

# 2024–25 Nova Scotia Assessment: Reading, Writing and Mathematics in Grade 6

## Provincial Results for Students of Mi'kmaw or other Indigenous Ancestry

### About the assessment

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Nova Scotia teachers work with the Department of Education and Early Childhood Development to develop, score and set the expectation on this assessment. The expectation is what students should know and do independently at the beginning of grade 6. All items and texts on the assessment are based on the Nova Scotia curriculum. Nova Scotia Assessments and Examinations provide evidence that helps:

- teachers with information to help plan instruction
- parents and guardians with information about how their child is doing in reading, writing, and/or mathematics
- the department, regions, and schools with information to help make decisions – including supports for students who are historically marginalized

For more information about the assessment, please visit:

<https://plans.ednet.ns.ca>

### About self-identification

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Self-identification for ancestry or heritage is a voluntary part of the school registration process in Nova Scotia. As of November 2024, 88% of the provincial student population had some self-identification information recorded and 6% self-identified as having Mi'kmaw or other Indigenous ancestry.

### Assessment, equity and inclusive education

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As noted in the Nova Scotia Inclusive Education Policy, inclusive education is a commitment to ensuring a high-quality, culturally and linguistically responsive and equitable education to support the well-being and achievement of every student.

Successful inclusive education requires a focus on equity by supporting success for students who are historically marginalized and racialized including African Nova Scotian and Mi'kmaw students. These disaggregated results enable us to examine how and what the system is doing to support student achievement and the resulting systemic impact on achievement in literacy and mathematics.

As part of the Student Success Planning process, schools use student evidence, including disaggregated data, to monitor and evaluate how students are doing and respond with appropriate, timely supports. The information from these provincial assessments and examinations should be used along with classroom assessment to help inform teaching and supports for every student.

### About this report

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This report shows assessment performance over time for students of Mi'kmaw or other Indigenous ancestry in Nova Scotia compared to all other students (that is, students who do not self-identify as having Mi'kmaw or other Indigenous ancestry).

Most students who participate in the assessment receive one of four levels in each main element of the assessment:

Level 1 – below the expectation

Level 2 – approaching the expectation

Level 3 – at the expectation

Level 4 – above the expectation.

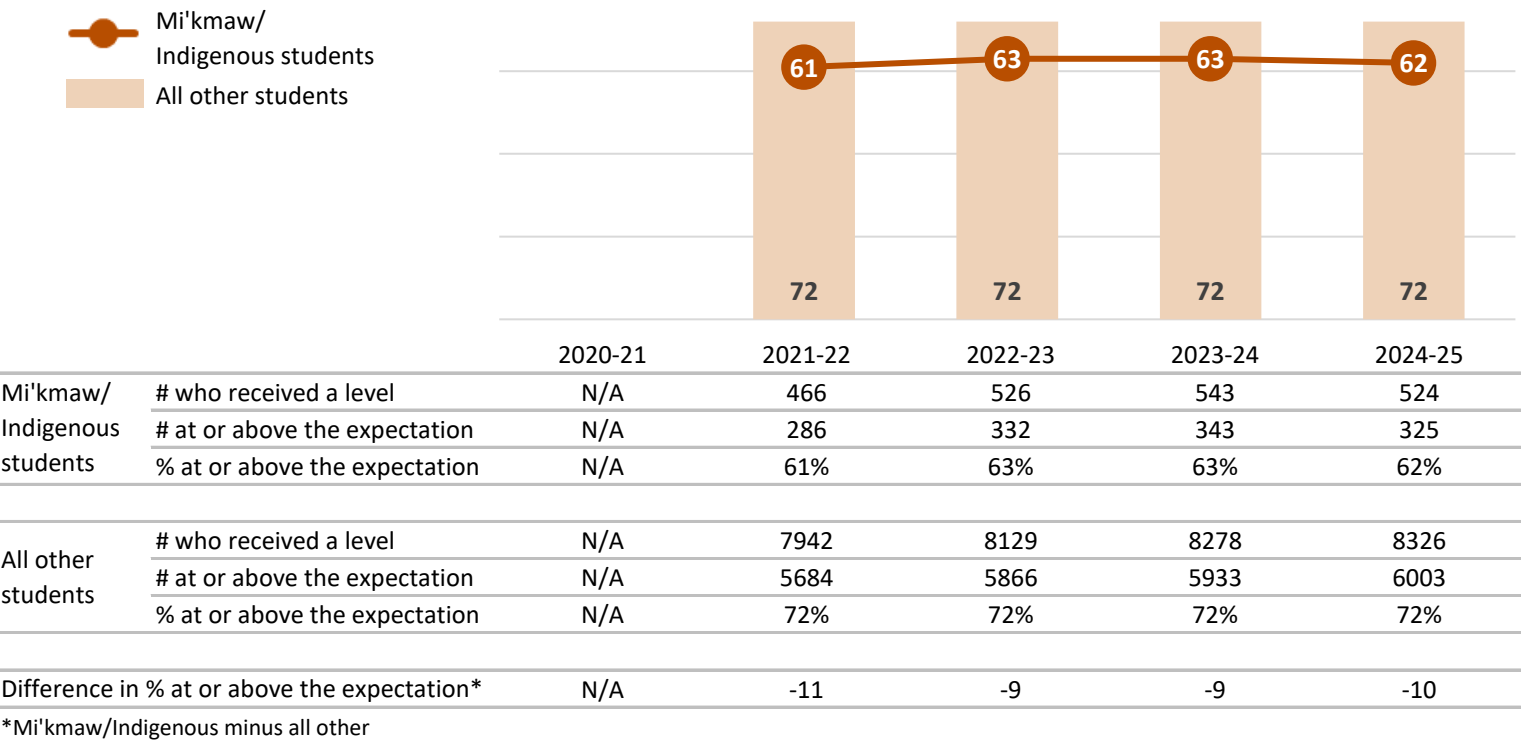
Occasionally, a student participates in the assessment but does not complete enough work to allow us to determine a performance level. These students receive a determination of Not Enough Evidence (NE) in the affected element instead of a level. In this report, these students count as participating, but do not count as having received a level.

The charts and corresponding tables in this report show the percentage of students of Mi'kmaw or other Indigenous ancestry (chart lines) and all other students (chart bars) who performed at or above the assessment expectation (that is, received a level 3 or level 4) in each of the main elements of the assessment:

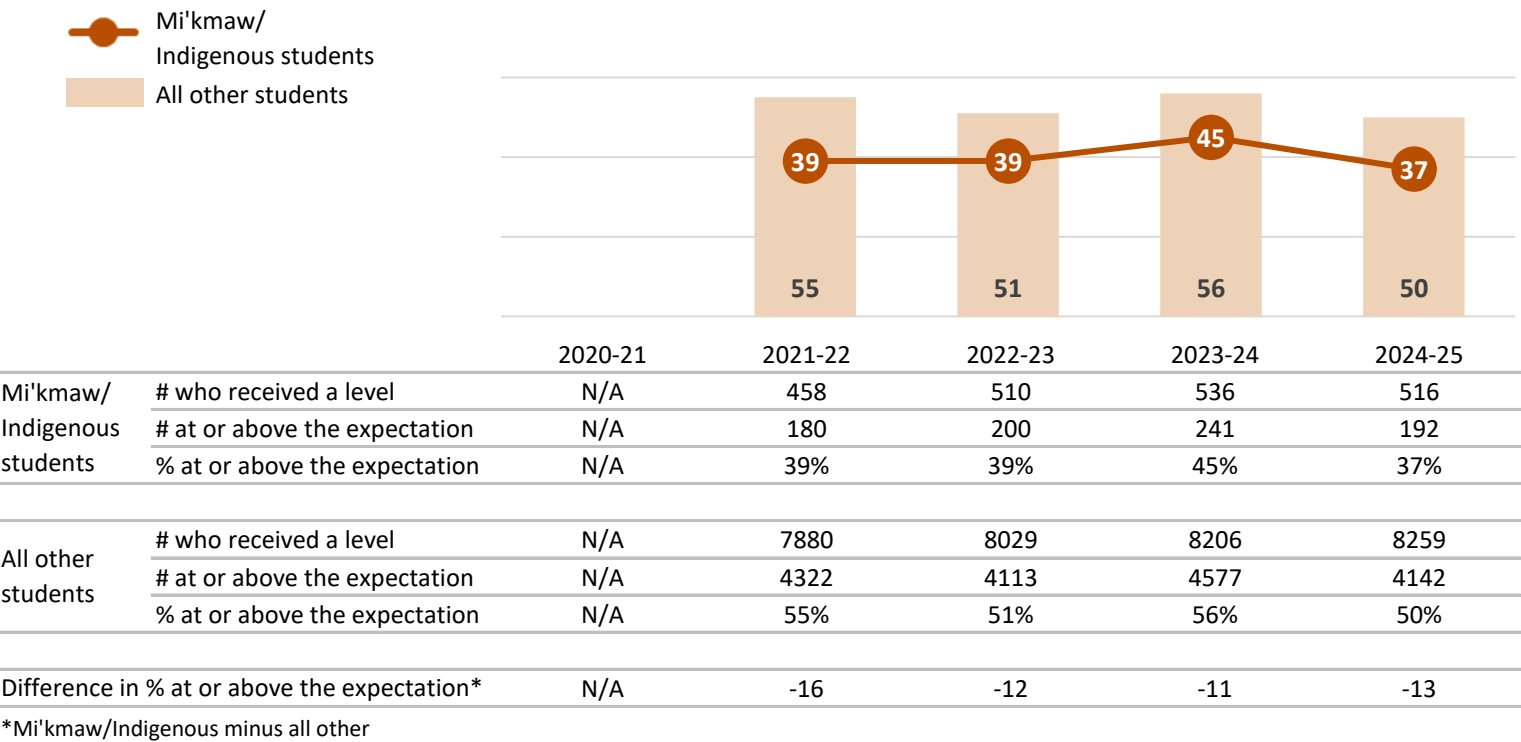
- Reading
- Writing
- Mathematics.

The data following the Reading and Writing Performance charts and Mathematics Performance chart contains information about how many students participated and did not participate in the assessment.

Grade 6 Reading Performance



Grade 6 Writing Performance



# Grade 6 Reading & Writing Participation

This table describes student participation in the assessment.

**Total # of students:** The number of students in the grade within the specified student group at the time of the assessment.

**Exempt - # (did not participate):** Student was absent or otherwise exempted from participating in the assessment.

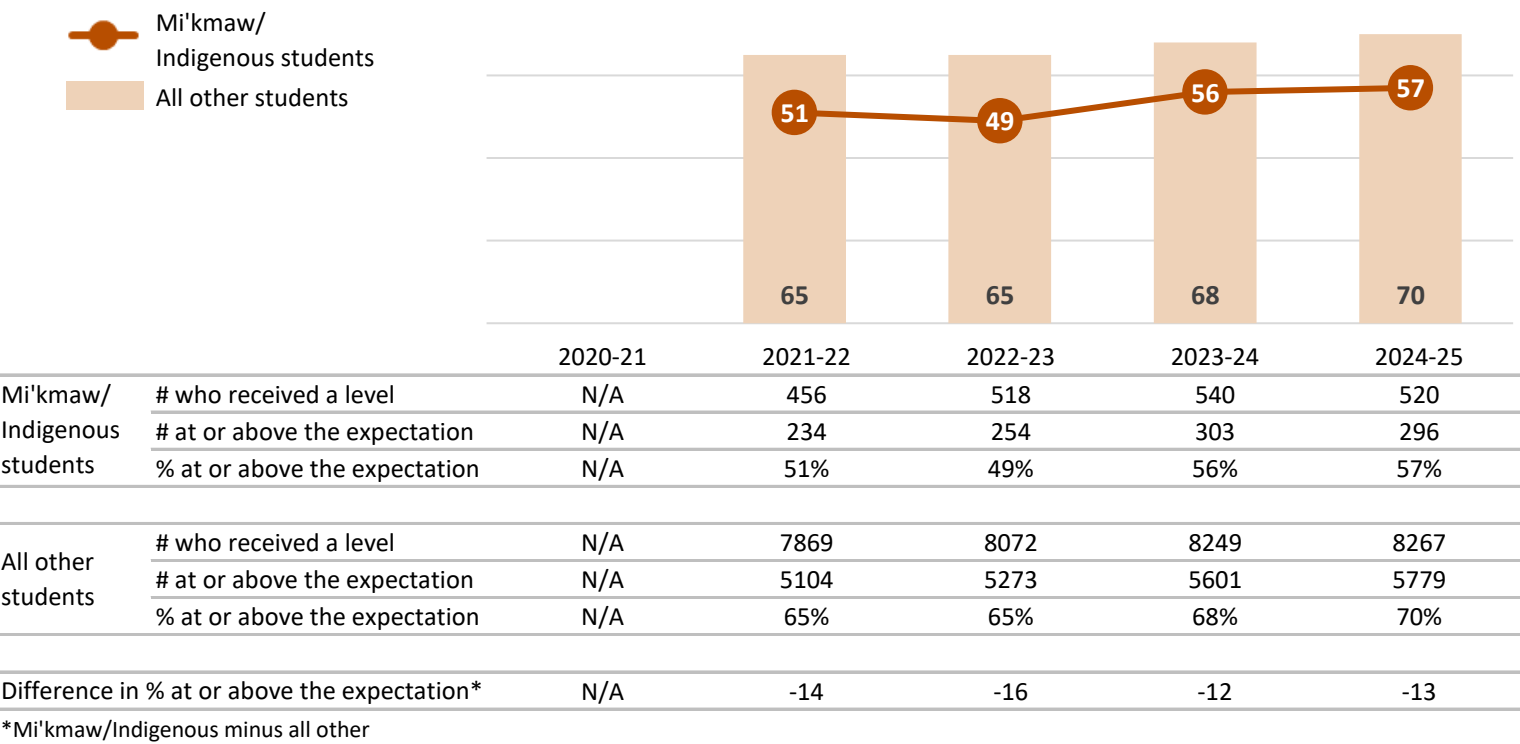
**IPP - # (did not participate):** The Student Planning Team determines whether students following an individual program plan (IPP) should participate.

**Total # who participated:** Total # of students minus those who did not participate.

**Participation rate:** Considers all students who participated in the assessment, including those who did not provide enough evidence to receive a level.

Year		2020-21	2021-22	2022-23	2023-24	2024-25
Mi'kmaw/ Indigenous students	Total # of students identified	N/A	520	584	602	584
	Exempt - # (did not participate)	N/A	7	12	13	12
	IPP - # (did not participate)	N/A	45	41	41	44
	Total # who participated	N/A	468	531	548	528
	Participation rate	N/A	90%	91%	91%	90%
All other students	Total # of students identified	N/A	8564	8796	8976	8996
	Exempt - # (did not participate)	N/A	161	204	260	257
	IPP - # (did not participate)	N/A	415	421	401	378
	Total # who participated	N/A	7988	8169	8315	8361
	Participation rate	N/A	93%	93%	93%	93%

Grade 6 Mathematics Performance



Grade 6 Mathematics Participation

This table describes student participation in the assessment.

**Total # of students:** The number of students in the grade within the specified student group at the time of the assessment.

**Exempt - # (did not participate):** Student was absent or otherwise exempted from participating in the assessment.

**IPP - # (did not participate):** The Student Planning Team determines whether students following an individual program plan (IPP) should participate.

**Total # who participated:** Total # of students minus those who did not participate.

**Participation rate:** Considers all students who participated in the assessment, including those who did not provide enough evidence to receive a level.

	Year	2020-21	2021-22	2022-23	2023-24	2024-25
Mi'kmaw/ Indigenous students	Total # of students identified	N/A	520	584	602	584
	Exempt - # (did not participate)	N/A	12	17	19	16
	IPP - # (did not participate)	N/A	47	39	39	40
	Total # who participated	N/A	461	528	544	528
	Participation rate	N/A	89%	90%	90%	90%
All other students	Total # of students identified	N/A	8564	8796	8976	8996
	Exempt - # (did not participate)	N/A	209	250	277	298
	IPP - # (did not participate)	N/A	445	411	398	362
	Total # who participated	N/A	7910	8132	8301	8336
	Participation rate	N/A	92%	92%	92%	93%