

Provincial Assessment Results 2023-24

GRADES 4 & 6 ENGLISH READING PROFICIENCY

BACKGROUND

The *Grades 4 and 6 English Reading Assessments* were administered to students in the spring of 2024 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.

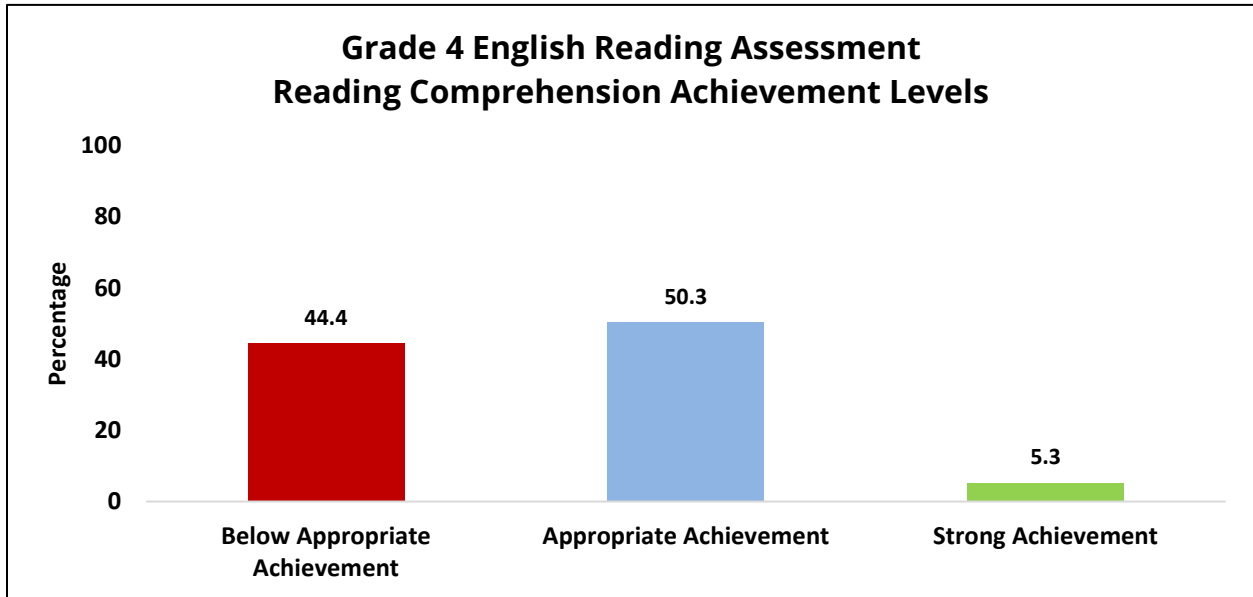
In 2021-22 a mode study was conducted to identify any impact or bias resulting from migration to the online platform. Traditional paper versions of the tests were administered to ten percent of students, while the rest completed the tests online. Results of statistical analyses indicated:

- 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.

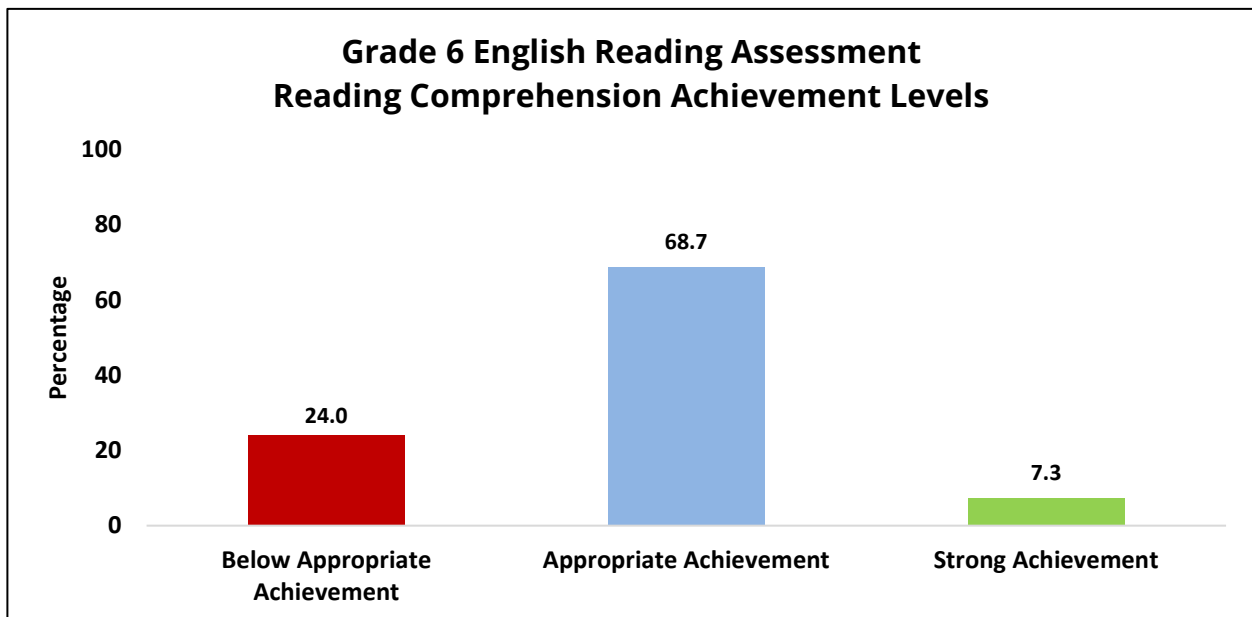
Warranted accommodations are provided to include as many students as possible in the provincial assessment program. Universal accommodations included coloured background, and text magnification. In certain circumstances, it is necessary and fitting for students to be exempted from participation. This 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

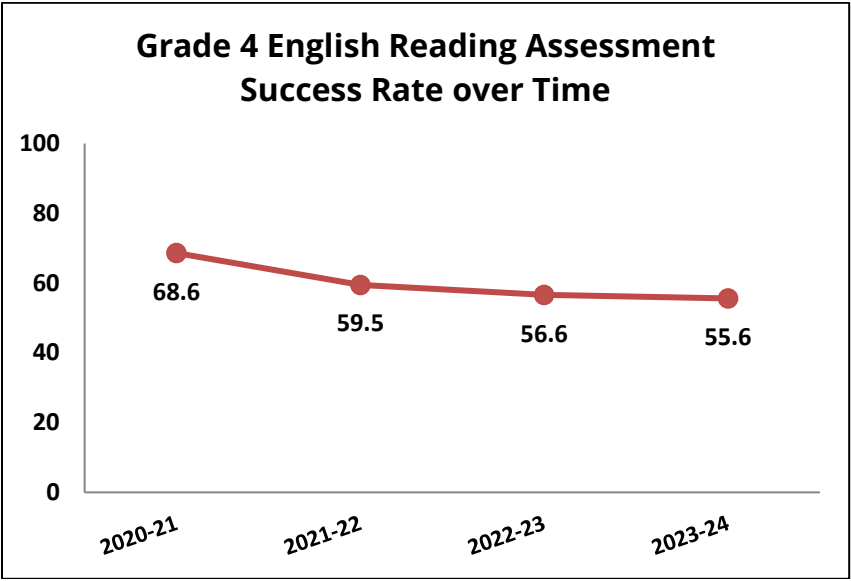
Of 5822 Grade 4 students, 55.6% were successful (5.3% attained *Strong Achievement* and 50.3% attained *Appropriate Achievement*). The 44.4% of students in the *Below Appropriate Achievement* group includes exempted students (5.5%) but excludes students who are absent during the assessment administration period (100).



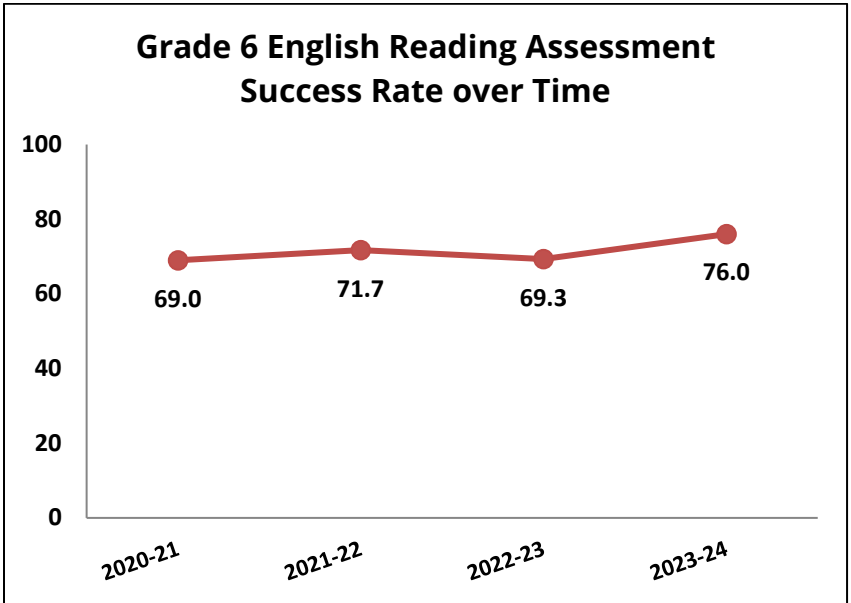
Of 5740 Grade 6 students, 76% were successful (7.3% attained *Strong Achievement* and 68.7% attained *Appropriate Achievement*). The 24% of students in the *Below Appropriate Achievement* group includes exempted students (5%) but excludes students who are absent during the assessment administration period (159).



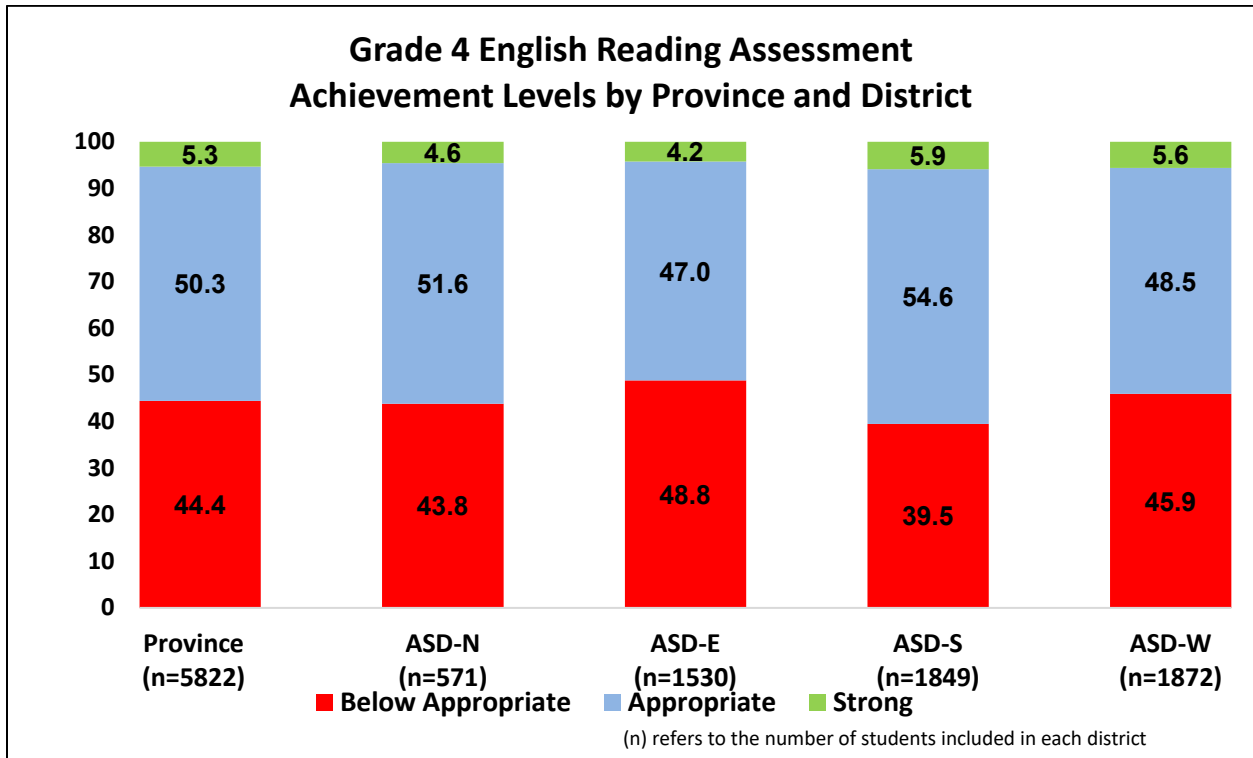
The following graphs include the last historical datapoint, along with the baseline established in 2020-21. Performance of the 2023-24 Grade 4 cohort is not statistically different from that of the 2022-23 cohort.



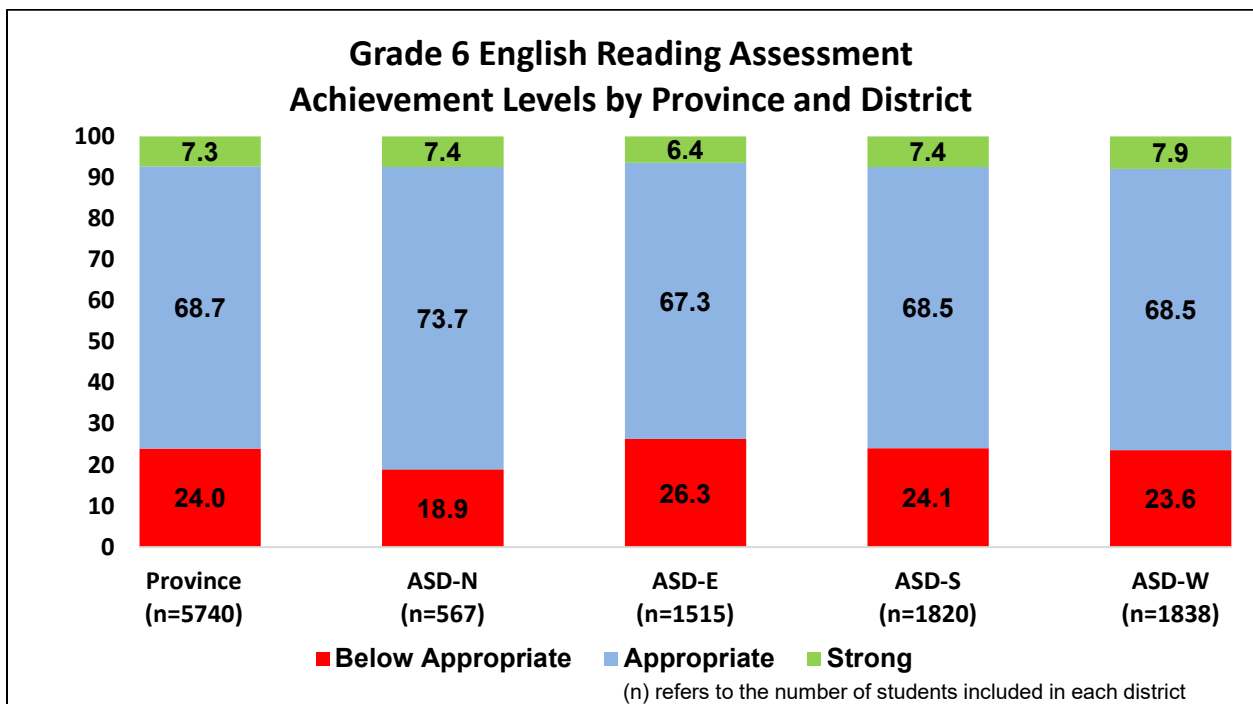
Performance of the 2023-24 Grade 6 cohort is statistically different from that of the 2022-23 cohort.



The graphs below indicate the achievement levels for the province and for each school district. District success rates for the *Grade 4 English Reading Assessment* are as follows: ASD-N = 56.2%; ASD-E = 51.2%; ASD-S = 60.5%; ASD-W = 54.1%.



District success rates for the *Grade 6 English Reading Assessment* are as follows: ASD-N = 81.1%; ASD-E = 73.7%; ASD-S = 75.9%; ASD-W = 76.4%.



Exemption rates for the *Grade 4 English Reading Assessment* are displayed in the table below. The provincial exemption rate remained at 5.5%.

Grade 4 English Reading Assessment Exemption Rates				
District	Number of Grade 4 Students*	Number of Students Exempt	Percent Exempt	Success Rate Excluding Exemptions
Province	5822	322	5.5	58.8
ASD-North	571	20	3.5	58.3
ASD-East	1530	107	7.0	55.0
ASD-South	1849	96	5.2	63.8
ASD West	1872	99	5.3	57.1

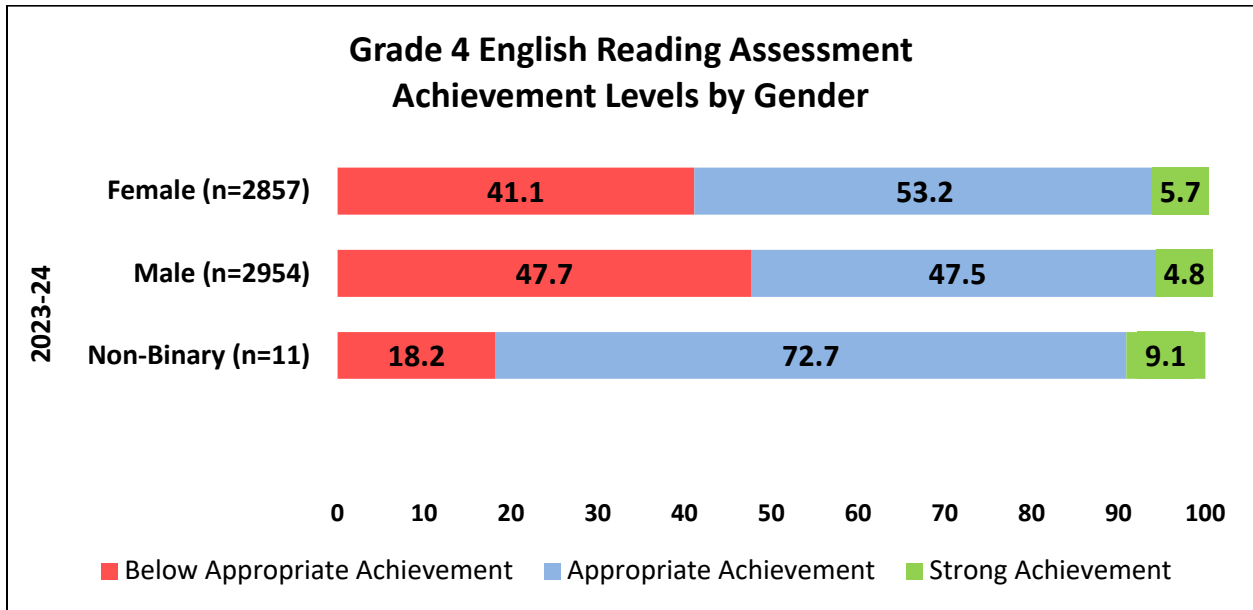
*Excluding absent student count

Exemption rates for the *Grade 6 English Reading Assessment* are displayed in the table below. The provincial exemption rate increased from 3.8% last year to 5% this year.

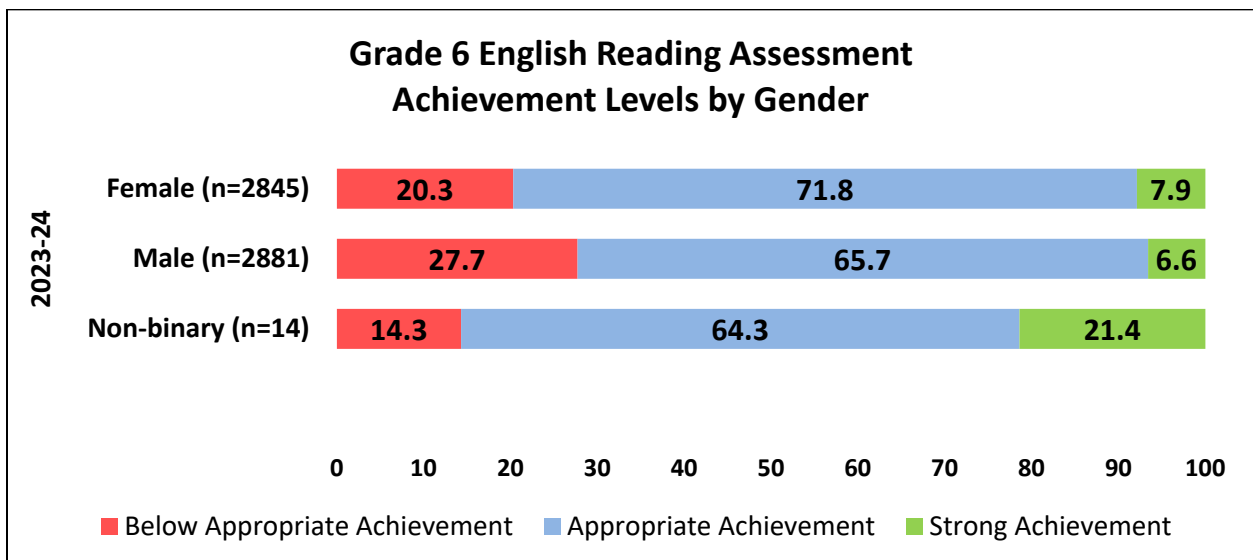
Grade 6 English Reading Assessment Exemption Rates				
District	Number of Grade 6 Students*	Number of Students Exempt	Percent Exempt	Success Rate Excluding Exemptions
Province	5740	285	5.0	80.0
ASD-North	567	11	1.9	82.7
ASD-East	1515	85	5.6	78.0
ASD-South	1820	100	5.5	80.3
ASD West	1838	89	4.8	80.3

*Excluding absent student count

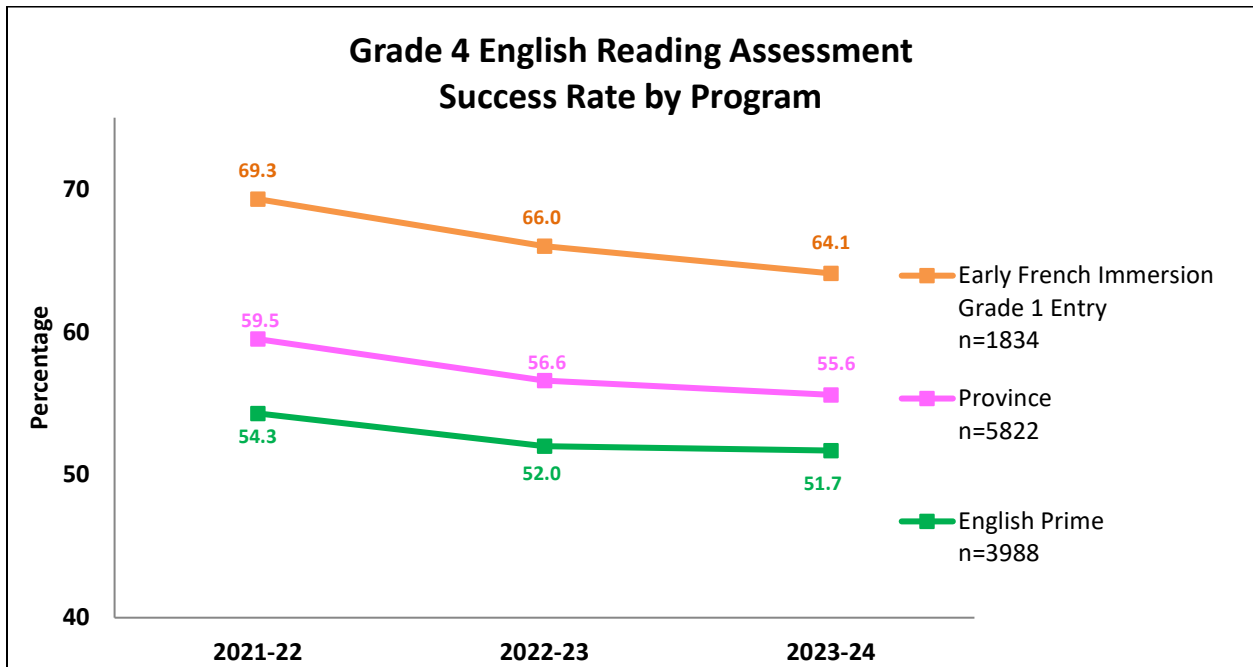
The following graphs illustrate achievement levels by gender. Gender designations for this analysis were retrieved from administrative data contained in the provincial Student Information System. Combining *Appropriate* and *Strong* achievement levels, the success rate for Grade 4 students was 58.9% for female students, 52.3% for male, and 81.8% for non-binary students. Although there are few students in the latter group (11), 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.



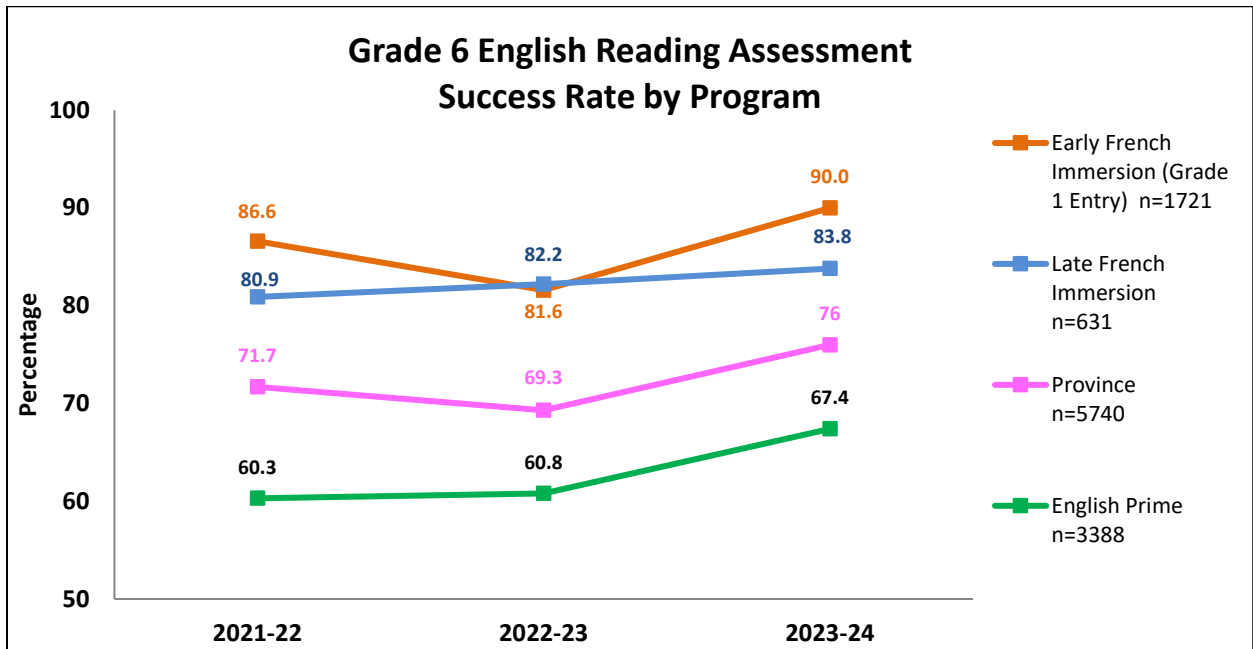
Combining *Appropriate* and *Strong* achievement levels, the success rate for Grade 6 students was 79.7% for female students, 72.3% for male, and 85.7% for non-binary students. Although there are few students in the latter group (14), results are included to provide a complete provincial picture and a baseline for anticipated increases in the number of students in this group over time.



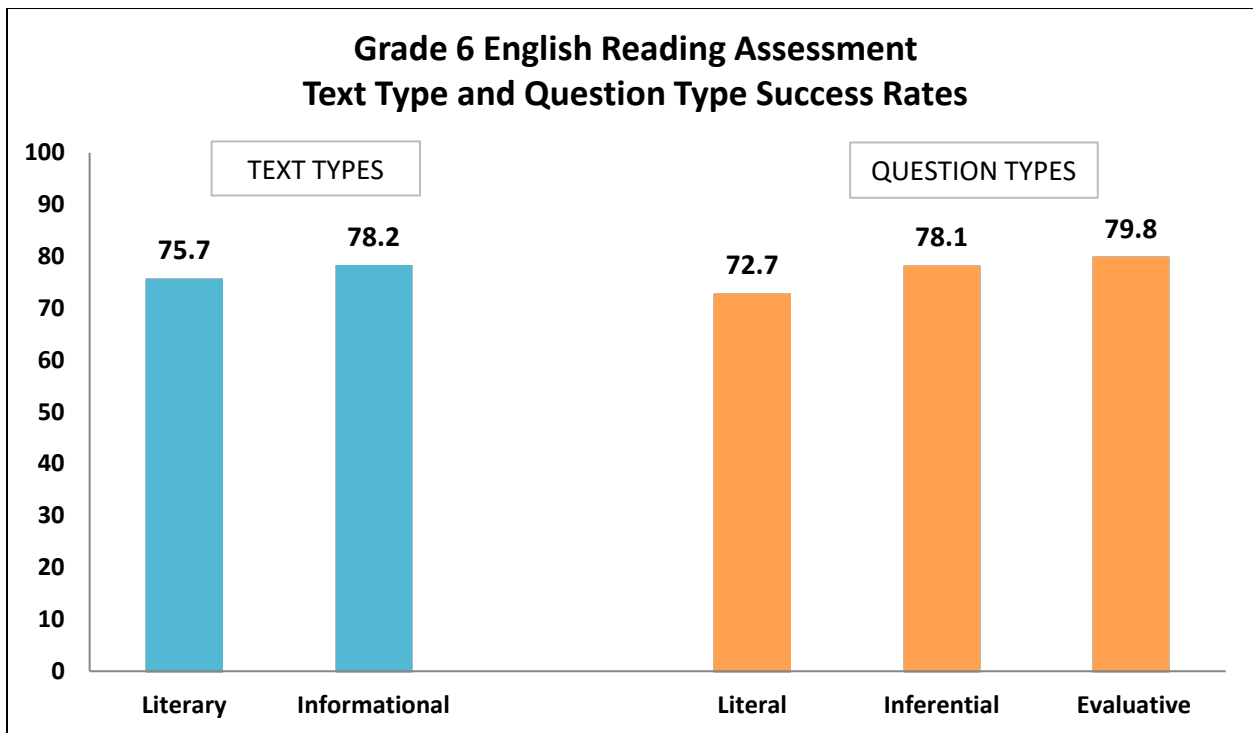
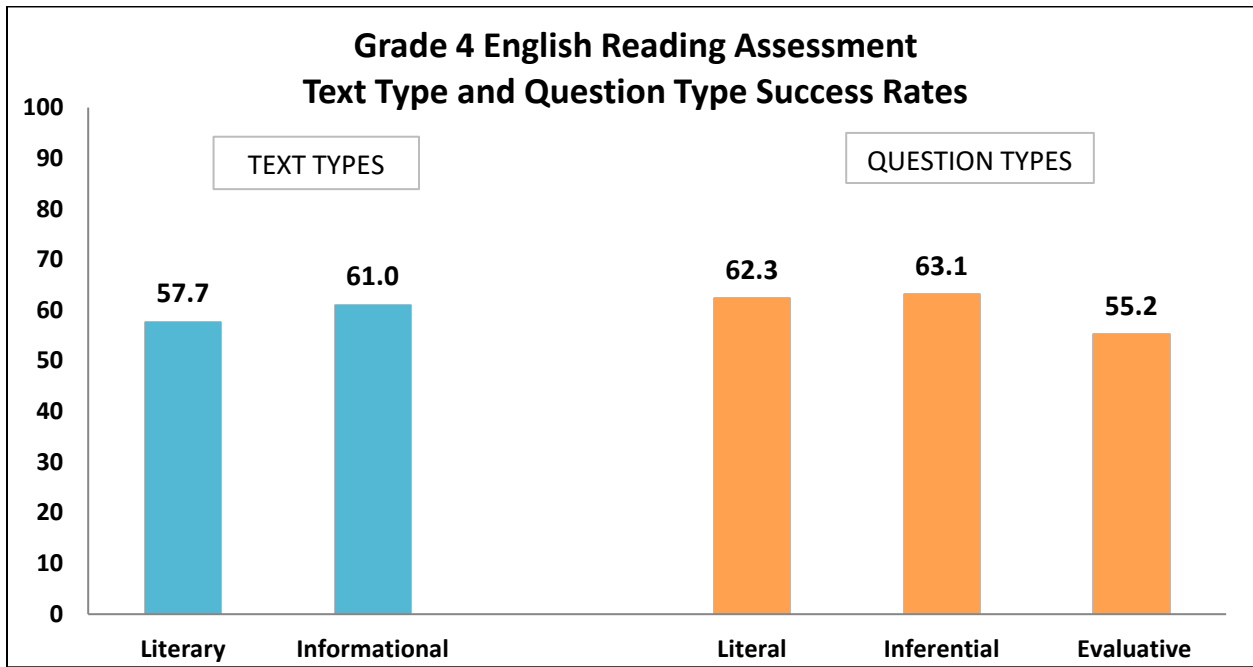
The graph below indicates the Grade 4 student success rates by language program.



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



The assessments include two text types, literary and informational, and three question types: literal, inferential, and evaluative.



DESCRIPTION OF THE *APPROPRIATE ACHIEVEMENT LEVEL* FOR THE *READING ACHIEVEMENT STANDARDS, END OF GRADE 4*

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, END OF GRADE 6*

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).