

Assessments provide valuable insights about how a child is currently performing in reading, writing and mathematics.

Using this information, education partners support teachers and work together to improve student learning in the upcoming school year.

The reports have been sent home with students. Parents are encouraged to take time to review the material and discuss the results with their child's teacher.

Primary Mathematics Assessment (Grade 3)

- All students – 68% at or approaching the standard (down slightly from 70% last year)

Elementary Math Assessment (Grade 6)

- All students - 81% at or approaching the standard (up from 78% last year)

Intermediate Math Assessment (Grade 9)

- All students - 74% at or approaching the standard (same as last year)

Secondary Math Assessment (Grade 11)

- 521K – Average 49% with 47% passing
- 521A – Average 55% with 60% passing
- 521B – Average 65% with 74% passing

Primary Literacy Assessments (Grade 3)

Reading

- English - 86% at or approaching standard (same as last year)
- French Immersion- 78% at or approaching standard (up slightly from 75% last year)

Writing

- English - 51% at the standard (down from 55% last year)
- French Immersion - 65% at the standard (up from 52% last year)

Elementary Literacy Assessments (Grade 6 or Grade 5 French Immersion)

Reading

- English - 87% at or approaching the standard (up from 75% last year)
- French Immersion – 60% at or approaching the standard (down from 65% last year)

Writing

- English - 66% at the standard (same as last year)
- French Immersion - 39% at the standard (same as last year)

Teachers contribute to the development and marking of PEI's common assessments. Assessments are based on the curriculum that students are learning every day in their classrooms. Teachers are also called upon to help problem solve, review results and set standards.

Since 2007, there have been hundreds of teachers involved with the committee work to support the assessment program. Teacher involvement provides high quality professional learning experiences and improves their own classroom assessment practices.

Results

Student results in reading are reported using three categories: Met expectations, Approached Expectations, or Experienced Difficulty.

Experienced Difficulty means that a student has not met the expectations for the learning assessed on the particular test.

Assessments are just one of many tools used to monitor student learning. They contribute important information about how a child is doing in relation to provincial standards.

If parents are concerned with their child's score, they may want to ask their teacher how their child's performance on this assessment compares to what the teacher observes in the classroom and how parents can offer additional support at home.

Parents should talk to the teacher about the full scope of their child's learning. Working together with good information, parents and teachers can help students to reach their full potential.

The reports have been sent home with students and the results are now available online.

Parents are encouraged to take time to review the material and discuss the results with their child's teacher.

For information and to view results, visit

<https://www.princeedwardisland.ca/en/information/education-early-learning-and-culture/provincial-assessment-results>

Formative Assessment

Along with provincial assessments, formative assessment is an essential component of a balanced assessment program.

When implemented effectively, it can have a significant impact on learning.

Teachers and students must clearly know what students are expected to learn, how students are progressing in their learning, and what students need to learn next.

Feedback to the student during the learning process is crucial.

Teachers monitor student learning, making adjustments to their instruction based on the evidence collected.

Building the capacity of the instructional skills of teachers enables them to respond to the diverse needs of students in their classrooms.