



## PART IV: Assessments

### Chapter 11: Provincial Assessments

To what degree is the provincial curriculum meeting the needs of students? To what extent are students achieving the outcomes described in the curriculum guide in mathematics, English language arts and science? To answer these questions, students in Grades 3, 6 and 9 complete criterion-referenced tests (CRTs) every spring. These assessments are not used to determine a student's final grade. Rather, the results enable teachers, administrators, district personnel and the Department of Education to:

- determine student achievement in relation to curriculum outcomes;
- use the information gathered to improve both student learning and teaching effectiveness;
- chart student progress over time; and,
- offer a comprehensive data set and analysis supporting school development.

In other words, the ultimate goal of these assessments is to improve student achievement.

The following two chapters will examine student proficiency in the two subject areas assessed during 2006/07 and 2007/08 - English language arts and mathematics. The provincial assessment in science was not undertaken in 2007/08. The K-12 School Profile System website provides additional information on provincial assessments conducted during previous years ([www.gov.nl.ca/sch\\_rep/pro\\_year.htm](http://www.gov.nl.ca/sch_rep/pro_year.htm)).

For each grade level assessed (i.e., primary, elementary and intermediate), a brief overview of the skills students are expected to know is provided. For a complete list of curriculum outcomes associated with English language arts and mathematics, readers can refer to the curriculum guides available on the Department of Education's web site ([www.gov.nl.ca/edu/sp/main.htm](http://www.gov.nl.ca/edu/sp/main.htm)). With a sense of what students are expected to know, the focus will shift to discuss student performance at both the provincial and district level. The information provided is based on student responses to both open constructed and multiple choice questions. The responses to the open constructed response questions are evaluated on a five-point scale where five is the highest level a student can obtain. The percentages listed throughout these two chapters are based on the number of students assessed at level 3 or above. In other words, it is the percentage of students possessing at least an appropriate understanding of the content area. The provincial standard for CRT assessments is that 85% of students be assessed at level 3 or above.

