



Provincial Student Assessments

SEPTEMBER 2026

REPORT OF THE AUDITOR GENERAL TO
THE NOVA SCOTIA HOUSE OF ASSEMBLY

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September 29, 2026

Honourable Danielle Barkhouse
Speaker
House of Assembly
Province of Nova Scotia

Dear Madam Speaker:

I have the honour to submit herewith my Report to the House of Assembly under Section 18(2) of the *Auditor General Act*, to be laid before the House in accordance with Section 18(4) of the *Auditor General Act*.

Respectfully,



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Department of Education and Early Childhood Development

Provincial Student Assessments



Why We Did This Audit

- Provincial assessments provide a standard measure of student performance, enabling the Department to monitor and evaluate student progress.
- Nova Scotia students consistently perform below the national average in mathematics and reading.
- The Province spent over \$2.65 billion on public education in 2025-26.
- The Department spent almost \$700,000 in 2024-25 to administer and score over 75,000 assessments in reading, writing and mathematics.

Key Audit Results

- The Department does not have measurable targets for provincial assessment results and could not demonstrate how it used these results to inform its decisions.
- Both Tri-County Regional Centre for Education (TCRCE) and Strait Regional Centre for Education (SRCE) perform additional data analysis on provincial assessment results and have several good practices.
- However, TCRCE and SRCE could not demonstrate how they link provincial assessment results to the allocation of math and literacy school support teachers.
- Schools sampled in TCRCE and SRCE used provincial assessment results to create goals. However, goals were not measurable.
- Provincial assessment results are difficult to find on Department website.
- Individual Provincial Assessment Student Reports could be improved to provide better information to families on their child's strengths and challenges.

This report makes

11

Recommendations

to strengthen the link between provincial assessment results and actions taken at the Department, regional and school levels.

Reference Guide – Key Findings and Observations

Paragraph	Key Findings and Observations
Background	
3	<i>Enrolment in Nova Scotia has increased by 13% over the past 10 years</i>
4	<i>The Province spent over \$2.65 billion on public education in 2025-26</i>
6	<i>The Department conducts provincial assessments and examinations each year</i>
9	<i>Canada performed above average on international tests in mathematics and reading</i>
12	<i>Nova Scotia students performing below the national average in mathematics and reading</i>
13	<i>There are three levels with responsibility for education in Nova Scotia</i>
15	<i>We selected two Regional Centres for Education for detailed audit work</i>
16	<i>Classroom teaching environments are becoming increasingly complex</i>
17	<i>Provincial assessments approach changed after 2018-19</i>
19	<i>Provincial assessments administered since 2021-22 show persistent challenges with writing</i>
21	<i>Provincial assessments are overseen by the Department's Student Assessment and Evaluation Division</i>
28	<i>Most eligible students in Nova Scotia participate annually in provincial assessments, with some exceptions</i>
29	<i>Almost \$700,000 was spent in 2024-25 administering and marking provincial assessments in Nova Scotia</i>
The Department Could Not Demonstrate Provincial Assessment Results Are Used to Inform its Decisions	
32	<i>Provincial assessments and examinations fall under the Department's Student Assessment Policy</i>
37	<i>The Student Success Planning Framework guides schools on how to use data to create annual goals</i>
39	<i>The Department has a clear purpose for conducting provincial assessments</i>
41	<i>The Department could not demonstrate that provincial assessments impact decisions</i>
48	<i>Provincial assessments are one data point of information, among many</i>
50	<i>The Department has not established targets for provincial assessment results</i>
53	<i>Department level review of annual RCE/CSAP reports was lacking</i>
57	<i>The Deputy Minister or Minister of the Department is regularly provided with provincial assessment and examination results</i>
Linking Provincial Assessment Results to Actions in TCRCE and SRCE Was Difficult	
59	<i>The link between provincial assessment results and the allocation of math and literacy school support teachers in TCRCE and SRCE was not clear</i>

67	<i>Professional development was offered in TCRCE and SRCE, but regions did not demonstrate the link to provincial assessment results</i>
69	<i>Both TCRCE and SRCE perform additional data analysis on provincial assessment results</i>
70	<i>Several good practices identified in each region</i>
71	<i>TCRCE has data partnerships with schools that focus on provincial assessment results</i>
74	<i>SRCE conducts common assessments to identify gaps prior to provincial assessments</i>
Some Sampled Schools in TCRCE and SRCE Are Not Following Requirements for Annual Planning	
76	<i>The Student Success Planning Framework includes several goal setting steps RCEs/CSAP must follow</i>
79	<i>Schools are required to revisit their goals throughout the year</i>
82	<i>SRCE schools we tested did not have required number of goal setting cycles</i>
83	<i>TCRCE and SRCE schools we tested are using provincial assessment results to set goals</i>
84	<i>TCRCE and SRCE schools we tested are not setting measurable goals</i>
86	<i>TCRCE reviews progress of schools on goals, while SRCE does not</i>
88	<i>Teachers surveyed reported principals are discussing provincial assessment results with staff</i>
Reporting Provincial Assessment Results to Families and the Public Needs Improvement	
91	<i>Provincial assessment results are difficult to find on the Department website</i>
93	<i>TCRCE and SRCE did not have provincial assessment results on their websites</i>
95	<i>Individual provincial assessment student reports could be improved to provide better information to families on their child's strengths and challenges</i>

Recommendations and Responses

Recommendation	Department Response
Recommendation 1 We recommend the Department of Education and Early Childhood Development clearly demonstrate the relationship between provincial assessment results and the corresponding actions implemented to address them including: - regularly reviewing assessment results at the provincial level; - using trends to identify necessary actions and expected outcomes; and - evaluating the effectiveness of the actions. <i>See paragraph 47</i>	 Department Agrees  Target Date for Implementation: September 2027 Department Response to Recommendation 1 The Department will establish a formal provincial review process for assessment results. This process will link assessment trends to actions and expected outcomes and support ongoing evaluation of their effectiveness.
Recommendation 2 We recommend the Department of Education and Early Childhood Development direct RCEs/CSAP to establish measurable targets for their provincial assessment results and to report publicly on progress against these targets as well as actions taken to improve results. <i>See paragraph 52</i>	 Department Agrees  Target Date for Implementation: September 2027 Department Response to Recommendation 2 The Department will direct Regional Centres for Education and the CSAP to establish measurable targets for provincial assessment results including public reporting on progress and actions taken towards improvement.
Recommendation 3 We recommend the Department of Education and Early Childhood Development review annual Student Success Reports from RCEs/CSAP to determine whether: - provincial assessment results were used by schools in the RCEs/CSAP to create goals; - feedback or improvements are required; and - further action is required by the RCEs/CSAP. <i>See paragraph 56</i>	 Department Agrees  Target Date for Implementation: September 2028 Department Response to Recommendation 3 The Department will review RCE/CSAP improvement plan reports to ensure they incorporate provincial assessments results for goal setting and will monitor progress and provide feedback.

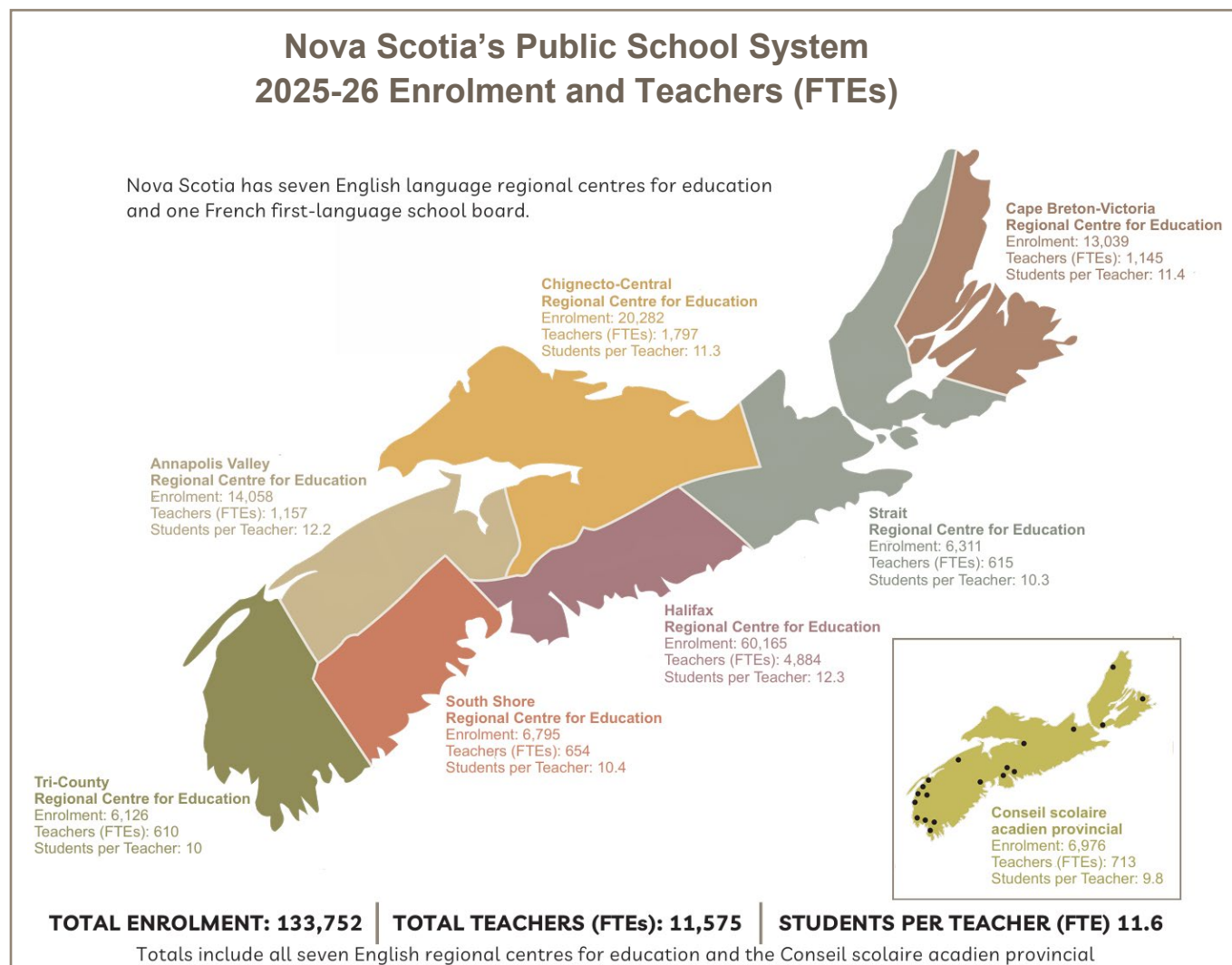
Recommendation	Department Response
Recommendation 4 We recommend the Department of Education and Early Childhood Development provide guidance to RCEs/CSAP on how to use provincial assessment results as a data point to determine the allocation of math and literacy supports to schools. <i>See paragraph 66</i>	 Department Agrees  Target Date for Implementation: September 2027 Department Response to Recommendation 4 The Department will provide guidance to RCEs/CSAP on the use of provincial assessment results as a data point to inform the allocation of literacy and mathematics supports to schools.
Recommendation 5 We recommend the Department of Education and Early Childhood Development require the RCEs/CSAP to: • establish a process to track and report on math and literacy supports provided to assigned schools; • review these reports and assess the appropriateness of the supports provided; and • implement processes to monitor and verify that reporting, review and assessment activities are completed. <i>See paragraph 66</i>	 Department Agrees  Target Date for Implementation: September 2027 Department Response to Recommendation 5 The Department will require RCEs and CSAP to establish a process to track, monitor and review mathematics and literacy supports assigned to schools.
Recommendation 6 We recommend the Department of Education and Early Childhood Development establish clearly communicated expectations outlining how provincial assessment results are to be considered in the planning of professional development across all RCEs/CSAP. <i>See paragraph 68</i>	 Department Agrees  Target Date for Implementation: September 2027 Department Response to Recommendation 6 The Department will communicate expectations to RCEs/CSAP on how provincial assessment results are to be considered when planning professional development.
Recommendation 7 We recommend the Department of Education and Early Childhood Development regularly monitor RCEs/CSAP demonstrating strong growth or consistently high provincial assessment results, analyze the practices or actions contributing to their success, and share these practices with all RCEs/CSAP. <i>See paragraph 75</i>	 Department Agrees  Target Date for Implementation: September 2028 Department Response to Recommendation 7 The Department will monitor provincial assessment results to identify RCEs/CSAP and schools demonstrating strong growth or consistently high results. The Department will analyze

Recommendation	Department Response
	practices and actions contributing to these outcomes and share effective practices across RCEs/CSAP.
Recommendation 8 We recommend the Department of Education and Early Childhood Development verify all RCEs/CSAP are following the Student Success Planning Framework including: • implementing the short-cycle process; • creating goals that are specific, measurable, achievable, relevant, and time-bound; • incorporating provincial assessment results as a data point for creating goals; and • updating the RCE on progress against goals at the end of each cycle. <i>See paragraph 87</i>	 Department Agrees  Target Date for Implementation: September 2028 Department Response to Recommendation 8 The Department will verify RCEs/CSAP follow the Student Success Planning framework, ensuring goals are SMART, informed by provincial assessment data, and tracked through regular Department progress updates.
Recommendation 9 We recommend the Department of Education and Early Childhood Development present provincial assessment results in an easily accessible location on the Department's website. <i>See paragraph 91</i>	 Department Agrees  Target Date for Implementation: January 2027 Department Response to Recommendation 9 The Department will publish provincial assessment results in an easily accessible location on the Department website.
Recommendation 10 We recommend the Department of Education and Early Childhood Development require RCEs/CSAP to provide an easily accessible link on their websites to provincial assessment results published on the Department's website. <i>See paragraph 94</i>	 Department Agrees  Target Date for Implementation: January 2027 Department Response to Recommendation 10 The Department will require RCEs/CSAP to provide an easily accessible link on their websites to provincial assessment results published on the Department website.
Recommendation 11 We recommend the Department of Education and Early Childhood Development perform a jurisdictional scan of individual student reports used by other provinces in Canada, identify changes or improvements to the Individual Student Reports provided to families in Nova Scotia, and implement updates.	 Department Agrees  Target Date for Implementation: September 2027 Department Response to Recommendation 11 The Department will complete a jurisdictional scan of individual student reports used in other Canadian provinces. The

Recommendation	Department Response
<i>See paragraph 100</i>	Department will use the results of the scan to identify potential improvements to Nova Scotia's Individual Student Reports and implement updates as appropriate.

Background

1. The Department of Education and Early Childhood Development (the Department) is responsible for delivering education across the province from pre-primary to Grade 12 in both English and French.
2. Public education in Nova Scotia is delivered through more than 10,000 teachers working in seven Regional Centres for Education (RCEs) and the francophone school board, Conseil scolaire acadien provincial (CSAP).

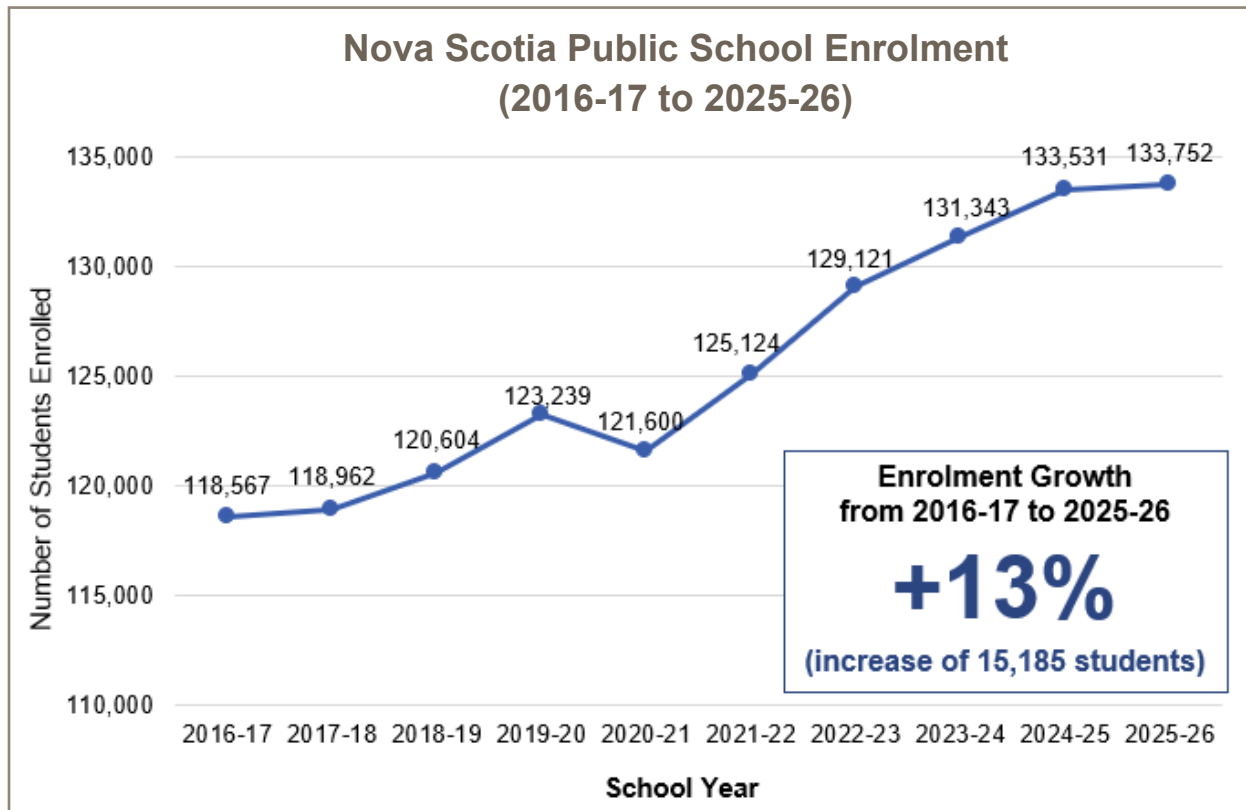


Source: Map from the Department of Education and Early Childhood Development. Enrolment and teacher FTE figures added by the Office of the Auditor General of Nova Scotia using information from the Department of Education and Early Childhood Development

Enrolment in Nova Scotia has increased by 13% over the past 10 years

3. In 2025-26, Nova Scotia's public school system supported more than 133,000 students across its seven RCEs and CSAP. Over the last decade, student enrolment increased by

more than 15,000 students or 13%, as shown in the graph below, with 7% growth since 2021-22.



Source: Office of the Auditor General of Nova Scotia with data from the Department of Education and Early Childhood Development

The Province spent over \$2.65 billion on public education in 2025-26

4. In 2025-26, the Province spent approximately \$2.65 billion on public education through the Department of Education and Early Childhood Development, Regional Centres for Education, and the Conseil scolaire acadien provincial. After the Department of Health and Wellness, this amount represented the Province's second-largest expenditure. Given the significant public resources invested in the education system, it is important that the Department has reliable information to monitor student achievement and support evidence-based decision-making.
5. The chart below compares Department spending from 2020-21 to 2025-26, with annual enrolment. Spending figures include expenses such as salaries and benefits, operating expenses, and amortization on capital assets.

Department of Education and Early Childhood Development Spending and Student Enrolment from 2020-21 to 2025-26

Fiscal Year	Spending (\$ billions)	Enrolment (# of students)	Spending per student (dollars)
2020-21	\$1.84	121,600	\$15,132
2021-22	\$1.94	125,124	\$15,505
2022-23	\$2.13	129,121	\$16,496
2023-24	\$2.28	131,343	\$17,359
2024-25	\$2.44	133,531	\$18,273
2025-26	\$2.65	133,752	\$19,813

Between 2020-21 and 2025-26, student enrolment increased **10%**, while Department spending increased **44%**, resulting in a **31%** increase in spending per student.

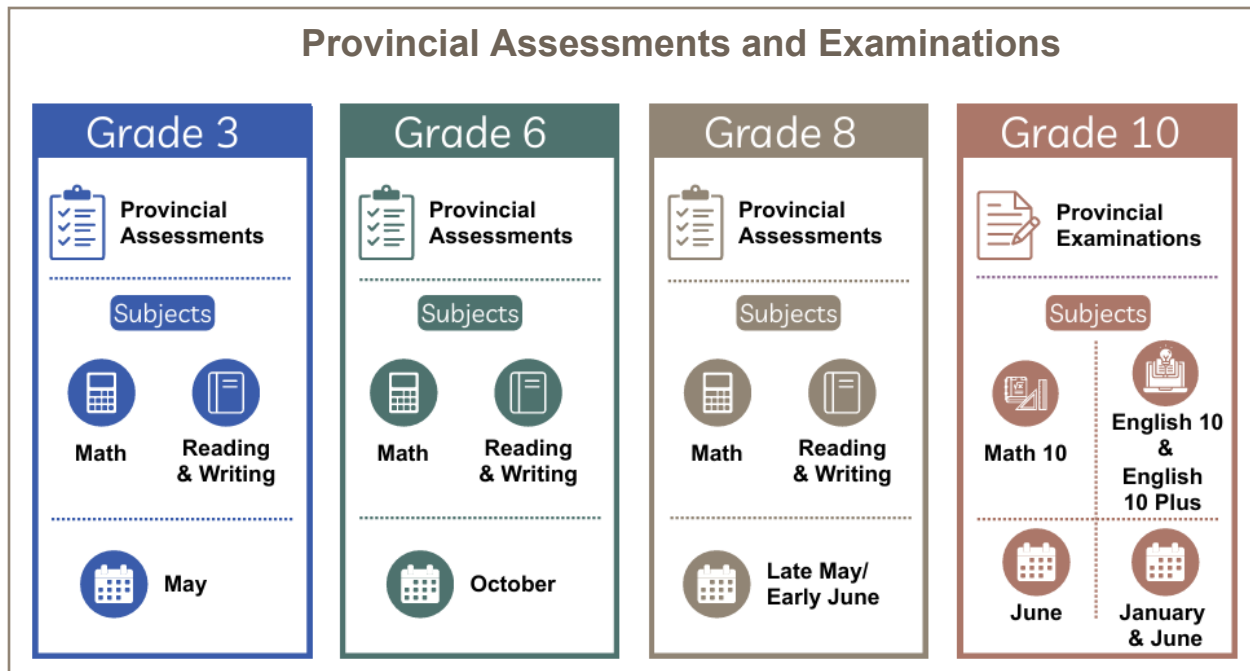
Source: Nova Scotia Public Accounts 2020-21 to 2025-26, Volume 1, Statement 2 for spending and Department of Education and Early Childhood Development for enrolment figures

The Department conducts provincial assessments and examinations each year

- Every year in Nova Scotia, the Department conducts standardized testing at specific grade levels consisting of provincial assessments and examinations. Provincial assessments are administered in Grades 3, 6 and 8 while provincial examinations are administered in Grade 10. Assessments do not count towards a student's final grade, while examinations account for 20% of the final mark for students taking Math 10 and English 10 courses. Early instructional years are critical for student development; therefore, our audit focused on provincial assessments in Grades 3, 6 and 8.

Continued on next page

7. The chart below details the assessments and examinations that occur each year in Nova Scotia:



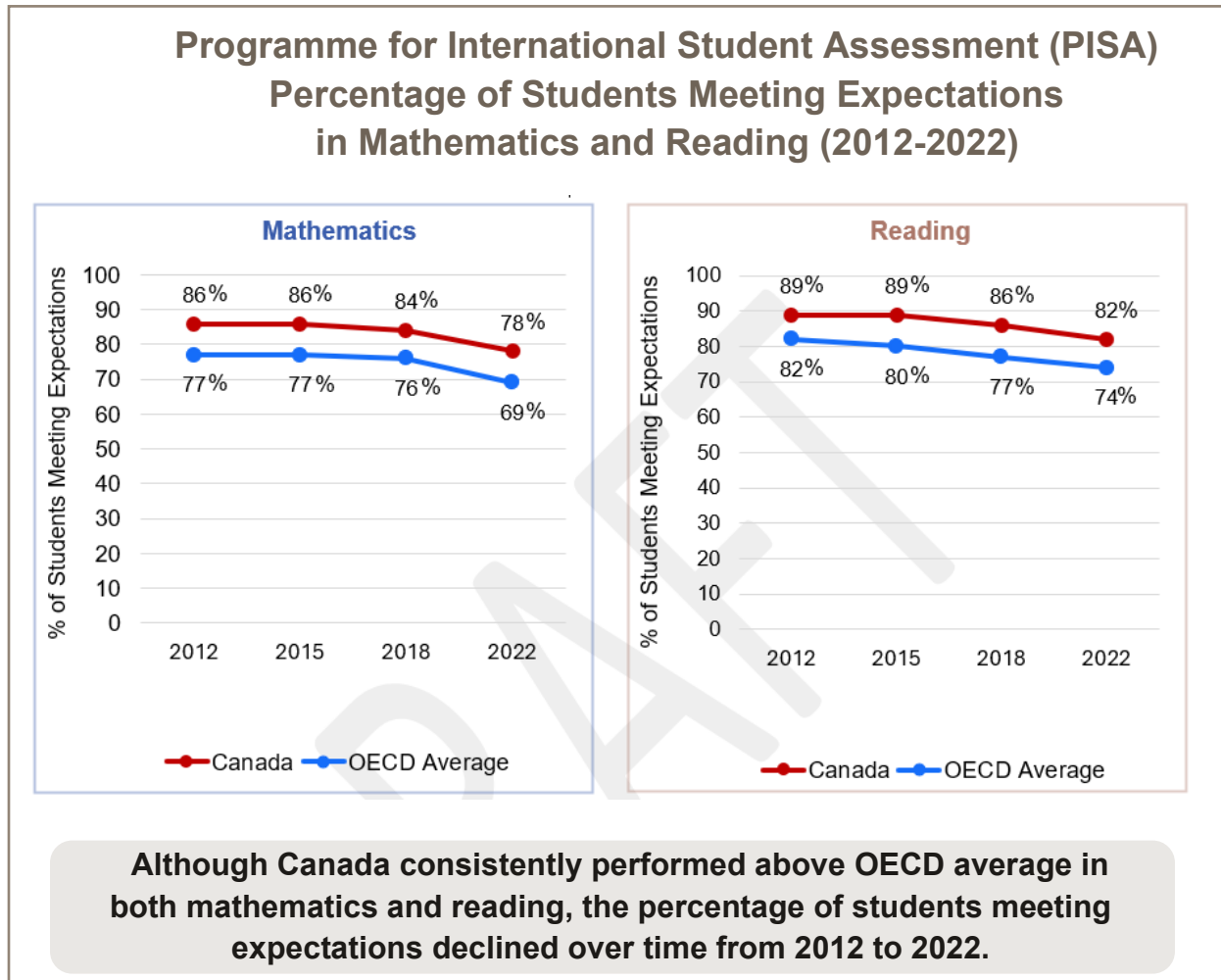
Source: Office of the Auditor General of Nova Scotia

8. Most provinces administer standardized assessments at selected grade levels each year. There is no standardized national requirement to conduct assessments or to outline which grades should take them. As a result, each province independently determines whether to implement provincial assessments and the specific grades in which they are administered. In addition to provincial assessments, Nova Scotia participates in national and international standardized tests.

Canada performed above average on international tests in mathematics and reading

9. The Programme for International Student Assessment (PISA) is an international assessment of 15-year-olds that was administered every three years but moved to every four years in 2025. The 2021 assessment was postponed by one year due to the COVID-19 pandemic. All 10 provinces participate and students are selected randomly. Unlike the national Pan-Canadian Assessment Program (which is discussed later in this report), reading and mathematics are assessed during every cycle, allowing results to be compared year over year, and over time.
10. The chart below shows the results from the four most recent PISA assessments, comparing results for Canada with the Organisation for Economic Co-operation and Development (OECD), which represents the average performance across participating OECD education systems.

11. The chart shows that while Canada is consistently above the OECD average, the results indicate a downward trend in students meeting expectations.

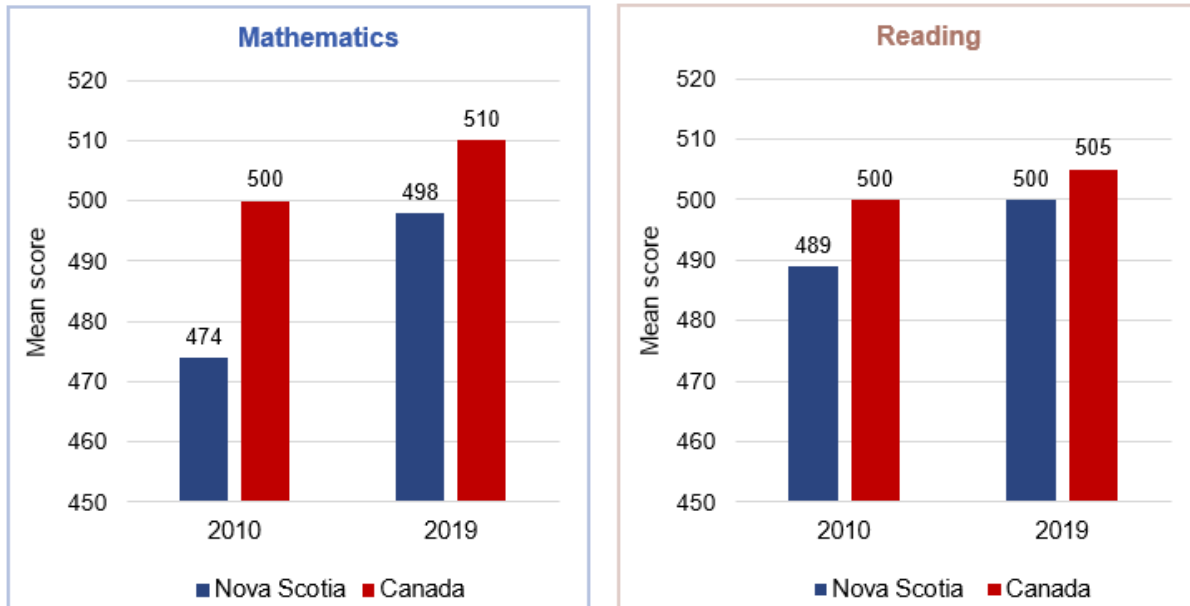


Source: Organisation for Economic Co-operation and Development (OECD), Programme for International Student Assessment (PISA), 2012–2022

Nova Scotia students performing below the national average in mathematics and reading

12. The national Pan-Canadian Assessment Program (PCAP) is administered every three years to students in Grade 8. Students are randomly selected across Canada. PCAP has a major domain focus and two minor domains each assessment cycle. For example, the major domain chosen could be science, and the minor domain could be mathematics. Regardless of the year, Nova Scotia students have been performing below the national average score for mathematics and reading, as seen in the chart below. As there are no provincial assessments in science, only years in which reading or mathematics were a major domain are included in the chart below. Years in which science was the major domain, such as 2023, are not shown.

Pan-Canadian Assessment Program Average Scores in Mathematics and Reading



Note: Results are shown for 2010, the baseline year for reading and mathematics, and 2019, the most recent assessment year available.

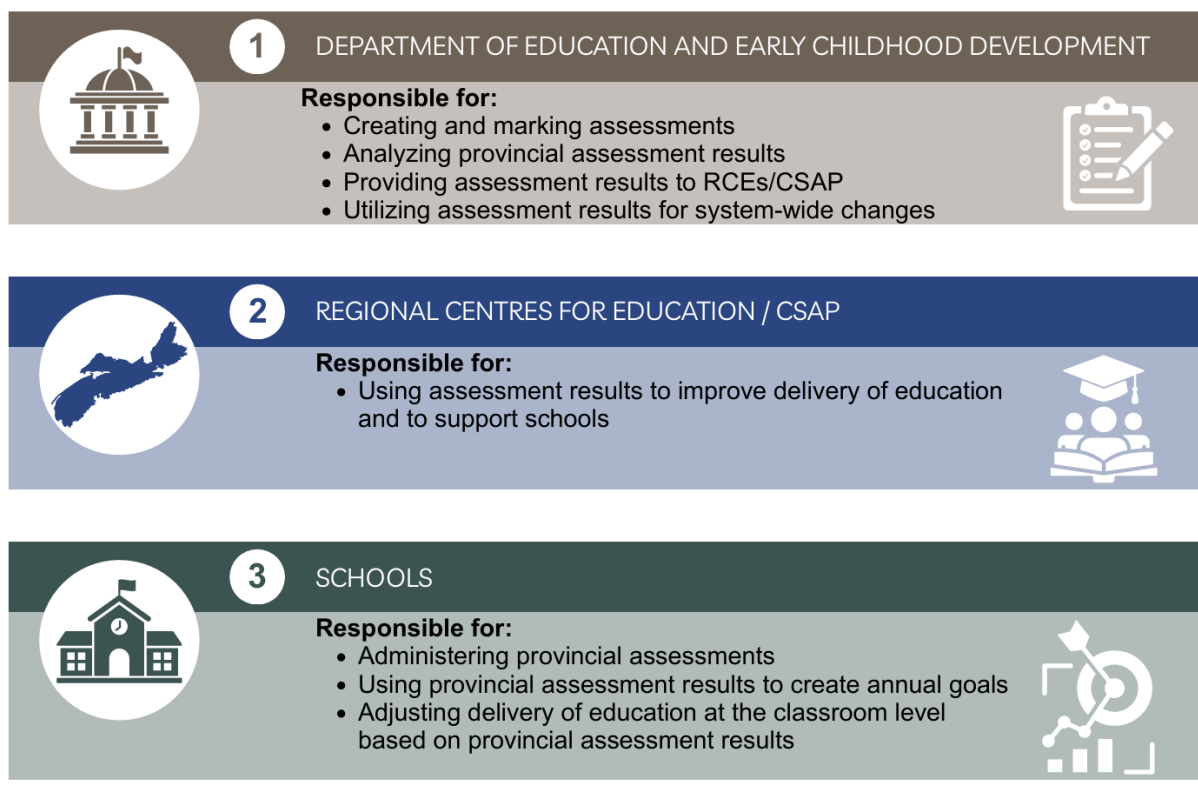
Nova Scotia's Pan-Canadian Assessment scores improved in both reading and mathematics but remained below the Canadian average.

Source: Council of Ministers of Education, Canada (CMEC), *Pan-Canadian Assessment Program (PCAP) 2019 Public Report*, Appendix Tables B.1.11 and B.2.4.

There are three levels with responsibility for education in Nova Scotia

13. There are three levels managing education in Nova Scotia; the Department (provincial), the centres for education and CSAP (regional), and schools (local).
14. The *Education Act* establishes the roles and responsibilities of the Department of Education and Early Childhood Development, RCEs and CSAP. However, the Act does not specifically address provincial assessments. Based on discussions with the Department, we developed the following graphic outlining the responsibilities of each level related to provincial assessments.

Three Levels with Responsibility for Provincial Assessments



Source: Office of the Auditor General of Nova Scotia

We selected two Regional Centres for Education for detailed audit work

15. We focused our detailed work on the Tri-County Regional Centre for Education (TCRCE) and the Strait Regional Centre for Education (SRCE). TCRCE was selected because it has had historically low provincial assessment scores which prompted us to audit the delivery of its educational services in 2014. We wanted to revisit this region again to determine the current status and progress since that time. SRCE was chosen as a comparable RCE due to its similar number of schools and student enrolment.

Classroom teaching environments are becoming increasingly complex

16. Nova Scotia teachers are managing an increasingly diverse student population. We learned through our 2024 audit of Preventing and Addressing Violence in Nova Scotia Schools that there is limited support to help educators manage behaviours in the classroom as well as limited support for students who speak English as a second language. Educators are also supporting students whose learning and well-being may have been affected by the COVID-19 pandemic, including the transition to online learning in 2020. The COVID-19 pandemic had a noticeable impact on results, as shown in Appendix II, with many

showing a decrease. Provincial assessments are therefore being administered in an environment of increasingly complex classrooms and to students who are unfamiliar with the process.

Provincial assessments approach changed after 2018-19

17. Starting in 2018-19, the province revised the grades for which some provincial assessments are administered. The following graphic describes these changes, as well as a system-wide pause in 2020-21 as a result of the pandemic:

Changes to Provincial Assessment Administration					
	Up to 2016-17 (last administered year of previous assessments)	2017-18 (transition year)	2018-19 (new assessment model introduced)	2020-21 (COVID-19 pandemic)	2021-22 to 2024-25 (assessments resumed)
Grade 3	 Reading and Writing	 Not administered	 New combined Literacy and Mathematics Assessment	 Not administered	 Reading, Writing, and Mathematics
Grade 4	 Mathematics	 Not administered	 Discontinued	 Discontinued	 Discontinued
Grade 6	 Reading, Writing, and Mathematics	 Reading, Writing, and Mathematics	 Reading, Writing, and Mathematics	 Not administered	 Reading, Writing, and Mathematics
Grade 8	 Reading, Writing, and Mathematics*	 Reading, Writing, and Mathematics	 Reading, Writing, and Mathematics	 Not administered	 Reading, Writing, and Mathematics

***Not administered in 2016-17 due to teacher job action**

Source: Office of the Auditor General of Nova Scotia

18. Appendix II shows provincial assessment results for math and literacy from 2013-14 to 2024-25 in Grades 3, 6 and 8.

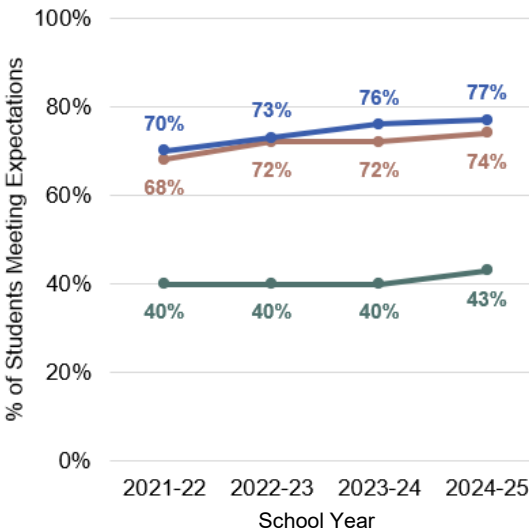
Provincial assessments administered since 2021-22 show persistent challenges with writing

19. The following chart shows the province-wide assessment results in reading, writing and mathematics from 2021-22 to 2024-25.

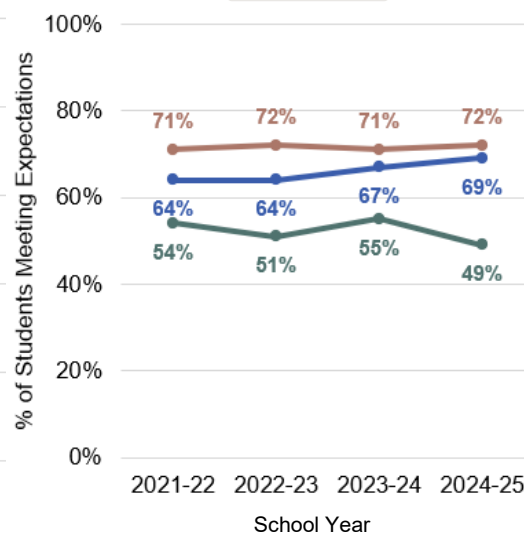
Provincial Assessments

Percentage of students meeting expectations in Reading, Writing, and Mathematics for Grades 3, 6, and 8.

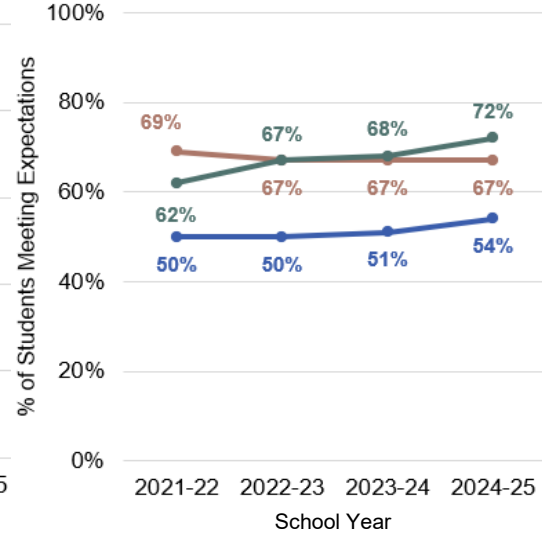
Grade 3



Grade 6



Grade 8



Reading Writing Mathematics

OVERALL TAKEAWAY

Writing is the area of greatest concern. In 2024-25, fewer than half of **Grade 3 (43%)** and **Grade 6 (49%)** students met provincial writing expectations, with Grade 6 showing a decline of **5%** from **54% to 49%** over four years. Reading results are the strongest ranging from **67% to 74%** in 2024-25. Mathematics results are not as strong, especially in Grade 8, where just **54%** of students met expectations in 2024-25.



READING TAKEAWAY

Reading results are the strongest across all grades. In 2024-25, **74%** of Grade 3 students, **72%** of Grade 6 students, and **67%** of Grade 8 students met expectations.

WRITING TAKEAWAY

Writing results remain very low in Grade 3 and Grade 6. Grade 3 writing results increased only slightly from **40% to 43%** between 2021-22 and 2024-25, while Grade 6 writing results decreased by **5%** from **54% to 49%** over the same period. Grade 8 writing improved by **10%** from **62% to 72%**.



MATHEMATICS TAKEAWAY

Mathematics results decline as grade level increases. In 2024-25, **77%** of Grade 3 students met expectations, compared to **69%** in Grade 6 and just **54%** in Grade 8. This is a decline of **23%** from Grade 3 to Grade 8. Improvements over time are modest at each grade level.

Source: Office of the Auditor General of Nova Scotia using publicly available data from the Department of Education and Early Childhood Development.

20. The chart shows modest improvements in reading and mathematics over the last four years, and continued challenges in writing in the lower grades. Results for all provincial assessments conducted in the past 12 years can be found in Appendix II.

Provincial assessments are overseen by the Department's Student Assessment and Evaluation Division

21. The Student Assessment and Evaluation Division oversees provincial assessment administration.
22. The Department, in collaboration with teachers from across the province, creates assessment questions. The Department follows a process to develop questions that align with curriculum outcomes for each grade and that students can understand.
23. The Department gives schools a three-to-four-week timeframe to administer the annual assessments to their students. The duration of the assessments is typically four days.
24. Students write provincial assessments by hand. However, the Department is moving toward conducting some assessments online to create efficiencies in marking.
25. The Department ships assessment booklets to each school. After students complete the assessments, schools return the testing booklets to the Department. Nova Scotia teachers mark provincial assessments centrally. Software scans multiple choice questions, and trained teachers mark the handwritten components using scoring rubrics.
26. The Department takes approximately three months to mark each completed assessment and analyze the results, after which it provides the results to the RCEs/CSAP prior to public release.
27. Our audit did not focus on creating or marking provincial assessments and examinations but instead examined how the Department applies the results to the delivery of education.

Most eligible students in Nova Scotia participate annually in provincial assessments, with some exceptions

28. Approximately 90% of eligible students participate in each provincial assessment. Some students do not participate. For example, students on an Individual Program Plan (IPP) and students who have received school instruction in English for less than one year may not write the assessments. In 2025-26, the Department indicated there were over 6,000 students (of 133,752) on an IPP. While the Department includes all enrolled students when reporting provincial assessment participation rates, it does not collect quantitative data on why some students do not participate.

Almost \$700,000 was spent in 2024-25 administering and marking provincial assessments in Nova Scotia

29. The Department estimated that almost \$700,000 was spent in 2024-25 on administering and marking provincial assessments. There were over 75,000 provincial assessments written in 2024-25.
30. For the 2024-25 school year, the Department indicated:
- Almost 450 teachers participated in marking provincial assessments at a cost of approximately \$240,000;
 - Assessments were reviewed by staff and adjusted throughout the year at a cost of approximately \$390,000; and
 - Updates to lessons learned documents (which are provided to schools for teachers to use) were completed at a cost of approximately \$70,000.
31. The Department invests significant resources to conduct, maintain and mark provincial assessments, which further supports that results should be used to enact change.

The Department Could Not Demonstrate Provincial Assessment Results Are Used to Inform its Decisions

Provincial assessments and examinations fall under the Department's Student Assessment Policy

32. The *Education Act* in Nova Scotia does not prescribe requirements for conducting provincial assessments or examinations or for using the results. The Ministerial Education Act Regulations require RCEs and CSAP to administer evaluation and assessment programs as directed by the Minister, but they do not specifically reference provincial assessments and examinations or indicate the grades in which they should be conducted.
33. While Nova Scotia's legislative framework provides limited information on provincial assessments, the Department established a Student Assessment Policy (the Policy) to provide clear and consistent direction for assessment, evaluation and reporting practices. The Policy guides all assessments conducted in schools, including provincial assessments.
34. The Policy outlines that, in addition to classroom assessments, students will participate in regional, provincial, national and international assessments as determined by the Department.
35. The Policy further clarifies that these assessments equip the Department and RCEs/CSAP with evidence to measure the success of programs and initiatives, adjust policy direction as needed, and report on the public education system.

36. While the Policy mentions provincial assessments, it does not clearly outline how the Department will use provincial assessment results or outline the steps the Department is expected to take in order to measure outcomes and adjust direction.

The Student Success Planning Framework guides schools on how to use data to create annual goals

37. While the Student Assessment Policy provides limited information on how the Department will use provincial assessment results to inform the delivery of education in Nova Scotia, the Student Success Planning Framework (the Framework) provides some guidance on how schools should use these results.
38. The Department developed the Framework to guide schools in identifying measurable annual goals based on data, including provincial assessments. The Framework requires schools to create annual Student Success Plans using available data to identify goals, strategies and actions. This Framework is discussed later in this report.

The Department has a clear purpose for conducting provincial assessments

39. The Department has a clear purpose for conducting provincial assessments. The Policy states provincial assessments are *“designed to evaluate student achievement related to selected curriculum outcomes in a subject area.”*
40. The Department’s website further states that provincial assessments are conducted to:
- monitor student learning and progress over time
 - provide information to students, families and teachers
 - identify strengths and areas where additional support may be needed
 - inform decisions at the classroom, school, regional, and provincial levels
 - identify and address achievement gaps
 - provide transparent information about student achievement to the public.

The Department could not demonstrate that provincial assessments impact decisions

41. We reviewed provincial assessment trends from 2020-21 to 2024-25 and asked the Department what actions they had taken to address trends in results.
42. For example, we asked what actions the Department has taken to address persistent challenges in writing in Grades 3 and 6. The chart of Provincial Assessment Results from 2021-22 to 2024-25, shown earlier in this report, indicates that in both grades, students were meeting expectations in writing less than 40-55% of the time. Writing results were somewhat higher in Grade 8, ranging from 62-72% of students meeting expectations over the same period.

43. The same chart also shows a downward trend in mathematics, with a decrease in the number of students meeting expectations as the grade level increases. The chart shows that 77% of Grade 3 students met expectations in 2024-25, compared to 69% and 54% in Grades 6 and 8, respectively.
44. As a result of these trends, we expected to see evidence of the Department identifying some of the potential drivers in these provincial assessment results, analyzing root causes, and taking steps to address them.
45. We asked the Department to provide us with examples of actions they have taken as a result of provincial assessment results. Some of the examples provided included:
- implementing a new literacy curriculum in Grades Primary to 2; and
 - developing system-wide instructional practices for mathematics.
46. While these actions may relate to provincial assessment results, the Department could not clearly demonstrate how it based these actions on trends in provincial assessment results, or the expected outcomes from the actions.
47. Additionally, although the Department meets with the Regional Executive Directors of the RCEs/CSAP to discuss the national PCAP results, the Department could not demonstrate how it used those results to inform its actions.

Recommendation 1

We recommend the Department of Education and Early Childhood Development clearly demonstrate the relationship between provincial assessment results and the corresponding actions implemented to address them including:

- regularly reviewing assessment results at the provincial level;
- using trends to identify necessary actions and expected outcomes; and
- evaluating the effectiveness of the actions.

Department Response to Recommendation 1



Department agrees

Target Date for Implementation:

September 2027

The Department will establish a formal provincial review process for assessment results. This process will link assessment trends to actions and expected outcomes and support ongoing evaluation of their effectiveness.

Provincial assessments are one data point of information, among many

48. The Framework states that schools should use provincial assessment results as one data point among many, alongside classroom and other data, to identify trends and guide annual plans.
49. However, the Framework does not clearly indicate the level of importance that should be placed on provincial assessment and examination results relative to other data sources, nor does it provide clear strategic direction on their intended use. This could result in some schools placing more reliance on provincial assessment results while others may give them limited consideration.

The Department has not established targets for provincial assessment results

50. The Department has not established targets or defined expectations for provincial assessment results. Management indicated the focus has been on year-over-year improvement of the percentage of students meeting or exceeding expectations.
51. Elsewhere in Canada, New Brunswick provides an example of a province that has established measurable targets for provincial assessment results. These targets identify the percentage of students expected to meet or exceed expectations and provide a benchmark against which progress can be monitored over time.
52. While monitoring year-over-year growth provides useful information, the absence of targets or other defined benchmarks limits the Department's ability to assess performance and determine whether actions taken are achieving intended outcomes.

Recommendation 2

We recommend the Department of Education and Early Childhood Development direct RCEs/CSAP to establish measurable targets for their provincial assessment results and to report publicly on progress against these targets as well as actions taken to improve results.

Department Response to Recommendation 2



Department agrees

Target Date for Implementation:

September 2027

The Department will direct Regional Centres for Education and the CSAP to establish measurable targets for provincial assessment results including public reporting on progress and actions taken towards improvement.

Department level review of annual RCE/CSAP reports was lacking

53. One of the key methods for the Department to monitor student progress at schools across the province is through annual reports produced by each RCE/CSAP.
54. In September, RCEs/CSAP consolidate Student Success Reports from the previous school year for all schools in their region and submit the report to the Department. The report contains information on the number of schools with identified goals in mathematics, literacy and well-being, and the number of schools that have demonstrated improvement in relation to their goals. It also requires RCEs/CSAP to describe how they are monitoring and responding to data to support student achievement. The school level goals are discussed in more detail later in this report.
55. We reviewed annual reports for 2022-23, 2023-24, and 2024-25 for TCRCE and SRCE. For each region, we found only one report out of three had evidence of review by the Department.
56. Reviewing these reports supports oversight and accountability by helping the Department ensure RCEs/CSAP use data to inform planning and decision making related to student outcomes. It also ensures consistency across the province in terms of how provincial assessment results are used to inform decisions.

Recommendation 3

We recommend the Department of Education and Early Childhood Development review annual Student Success Reports from RCEs/CSAP to determine whether:

- provincial assessment results were used by schools in the RCEs/CSAP to create goals;
- feedback or improvements are required; and
- further action is required by the RCEs/CSAP.

Department Response to Recommendation 3



Department agrees

Target Date for Implementation:

September 2028

The Department will review RCE/CSAP improvement plan reports to ensure they incorporate provincial assessments results for goal setting and will monitor progress and provide feedback.

The Deputy Minister or Minister of the Department is regularly provided with provincial assessment and examination results

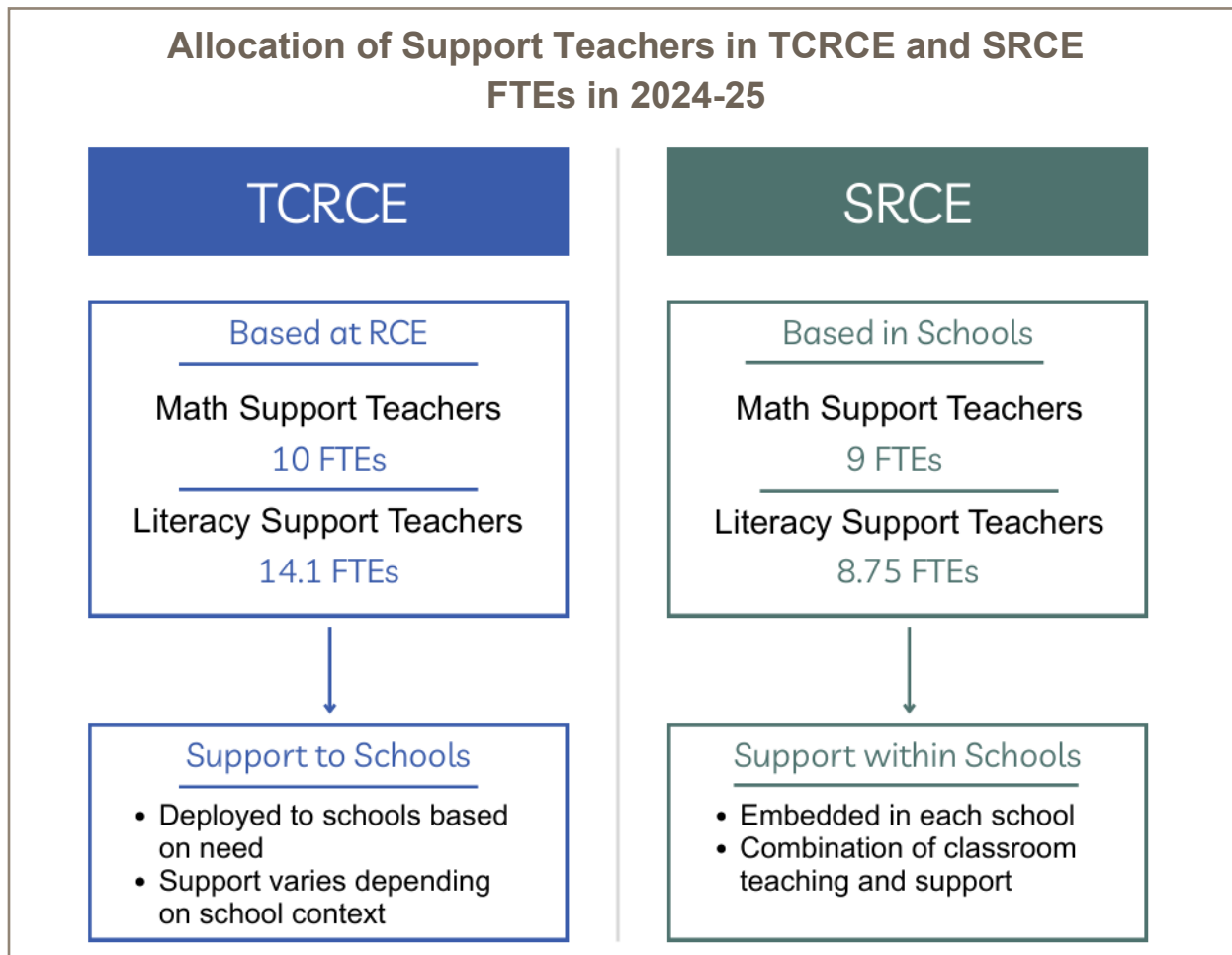
57. Provincial assessment results were reported to the Department's Deputy Minister or Minister twice a year between 2021-22 to 2024-25. This demonstrates the Department has established processes to provide senior leadership with regular information on student performance.
58. Additionally, the Department holds regular meetings with all Regional Executive Directors of the RCEs/CSAP. Although the Department does not keep minutes for these meetings, it provided agendas for 14 meetings with Regional Executive Directors between March 2023 and November 2025 that included an item on provincial assessment results.

Linking Provincial Assessment Results to Actions in TCRCE and SRCE Was Difficult

The link between provincial assessment results and the allocation of math and literacy school support teachers in TCRCE and SRCE was not clear

59. Provincial assessments focus on math and literacy, and one of the ways RCEs support schools is by assigning math and literacy coaches, who specialize in these subjects, to assist classroom teachers.
60. In both TCRCE and SRCE, the regions refer to these specialized positions as math and literacy support teachers. However, each region allocates these supports differently.
61. In SRCE, math and literacy support teachers are school-based staff who hold hybrid roles within a single school. These teachers split their time between classroom teaching and providing math or literacy support within that school.
62. In TCRCE, math and literacy support teachers are regional staff, deployed to different schools throughout the year.

Continued on next page



Source: Office of the Auditor General of Nova Scotia

63. We expected to see a clear process where staff review and analyze provincial assessment data, along with other data sources, to identify schools where students require the most support.
64. In SRCE, almost all schools have math and literacy hybrid positions so there is no deployment of additional regional staff. In TCRCE, we could not determine how provincial assessment results were used to inform the deployment of support teachers to schools. While provincial assessment results are just one of many data points used to identify schools needing additional support, we expected to see a clearer connection to provincial assessment results.
65. Additionally, in both TCRCE and SRCE, the regions required support teachers to prepare reports after visiting individual schools that describe their areas of focus. Examples of this could include examining classroom data; modeling different lessons; and reviewing lesson plans. These reports are a key tool to determine the rationale for, as well as the effectiveness of, the academic support.

66. While we found that support teachers completed many reports in TCRCE and SRCE, we found no evidence regional staff reviewed them, although TCRCE regional staff indicated the reports are discussed verbally. In addition, we could not determine the number of completed versus expected reports.

Recommendation 4

We recommend the Department of Education and Early Childhood Development provide guidance to RCEs/CSAP on how to use provincial assessment results as a data point to determine the allocation of math and literacy supports to schools.

Department Response to Recommendation 4



Department agrees

Target Date for Implementation:

September 2027

The Department will provide guidance to RCEs/CSAP on the use of provincial assessment results as a data point to inform the allocation of literacy and mathematics supports to schools.

Recommendation 5

We recommend the Department of Education and Early Childhood Development require the RCEs/CSAP to:

- establish a process to track and report on math and literacy supports provided to assigned schools;
- review these reports and assess the appropriateness of the supports provided; and
- implement processes to monitor and verify that reporting, review and assessment activities are completed.

Department Response to Recommendation 5



Department agrees

Target Date for Implementation:

September 2027

The Department will require RCEs and CSAP to establish a process to track, monitor and review mathematics and literacy supports assigned to schools.

Professional development was offered in TCRCE and SRCE, but regions did not demonstrate the link to provincial assessment results

67. Both TCRCE and SRCE provided examples of professional development offered to teachers related to provincial assessments and examinations. In SRCE, we were provided with a professional development calendar which included sessions referencing provincial assessments. In TCRCE we were provided with various examples of professional development initiatives related to provincial assessments.
68. While we acknowledge professional development related to provincial assessments was offered, we could not determine how regions used provincial assessment results to select and deliver professional development. We did not find evidence of a consistent or documented process linking assessment results to professional development planning at the regional level.

Recommendation 6

We recommend the Department of Education and Early Childhood Development establish clearly communicated expectations outlining how provincial assessment results are to be considered in the planning of professional development across all RCEs/CSAP.

Department Response to Recommendation 6



Department agrees

Target Date for Implementation:

September 2027

The Department will communicate expectations to RCEs/CSAP on how provincial assessment results are to be considered when planning professional development.

Both TCRCE and SRCE perform additional data analysis on provincial assessment results

69. The Department performs extensive analysis of provincial assessment results and provides this information to all RCEs/CSAP. In addition, we found that both TCRCE and SRCE performed their own analysis of this data, to varying degrees.

Several good practices identified in each region

70. We identified good practices in both centres which may be impacting the provincial assessment results in each region.

TCRCE has data partnerships with schools that focus on provincial assessment results

71. TCRCE uses data partnerships within its family of schools. One regional staff member is partnered with one or more schools, and their role is to lead data-based discussions

throughout the school year with assigned schools using provincial assessment data as well as other data to guide the next instructional steps.

72. TCRCE also has “data working days” to keep principals informed, bringing the school administrators together at the TCRCE office, sometimes several times each year, to have data-based and analyses-driven discussions.
73. We noted that TCRCE showed strong growth in several areas from 2021-22 to 2024-25, including a 27% increase in students meeting expectations in Grade 8 writing and 22% in Grade 3 reading. These improvements may be linked to practices TCRCE has implemented in the region. More details on TCRCE and SRCE’s results can be found in Appendix III.

SRCE conducts common assessments to identify gaps prior to provincial assessments

74. SRCE conducted common assessments midway through the eighth grade. These common assessments are essentially practice provincial assessments created by regional staff based on questions from previous assessments.
75. These common assessments flagged student learning gaps early and highlighted possible areas of focus before the actual provincial assessment took place in the spring. Participation by schools was voluntary and of our five sample schools, four opted to take part in the common assessment.

Recommendation 7

We recommend the Department of Education and Early Childhood Development regularly monitor RCEs/CSAP demonstrating strong growth or consistently high provincial assessment results, analyze the practices or actions contributing to their success, and share these practices with all RCEs/CSAP.

Department Response to Recommendation 7



Department agrees

Target Date for Implementation:

September 2028

The Department will monitor provincial assessment results to identify RCEs/CSAP and schools demonstrating strong growth or consistently high results. The Department will analyze practices and actions contributing to these outcomes and share effective practices across RCEs/CSAP.

Some Sampled Schools in TCRCE and SRCE Are Not Following Requirements for Annual Planning

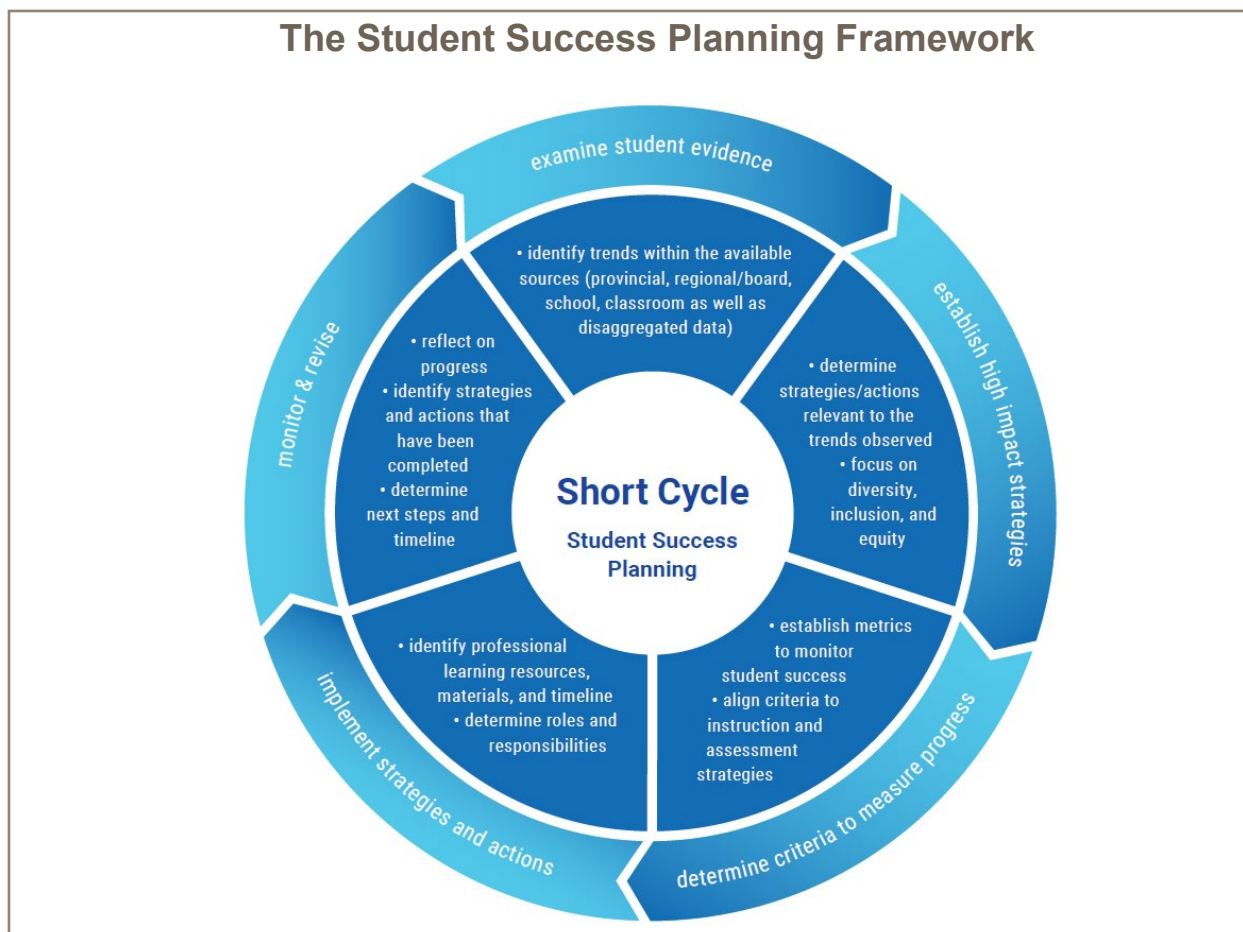
The Student Success Planning Framework includes several goal setting steps RCEs/CSAP must follow

76. As noted earlier, the Department has a Framework that defines how schools set their goals each year using several sources of data.

77. The Framework contains five steps:

- Examine student evidence, including provincial assessment data, to set goals
- Establish high impact strategies and actions to achieve goals
- Determine criteria to measure progress on goals
- Implement selected strategies and actions
- Monitor and revise throughout the school year

78. The Framework uses a 90-day short cycle process, where schools revisit goals and related strategies every 90 days, resulting in three cycles per school year. The diagram below illustrates this process:



Source: Department of Education and Early Childhood Development

Schools are required to revisit their goals throughout the year

79. The advantage of a short-cycle process over one-time goal setting each academic year is that the 90-day process allows schools to continually monitor data and adjust their approach to teaching. Schools revisit goals several times throughout the year and determine if new goals are necessary, based on the data they are continually gathering from provincial assessments and within the classroom.
80. At the end of each school year, schools must submit their prior-year annual report to the RCE. At the same time, they either set new goals or continue working to complete in-progress goals from the previous year, supported by provincial assessment and classroom data. The Framework also requires schools to tie their professional development plans for the upcoming year directly to their core objectives.
81. We selected a sample of five schools from each region to determine if the Framework is being followed. Schools were selected based on size, location, and grade levels. We discuss the results in the sections below.

SRCE schools we tested did not have required number of goal setting cycles

82. While we found all schools we sampled in TCRCE were following the required 90-day short-cycle process and had three cycles per year, the schools we tested in SRCE had only one or two cycles.

TCRCE and SRCE schools we tested are using provincial assessment results to set goals

83. Despite the differences in the goal-setting timelines, we found consistent use of assessment results to support school goals. We found, in 2022-23, 2023-24 and 2024-25, all 10 schools we examined in TCRCE and SRCE used provincial assessment results, along with other data points, to create their goals.

TCRCE and SRCE schools we tested are not setting measurable goals

84. An important part of effective goal setting is creating goals that are specific and measurable. Measurable goals provide clear direction, allow for objective tracking of progress, and establish accountability.
85. None of the 10 schools we tested in TCRCE and SRCE set measurable goals. Instead, they set broad, high-level goals focused on general improvement in a subject area. Some examples of these goals included:
- “Students will demonstrate improvement in literacy in the area of the writing process”
 - “Foster the joy of writing”
 - “To improve reading and writing performance”

TCRCE reviews progress of schools on goals, while SRCE does not

86. For the 10 schools we tested, we assessed whether TCRCE and SRCE staff reviewed the progress of their schools toward achieving identified goals. In all sample schools in TCRCE, we saw evidence that regional staff reviewed progress updates. However, we found no evidence that SRCE regional staff reviewed the progress updates for their sample schools.
87. To ensure accountability, regional staff should routinely monitor schools' progress toward their goals throughout the year. When RCE staff do not review progress or provide feedback, they weaken oversight and accountability, reduce their ability to assess whether strategies are effective, and limit the use of assessment data to inform decisions and improve student outcomes.

Recommendation 8

We recommend the Department of Education and Early Childhood Development verify all RCEs/CSAP are following the Student Success Planning Framework including:

- implementing the short-cycle process;
- creating goals that are specific, measurable, achievable, relevant, and time-bound;
- incorporating provincial assessment results as a data point for creating goals; and
- updating the RCE on progress against goals at the end of each cycle.

Department Response to Recommendation 8



Department agrees

Target Date for Implementation:

September 2028

The Department will verify RCEs/CSAP follow the Student Success Planning framework, ensuring goals are SMART, informed by provincial assessment data, and tracked through regular Department progress updates.

Teachers surveyed reported principals are discussing provincial assessment results with staff

88. We conducted an anonymous survey of teachers involved in provincial assessments within our sample schools in TCRCE and SRCE.
89. We emailed the survey to 135 teachers in TCRCE and SRCE and 55 (41%) responded.
90. The survey found 93% of respondents indicated their principals discussed provincial assessment results with them. We also found that 96% of respondents felt the assessments were either well aligned or somewhat aligned with the curriculum.

Reporting Provincial Assessment Results to Families and the Public Needs Improvement

Provincial assessment results are difficult to find on the Department website

91. The Department posts provincial assessment results on its website as they are released. However, users may have difficulty locating them from the homepage, as they must navigate through the Programs & Services directory and select Student Assessment and Evaluation. Presenting these results in a more accessible location on the website could improve user awareness.

Recommendation 9

We recommend the Department of Education and Early Childhood Development present provincial assessment results in an easily accessible location on the Department's website.

Department Response to Recommendation 9



Department agrees

Target Date for Implementation:

January 2027

The Department will publish provincial assessment results in an easily accessible location on the Department website.

92. In addition to the provincial assessment results, the Department also provides a link to the national PCAP and international PISA results on its website.

TCRCE and SRCE did not have provincial assessment results on their websites

93. During our audit work, we found that neither region linked to the provincial assessment results from its website. However, SRCE updated its website after we brought this to their attention.
94. Posting results to their websites highlights the importance RCEs place on assessments and allows families to engage with their children's school about their results.

Recommendation 10

We recommend the Department of Education and Early Childhood Development require RCEs/CSAP to provide an easily accessible link on their websites to provincial assessment results published on the Department's website.

Department Response to Recommendation 10



Department agrees

Target Date for Implementation:

January 2027

The Department will require RCEs/CSAP to provide an easily accessible link on their websites to provincial assessment results published on the Department website.

Individual provincial assessment student reports could be improved to provide better information to families on their child's strengths and challenges

95. The Department sends individual student reports to families with their child's provincial assessment results. There are separate templates for mathematics and literacy.
96. The templates show the level the student achieved and indicate whether the student performed above or below expectations for individual components. An example of the report template can be found in Appendix IV.
97. For example, the literacy report assesses whether the child is performing at expectations in overall writing performance, including four writing components:
 - a. Ideas
 - b. Organization
 - c. Language use
 - d. Conventions
98. While these components may reflect what is being assessed, families who are unfamiliar with educational terminology may not easily understand some of the terms used. Additional explanation of the terms and what they mean may help families to understand the results.
99. We also found that the reports did not provide guidance to families on areas of focus for their child or how to support improvement.
100. We conducted a jurisdictional scan to determine what formats other provinces use to provide families with provincial assessment results. We found British Columbia has a report that provides families with useful information on learning suggestions. This report can be found in Appendix V. It includes student strengths and challenges, in plain language, and

provides learning suggestions for families to work on with their child. It also provides weblinks to resources that help parents support their child's math and reading skills.

Recommendation 11

We recommend the Department of Education and Early Childhood Development perform a jurisdictional scan of individual student reports used by other provinces in Canada, identify changes or improvements to the Individual Student Reports provided to families in Nova Scotia, and implement updates.

Department Response to Recommendation 11



Department agrees

Target Date for Implementation:

September 2027

The Department will complete a jurisdictional scan of individual student reports used in other Canadian provinces. The Department will use the results of the scan to identify potential improvements to Nova Scotia's Individual Student Reports and implement updates as appropriate.

Appendix I

Reasonable Assurance Engagement Description and Conclusions

We completed an independent assurance report of provincial assessments at the Department of Education and Early Childhood Development. The purpose of this performance audit was to determine if the Department of Education and Early Childhood Development is using provincial assessment results to inform and improve the delivery of education.

It is our role to independently express a conclusion whether provincial assessments comply in all significant respects with the applicable criteria. Management at the Department of Education and Early Childhood Development have acknowledged their responsibility for provincial assessments

This audit was performed to a reasonable level of assurance in accordance with the Canadian Standard on Assurance Engagements (CSAE) 3001—Direct Engagements set out by the Chartered Professional Accountants of Canada (CPA Canada) in the CPA Canada Handbook - Assurance; and sections 18 and 21 of the *Auditor General Act*.

We apply the Canadian Standard on Quality Management 1 (CSQM 1), and we have complied with the independence and other ethical requirements of the Code of Professional Conduct of the Chartered Professional Accountants of Nova Scotia.

The objectives and criteria used in the audit are below:

Objective(s): To determine if the Department of Education and Early Childhood Development is appropriately using provincial assessment results to inform and improve the delivery of education programming.

Criteria:

1. The purpose of conducting provincial assessments should be clearly defined with goals for student performance in reading, writing and mathematics.
2. Student performance should be regularly measured and monitored.
3. Appropriate action should be taken to improve student performance based on the results of provincial assessments.
4. Provincial assessment results should be publicly reported.

Generally accepted criteria consistent with the objectives of the audit did not exist. Audit criteria were developed specifically for this engagement. Criteria were accepted as appropriate by senior management at the Department of Education and Early Childhood Development.

Our audit approach included identifying the roles and responsibilities of the Department of Education and Early Childhood Development, RCEs/CSAP and schools in administering

provincial assessments and using the results of the assessments. We reviewed relevant legislation, policies, processes and procedures. We examined and analyzed provincial assessment data for the past five school years. We also examined how assessment data is used to improve system-level management, inform instruction, identify student learning needs and support students in schools. Our audit period was from September 1, 2022, to August 31, 2025. We examined information outside of that period as necessary.

We believe the evidence we have obtained is sufficient and appropriate to provide the basis for our conclusion. Our report is dated September 18, 2026 in Halifax, Nova Scotia.

Based on the reasonable assurance procedures performed and evidence obtained we have formed the following conclusions:

- Although the Department of Education and Early Childhood Development is using provincial assessment results, the Department could not demonstrate a clear link between the results and the actions taken to improve the delivery of education programming.
- While the Department has a purpose for conducting provincial assessments, there are no goals or targets for student performance in reading, writing and mathematics.
- The Department regularly measures and monitors provincial results, including performing extensive data analysis on results which are sent to RCEs/CSAP. Both TCRCE and SRCE also perform additional analysis.
- TCRCE and SRCE could not demonstrate a clear connection between provincial assessment results and their allocation of math and literacy supports to schools, nor how they use results to determine professional development offered to teachers.
- Schools use provincial assessment results to set goals. However, goals were not measurable and while TCRCE monitored progress, SRCE did not. We also identified several progressive practices in both regions that could be applied across other RCEs/CSAP.
- The Department makes provincial assessment results publicly available on its website, but they are difficult to locate. TCRCE and SRCE did not publish results on their websites during our audit. Individual provincial assessment student reports to families could be improved to better explain results and provide guidance on how to support student learning.

Appendix II

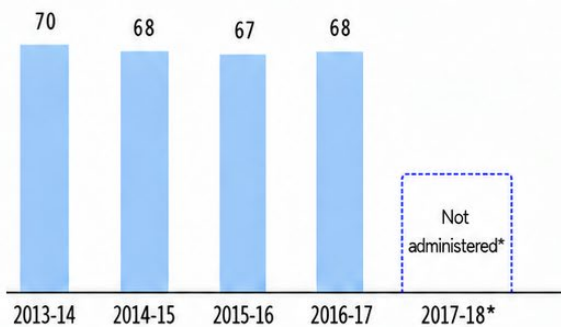
Nova Scotia Provincial Assessment Results

Grade 3 Provincial Assessment Results (2013-14 to 2024-25)

Percentage of students meeting or exceeding expectations

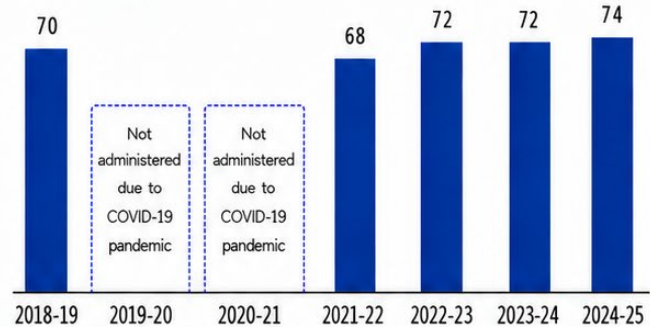
READING

Start of Grade 3



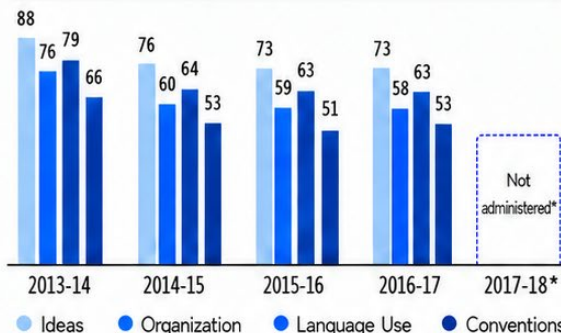
READING

End of Grade 3



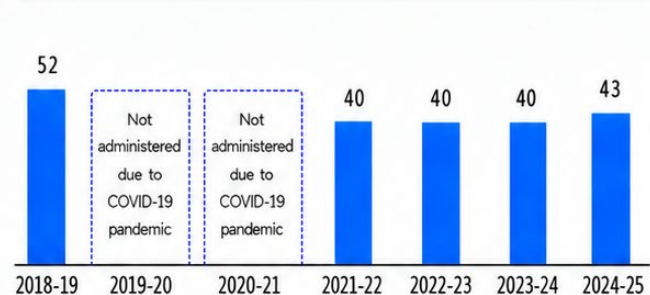
WRITING

Start of Grade 3



WRITING

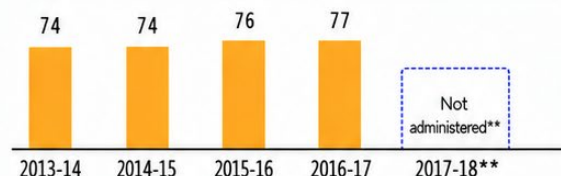
End of Grade 3



Results are no longer separated out by components of writing in 2018-19 and after.

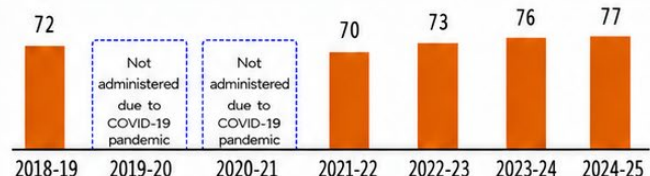
MATHEMATICS

Start of Grade 4



MATHEMATICS

End of Grade 3



* Not administered due to a change from assessments being administered beginning of Grade 3 to end of Grade 3.

** Not administered due to a change from assessments being administered in Grade 4 to Grade 3.

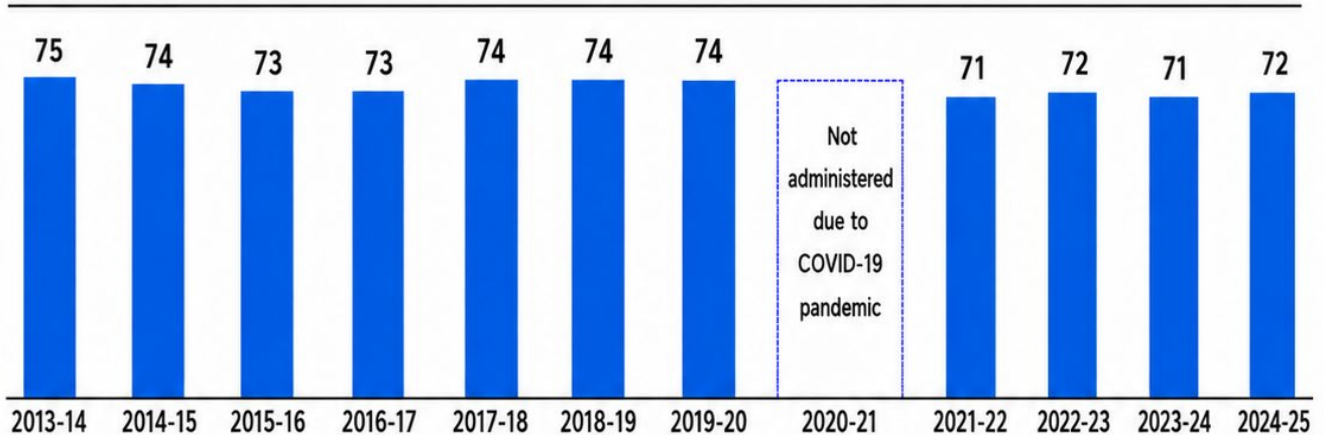
Source: Office of the Auditor General of Nova Scotia using data from the Department of Education and Early Childhood Development

Grade 6 Provincial Assessment Results (2013-14 to 2024-25)

Percentage of students meeting or exceeding expectations

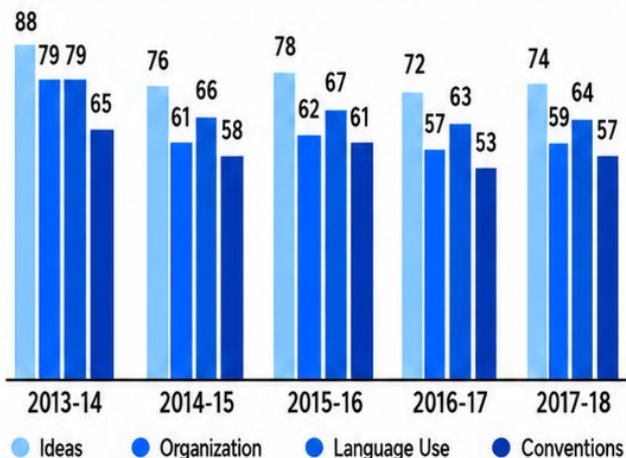
READING

Start of Grade 6



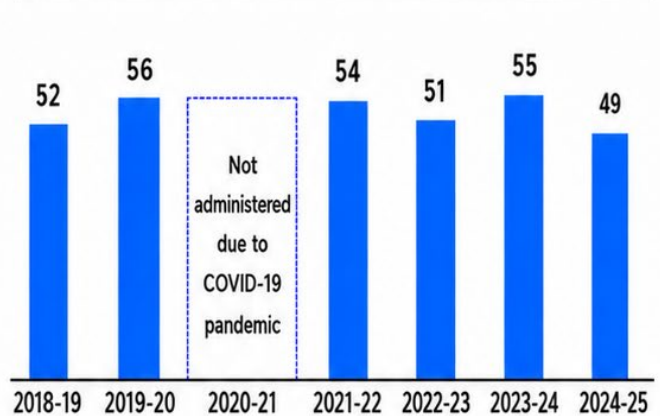
WRITING

Start of Grade 6



WRITING

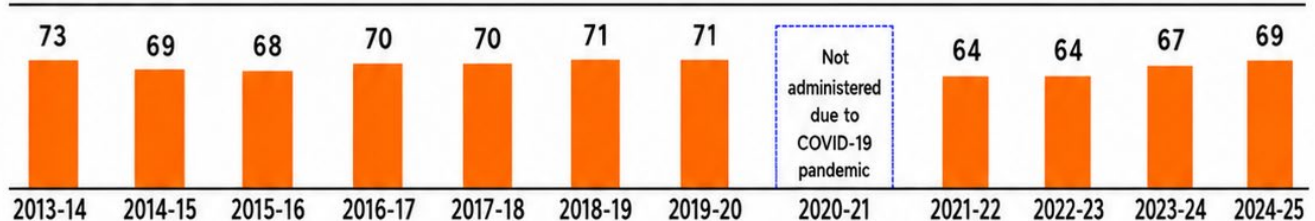
Start of Grade 6



Results are no longer separated out by components of writing in 2018-19 and after.

MATHEMATICS

Start of Grade 6



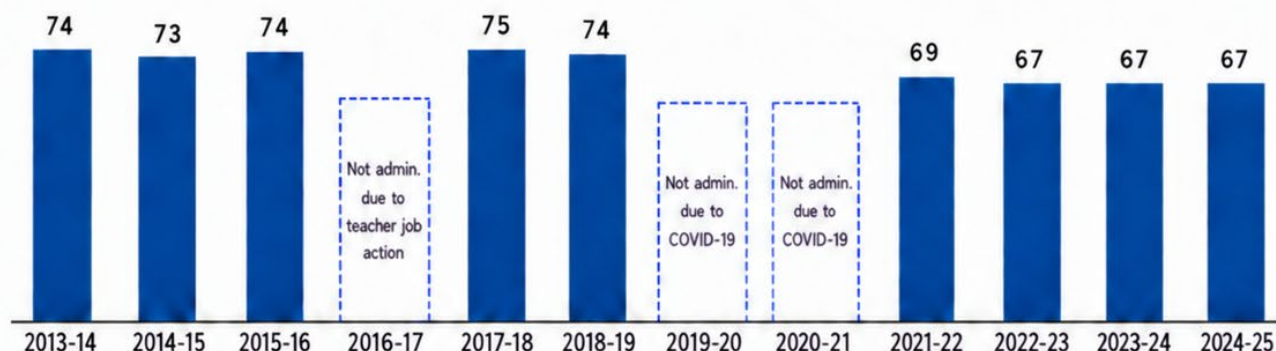
Source: Office of the Auditor General of Nova Scotia using data from the Department of Education and Early Childhood Development

Grade 8 Provincial Assessment Results (2013-14 to 2024-25)

Percentage of students meeting or exceeding expectations

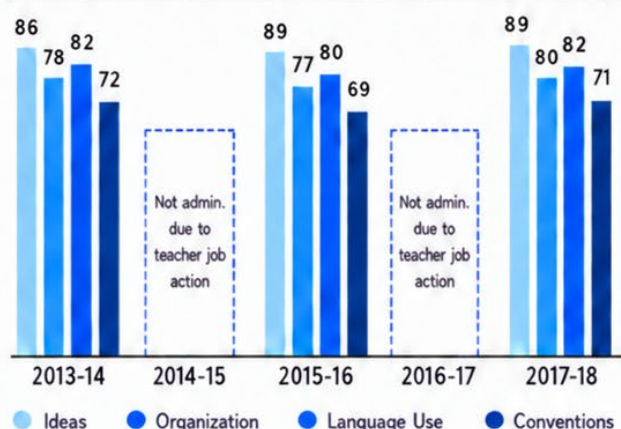
READING

End of Grade 8



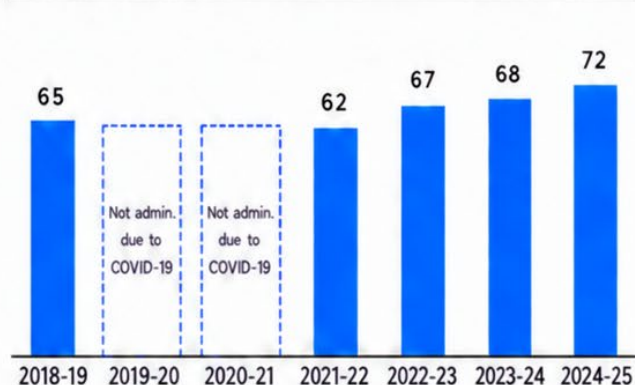
WRITING

End of Grade 8



WRITING

End of Grade 8

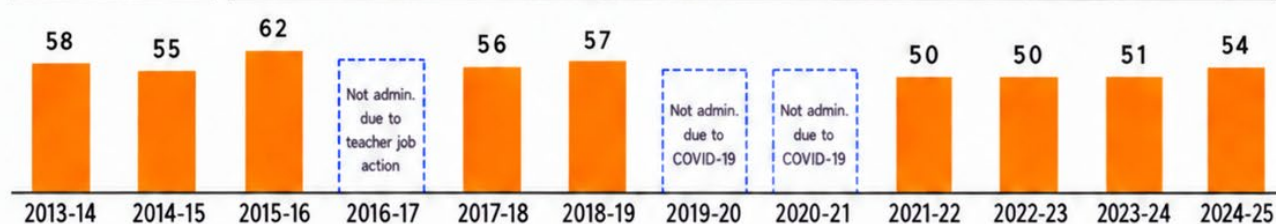


Results are no longer separated out by components of writing in 2018-19 and after.

MATHEMATICS

End of Grade 8

Curriculum change in 2015-16; Expectations were re-set



Source: Office of the Auditor General of Nova Scotia using data from the Department of Education and Early Childhood Development

TCRCE and SRCE Provincial Assessment Results

Appendix III

TCRCE

Reading, Writing, and Mathematics
Provincial Assessment Results
% of Students Meeting Expectations
Change in results from 2021-22 to 2024-25

Results improved in
9 of 9 assessments



At a Glance

TCRCE showed notable improvement in **9 of 9** assessments since 2021-22

Largest Gains

Grade 8 Writing	+27%
Grade 3 Reading	+22%
Grade 3 Mathematics	+18%
Grade 8 Mathematics	+15%



Reading

Grade 3	2021-22 → 2024-25	+22% growth
2021-22 → 2024-25	50% → 72%	
Grade 6	2021-22 → 2024-25	+2% growth
2021-22 → 2024-25	61% → 63%	
Grade 8	2021-22 → 2024-25	+4% growth
2021-22 → 2024-25	56% → 60%	



Writing

Grade 3	2021-22 → 2024-25	+11% growth
2021-22 → 2024-25	19% → 30%	
Grade 6	2021-22 → 2024-25	+10% growth
2021-22 → 2024-25	37% → 47%	
Grade 8	2021-22 → 2024-25	+27% growth
2021-22 → 2024-25	47% → 74%	



Mathematics

Grade 3	2021-22 → 2024-25	+18% growth
2021-22 → 2024-25	55% → 73%	
Grade 6	2021-22 → 2024-25	+9% growth
2021-22 → 2024-25	50% → 59%	
Grade 8	2021-22 → 2024-25	+15% growth
2021-22 → 2024-25	32% → 47%	

SRCE

Reading, Writing, and Mathematics
Provincial Assessment Results
% of Students Meeting Expectations
Change in results from 2021-22 to 2024-25

Results improved in
4 of 9 assessments



At a Glance

SRCE showed notable improvement in **4 of 9** assessments since 2021-22

Largest Gains

Grade 8 Writing	+11%
Grade 3 Mathematics	+9%
Grade 8 Mathematics	+6%
Grade 3 Reading	+5%



Reading

Grade 3	2021-22 → 2024-25	+5% growth
2021-22 → 2024-25	68% → 73%	
Grade 6	2021-22 → 2024-25	-5% change
2021-22 → 2024-25	74% → 69%	
Grade 8	2021-22 → 2024-25	0% change
2021-22 → 2024-25	71% → 71%	



Writing

Grade 3	2021-22 → 2024-25	-1% change
2021-22 → 2024-25	40% → 39%	
Grade 6	2021-22 → 2024-25	-9% growth
2021-22 → 2024-25	51% → 42%	
Grade 8	2021-22 → 2024-25	+11% growth
2021-22 → 2024-25	63% → 74%	



Mathematics

Grade 3	2021-22 → 2024-25	+9% growth
2021-22 → 2024-25	64% → 73%	
Grade 6	2021-22 → 2024-25	-4% growth
2021-22 → 2024-25	67% → 63%	
Grade 8	2021-22 → 2024-25	+6% growth
2021-22 → 2024-25	49% → 55%	

Percentages may not add due to rounding | Results show the percentage of students who met or exceeded grade-level expectations on provincial assessments | Growth represents the change in percentage points from 2021-22 to 2024-25.

Sample Nova Scotia Individual Student Report

2022–2023 Nova Scotia Assessment: Literacy in Grade 3 Student Assessment Report



Name: [REDACTED] Provincial ID: [REDACTED] Birthdate: [REDACTED]
School: [REDACTED] School Code: [REDACTED] Region/Board: [REDACTED]

About the Assessment

Grade 3 students wrote this assessment in the Spring of 2023. Students read different types of texts and answered questions about what they read. They also completed two writing tasks. Nova Scotia teachers worked with the Department of Education and Early Childhood Development to build this assessment and to set the assessment expectation. The expectation is what students should know and be able to do on their own at the end of grade 3.

Reading Results

The student demonstrated a reading performance of Level 3 on this assessment. Students reading grade level text at performance Level 3 can understand how different parts of the text fit together. They can make connections among information in different parts of the text and use the connections to form their own conclusions.

There is a range of performance at each level. The dot below shows where the student's result is located in the range.

Reading Performance	Not enough evidence	Level 1 below the expectation	Level 2 approaching the expectation	Level 3 at the expectation	Level 4 above the expectation
				●	

Note: the student attempted 50 out of 50 questions.

The table below shows how the student performed on the components of reading on this assessment. This information may guide teachers in looking further into the student's achievement on various components of reading.

Reading Components		may require further attention	at/above the expectation
Genres of text	Information text (for example, article, instructions)		✓
	Narrative (for example, story)		✓
	Visual media text (for example, advertisement, map)		✓
	Poetry (for example, poem, song)		✓
Types of questions	Literal comprehension		✓
	Non-literal comprehension		✓
	Analysis		✓

Source: Department of Education and Early Childhood Development

Writing Results

The student demonstrated a writing performance of Level 2 on this assessment.

When independently writing grade-level texts, students at performance Level 2 generally include a main idea that is evident and somewhat developed through details, some of which may be irrelevant. The writing is somewhat organized with vague or mechanical transitions. Students use language (voice, word choice, sentence style) that contributes to vague or mechanical writing. They use some correct conventions that contribute to coherent communication.

There is a range of performance at each level. The dot below shows where the student's result is located in the range.

Writing Performance	Not enough evidence	Level 1 below the expectation	Level 2 approaching the expectation	Level 3 at the expectation	Level 4 above the expectation
			●		

The table below shows how the student performed on the components of writing on this assessment. This information may guide teachers in looking further into the student's achievement on various components of writing.

Writing Components	may require further attention	at/above the expectation
Ideas		✓
Organization	✓	
Language use		✓
Conventions	✓	

Next Steps

Parents, guardians, and teachers should review these results with the student's classroom work and discuss how they can work together to support student learning. For more information about the assessment, please visit the Student Assessment and Evaluation website at <http://plans.ednet.ns.ca>.

Source: Department of Education and Early Childhood Development

Appendix V

Sample British Columbia Individual Student Report



Foundation Skills Assessment
Student Report
OCTOBER / NOVEMBER 2019



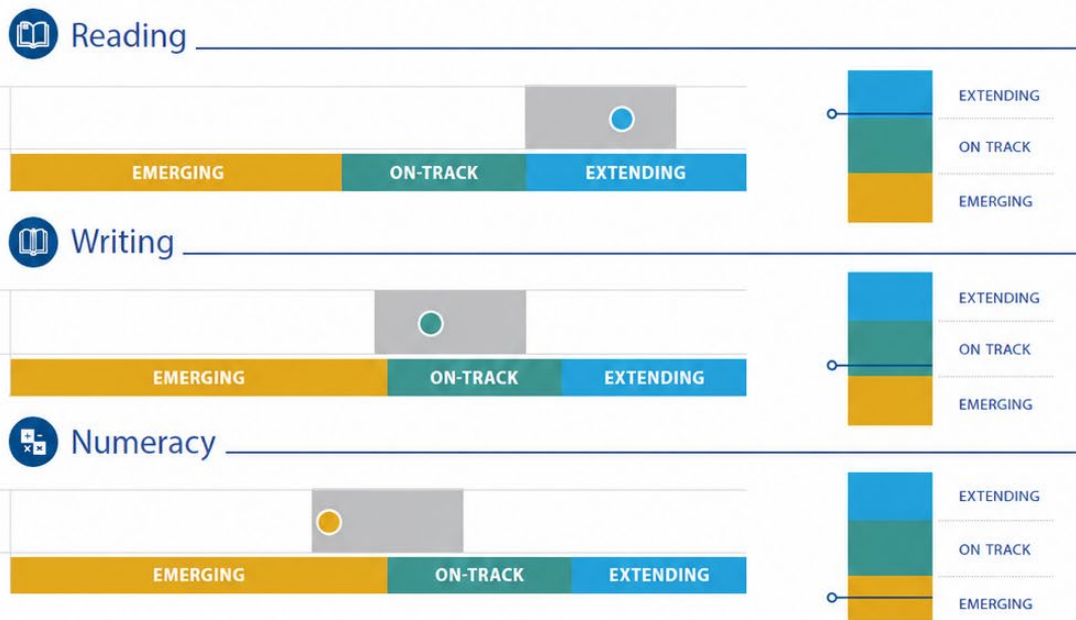
Student Name:
School Name:
Personal Education Number:

GRADE
4

The Foundation Skills Assessment (FSA) is an annual province-wide reading, writing, and numeracy assessment for all students in Grades 4 and 7. This report highlights your child's overall results which have been categorized into one of 3 proficiency levels:
1. *Emerging* 2. *On Track* 3. *Extending*

● YOUR CHILD'S RESULTS

■ AVERAGE TEST SCORE RANGE ACROSS BC



Understanding Your Child's Results



Find information on the value of FSA and *why it is important* that every child write the assessment:
www2.gov.bc.ca/assets/gov/education/fsa-parent-brochure.pdf



For further information about the FSA, including a *sample assessment* and sample student responses visit:
<https://curriculum.gov.bc.ca/new-foundation-skills/assessment>



If you have any questions about these results, *please contact your school*.

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Source: British Columbia Ministry of Education and Child Care

Strengths and Challenges

FSA STUDENT REPORT OCTOBER/NOVEMBER 2019 [PEN: 123 456 789]

EMERGING

Students demonstrate an *initial understanding* of the concepts and competencies relevant to the expected learning.

ON-TRACK

Students demonstrate a *partial to complete understanding* of the concepts and competencies relevant to the expected learning.

EXTENDING

Students demonstrate a *sophisticated understanding* of the concepts and competencies relevant to the expected learning.



Identified Strengths

Reading

[YOUR CHILD'S PROFICIENCY LEVEL IS] - EXTENDING

Student was able to interpret the mood of the main character across the story and identify the change from the beginning to the end, was able to integrate information from two events in the passage to infer a conclusion and was able to analyze and compare characters between multiple passages and determine a character trait held by both.

Writing

[YOUR CHILD'S PROFICIENCY LEVEL IS] - ON TRACK

Student was able to respond to the writing topic, to show a sense of purpose in their writing, and to use good personal details.

Numeracy

[YOUR CHILD'S PROFICIENCY LEVEL IS] - EMERGING

Student was able to show an understanding of length referents by correctly selecting cm for measuring the plant height, to show an understanding of the relationship between the units g and kg, and to identify the correct expanded notation expression of a given number.



Identified Opportunities

Reading

Student struggled to use the information available in the passage to recognize an equivalent statement, to infer the reason for a character's disappointment, and to infer the lesson learned.



LEARNING SUGGESTIONS:

- Understand different viewpoints and make reasoned judgments
- Paraphrase key points in their own words
- Relate reading to personal experience

Writing

Student was challenged to elaborate ideas with support, to pay attention to transitions and conventions, and on sentence construction.



LEARNING SUGGESTIONS:

- Use focused ideas that are organized and elaborated
- Use a variety of sentence lengths and patterns
- Continue to show their voice and personality in their writing

Numeracy

Student was challenged to correctly interpret the bar graph in order to determine the total number of students included in the survey, to correctly solve a problem involving multiplication, and to solve a problem using increasing patterns by relating the pattern to its concrete representation.



LEARNING SUGGESTIONS:

- Solve the problem and demonstrate their solution
- Use information and make inferences to solve a problem
- Practice mathematical vocabulary, symbols & concepts



Supporting Your Child's Development at Home

Supporting and reinforcing what your children are doing in school has a significant impact on your child's learning success. The following links offer helpful tips on supporting your child's numeracy and literacy development:

www.edu.gov.on.ca/literacynumeracy/parentGuide.pdf

www.edu.gov.on.ca/literacynumeracy/parentGuide.pdf

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Source: British Columbia Ministry of Education and Child Care

• • • Office of the Auditor General • • •

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