

# 2024–25 Nova Scotia Assessment: Literacy and Mathematics in Grade 3

## Provincial Results for Students of African Heritage

### 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 end of grade 3. 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 African heritage in Nova Scotia compared to all other students (that is, students who do not self-identify as having African heritage).

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.

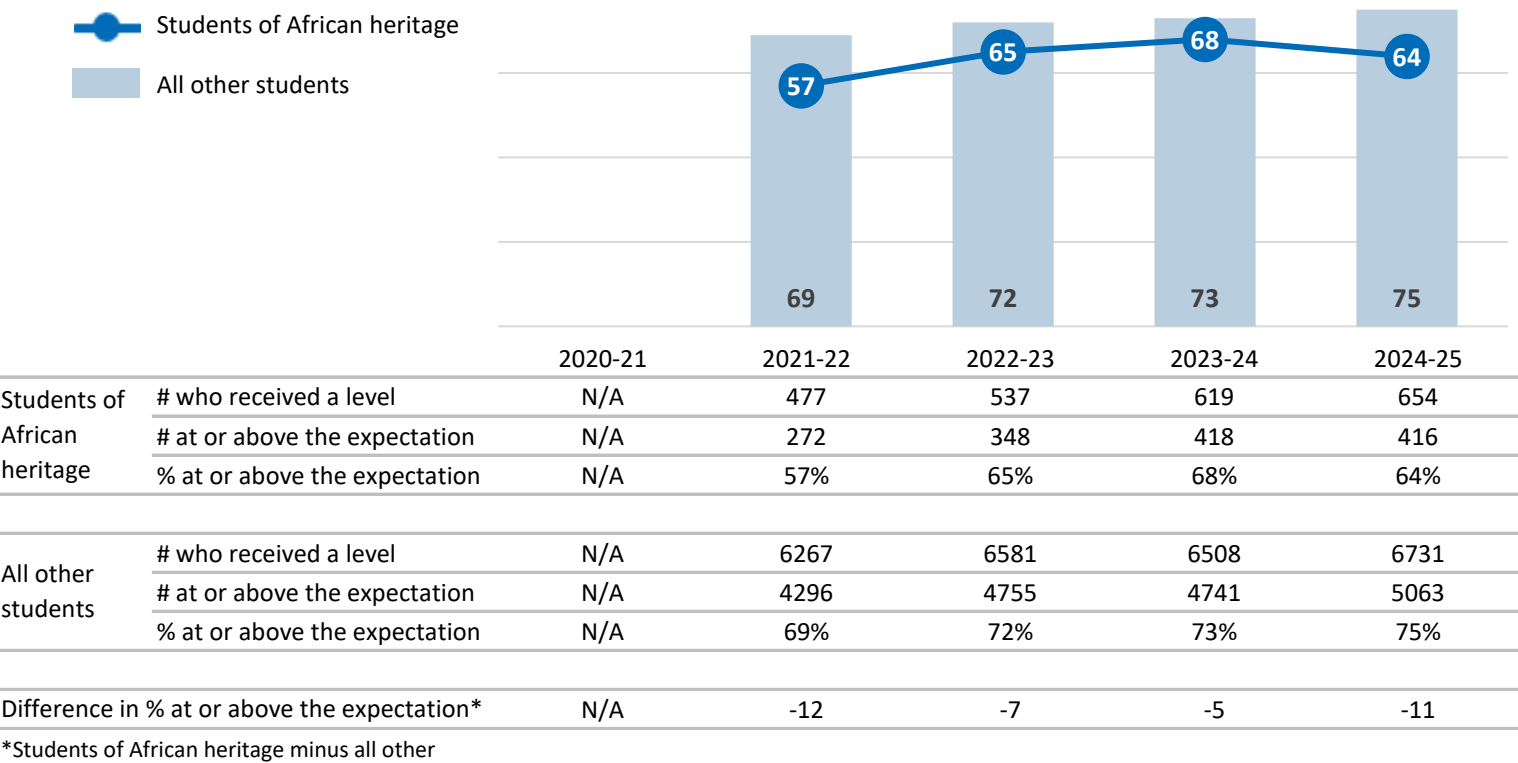
Occasionally, a student participates in the assessment but does not complete enough work to allow us to determine a performance level. These students receive a determination of Not Enough Evidence (NE) in the affected element instead of a level. In this report, these students count as participating,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

The charts and corresponding tables in this report show the percentage of students of African heritage (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:

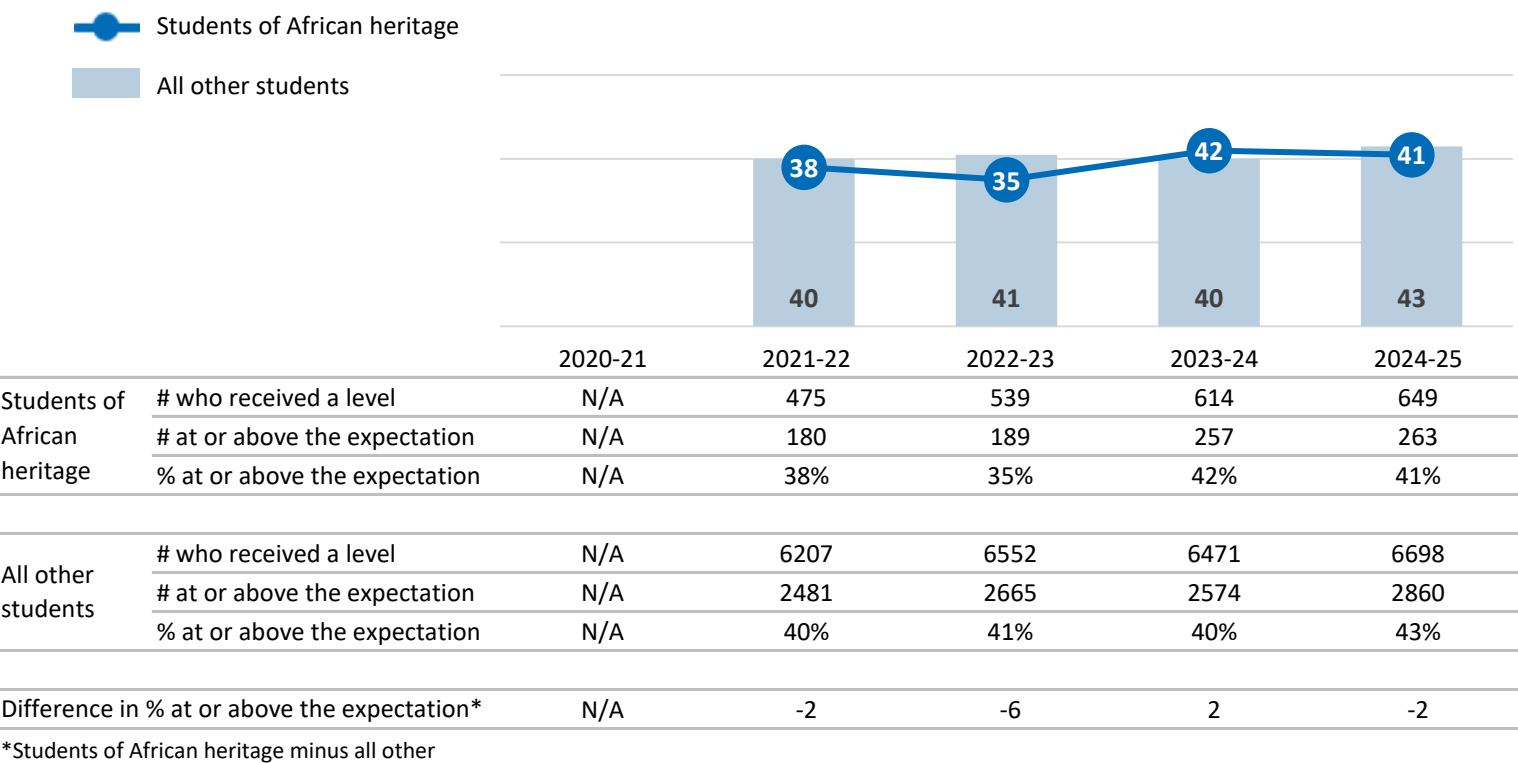
- Reading
- Writing
- Mathematics.

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 3 Reading Performance



Grade 3 Writing Performance



### Grade 3 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.

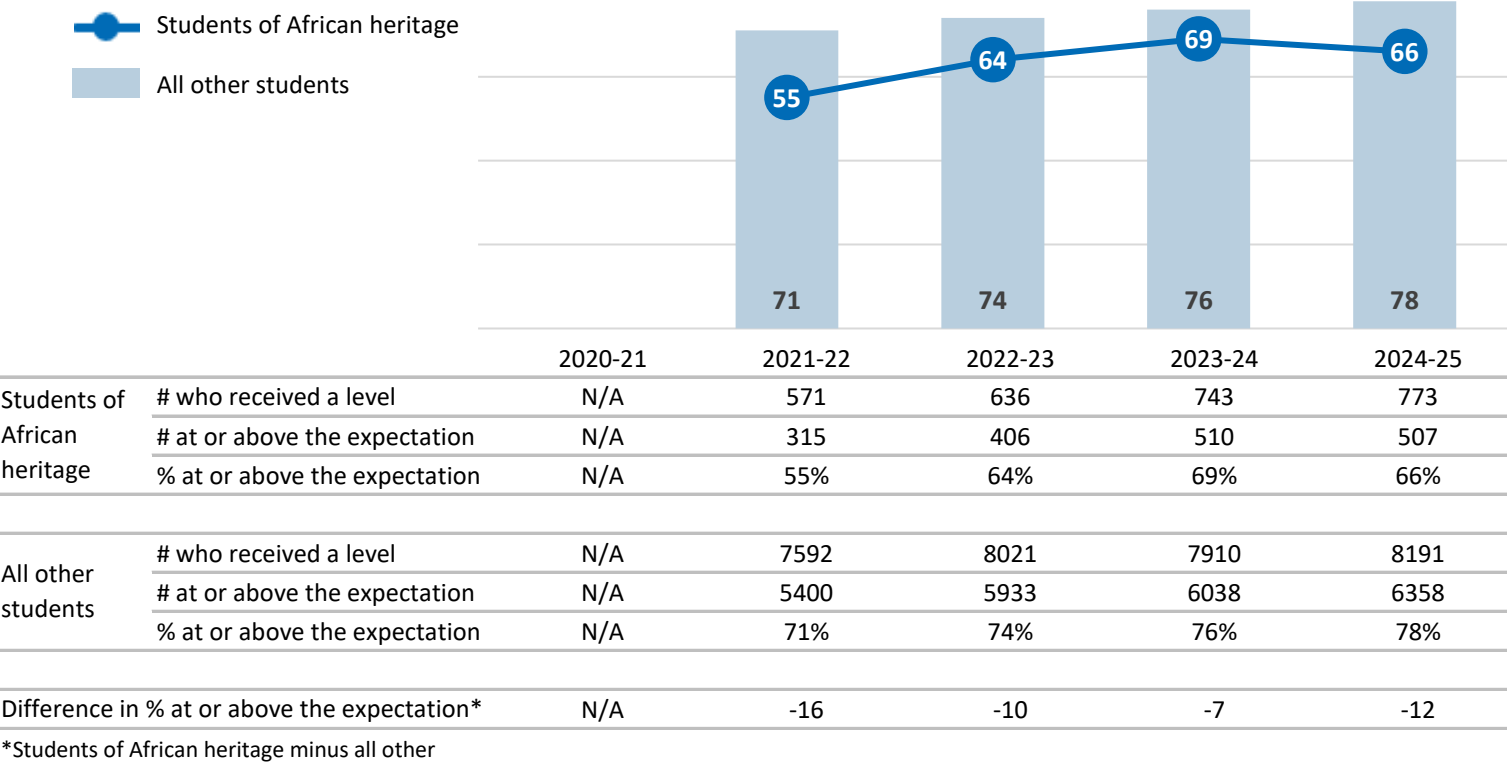
**Total # who participated:** Total # of students minus those who did not participate.

**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
Students of African heritage	Total # of students identified	N/A	530	588	661	723
	Exempt - # (did not participate)	N/A	26	29	24	40
	IPP - # (did not participate)	N/A	25	18	15	27
	Total # who participated	N/A	479	541	622	656
	Participation rate	N/A	90%	92%	94%	91%
All other students	Total # of students identified	N/A	6875	7283	7167	7361
	Exempt - # (did not participate)	N/A	266	322	346	297
	IPP - # (did not participate)	N/A	302	340	293	313
	Total # who participated	N/A	6307	6621	6528	6749
	Participation rate	N/A	92%	91%	91%	92%

Note: Students in Grade 3 French Immersion program do not participate in the literacy portion of this assessment. French First Language (CSAP) students participate in a French literacy assessment; see [plans.ednet.ns.ca/annee3](https://plans.ednet.ns.ca/annee3)

Grade 3 Mathematics Performance



Grade 3 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
Students of African heritage	Total # of students identified	N/A	631	700	793	844
	Exempt - # (did not participate)	N/A	32	37	33	43
	IPP - # (did not participate)	N/A	24	19	14	25
	Total # who participated	N/A	575	644	746	776
	Participation rate	N/A	91%	92%	94%	92%
All other students	Total # of students identified	N/A	8304	8800	8596	8882
	Exempt - # (did not participate)	N/A	379	391	372	350
	IPP - # (did not participate)	N/A	290	320	271	303
	Total # who participated	N/A	7635	8089	7953	8229
	Participation rate	N/A	92%	92%	93%	93%

Note: French Immersion program and French First Language (CSAP) students participate in the mathématiques portion of the assessment in French.