



Provincial Reading and Mathematics Assessment 2022

Overview

The Provincial Reading and Mathematics Assessment (PRMA) is an assessment of primary (K-3), elementary (4-6) and intermediate (7-9) reading and mathematics curriculum outcomes. It is administered during a two-week period each May/June to grades 3, 6 and 9 students, alternating annually between reading and mathematics.

In Newfoundland and Labrador, student achievement is assessed at many levels: individual, classroom, school, district, provincial, national, and international. Assessment at each of these levels provides information about student achievement at differing intervals of time and for different purposes. Each level of assessment plays an important role in informing educational decisions. The PRMA is an assessment of learning at the system level. It is not meant to mirror classroom assessments, and should not be viewed or interpreted in the same way. It provides provincial and district-level information on reading and mathematics, adding to data already collected from school-based, national, and international assessments.

All students on prescribed and modified prescribed curriculum participate in the PRMA, to the extent that they are able. Students who have exceptionalities can access accommodations that are part of their ongoing support in the classroom. Exemptions are rare and are generally for students on alternate curriculum.

Administration

The first administration of the PRMA was in 2022, with a focus on reading. It was administered to 12 812 students across the Newfoundland and Labrador English School District (NLESD); 3645 in grade 3, 4631 in grade 6, and 4536 in grade 9. Students in the grade 3 French Immersion program do not begin English Language Arts until grade 4 and, as a result, did not participate in the reading assessment. All other students in the NLESD wrote the assessment in English. The sample size of students from the Conseil scolaire francophone de provincial (CSFP) is too small to be included.

Grades 3, 6, and 9 students wrote this one-hour assessment during a school-selected period between May 23 and June 3, 2022. Newfoundland and Labrador teachers worked with the Department of Education to develop this assessment, to score the writing tasks, and to set

the proficiency levels. All the items and texts on the assessment were aligned with selected reading outcomes in the curriculum up to the end of grades 3, 6, and 9.

Exemptions and Accommodations

The Department of Education recognizes its responsibility to provide exemptions and accommodations for students with exceptionalities and to provide supports for students in the English as an Additional Language (EAL) program, including exemptions for some students. Students may access accommodations, as outlined in the Responsive Teaching and Learning Policy for grades 3 and 6 and the Service Delivery Model for grade 9. These accommodations include alternate format materials, assistive technology, scribing, transcribing, and reading of print material.

The following number of students were exempt or received accommodations during the 2022 administration:

- Grade 3 - 104 students were exempt and 145 students availed of accommodations.
- Grade 6 - 141 students were exempt and 560 students availed of accommodations.
- Grade 9 - 107 students were exempt and 484 students availed of accommodations.

Scoring, Proficiency Level Descriptors, and Standard Setting

The PRMA is composed of selected and constructed response items. All selected response items (multiple-choice) were scored electronically. Constructed response items were scored by teachers, using a scoring guide, at a Provincial Scoring Panel.

Groups of teachers, administrators, and educators from the Department of Education then created proficiency level descriptors, which helped define the three proficiency levels: Not Meeting Expectations, Approaching Expectations, and Meeting Expectations. Additional groups then participated in a standard-setting process to determine what percentage of students achieved at each proficiency level. A description of the specific skills students demonstrate at each proficiency level is provided in Tables 1, 2 and 3.

Table 1

Primary Student Descriptors	
Student who is not meeting expectations	The student is working towards but not yet meeting the expectations of the grade three reading standards. The student at this level struggles to find and connect information, identify text features and use vocabulary. They find it challenging to organize and understand information throughout the text. The student has yet to demonstrate an understanding of other perspectives and opinions and seldom makes personal connections (text-to-text, text-to-self, text-to-world).
Student who is approaching expectations	The student is approaching the expectations of the grade three reading standards. The student at this level is developing the skills to locate and connect information while demonstrating an emerging use of text features and vocabulary. They have a basic understanding and a literal interpretation of the text. The student is gaining an understanding of other perspectives and opinions and makes limited personal connections (text-to-text, text-to-self, text-to-world).
Student who is meeting expectations	The student is meeting the expectations of the grade three reading standards. The student at this level can effectively find and connect information using text features and vocabulary. They demonstrate consistency in organizing and understanding the information presented to gain meaning. The student recognizes and connects the author's message or purpose and makes clear, personal connections (text-to-text, text-to-self, text-to-world).

Table 2	
Elementary Student Descriptors	
Student who is not meeting expectations	The student is working towards but not yet meeting the expectations of the grade six reading standards. The student is still learning to locate and retrieve literal details from text and identify the main message. They have yet to demonstrate understanding and knowledge of how a text is organized. The student finds it challenging to reflect and respond and seldom makes connections (text-to-text, text-to-self, text-to-world) and they struggle to provide personal responses to text.
Student who is approaching expectations	The student is approaching the expectations of the grade six reading standards. The student locates and retrieves literal meaning from text and can identify the main message. They are beginning to demonstrate understanding and knowledge of how a text is organized to make meaning. When reflecting and responding, the student makes limited connections (text-to-text, text-to-self, text-to-world) and can provide personal responses to text.
Student who is meeting expectations	The student is meeting the expectations of the grade six reading standards. The student consistently locates and retrieves literal and implied meanings from text. They effectively combine ideas in a text to identify and interpret the main message. They also demonstrate their understanding and knowledge of how a text is organized to make meaning. When reflecting and responding, the student makes clear connections (text-to-text, text-to-self, text-to-world) and can provide personal and critical responses to text.

Table 3

Intermediate Student Descriptors

<p>Student who is not meeting expectations</p>	<p>The student is working towards but not yet meeting the expectations of the grade nine reading standards. They show developing and emerging skills in the areas of locating and retrieving, understanding and interpreting, and reflecting and responding. A developing student is still learning to locate and retrieve literal details. They may demonstrate a beginning knowledge of how texts are structured and organized. The student struggles to make connections to text and understand literary techniques. When reflecting and responding, they seldom include observations, ideas, and opinions or make text-to-text, text-to-self, and text-to-world connections.</p>
<p>Student who is approaching expectations</p>	<p>The student is approaching the expectations of the grade nine reading standards. They show an increasing level of consistency and effectiveness in the areas of locating and retrieving, understanding and interpreting, and reflecting and responding. An approaching student can locate and retrieve literal details. They demonstrate a basic understanding of how texts are structured and organized to make meaning. The student shows an emerging understanding of literary techniques as well as how to connect to text. When reflecting and responding, they provide limited observations, ideas, and opinions when making text-to-text, text-to-self, and text-to-world connections.</p>
<p>Student who is meeting expectations</p>	<p>The student is meeting the expectations of the grade nine reading standards. They show consistency and effectiveness in the areas of locating and retrieving, understanding and interpreting, and reflecting and responding. A student who is meeting expectations can locate and retrieve both literal and implied details. They also demonstrate their understanding and knowledge of how a text is structured and organized to make meaning. The student makes strong connections to text and can also interpret a variety of literary techniques. When reflecting and responding, they demonstrate meaningful opinions, ideas, and perspectives and make critical text-to-text, text-to-self, and text-to-world connections.</p>

Assessment Results

The results for the 2022 spring administration of the PRMA are shown in the figures below. Figures 1.1-1.5 show the results of grade 3 students, 2.1-2.5 show the results of grade 6 students, and 3.1-3.5 show the results of grade 9 students. These results do not include students who wrote the assessment with accommodations. The data from these students will provide Student Services with valuable information regarding the performance of students who access accommodations and inform future administrations of the PRMA.

Primary

Provincial Results

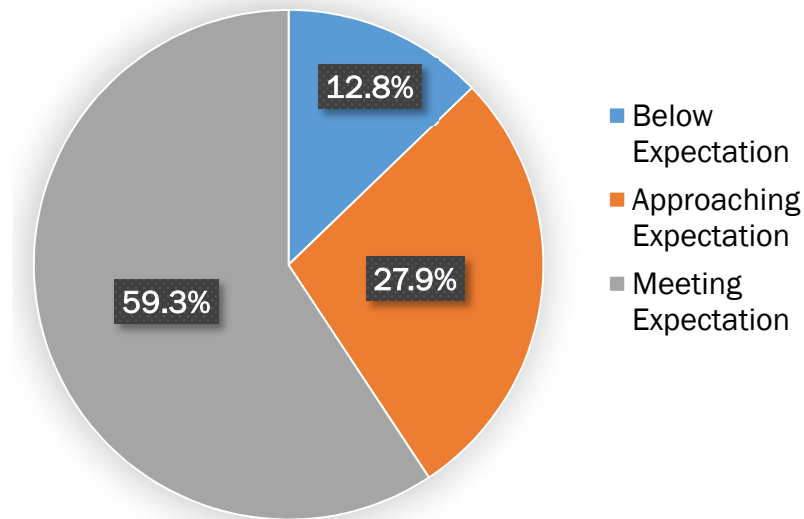


Figure 1.1 - Percentage of grade 3 students below, approaching and meeting expectations.

Performance by Gender

Figure 1.2

Percentage of grade 3 male students below, approaching and meeting expectations.

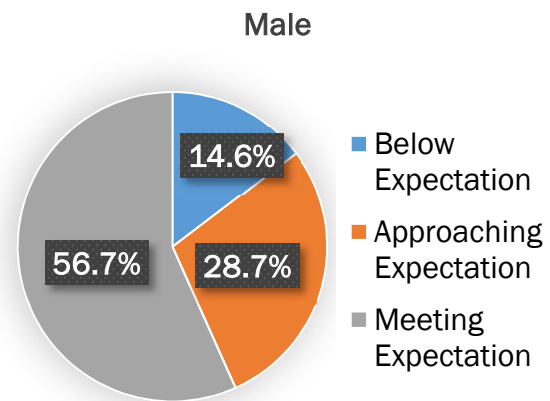


Figure 1.3

Percentage of grade 3 female students below, approaching and meeting expectations.

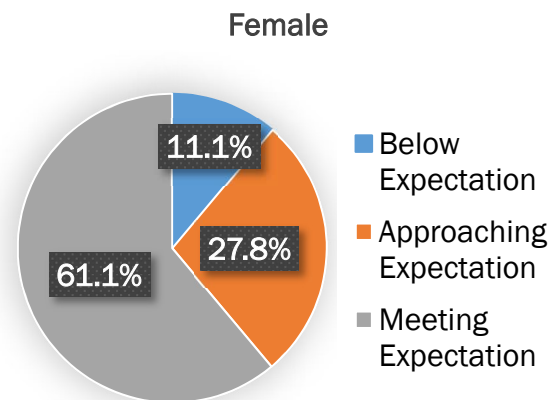
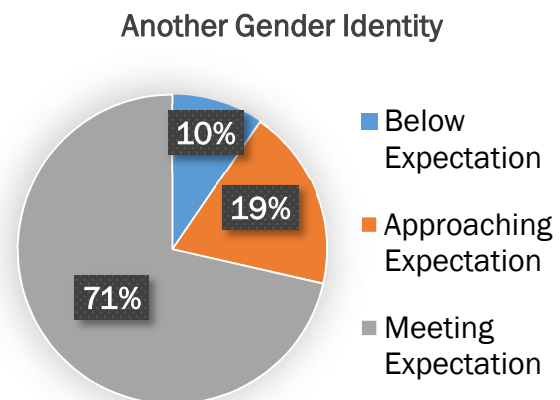


Figure 1.4

Percentage of grade 3 students who have another gender identity who are below, approaching and meeting expectations.



Elementary

Provincial Results

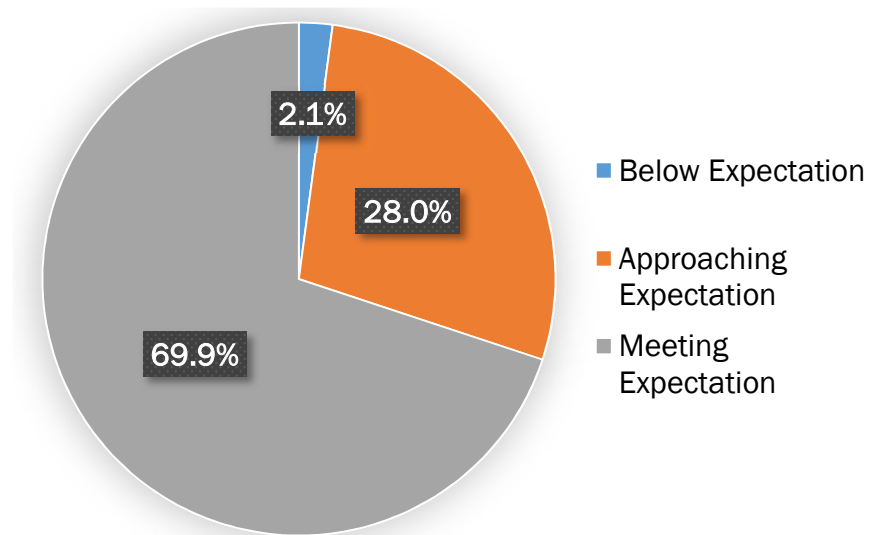


Figure 2.1 - Percentage of grade 6 students below, approaching and meeting expectations.

Performance by Gender

Figure 2.2
Percentage of grade 6 male students below, approaching and meeting expectations.

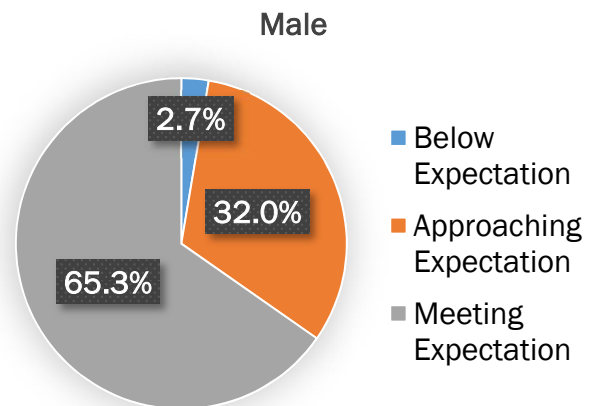


Figure 2.3
Percentage of grade 6 female students below, approaching and meeting expectations.

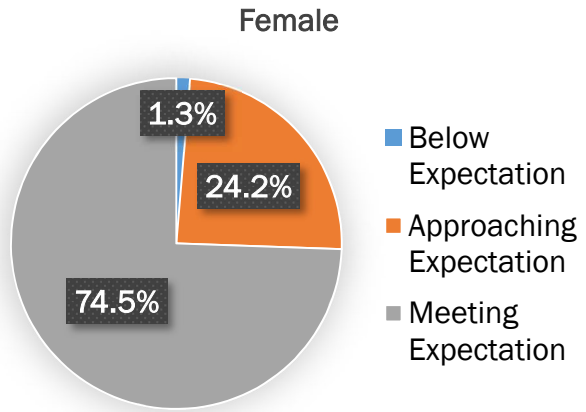
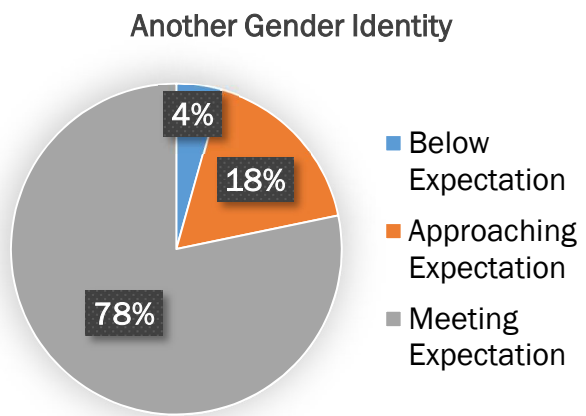


Figure 2.4
Percentage of grade 6 students who have another gender identity who are below, approaching and meeting expectations.



Intermediate

Provincial Results

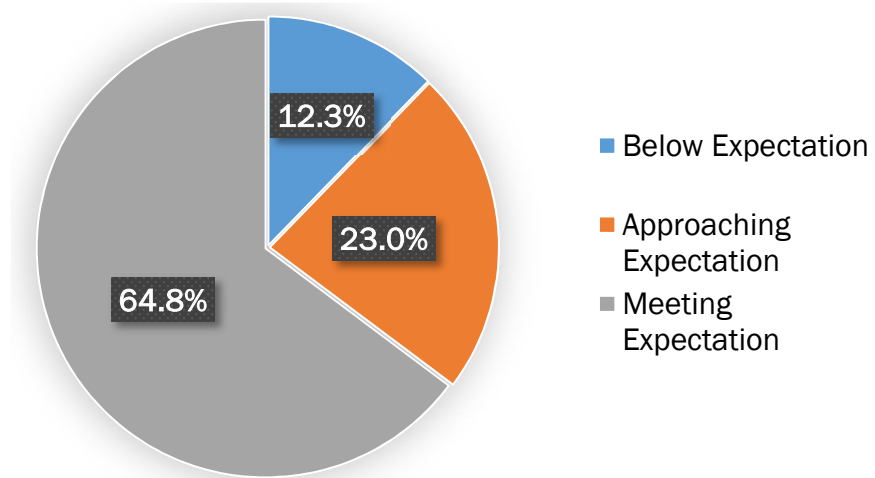


Figure 3.1 - Percentage of grade 9 students below, approaching and meeting expectations.

Performance by Gender

Figure 3.2
Percentage of grade 9 male students below, approaching and meeting expectations.

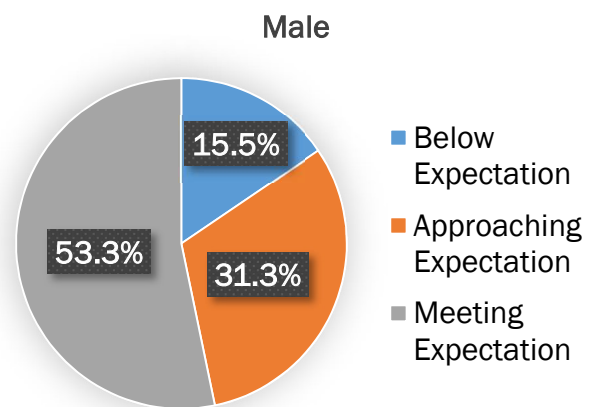


Figure 3.3
Percentage of grade 9 female students below, approaching and meeting expectations.

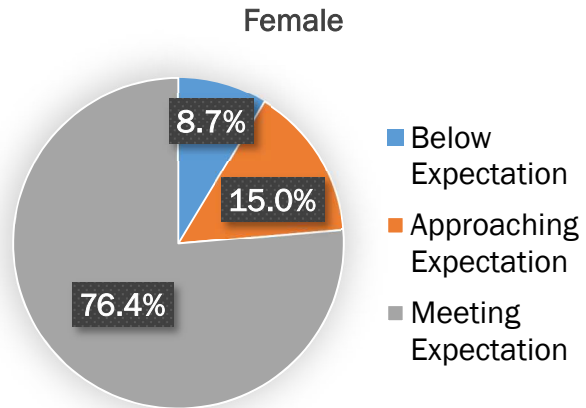
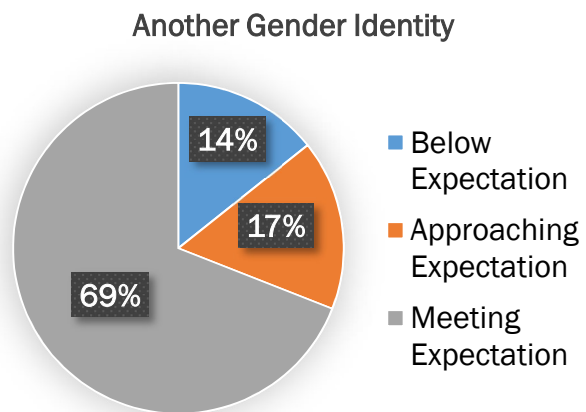


Figure 3.4
Percentage of grade 9 students who have another gender identity who are below, approaching and meeting expectations.



Summary

The 2022 administration of the PRMA is the first year in a new assessment cycle and, as such, establishes a baseline for reading levels of grade 3, 6, and 9 students. Considering the new format of this assessment, the results cannot be compared to past provincial level assessments.

The data collected from the PRMA will help inform policy development and identify areas of growth and challenges. With future administrations of the assessment, trend data analysis will also be possible. Teachers, administrators, school districts, and the Department of Education will use this data to develop strategies and initiatives to support and further enhance student learning.