

## Provincial Assessment Results 2022-23

### Grade 5 French Reading Proficiency

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#### Background

The *Grade 5 French Immersion Reading Assessment* was administered to students in the spring of 2023 to assess reading comprehension skills, based on end of *Grade 5 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 5 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.

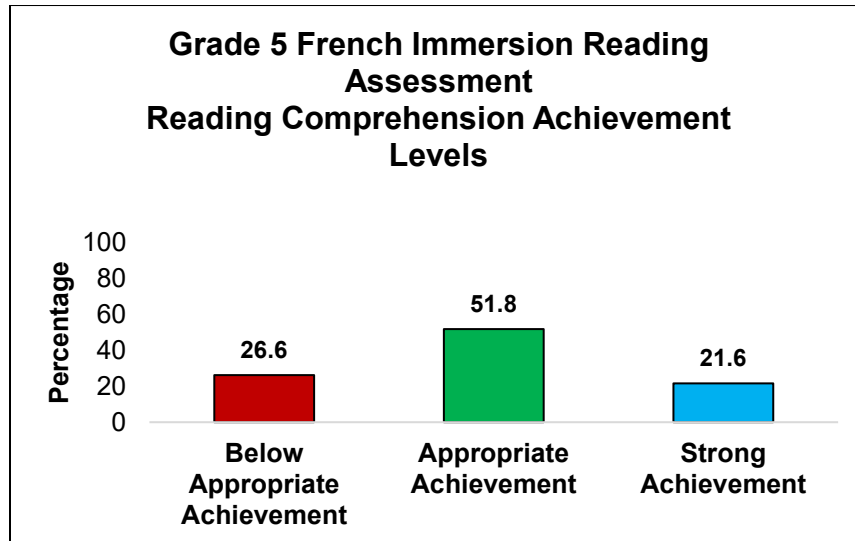
In 2021-22 a mode study was conducted to identify any impact or bias resulting from migration to the online platform. Traditional paper versions of the tests were administered to ten percent of students, while the rest completed the tests online. Results of statistical analyses indicated:

- 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.

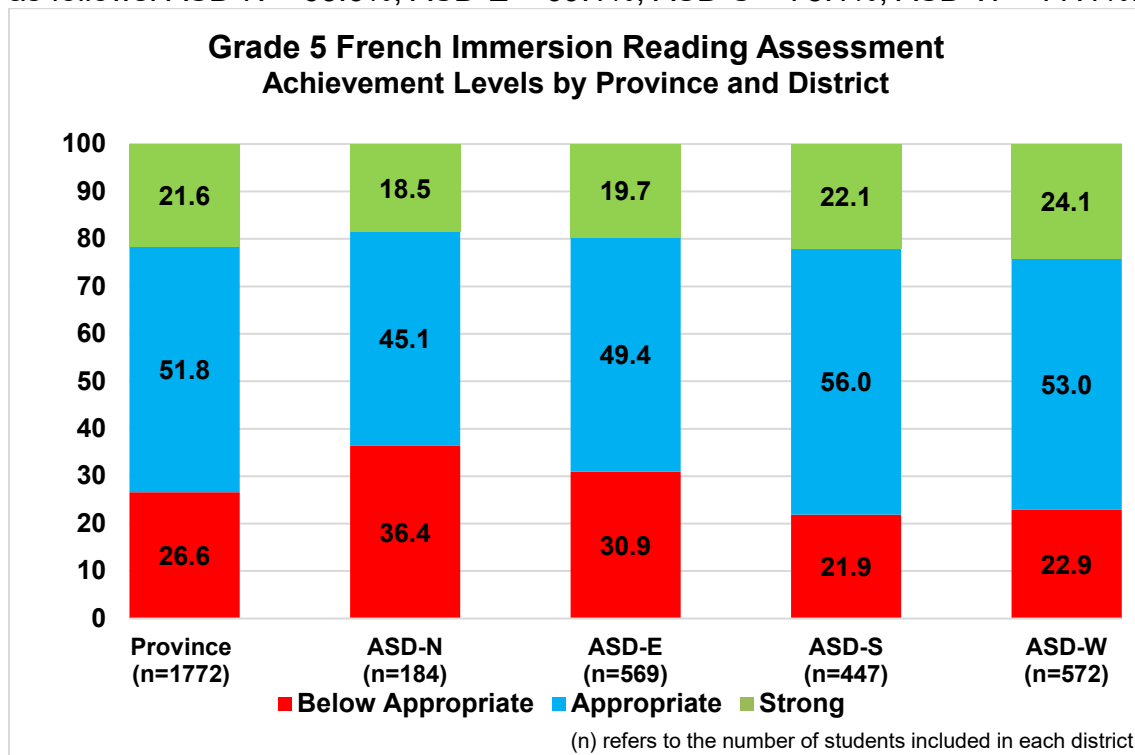
Warranted accommodations are provided to include as many students as possible in the provincial assessment program. Universal accommodations included coloured background, Dyslexic font, and text magnification. In certain circumstances, it is necessary and fitting for students to be exempted from participation. 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 1787 Grade 5 students enrolled, 73.4% were successful (21.6% attained *Strong Achievement* and 51.8% attained *Appropriate Achievement*). The 26.6% of students in the *Below Appropriate Achievement* group includes exempted students (0.5%) but excludes students who are absent during the assessment administration period (0.8%).



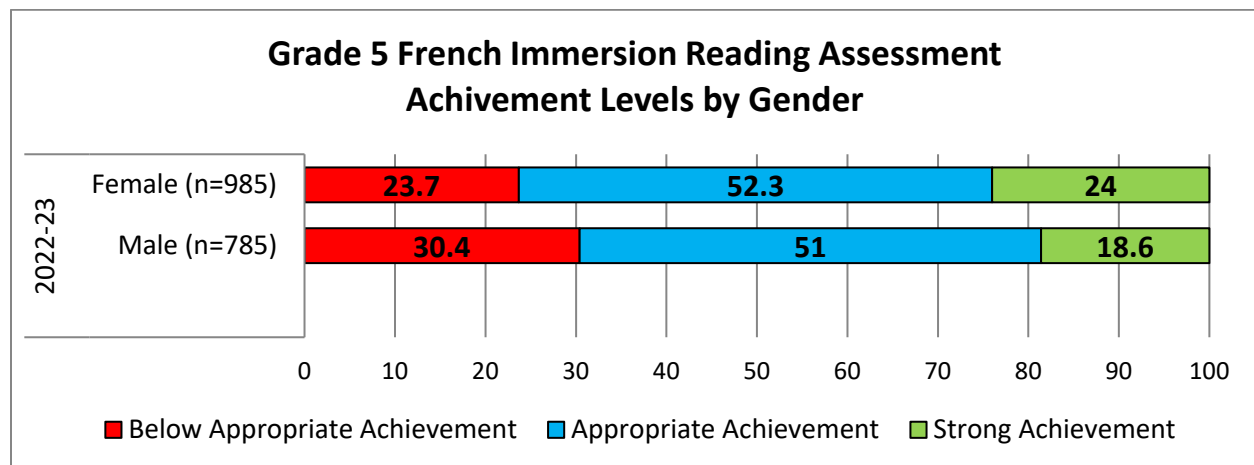
The graphs below indicate the success rates for the province and for each school district. District success rates for the *Grade 5 French Immersion Reading Assessment* are as follows: ASD-N = 63.6%; ASD-E = 69.1%; ASD-S = 78.1%; ASD-W = 77.1%.



Exemption rates for the *Grade 5 French Immersion Reading Assessment* are displayed in the table below. The provincial exemption rate is 0.5% this year.

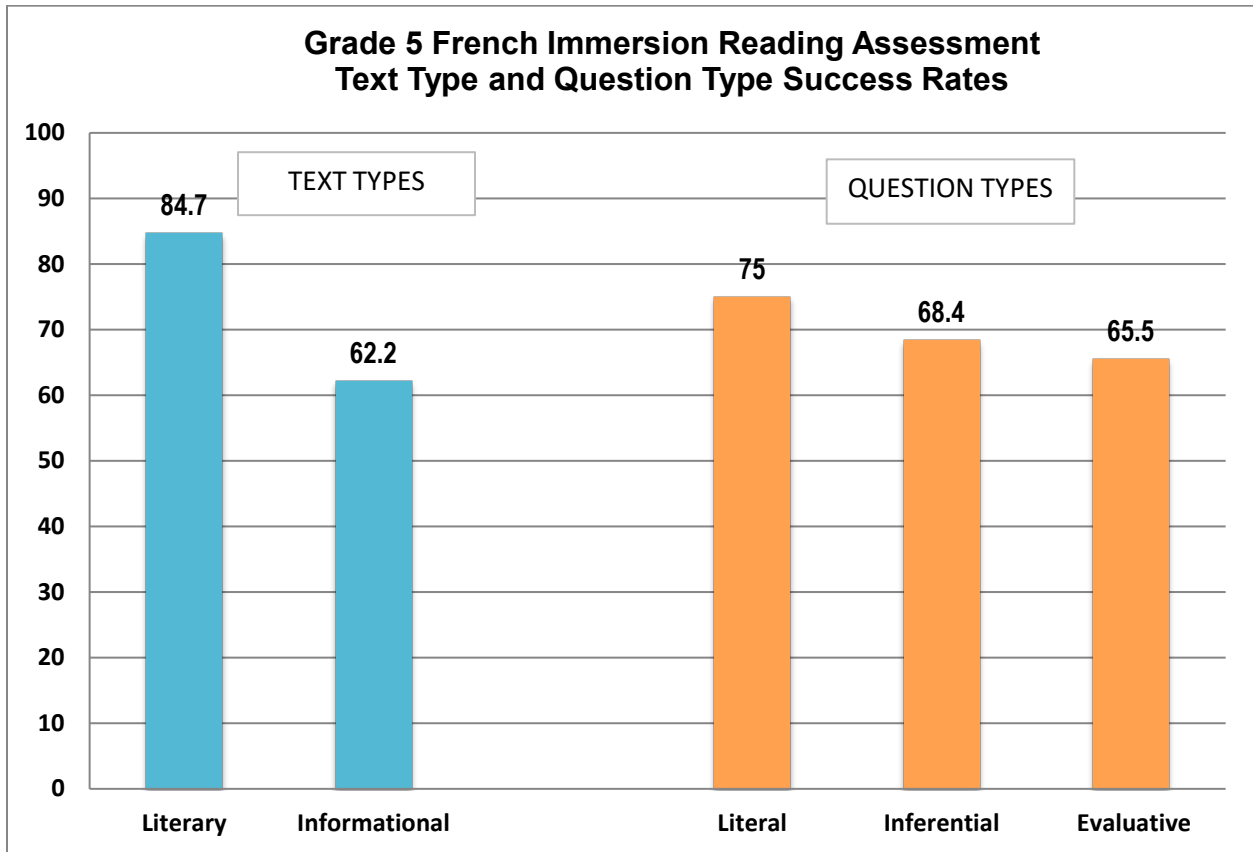
<b>Grade 5 French Immersion Reading Assessment Exemption Rates</b>				
<b>District</b>	<b>Number of Grade 5 Students</b>	<b>Number of Students Exempt</b>	<b>Percent Exempt</b>	<b>Success Rate Excluding Exemptions</b>
<b>Province</b>	<b>1772</b>	<b>9</b>	<b>0.5%</b>	<b>73.7%</b>
<b>ASD-North</b>	184	1	0.5%	63.9%
<b>ASD-East</b>	569	0	0%	69.1%
<b>ASD-South</b>	447	7	1.6%	79.3%
<b>ASD West</b>	572	1	0.2%	77.2%

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 5 students was 76.3% for female students, 69.6% for male, and 100% for non-binary students. Although there are few students in the latter group (2), 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.



Non-binary numbers are too small to report.

The assessments include two text types, literary and informational, and three question types: literal, inferential, and evaluative. Overall, Grade 5 student success was higher for literary texts, and they performed best when responding to literal questioning.



## **Description of the *Appropriate Achievement Level* for the *Reading Achievement Standards, End of Grade 5***

### **Text Type**

**Text Complexity:** Level A2.2

#### **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.