

ASD-S Assessment Results 2020-21

Anglophone Sector

Contents

- Early Years Evaluation
- English Reading
- French Reading
- French Oral Proficiency

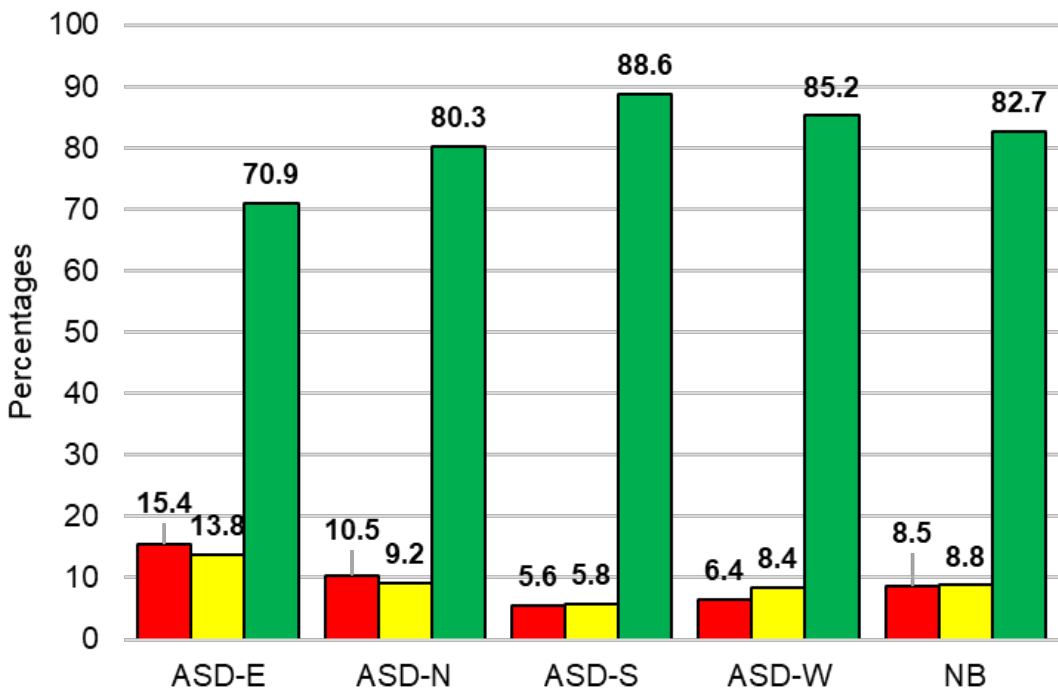
PRE-SCHOOL SCREENER EYE-DA ASSESSMENT

EYE-DA assesses five developmental areas associated with readiness to learn at school:

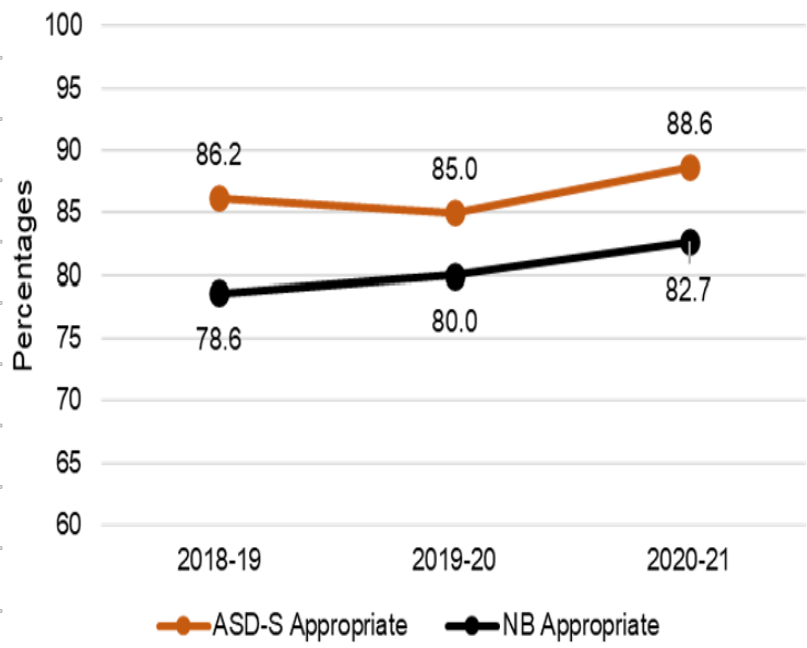
Developmental Area	Examples of child's ability in each developmental area:
Awareness of Self & Environment	<ul style="list-style-type: none">• notice, think and talk about their world (e.g., identify: opposites, characteristics of common animals, colours, ...)• understand and use home and community experiences (e.g., A police officer keeps you safe)
Cognitive Skills	<ul style="list-style-type: none">• name letters and sounds• recognize rhyme• name numbers and count sets of objects• recognize same and different
Language and Communication	<ul style="list-style-type: none">• listen and understand instructions, discussions, and stories• use full sentences (i.e., five to seven words) to explain their ideas• talk so people can easily understand
Fine Motor Skills	<ul style="list-style-type: none">• use crayons and pencils, cut, and handle small objects (e.g., sort and rearrange pebbles)
Gross Motor Skills	<ul style="list-style-type: none">• balance, hop on one foot, and jump

EYE-DA: Results for Awareness of Self and Environment

District and Province, for 2020-21



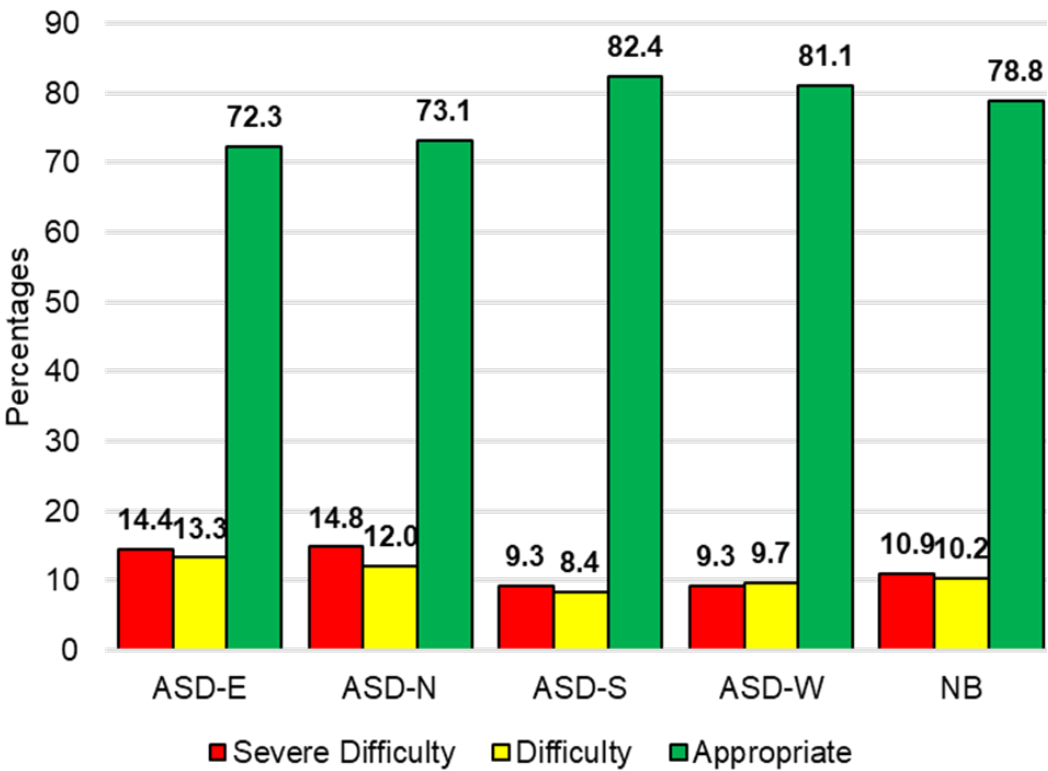
ASD-S and Province Trend



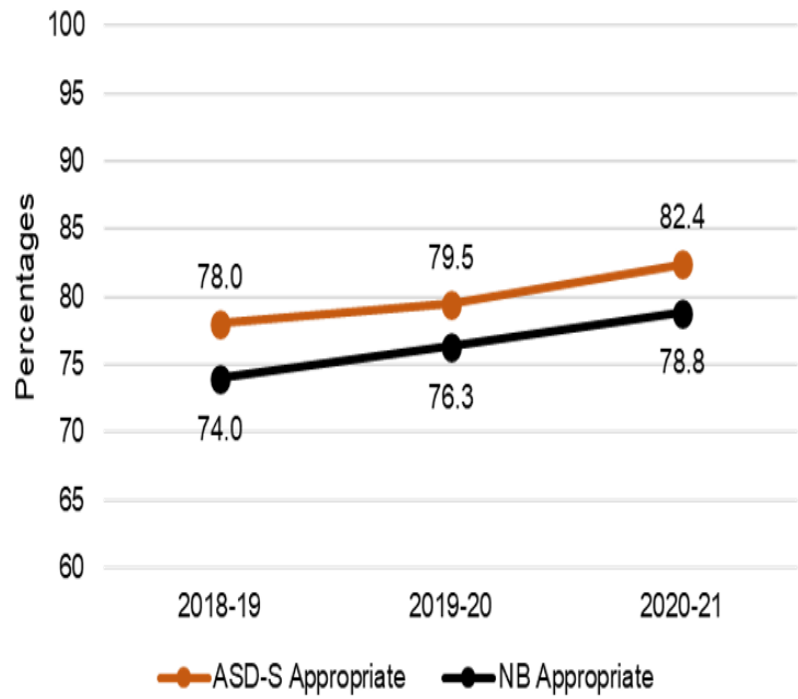
ASD-S: N=1368

EYE-DA: Results for Cognitive Abilities

District and Province, for 2020-21



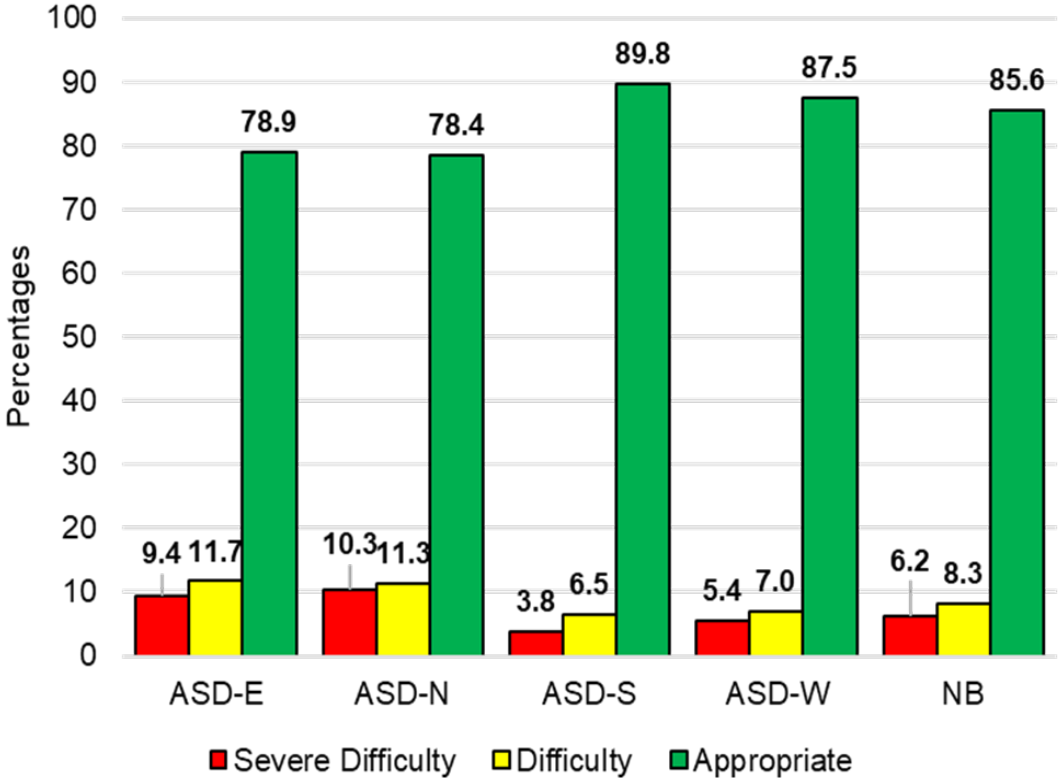
ASD-S and Province Trend



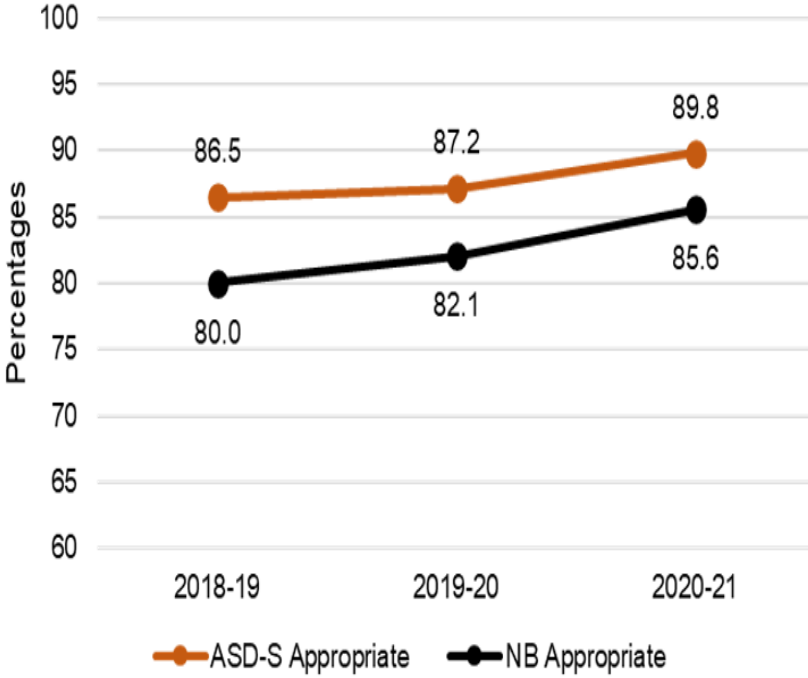
ASD-S: N=1368

EYE-DA: Results for Language and Communications

District and Province, for 2020-21



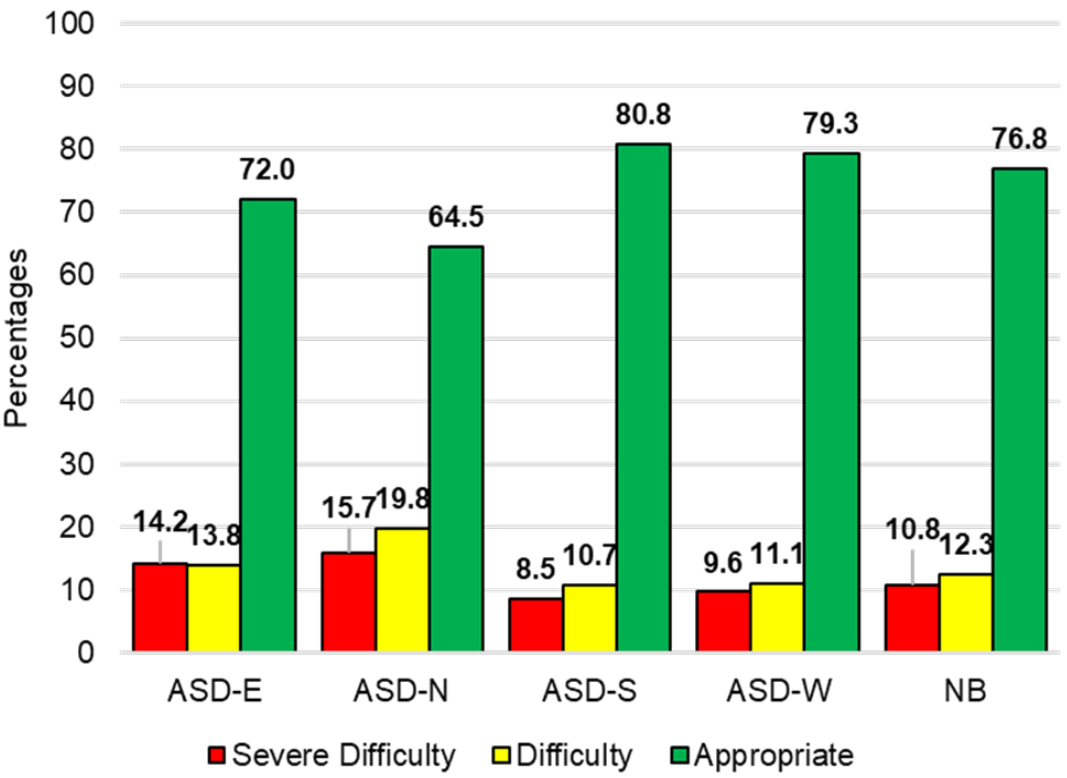
ASD-S and Province Trend



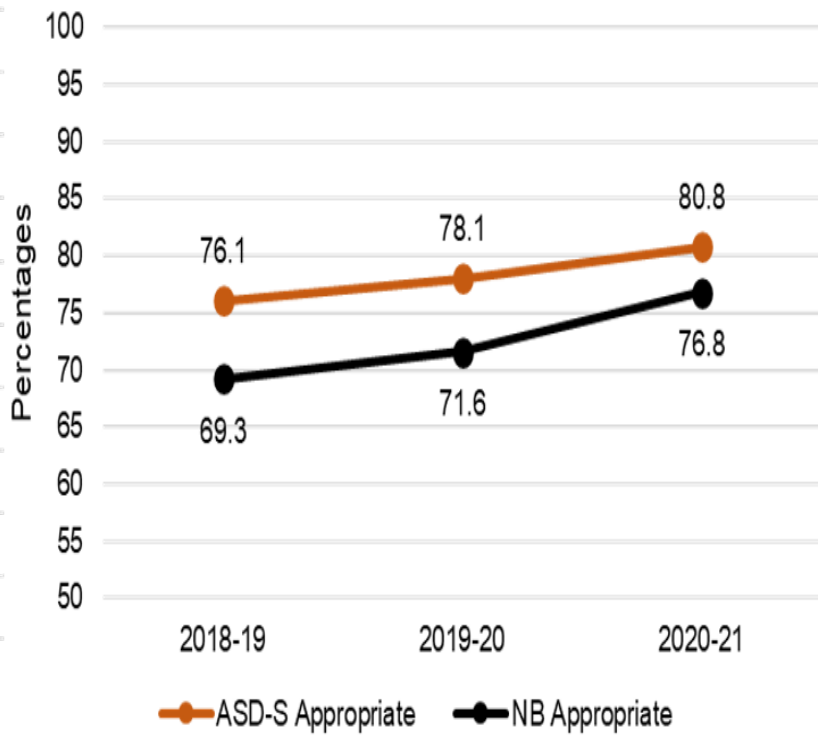
ASD-S: N=1368

EYE-DA: Results for Fine Motor Skills

District and Province, for 2020-21



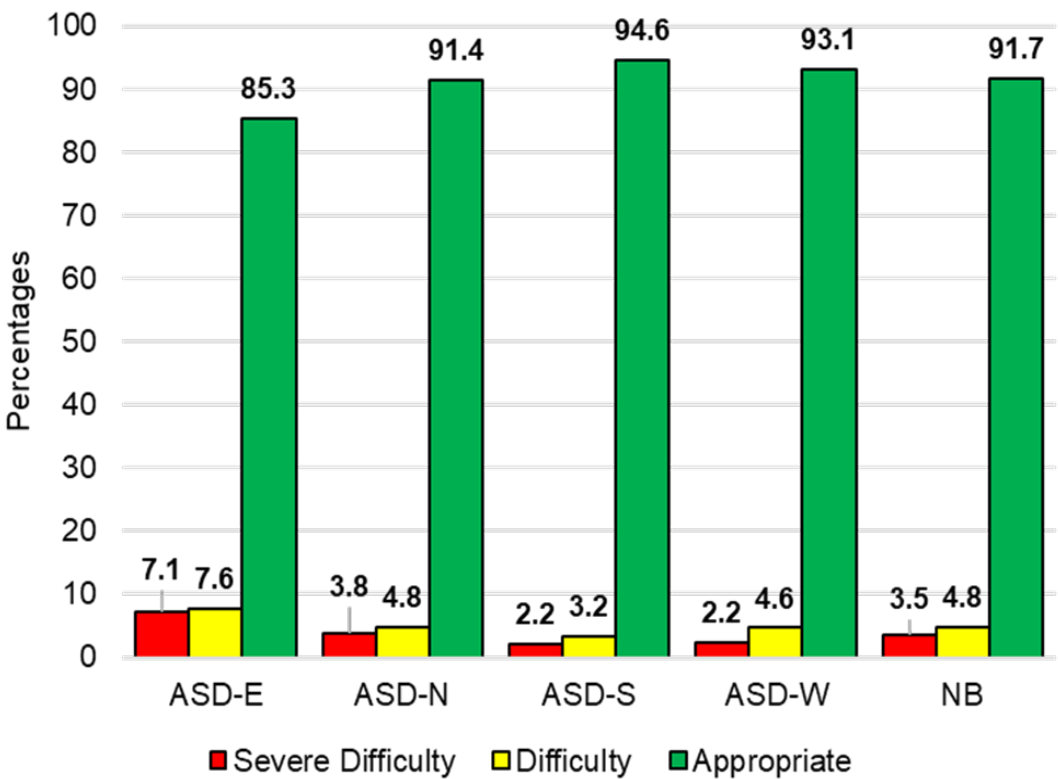
ASD-S and Province Trend



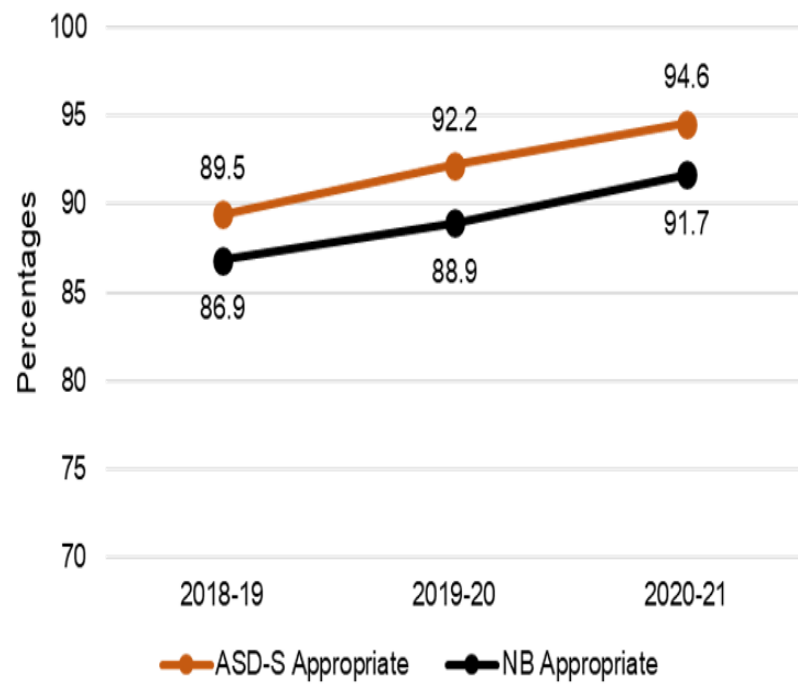
ASD-S: N=1368

EYE-DA: Results for Gross Motor Skills

District and Province, for 2020-21



ASD-S and Province Trend



ASD-S: N=1368

Assessment Program Updates

- 2017-18 Alignment with Francophone reporting methodology:
(1) transition to item response theory (IRT) statistical analysis begun
(2) discontinued practice of counting students who missed the assessment as *Below Appropriate Achievement* (percent exempted still counts as *Below*)
- 2018-19 Transition to IRT continued
- 2019-20 COVID - Only ELPA and Grade 12 French oral proficiency administered; transition to IRT complete
- 2020-21 COVID - Only English and French Second Language administered; transition to census administration begun (vs. matrix sample where students complete only $\frac{1}{4}$ of the assessment items)

Move to Census Assessment

Why?

- Results are more precise
- Produces classroom-level data that is more relevant for teachers and addresses equity across classrooms
- Student-level results enable longitudinal research, tracking student cohorts, and subpopulations
- Permits more detailed analyses of results to provide feedback for teachers, schools, and districts
- Allows students see the results of their efforts

2020-21 Results: Interpretation

- Changes in administration or analysis generally require establishment of a new baseline.
- This affects comparability of results to previous years.

2020-21 Results: Interpretation

- **ELPA, Grade 10 and 12 French Oral Proficiency Interview (OPI):**
The 2020-21 results are precisely comparable to 2019-2020.
- **Grade 4, 6, and 10 English and French reading:**
Comparison of student achievement is based on comparison of test items repeated from last year

2020-21 Results: Participation

No significant difference in participation; less than one percentage point decrease in participation in nearly all assessments

- **Notable exceptions:**
 - Grade 10 Reading - PIF:
 - 21% of students expected to participate did not, compared to 15% last year.
 - 16.7% for ASD-S
 - Grade 10 OPI - PIF:
 - Only 51% of students expected to participate did.

2020-21 Results: Impact of COVID

Based on comparison of assessment items repeated from last year, this year's cohorts performed slightly less well, on average, on nearly all assessments

BUT

The greatest declines were less than four percentage points on any assessment.

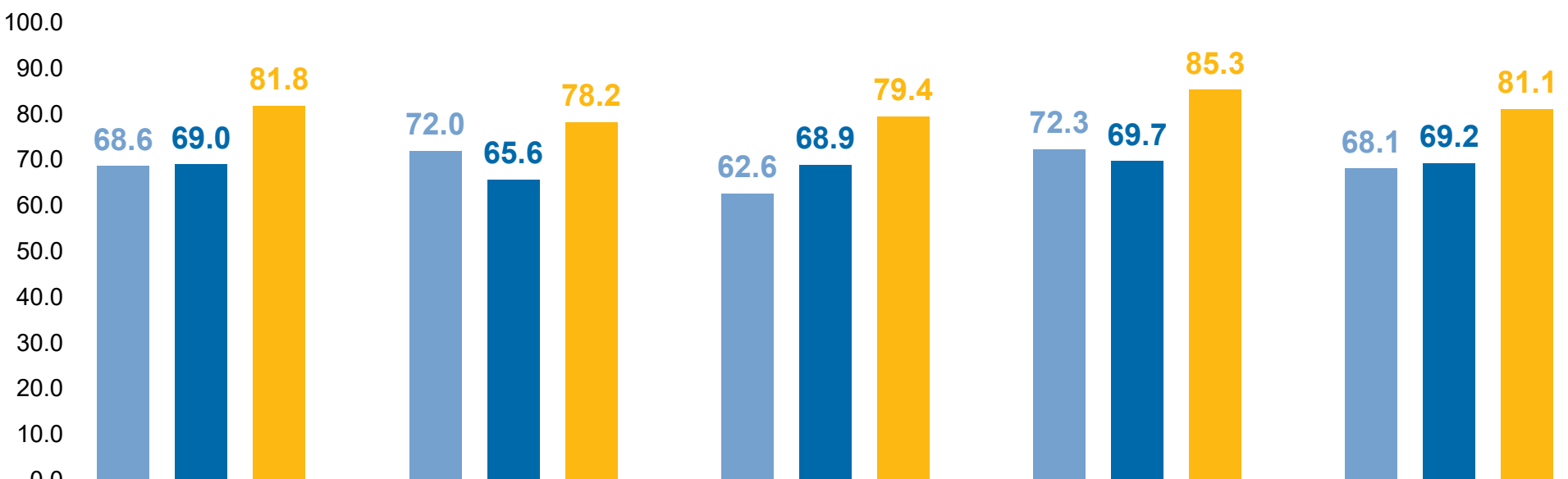
- No losses evident for Grade 4 French Immersion Reading and Grade 10 French Immersion Reading.
- No decline in French oral proficiency

Reminder: Impact on math and science is not known since these were not assessed

ENGLISH READING

Grade 4, 6 and 9: English Reading

% Successful by District and Grade level

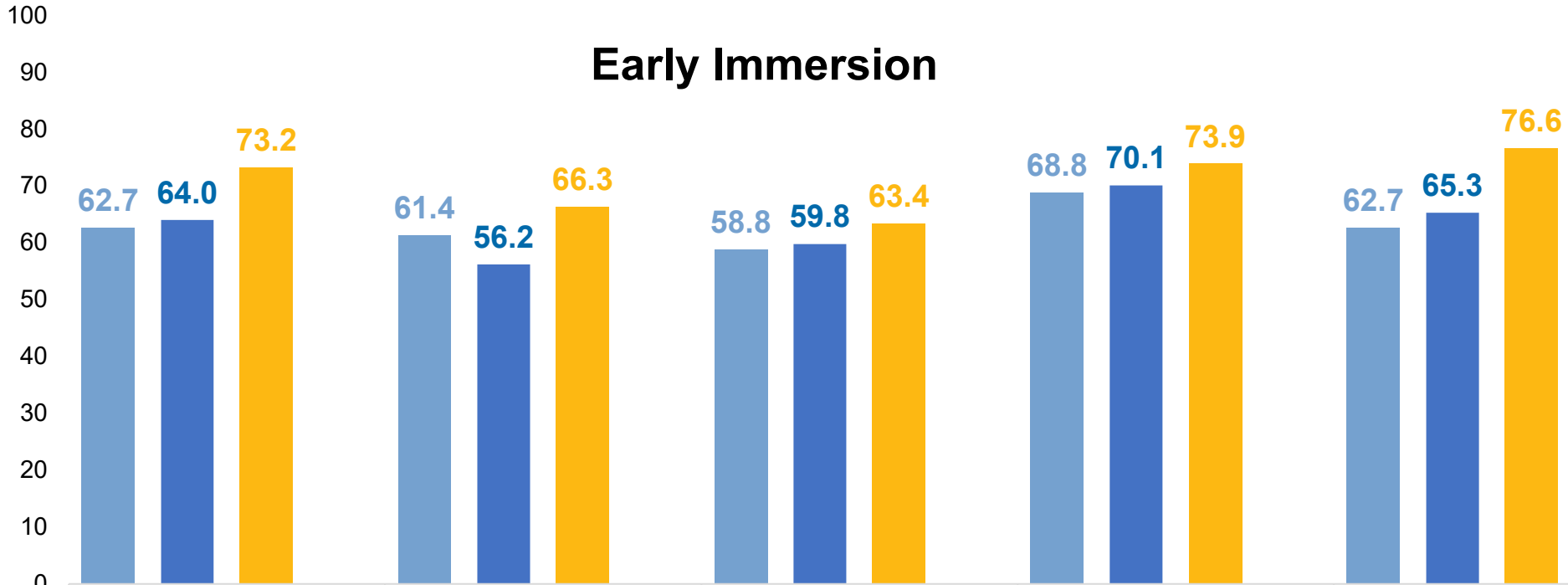


	G4	G6	G9	G4	G6	G9	G4	G6	G9	G4	G6	G9	G4	G6	G9
	Province			ASD-N			ASD-E			ASD-S			ASD-W		
G4	N=4971			N=468			N=1192			N=1691			N=1620		
G6	N=5145			N=454			N=1294			N=1717			N=1698		
G9	N=4806			N=546			N=1093			N=1600			N=1567		

FRENCH SECOND LANGUAGE

French Second Language Reading Assessment

% Successful by District by Grade level



	Province	ASD-N	ASD-E	ASD-S	ASD-W
G4	N=1617	N=171	N=523	N=368	N=555
G6	N=1783	N=169	N=565	N=505	N=544
G10	N=1196	N=92	N=101	N=310	N=419

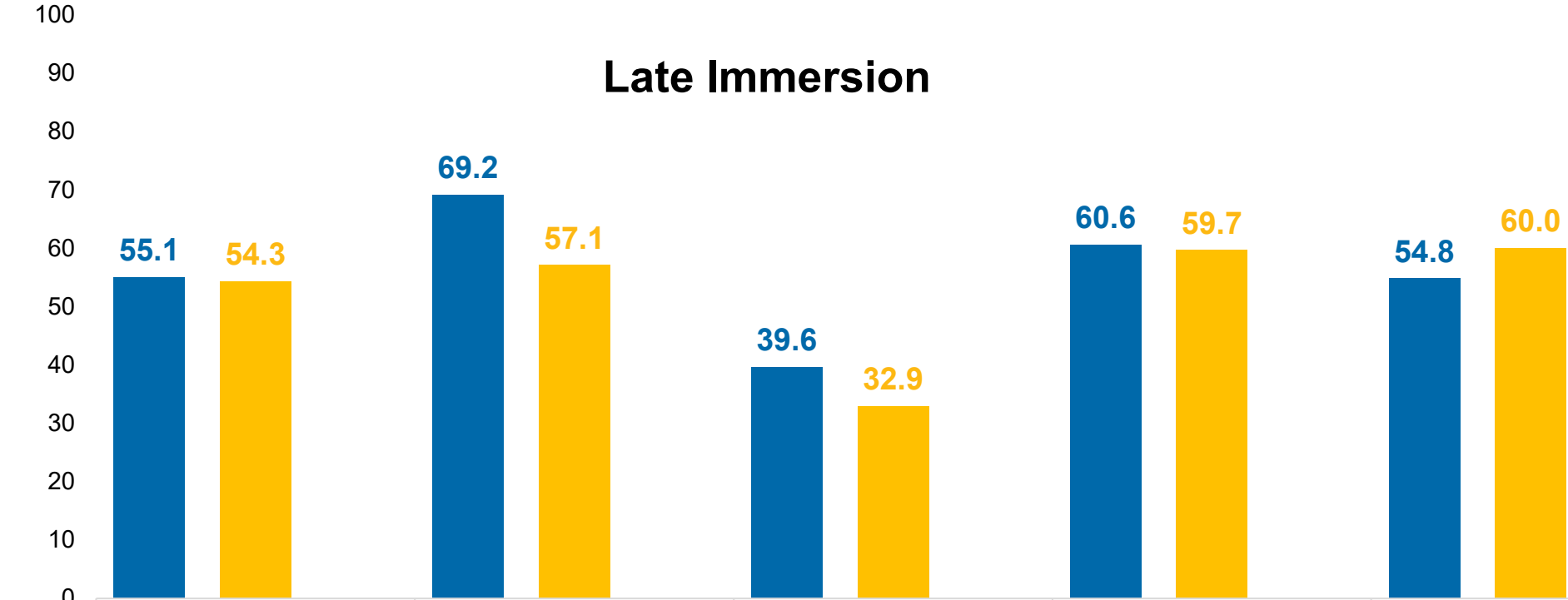
*Note: Grade 6 and 10 students writing these assessments began FI in Grade 3.
Grade 4 students writing these assessments began FI in Grade 1.*



French Second Language Reading Assessment

% Successful by District by Grade level

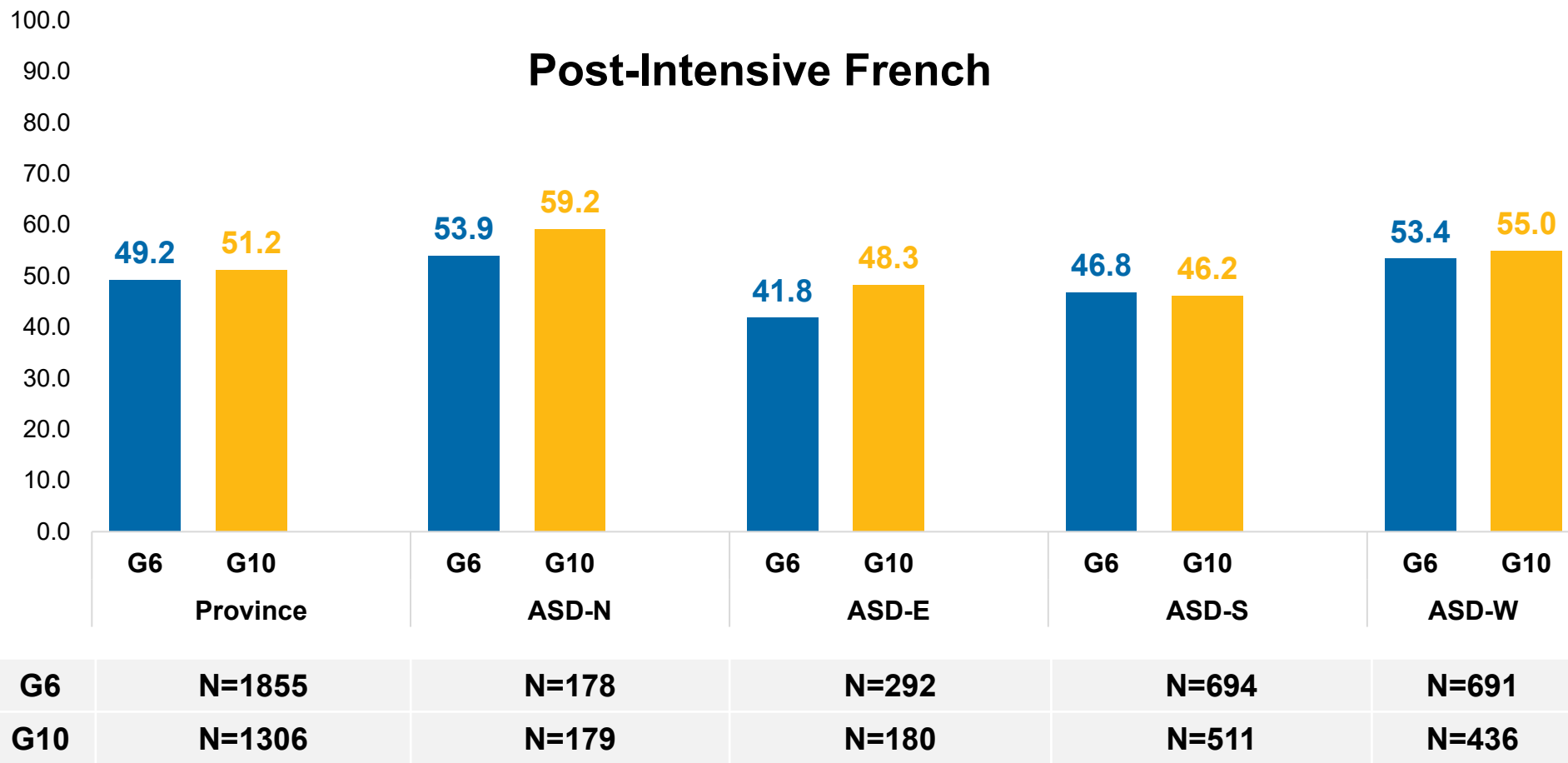
Late Immersion



	Province	ASD-N	ASD-E	ASD-S	ASD-W
G6	N=425	N=13	N=101	N=249	N=62
G10	N=350	N=92	N=70	N=211	N=55

French Second Language Reading Assessment

% Successful by District by Grade level



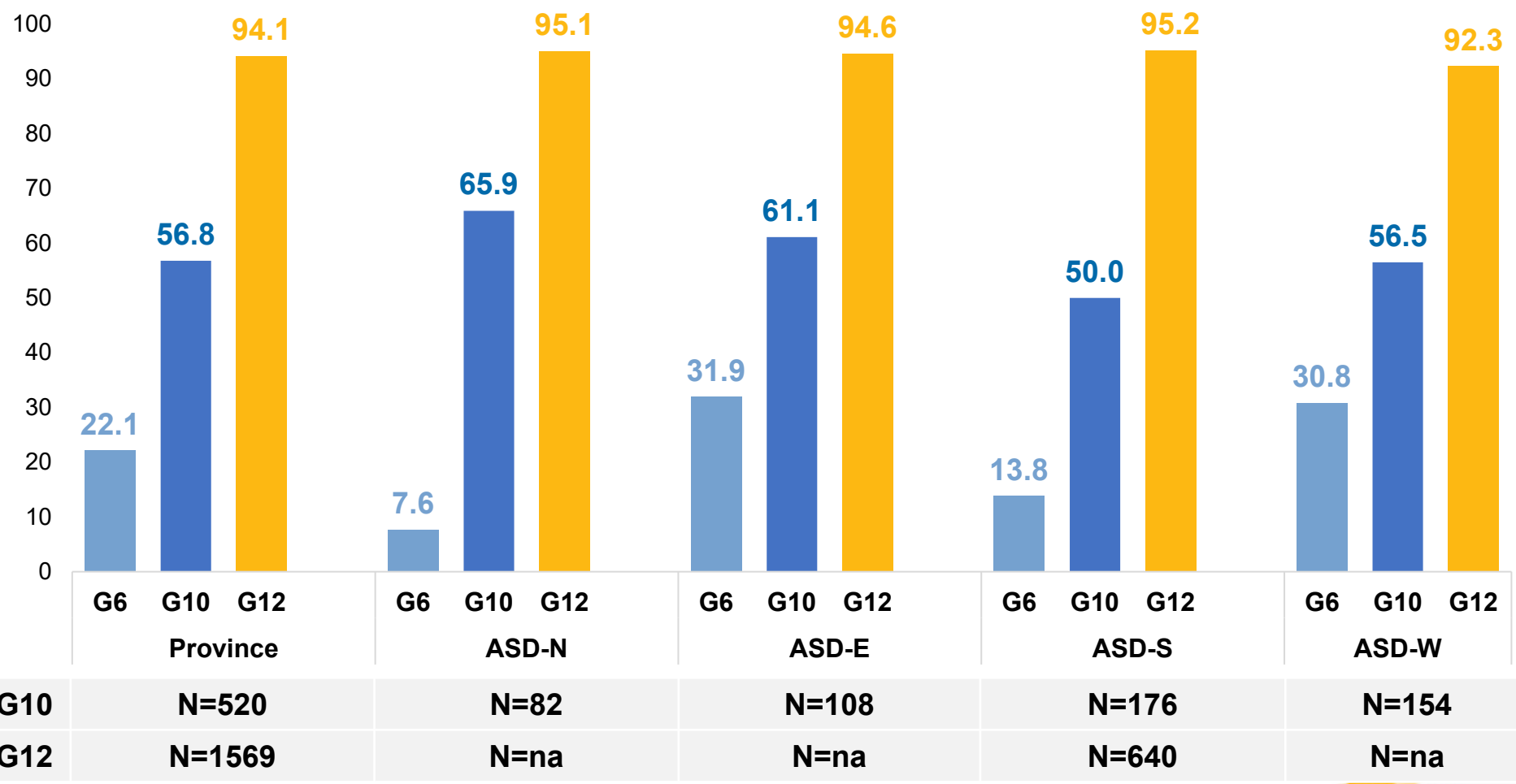
NB Second Language Oral Proficiency Scale

Performance Description for Intermediate Level

- The student is able to satisfy routine social demands and limited requirements in school/work settings with a speaking vocabulary sufficient for simple conversation, with some paraphrasing.
- The student can:
 - ✓ provide information and give explanations with some degree of accuracy;
 - ✓ handle most common social situations, including introductions and casual conversations about events in school and community;
 - ✓ provide autobiographical information in some detail;
 - ✓ give directions from one place to another; and
 - ✓ give accurate instructions in a field of personal expertise.

French Second Language Oral Proficiency

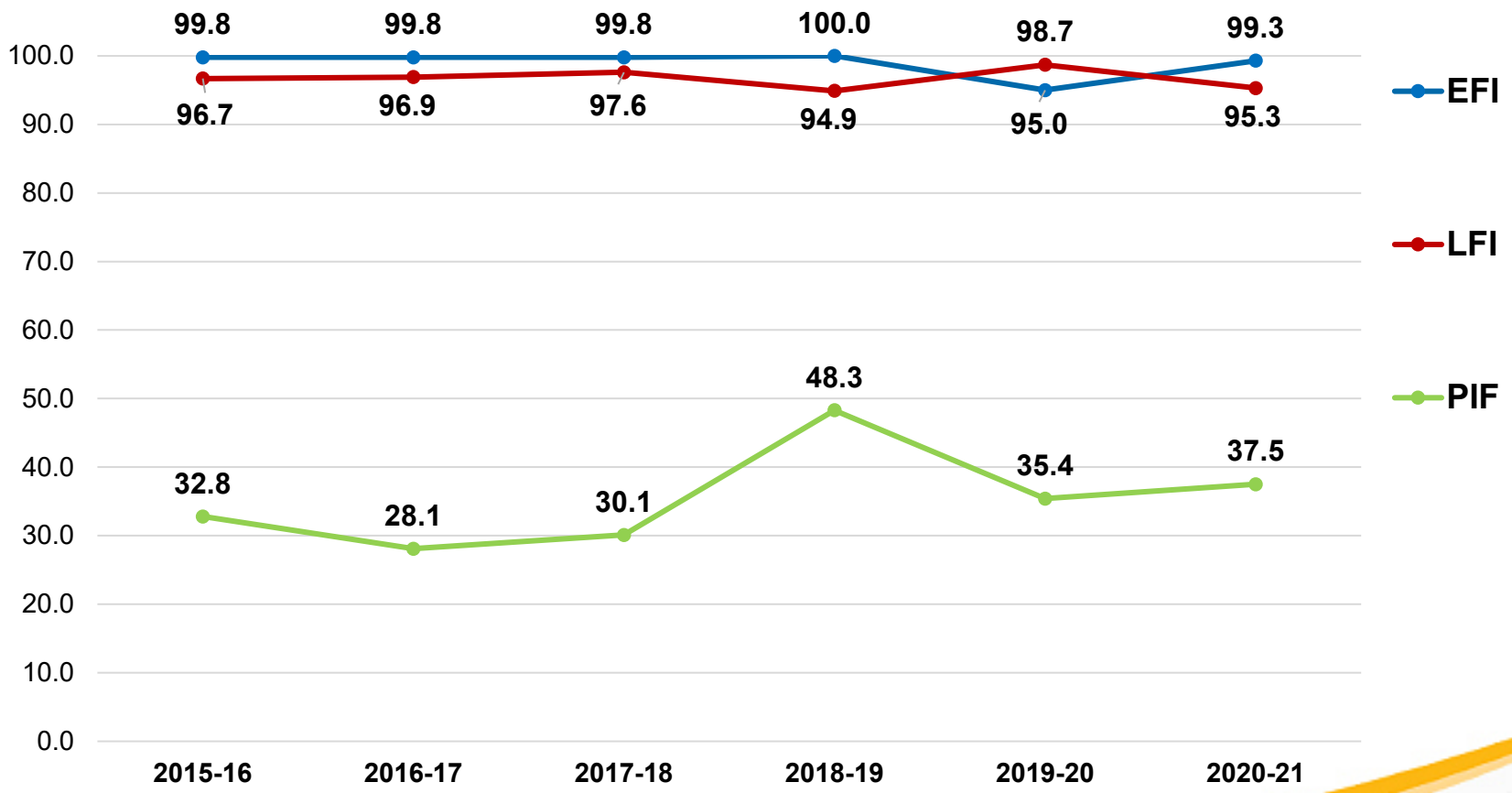
% Intermediate and Above by District by Grade level – all Programs



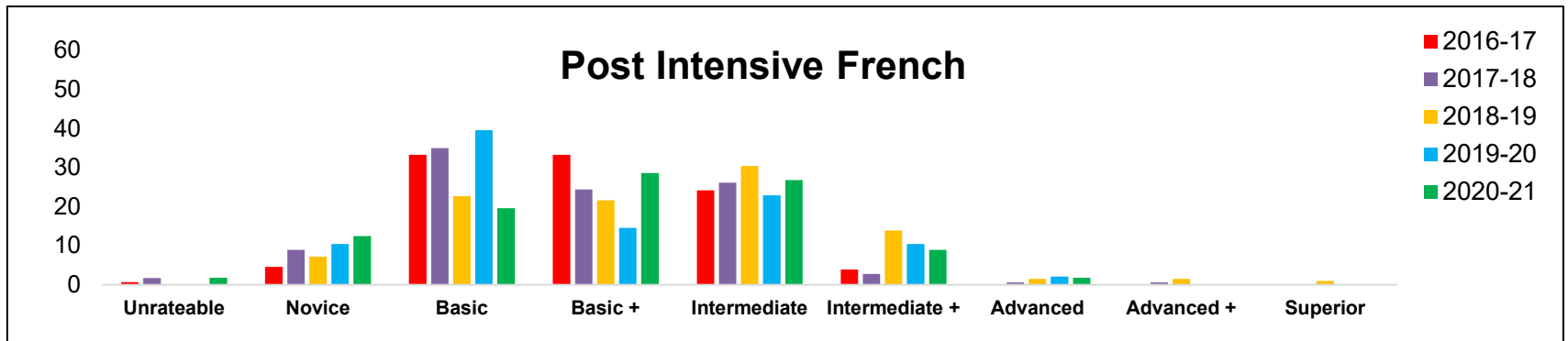
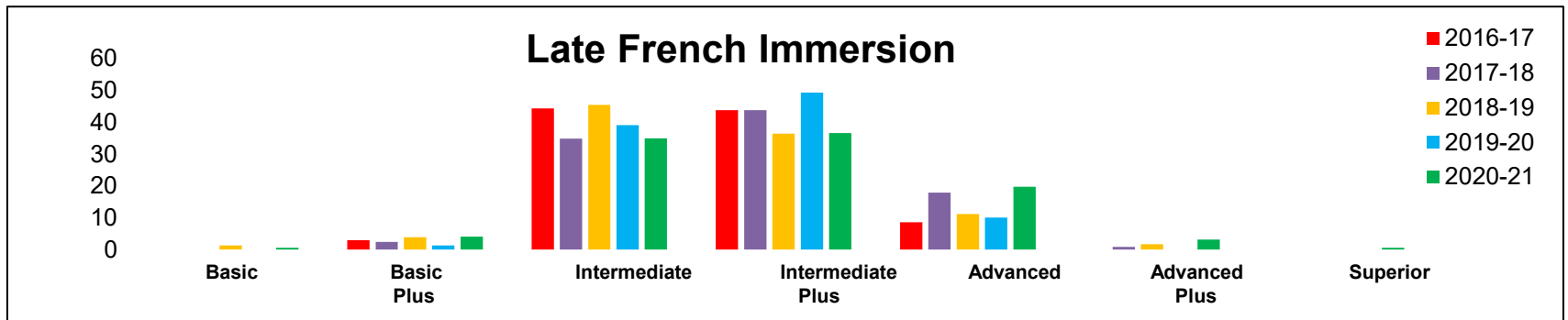
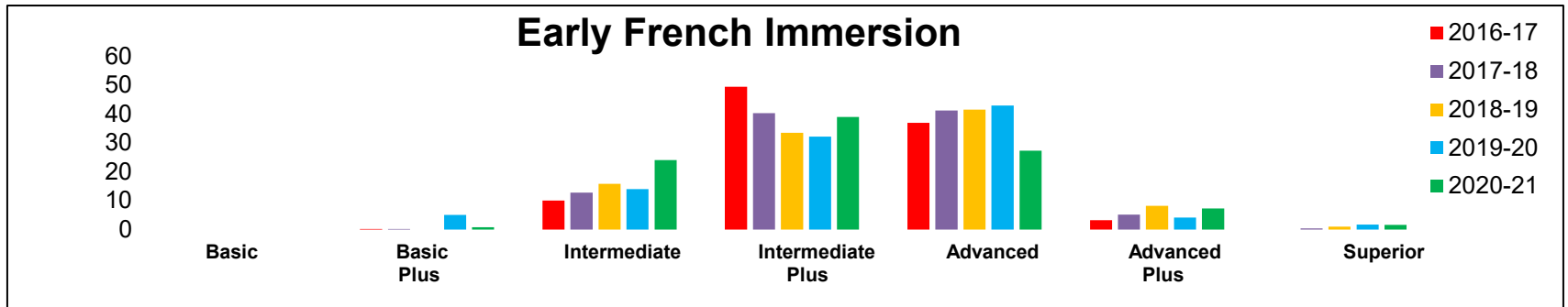
Note: the Grade 6 assessment was administered in 2018-19

Grade 12 French Second Language Oral Proficiency over time by Program

% Intermediate and Above



Grade 12 French Second Language Oral Proficiency



All students assessed in Grade 12 began FI in Grade 1

Grade 12 French Second Language Oral Proficiency

Post Intensive French - % attaining Intermediate and Above

