

Provincial Assessment Results 2021-22

Grade 9 English Reading Proficiency

Background

The *English Language Proficiency Assessment (ELPA)* was administered to Grade 9 students in the spring of 2022 to assess reading comprehension based on end of *Grade 8 Provincial Reading Achievement Standards*. Normally administered in January, the assessment was delayed until March in response to the impacts of COVID-19. Successful completion of the *ELPA* is a graduation requirement unless an exemption is granted. Students who are unsuccessful in Grade 9 have opportunities to re-write the *ELPA* in Grade 11, after intervention, and again in Grade 12, if necessary. 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 9 classroom teachers and experienced subject area experts. Assessment items were then field-tested and verified through a provincial pilot.

The *ELPA* was administered using an online platform for the second year. Prior to the actual administration, schools were invited to have their students familiarize themselves with the platform using a practice assessment that they could access as often as they wished.

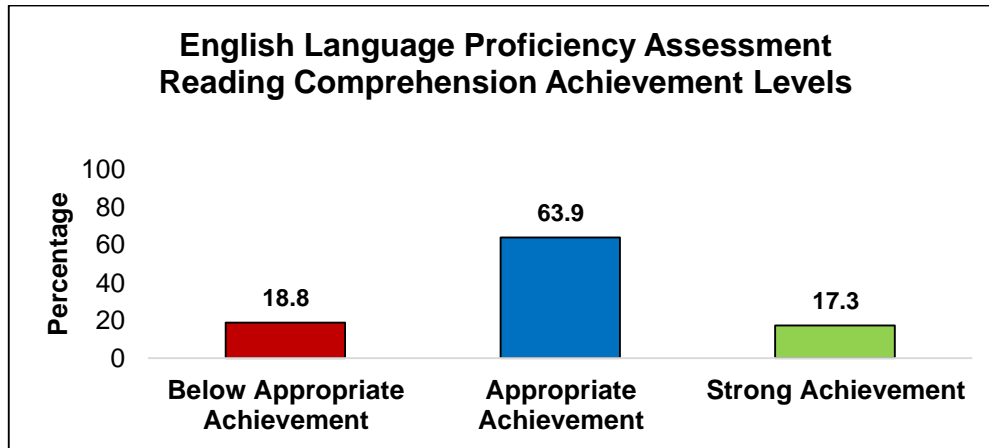
Results of statistical analyses indicate the following:

- Test reliability is comparable to last year.
- Items performed without bias for students in all programs of study and for all accommodations.

Warranted accommodations are provided to include as many students as possible in the provincial assessment program. 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](#).

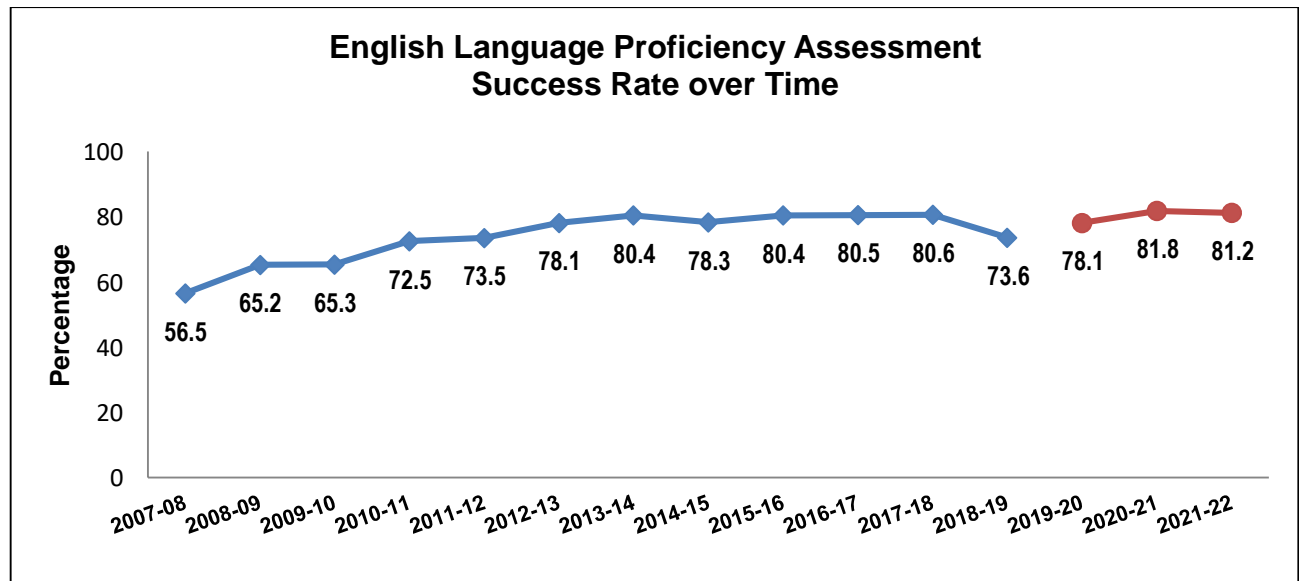
Achievement Results

Of the 5211 Grade 9 students registered, 81.2% were successful. As illustrated in the graph below, 18.8% of students were not successful, 63.9% attained *Appropriate Achievement* and 17.3% attained *Strong Achievement*. The results calculation excludes students who are exempted from the assessment and those who are absent during the assessment administration period.

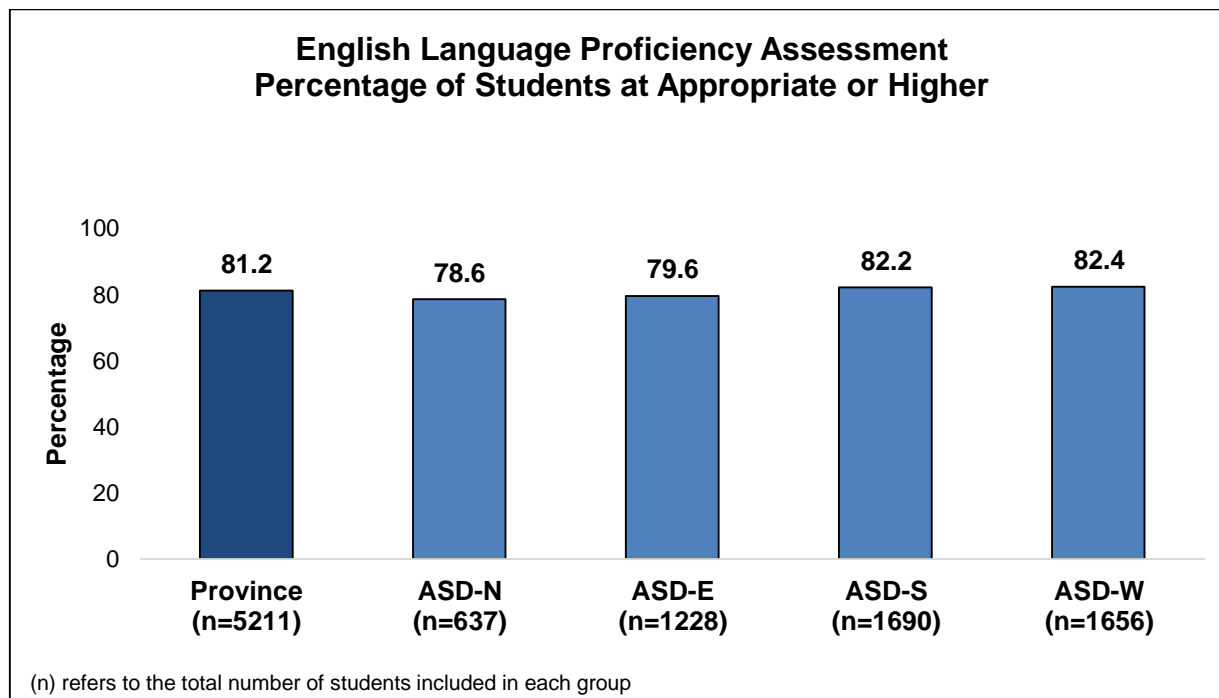


The following graph includes historical results and the new baseline established in 2019-20 when statistical analysis using Classical Test Theory was replaced with Item Response Theory. This permits greater precision in the equating of assessments from year to year. The change in methodology means that results from 2019-20 onward are not comparable to previous *ELPA* results.

Performance of the 2021-22 cohort is not statistically different from the 2020-21 cohort.



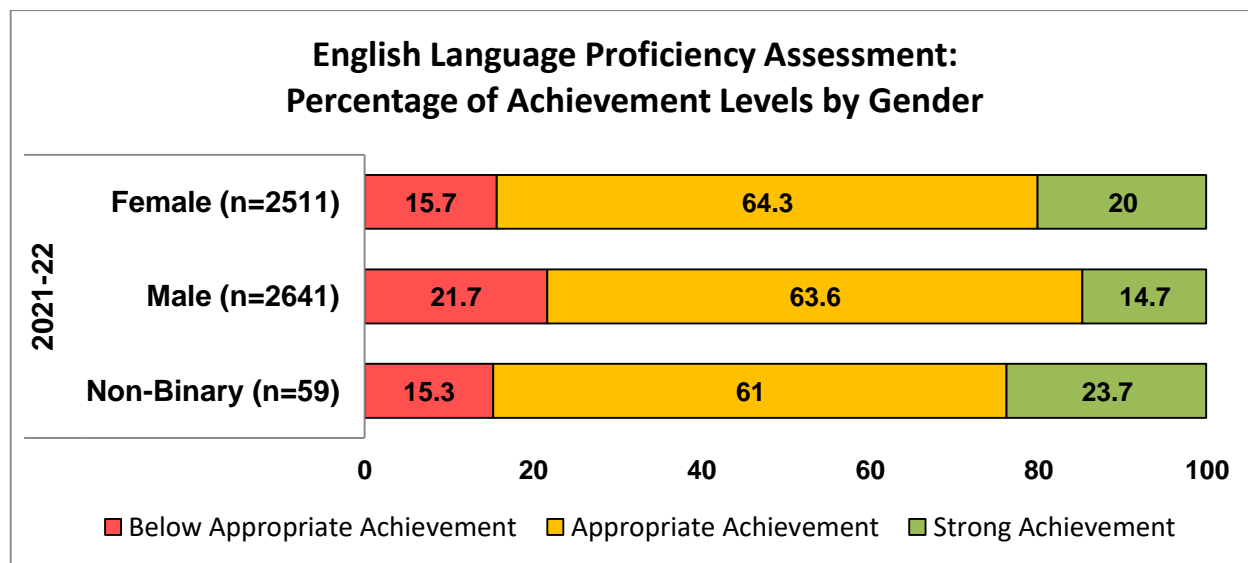
The graph below indicates the success rates for the province and for each school district.



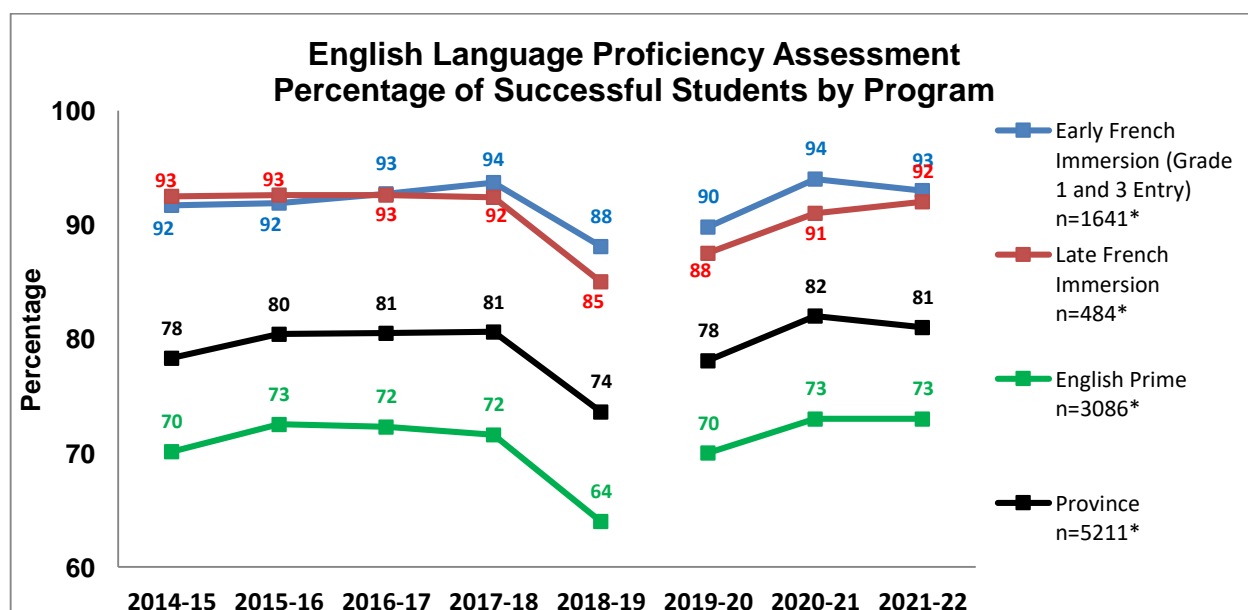
Exemption rates for the *ELPA* are displayed in the table below. The provincial exemption rate decreased from 4.4% last year to 3.6% this year.

English Language Proficiency Assessment Exemption Rates			
District	Number of Grade 9 Students	Number of Students Exempt	Percent Exempt
Province	5406	195	3.6%
ASD-North	653	16	2.5%
ASD-East	1271	43	3.4%
ASD-South	1758	68	3.9%
ASD West	1724	68	3.9%

The following graph illustrates 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 was 84.3% for female students, 78.3% for male, and 84.7% for non-binary students. Although there are few students in the latter group (59), 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.

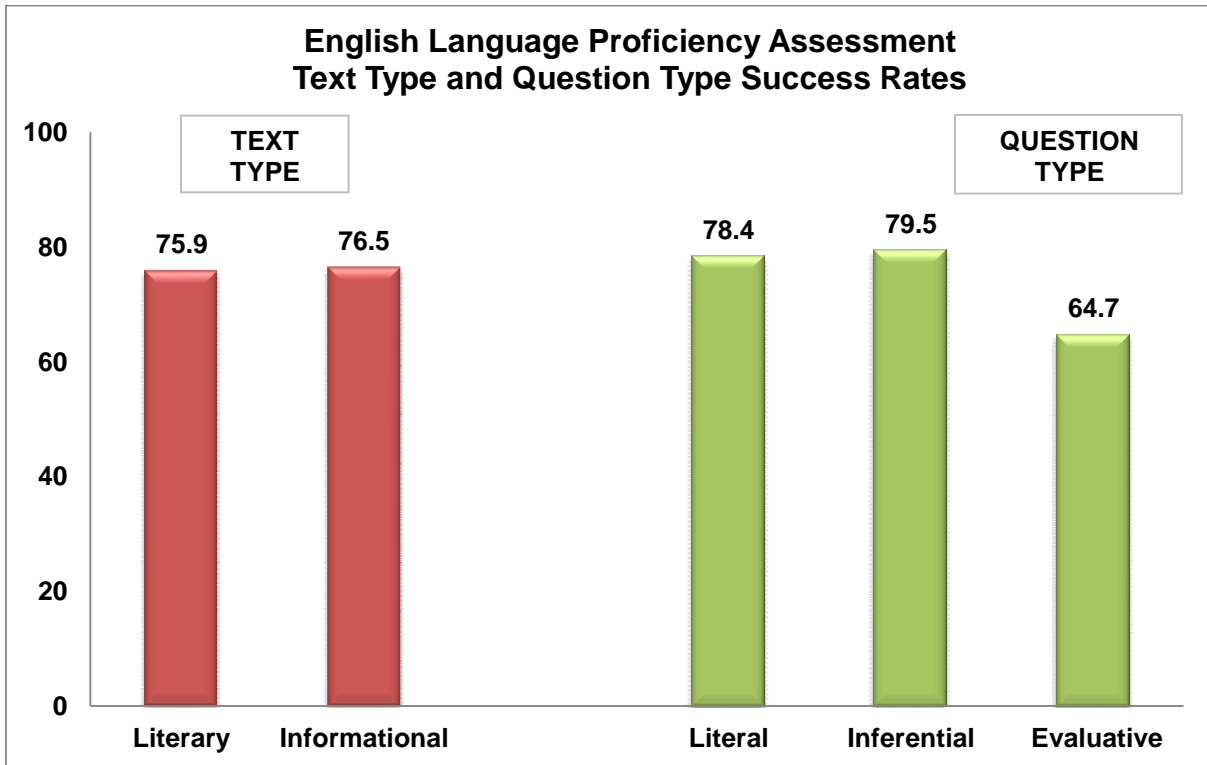


The graph below indicates success rates by language program. Performance remained stable within all programs.



*Note: results prior to 2019-20 are not comparable with current results.

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



Description of the *Appropriate Achievement Level* for the *Reading Achievement Standards, End of Grade 8*

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

- 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/Interpretive Response

- 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

- 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)