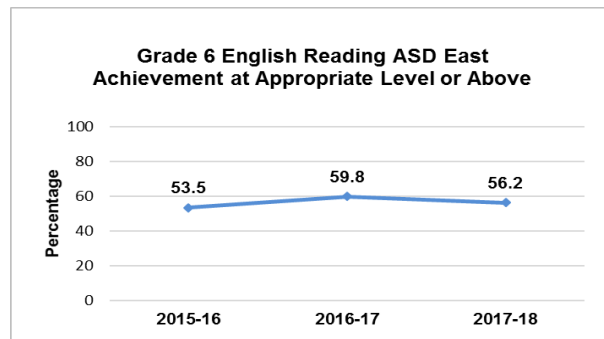
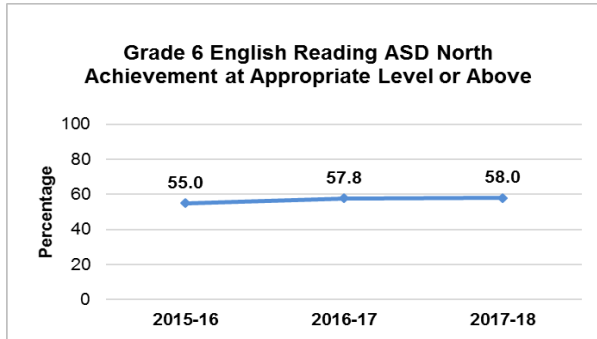
The graph below shows the trend line of students meeting or exceeding the Appropriate Achievement level in English reading from 2015-16 to 2017-18.



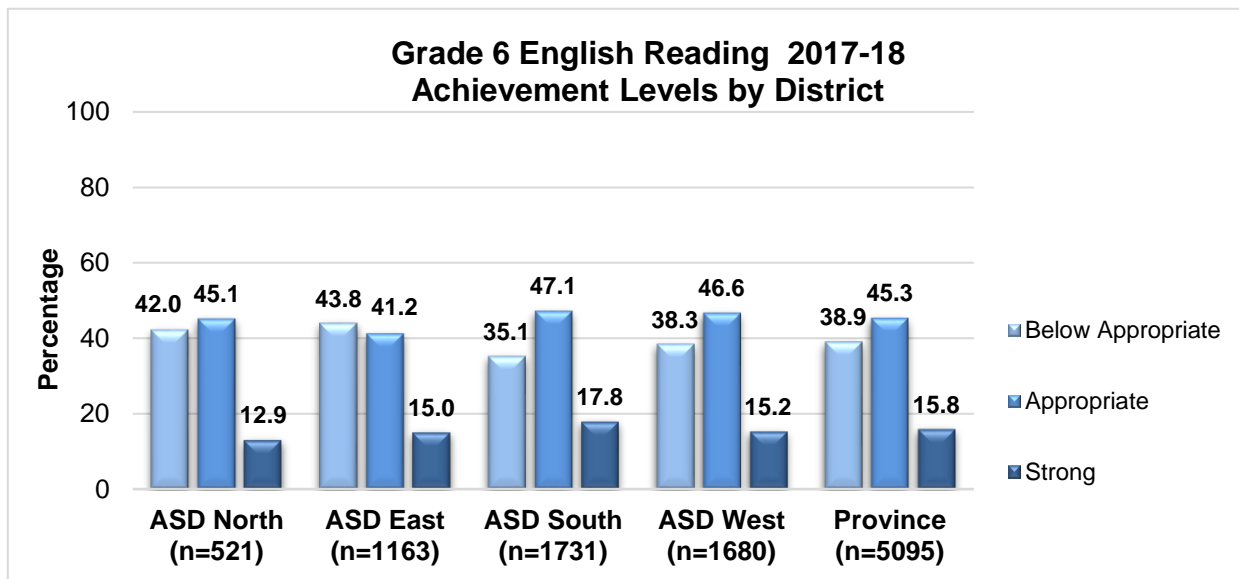
The following graph shows the percentage of students achieving at Below Appropriate, Appropriate, and Strong levels from 2015-16 to 2017-18. Since 2015-16 there has been a reduction in the percentage of students at the Below Appropriate Achievement level and an increase in the percentage of students at the Strong Achievement level.



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, 58.0%, 56.2%, 64.9% and 61.8% respectively, met or exceeded the Appropriate Achievement level. Since 2015-16 there has been an increase in the percentage of students achieving Appropriate or above in all districts as shown in the graphs below.



The following graph shows the percentage of students achieving Below, Appropriate, and Strong for each district in 2017-18.

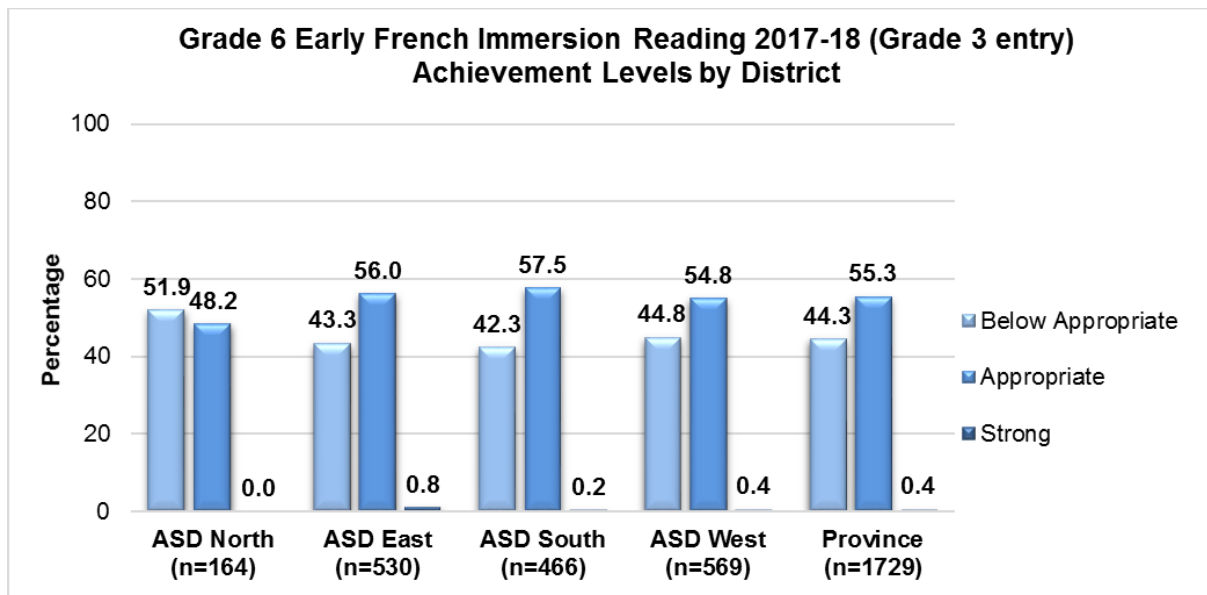


(n) refers to the number of students included in each district

Provincial Assessment at Grade 6: French Second Language Reading

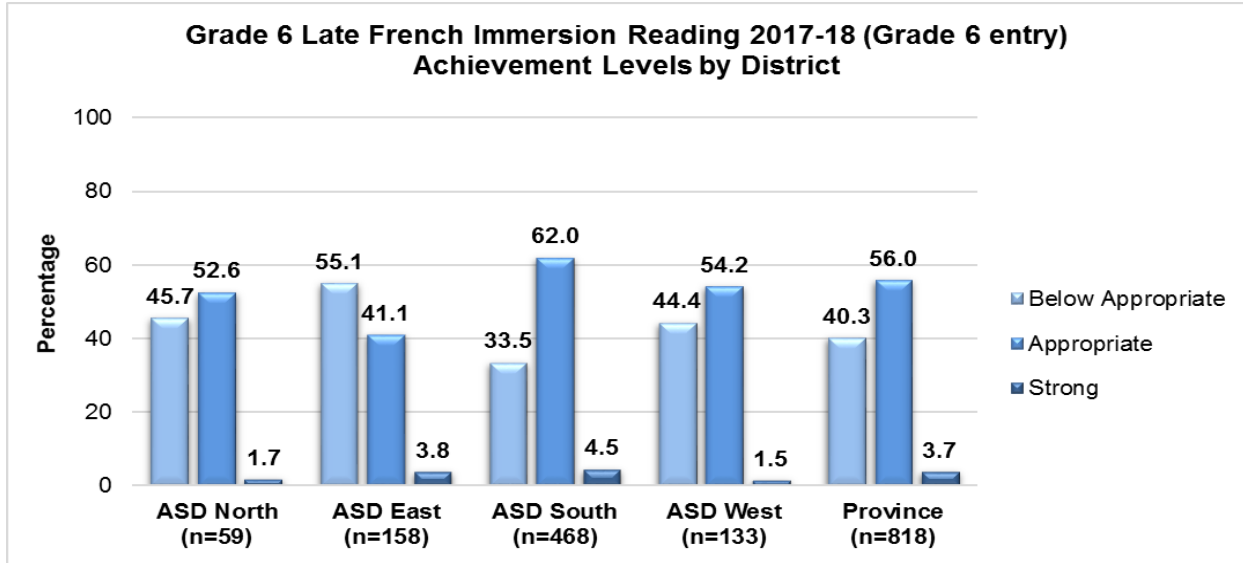
Grade 6 French second language reading competency was assessed in all three French second language programs in 2017-18: Early French Immersion (Grade 3 entry), Late French Immersion (Grade 6 entry), and Post Intensive French. All French Immersion students wrote the same assessment; however, achievement standards were adjusted to reflect expectations for the two programs. Different assessment items were given to students in the Post Intensive French program.

Results for Early French Immersion reading (Grade 3 entry), as shown in the graph below, indicate that of the 1,729 students registered in Early French Immersion, 55.7% met or exceeded the Appropriate Achievement level in reading. Of these students, 0.4% were at the Strong level. Please note that Below Appropriate includes students who were exempt (0.2%) and students who did not write (1.6%).



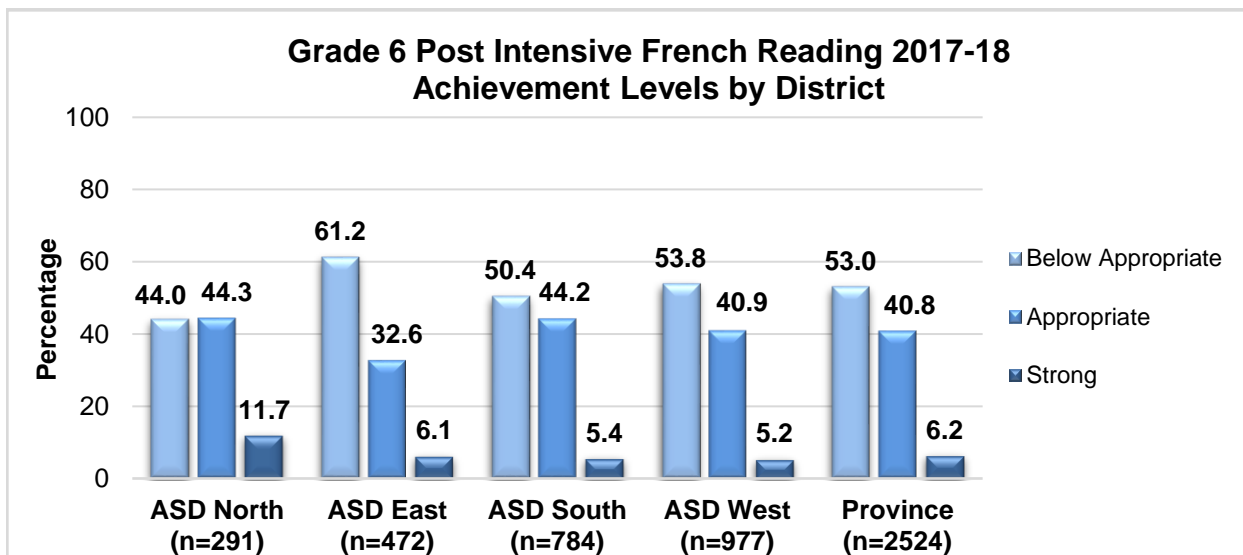
(n) refers to the number of students included in each district

Results for Late French Immersion reading, as shown in the graph below, indicate that of the 818 students registered in Late French Immersion, 59.7% met or exceeded the Appropriate Achievement level in reading. Of these students, 3.7% met the Strong Achievement level. Please note that Below Appropriate includes students who were exempt (0.2%) and students who did not write (2.4%).



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

Results for Post Intensive French reading, as shown in the graph below, indicate that of the 2,524 students registered in Post Intensive French, 47.0% met or exceeded the Appropriate Achievement level. Of these students, 6.2% met the Strong Achievement level. Please note that Below Appropriate includes students who were exempt (5.0%) and students who did not write (6.1%).



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