Grade 3 and 4 Provincial Assessment Report

2014-15 to 2016-17

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Table of Contents

INTRODUCTION

The Grade 3 and 4 Provincial Assessment is part of the Manitoba provincial assessment program that includes Middle Years Assessment, and summative tests in Grade 12. The assessments for early and middle years rely on teacher judgment of students' abilities through observations and conversations during daily instruction and by collecting evidence of learning.

The primary purpose of this classroom-based assessment is to improve student learning by identifying, at the start of Grade 3 (or 4 for French Immersion reading), the needs and strengths of students in the areas of reading and numeracy.

The second purpose of this assessment is to gather and communicate information about student achievement to: parents, the school-based learning team, and the larger educational and stakeholder communities (the later uses information in aggregate).

IMPORTANT NOTE: Data arising from this assessment is primarily for teachers and parents when making instructional decisions. The aggregate data is useful when discussing Early Years Assessment, but is only one part of the picture and should be used in conjunction with other sources when making decisions or drawing conclusions about student achievement; this includes comparisons between groups (e.g. language groups) and comparisons over time.

Schools included in this report are listed below.

English Program Schools:

- Anola School
- Beausejour Early Years School
- Centennial School
- Dugald School
- Gillis School
- Hazelridge School
- Powerview School
- Oak Bank Elementary School
- Whitemouth School

Hutterian Colony Schools:

- Grafton School (Springfield Colony)
- Gross School (Whiteshell Colony)
- Heartland School (Heartland Colony)
- Hofer School (Greenwald Colony)
- Richland School (Ridgeland Colony)
- Springwell School (Brightstone Colony)

French Immersion Program Schools:

- École Beausejour Early Years School
- École Dugald School
- École Powerview School

EXECUTIVE SUMMARY

Overall, students in Sunrise School Division have mixed results on the Grade 3 – 4 Provincial Assessment.

Grade 3 students in the English program are meeting or exceeding provincial results for reading in English, but have mixed results for measures of numeracy.

Results for grade 3 students in the French Immersion program show improvement over the past few years. Students' results are now at or above the provincial results for 2 out of 3 reading competencies, and for 3 out of 4 numeracy competencies.

Grade 4 students in the French Immersion program have results below the provincial results for reading in French. A higher proportion of divisional students need ongoing help, compared to the province.

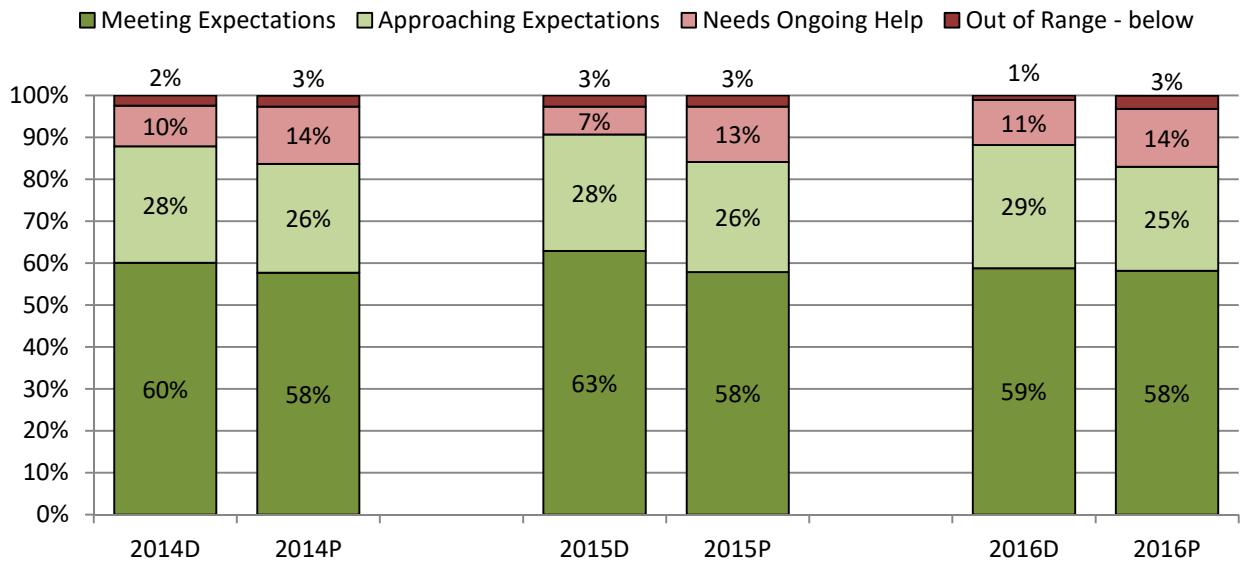
GRADE 3 ENTRY – ENGLISH PROGRAM – READING IN ENGLISH

Division:	Province:
2014 n = 248	n = 11,335
2015 n = 259	n = 11,726
2016 n = 262	n = 11,888

Student Reads Grade Appropriate Texts

Divisional results are at or above provincial results for English program students reading in English.

Figure 1: Student reflects on and sets reading goals



Note: D represents divisional results and P represents provincial results in each chart.

Figure 2: Student uses strategies during reading to make sense of texts

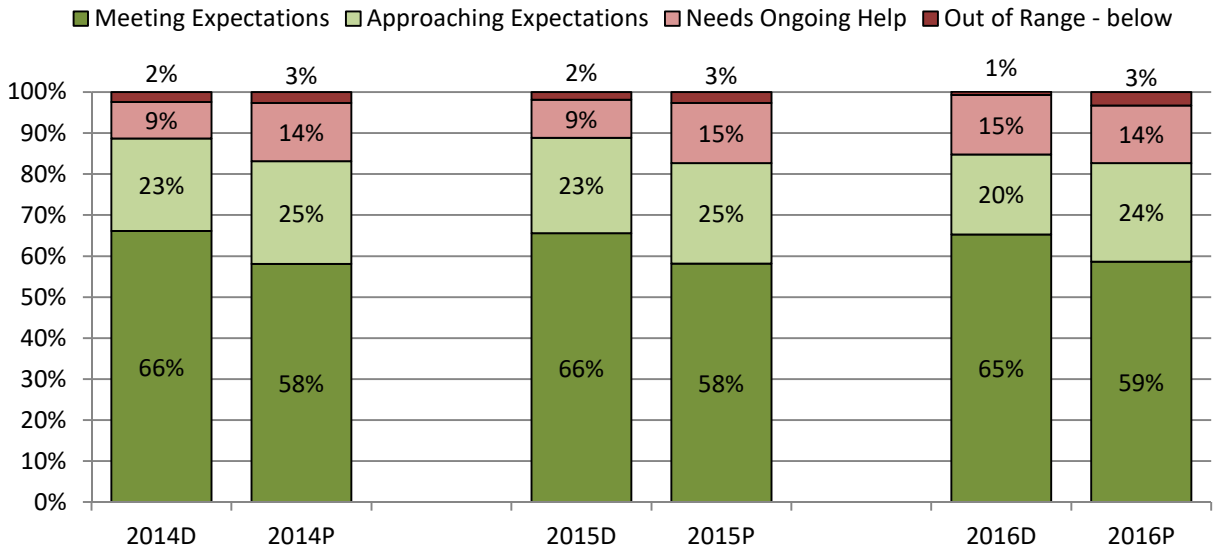
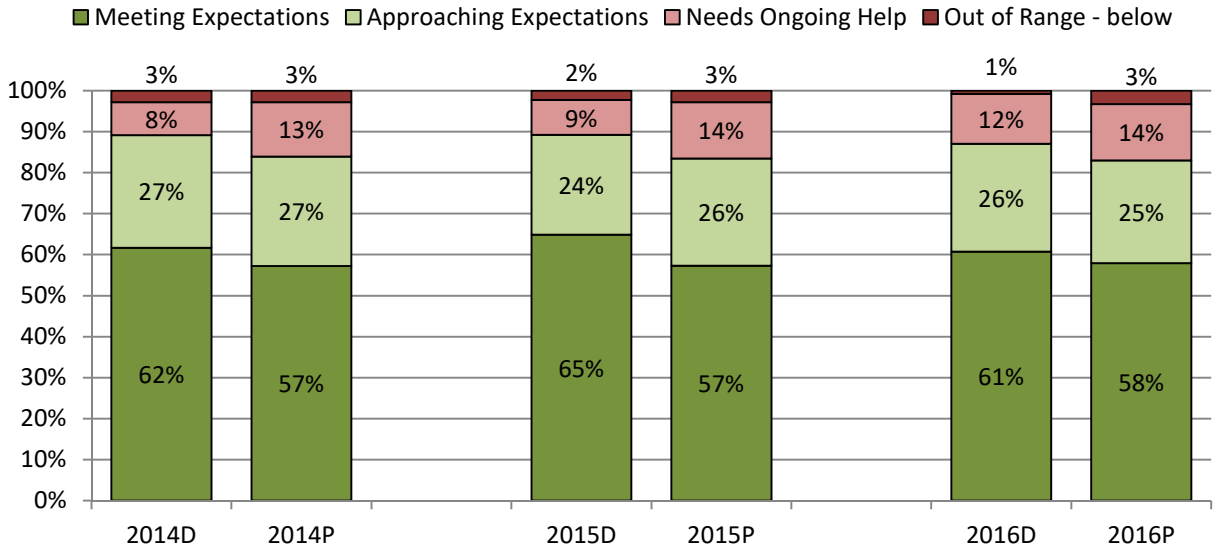


Figure 3: Student demonstrates comprehension



GRADE 3 ENTRY – ENGLISH PROGRAM – NUMERACY

Division:
2014 n = 248
2015 n = 259
2016 n = 262

Province:
n = 11,333
n = 11,727
n = 11,890

Mathematics Curriculum Revisions

In 2013, Manitoba Education implemented revisions to the Kindergarten to Grade 8 mathematics curriculum to reinforce the importance of conceptual understanding, procedural thinking, and problem solving, and to clarify grade-level expectations. This revised curriculum replaced the 2008 K-8 Mathematics curriculum previously in use. Keep this revision in mind if this report is used to compare with numeracy scores prior to 2013.
Source: http://www.edu.gov.mb.ca/k12/cur/math/framework_k-8/

Algebraic Reasoning Skills

Divisional results are at or below provincial results for English program algebraic reasoning skills. In 2015 and 2016, the proportion of students meeting expectations with repeating patterns is significantly lower than the province. Divisional results for number sense are at or above the provincial results. Results for mental math show improvement over last year and the proportion of students needing ongoing help remains consistent with the province for all mathematics competencies.

Figure 4: Student predicts and element in a repeating pattern

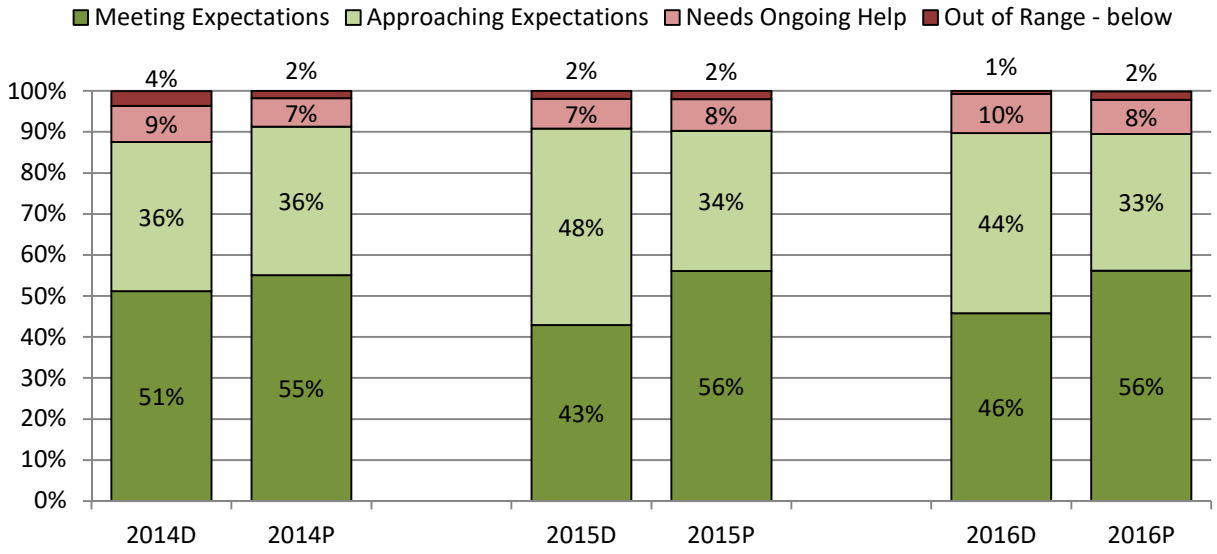
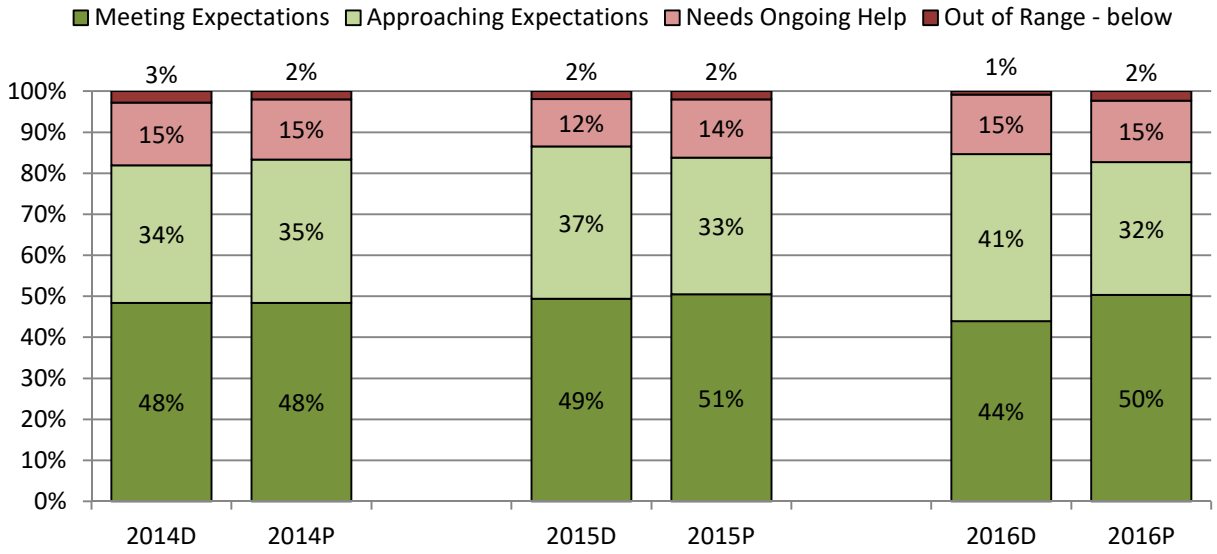


Figure 5: Student understands that the equal symbol represents an equality of the terms found on either side of the symbol



Number Sense

Figure 6: Student understands that a given whole number may be represented in a variety of ways (to 100)

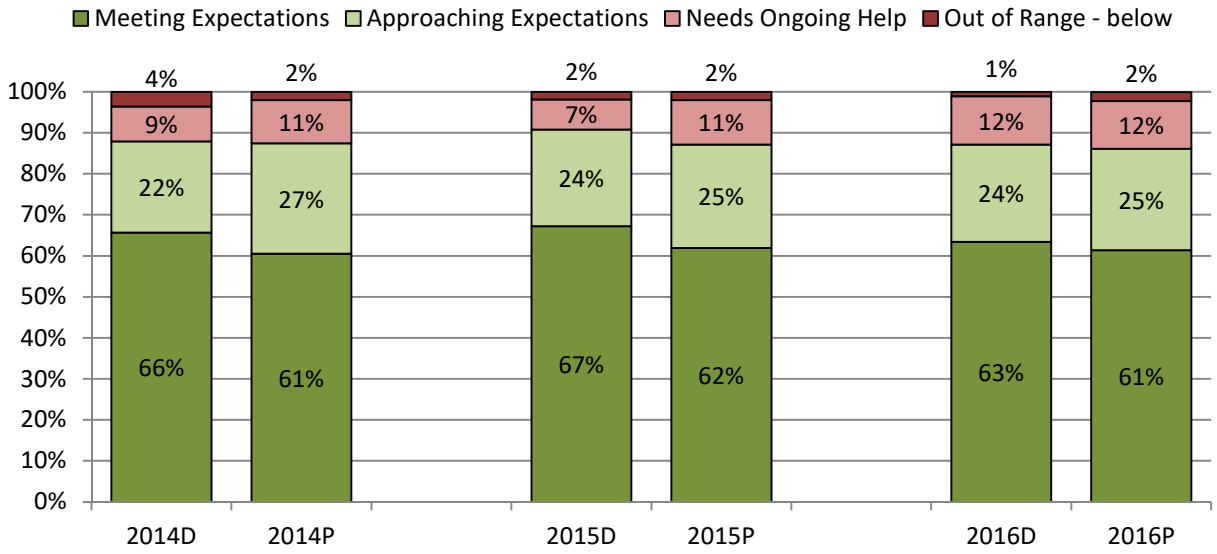
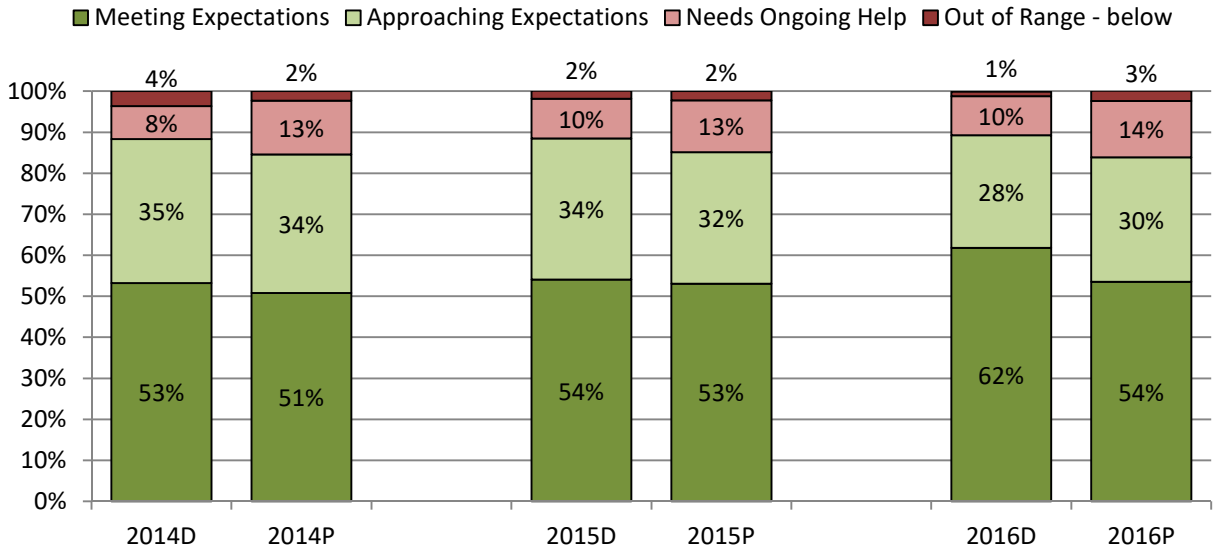


Figure 7: Student uses various mental math strategies to determine answers to addition and subtraction questions to 18



GRADE 3 ENTRY – FRENCH IMMERSION PROGRAM – READING IN ENGLISH

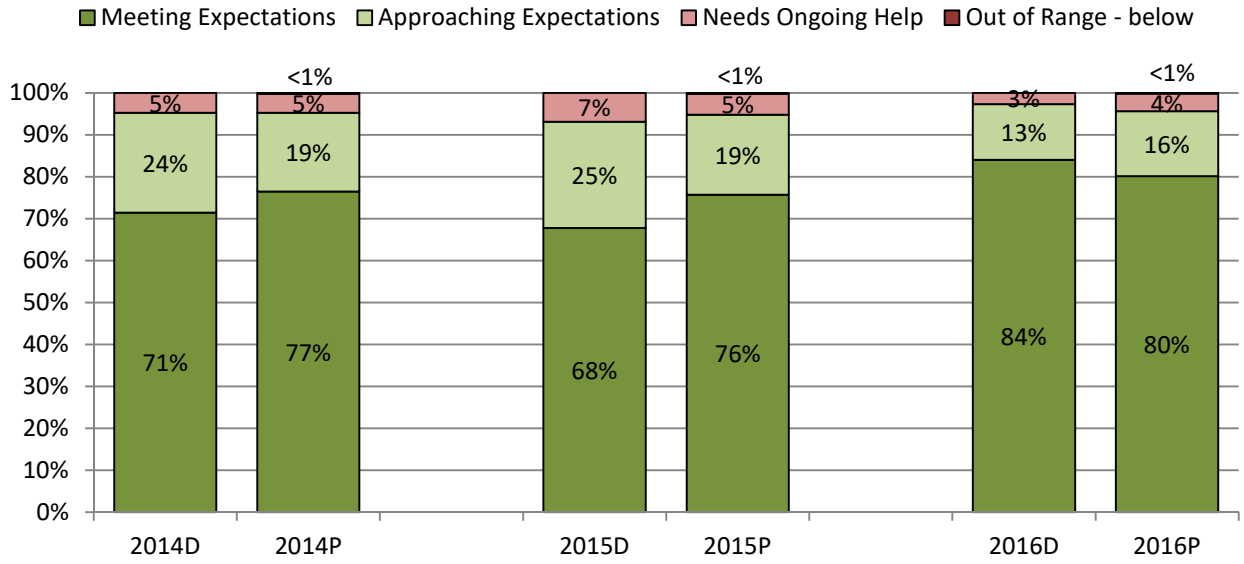
Division:
2014 n = 63
2015 n = 87
2016 n = 75

Province:
n = 2,179
n = 2,351
n = 2,433

Student Reads Grade Appropriate Texts

Divisional results show continuous improvement over the past few years. If this trend continues, divisional results should meet or exceed the province on all three reading competencies next assessment.

Figure 1: Student reflects on and sets reading goals



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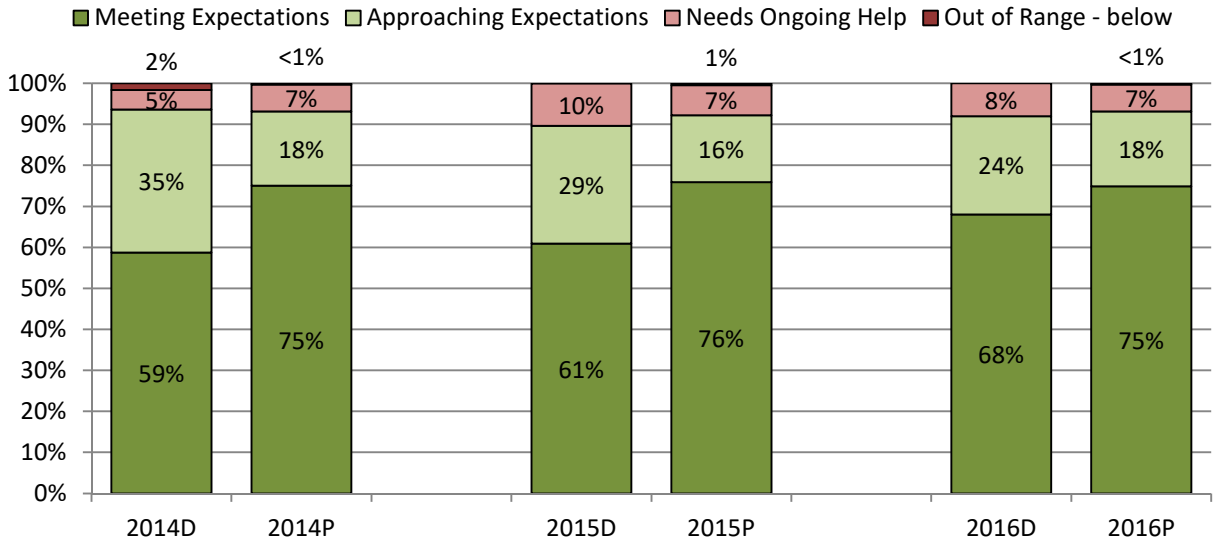

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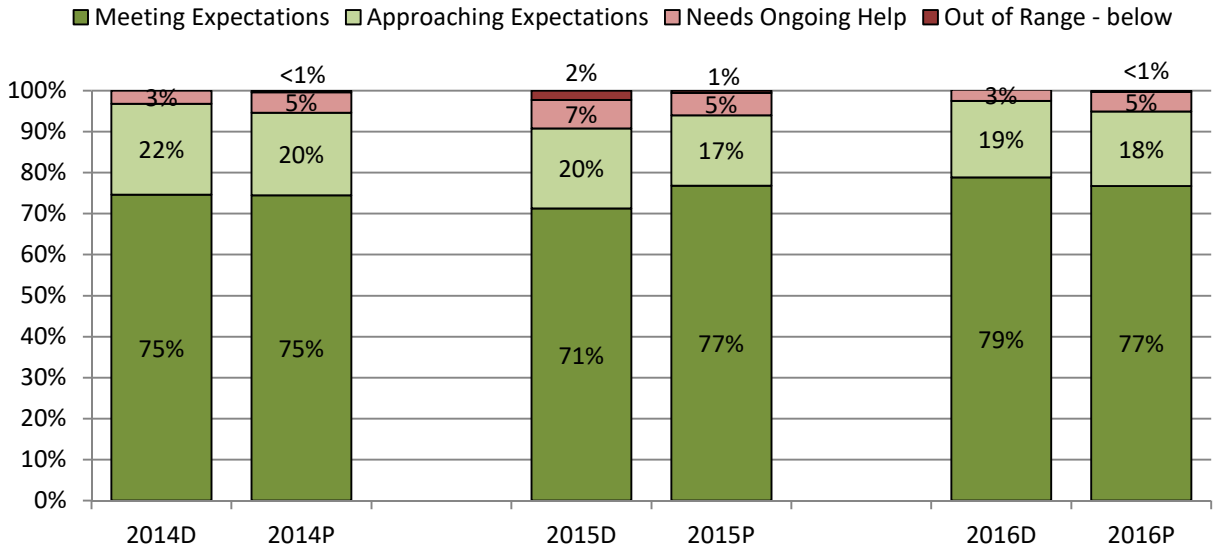


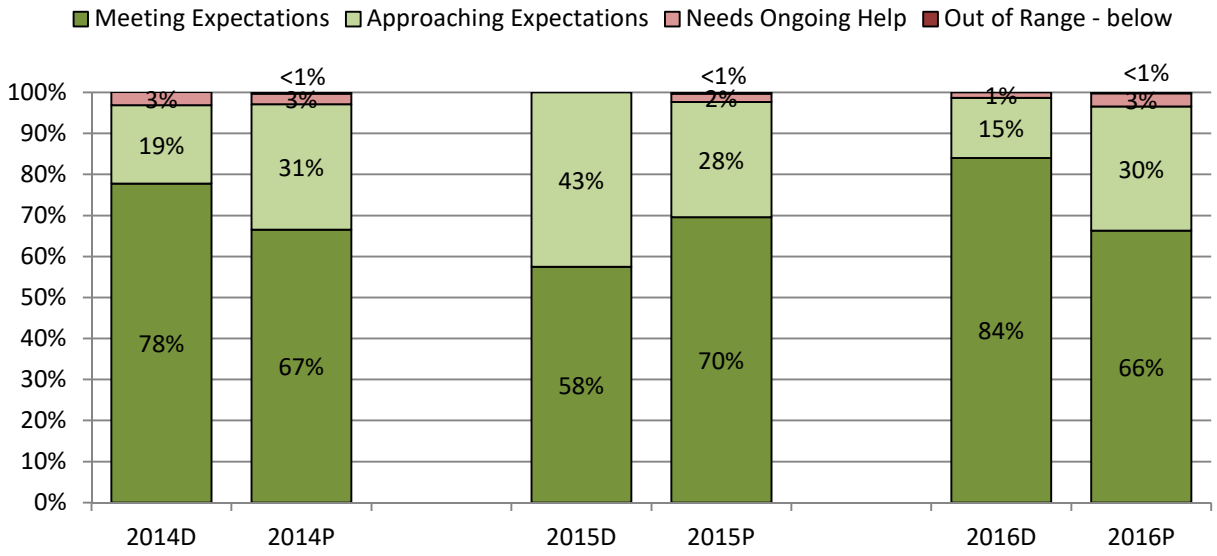
GRADE 3 ENTRY – FRENCH IMMERSION PROGRAM – NUMERACY (NOTIONS DE CALCUL)

2014 n = 63 n = 2,179
2015 n = 87 n = 2,351
2016 n = 75 n = 2,434

Divisional results are significantly better than last year for most numeracy competencies; there is room for improvement in mental math. Compared to last year, fewer students need ongoing help with mathematics competencies, which is encouraging.

Algebraic Reasoning Skills

Figure 1: Student predicts and element in a repeating pattern



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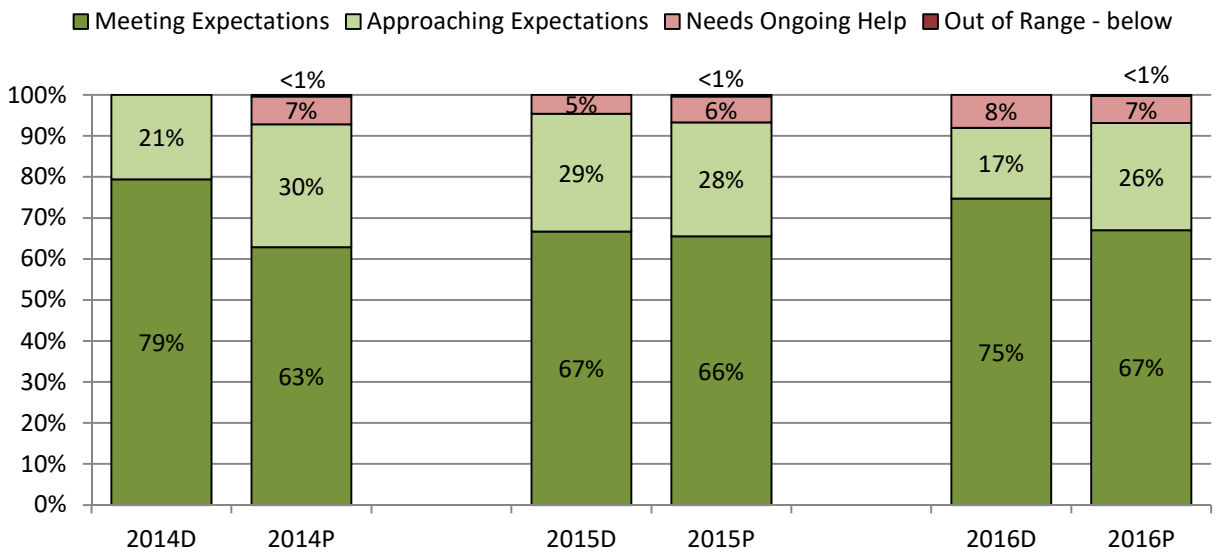

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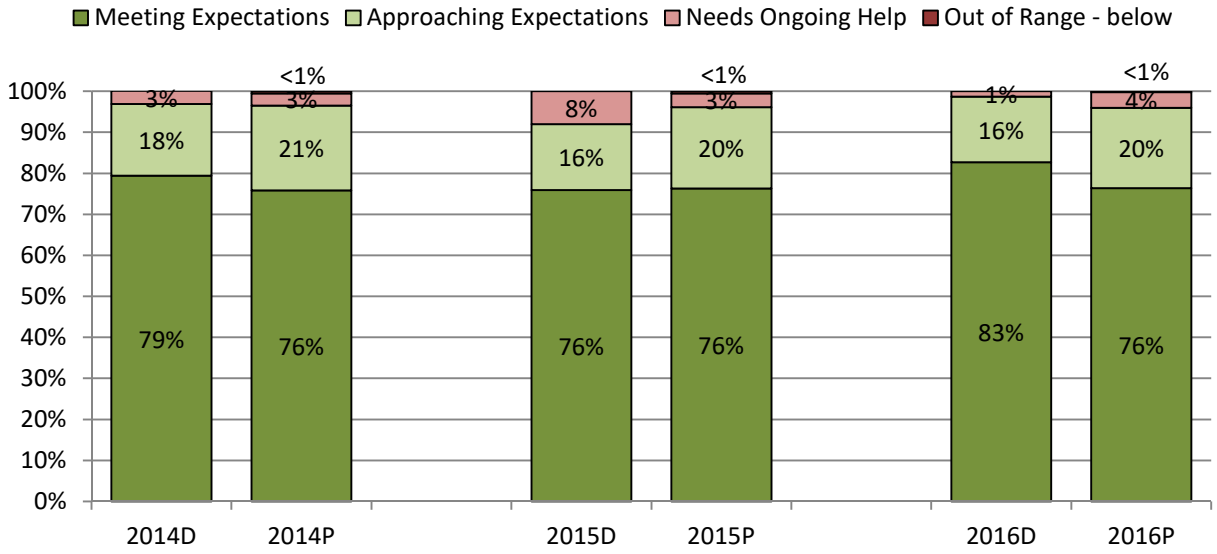

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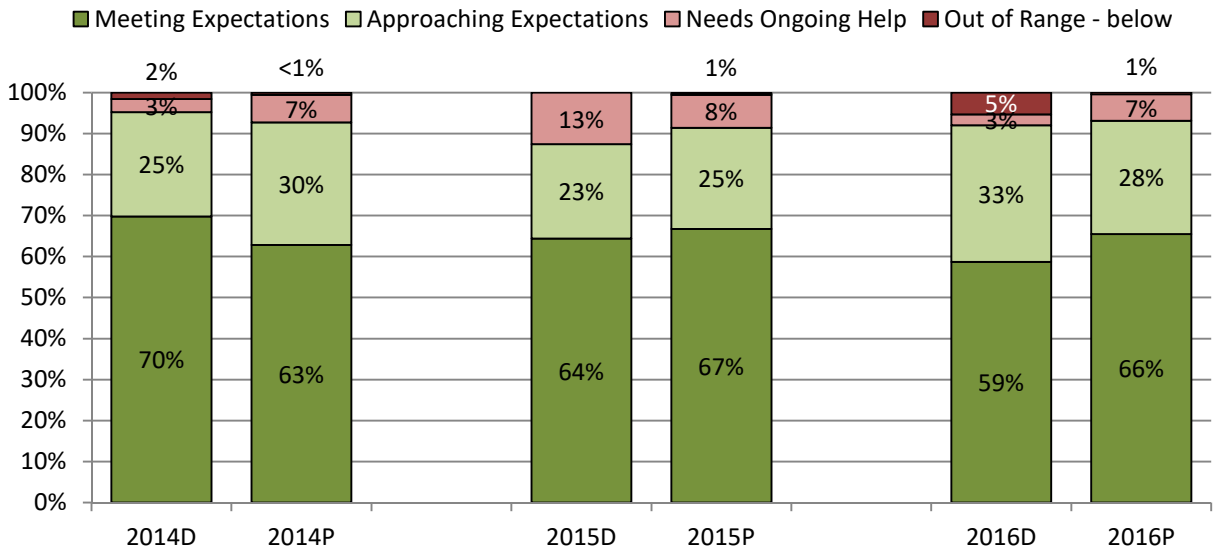


GRADE 4 ENTRY – FRENCH IMMERSION PROGRAM – READING IN FRENCH (LECTURE)

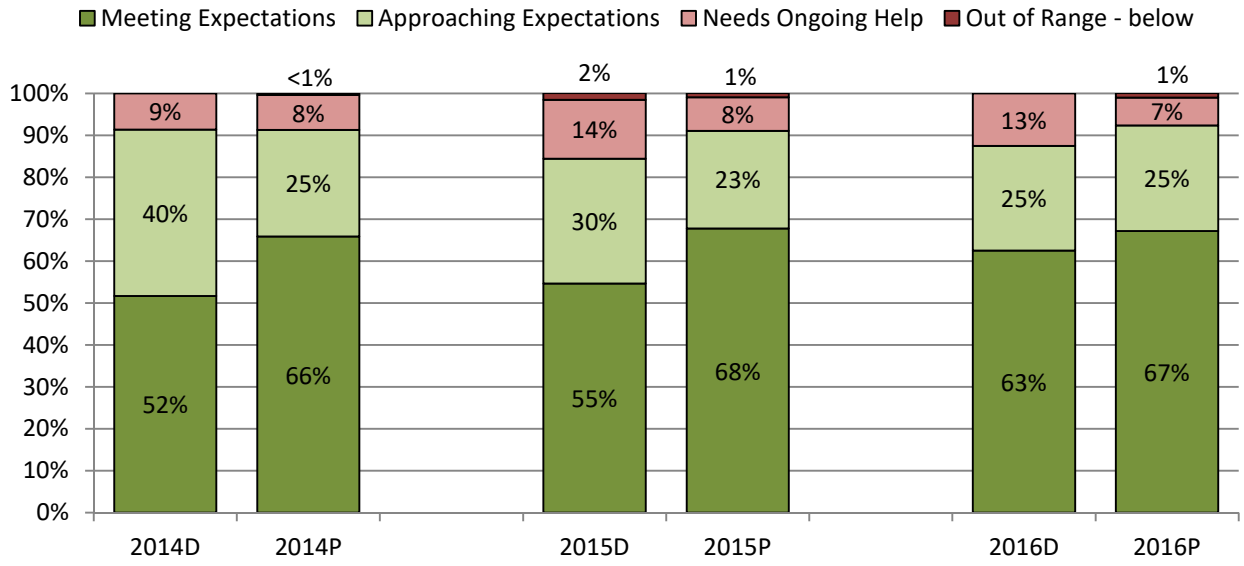
Division:
2014 n = 58
2015 n = 64
2016 n = 80

Province:
n = 1,926
n = 2,087
n= 2,220

Student Reads Grade Appropriate Texts

Divisional results are below provincial results for French Immersion students reading in French. Compared to the province, divisional students need more ongoing help with reading in French.

Figure 5:Student reflects on and sets reading goals



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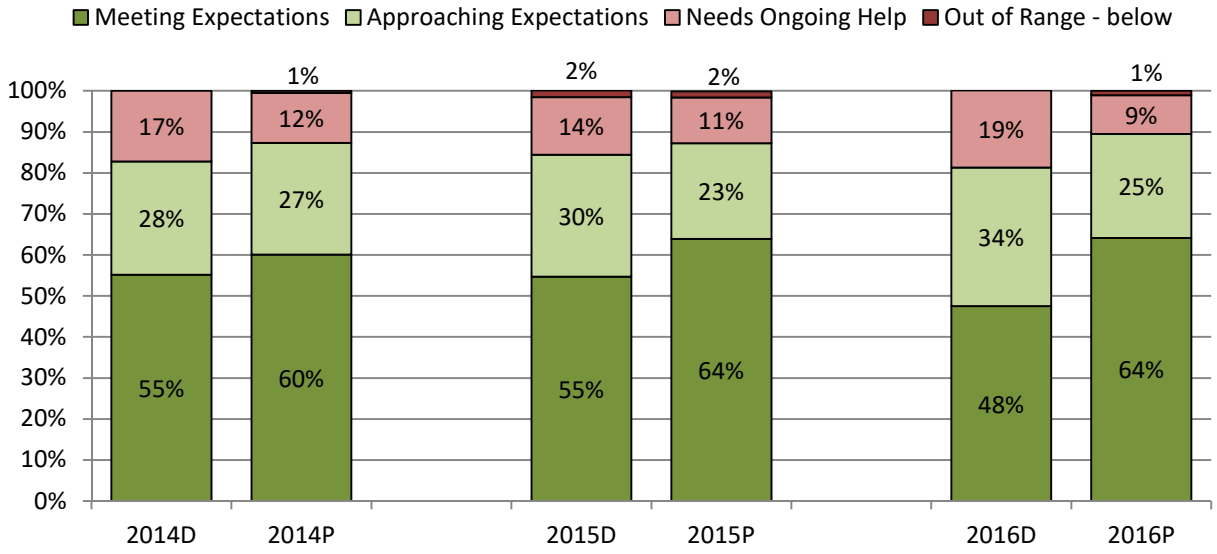

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