



SUNRISE
SCHOOL DIVISION

Grade 3 and 4 Provincial Assessment

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Details Research and Consulting

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

French Immersion Program Schools:

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

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.

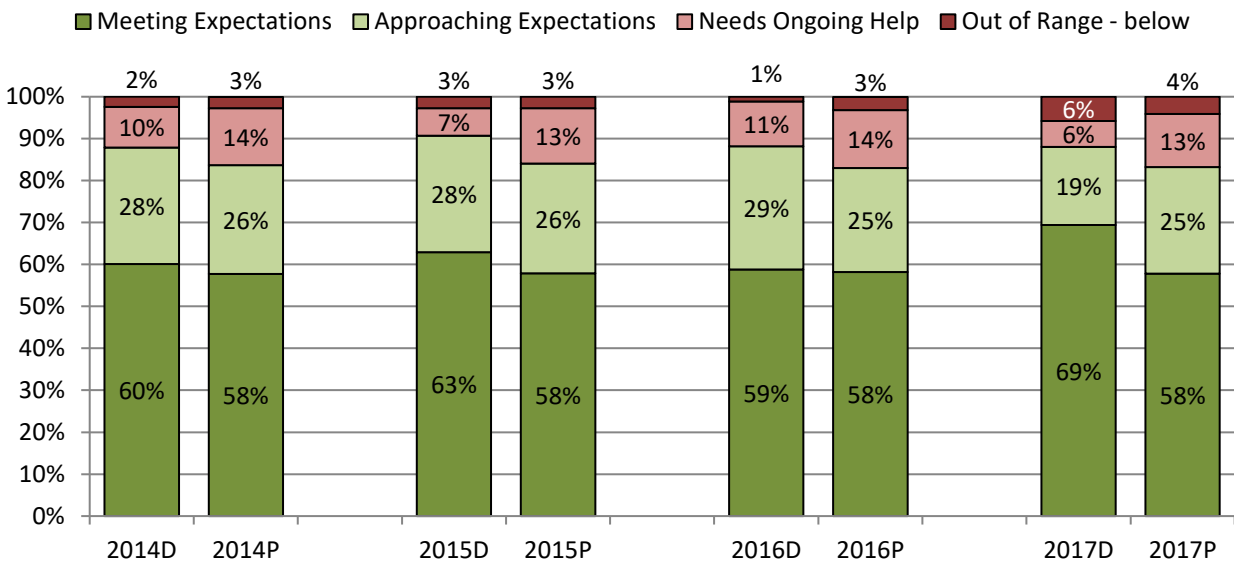
GRADE 3 ENTRY – ENGLISH PROGRAM – READING IN ENGLISH

Division:	Province:
2014 n = 248	n = 11,335
2015 n = 259	n = 11,726
2016 n = 262	n = 11,888
2017 n = 258	n = 12,162

Student Reads Grade Appropriate Texts

In 2017, divisional results for English program students are above provincial results for 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

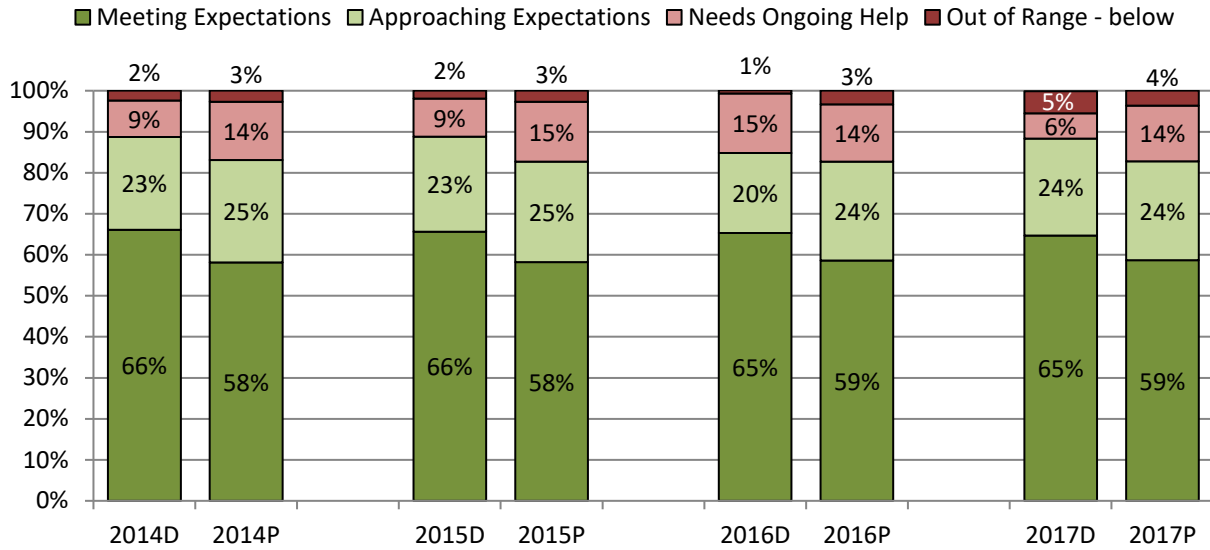
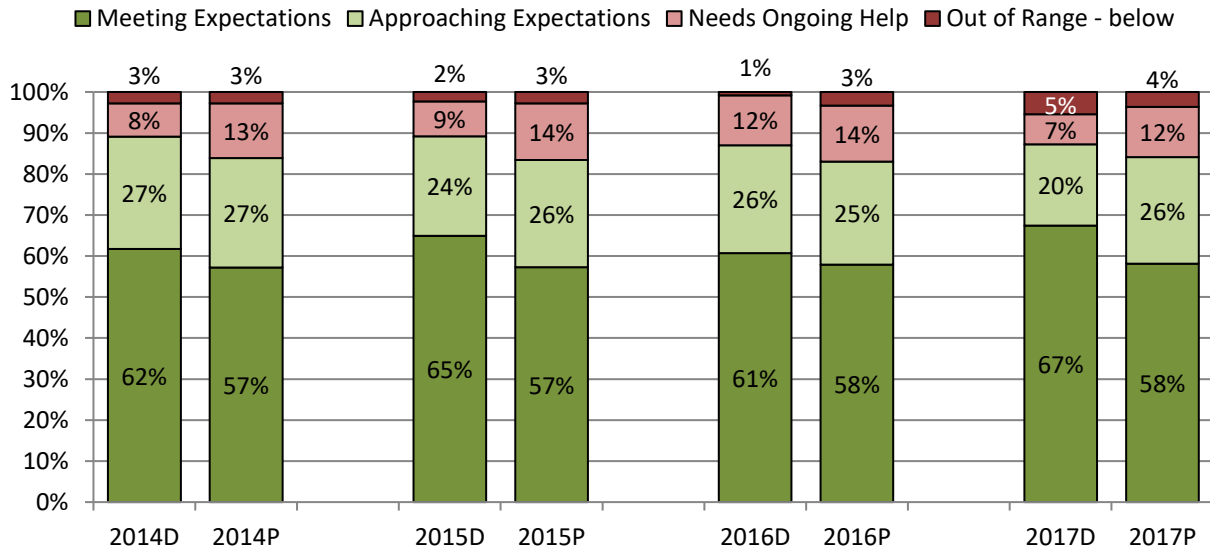


Figure 3: Student demonstrates comprehension



GRADE 3 ENTRY – ENGLISH PROGRAM – NUMERACY

Division: 2014 n = 248
 2015 n = 259
 2016 n = 262
 2017 n = 258

Province: n = 11,333
 n = 11,727
 n = 11,890
 n = 12,161

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 for English program students show improvement in algebraic reasoning, and are at or above provincial results. Divisional results for number sense of English program students are at or above the provincial results.

Figure 4: Student predicts and element in a repeating pattern

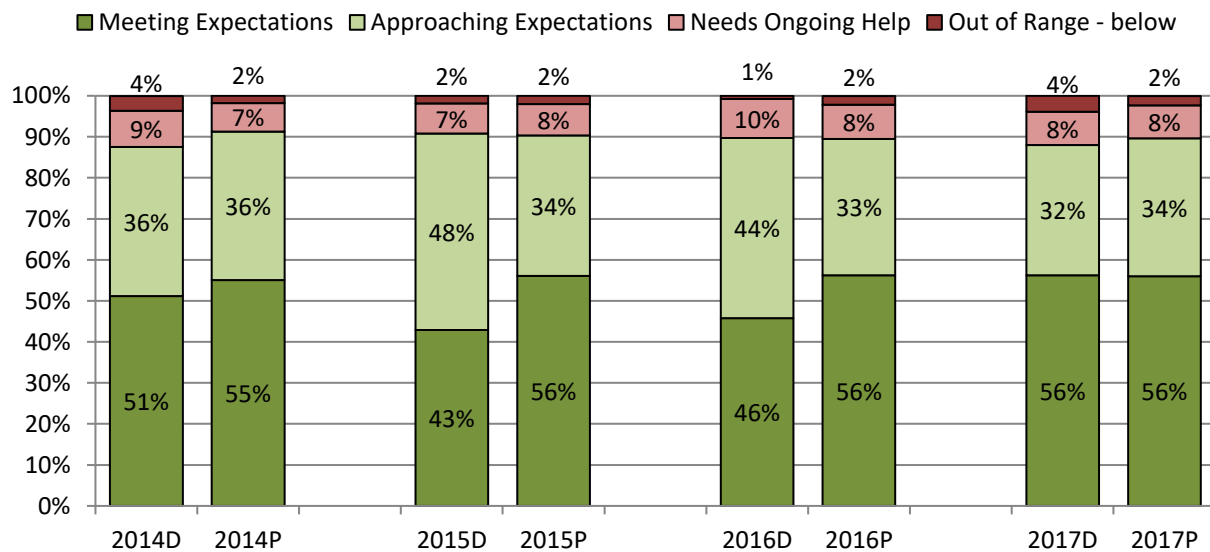
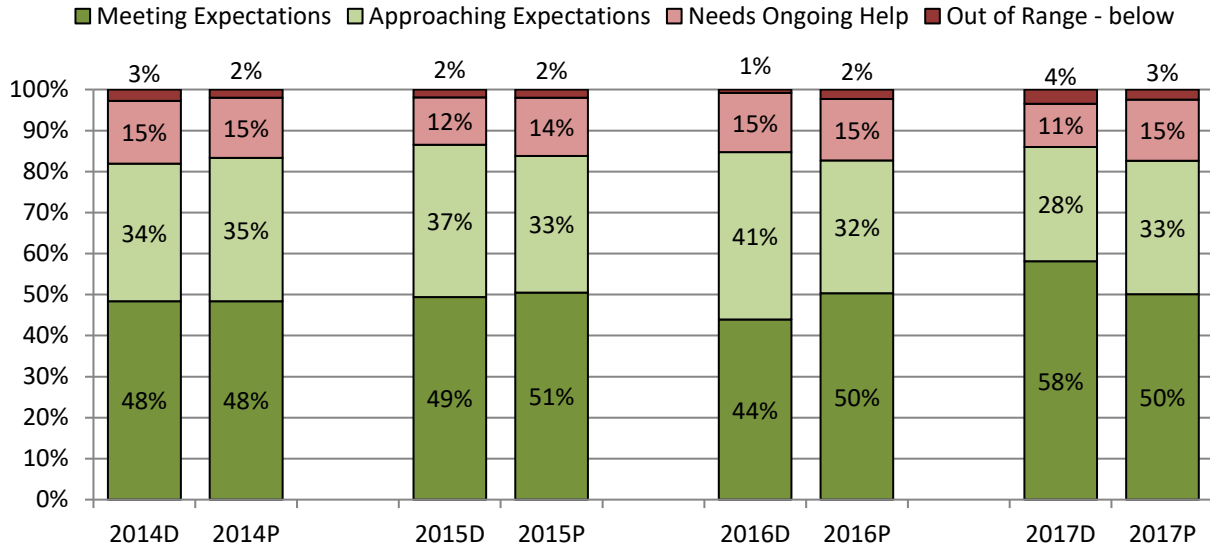


Figure 5: Student understands that the equal symbol represents an equality of the terms found on either side of the symbol



Number Sense

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

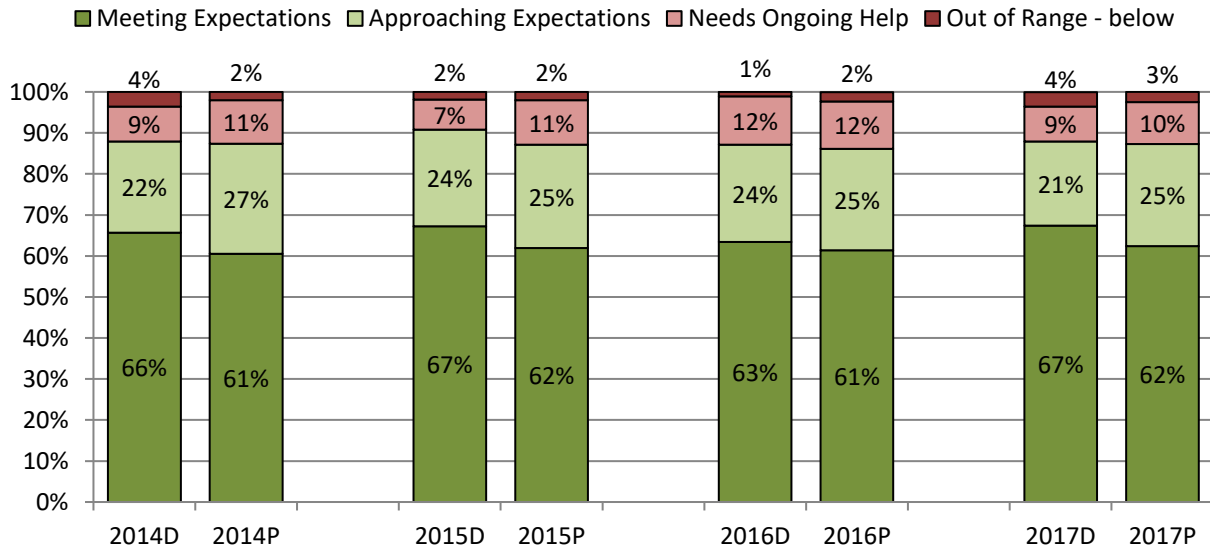
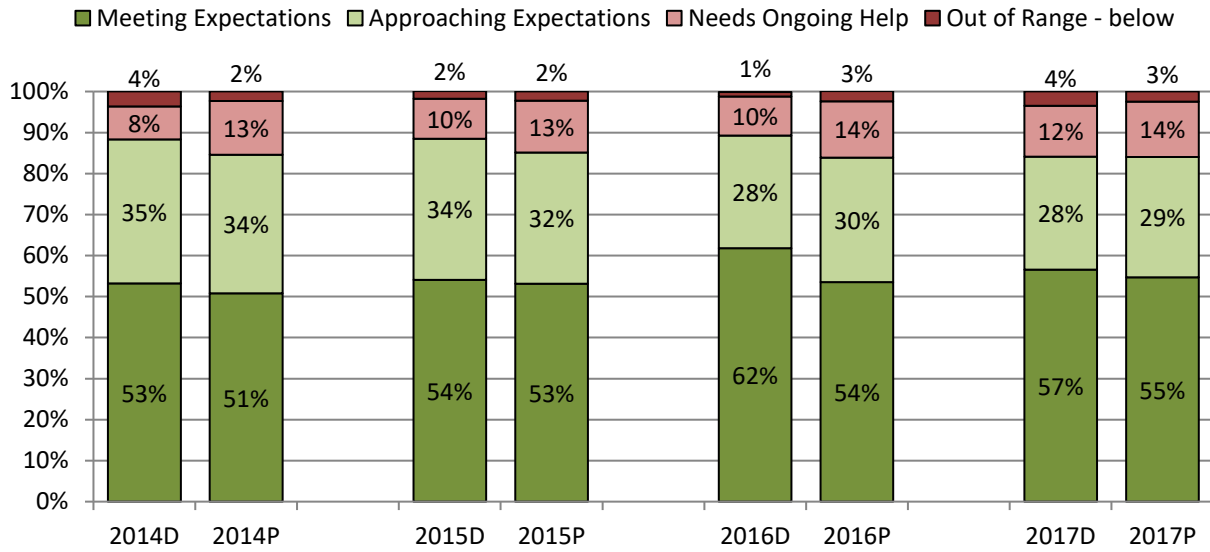


Figure 7: Student uses various mental math strategies to determine answers to addition and subtraction questions to 18



GRADE 3 ENTRY – FRENCH IMMERSION PROGRAM – READING IN ENGLISH

Division: Province:
 2014 n = 63 n = 2,179
 2015 n = 87 n = 2,351
 2016 n = 75 n = 2,433
 2017 n = 75 n = 2,480

Student Reads Grade Appropriate Texts

Divisional results for French Immersion students reading in French are below provincial averages. There is room for improvement with reading goals and reading strategies.

Figure 1: Student reflects on and sets reading goals

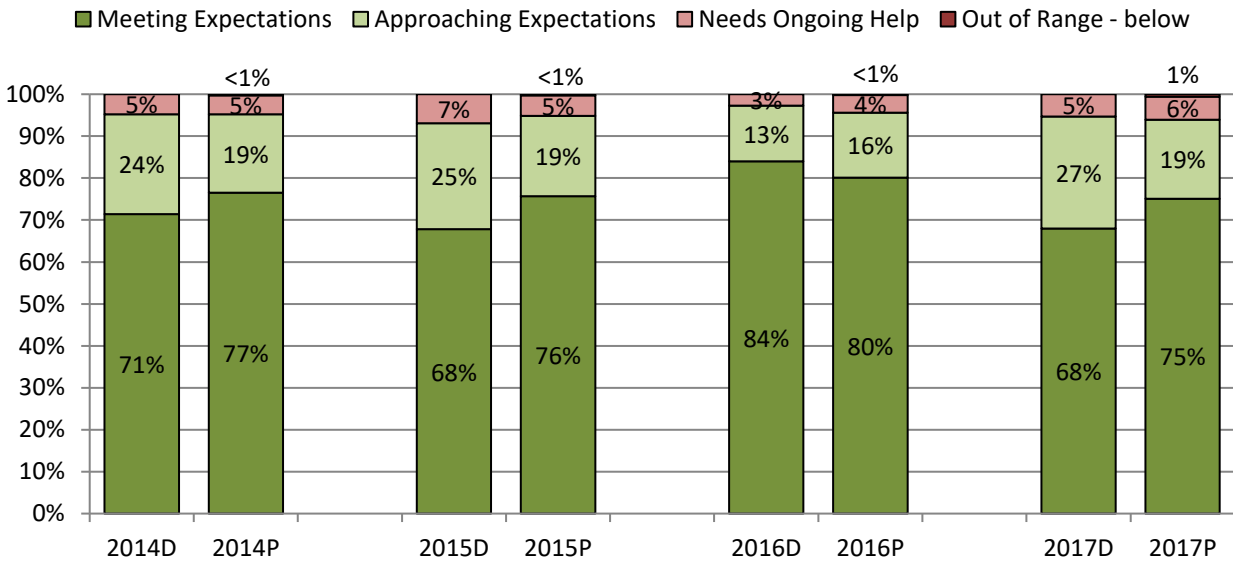


Figure 2: Student uses strategies during reading to make sense of texts

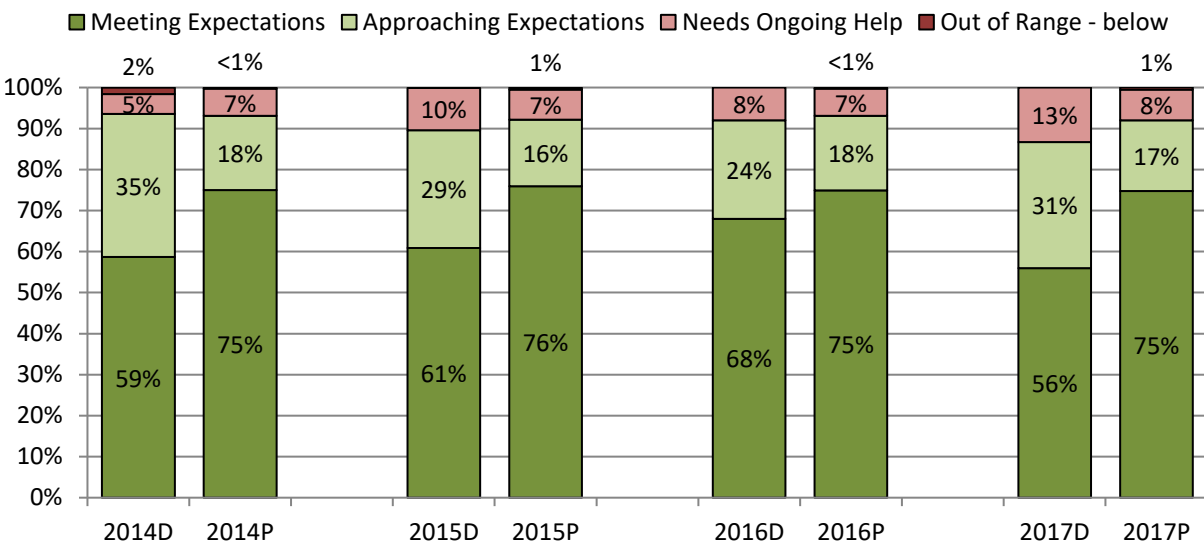
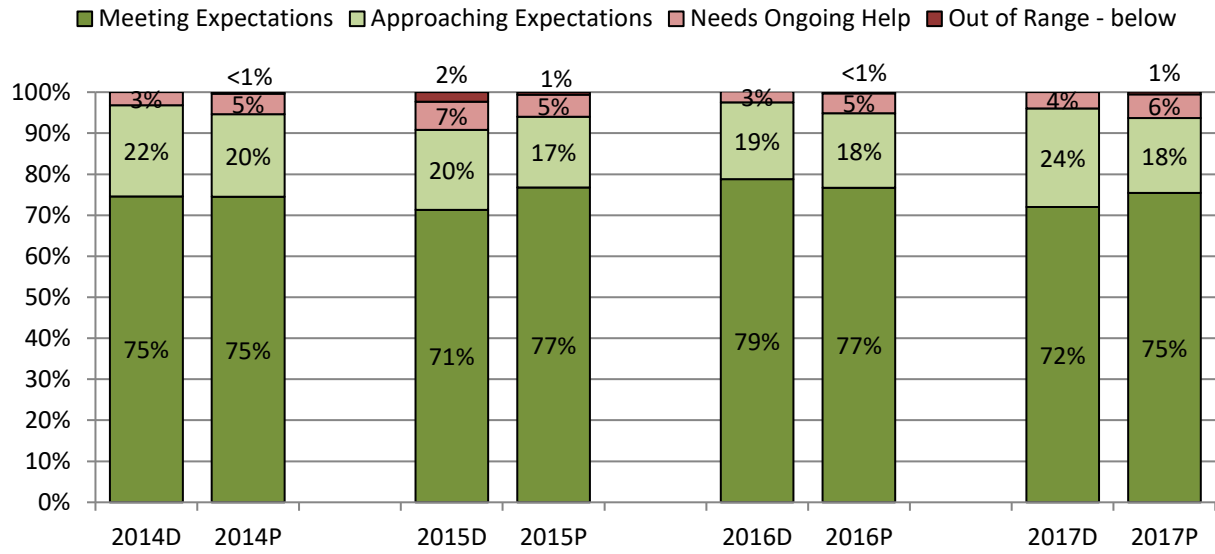


Figure 3: Student demonstrates comprehension



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
 2017 n = 75 n = 2,480

Divisional results for French Immersion students are above the provincial average for algebraic reasoning skills and are at or below the provincial average for number sense. There is room for improvement in mental math, but it should be noted that a small proportion of students need ongoing help with mathematics competencies, which is encouraging.

Algebraic Reasoning Skills

Figure 1: Student predicts and element in a repeating pattern

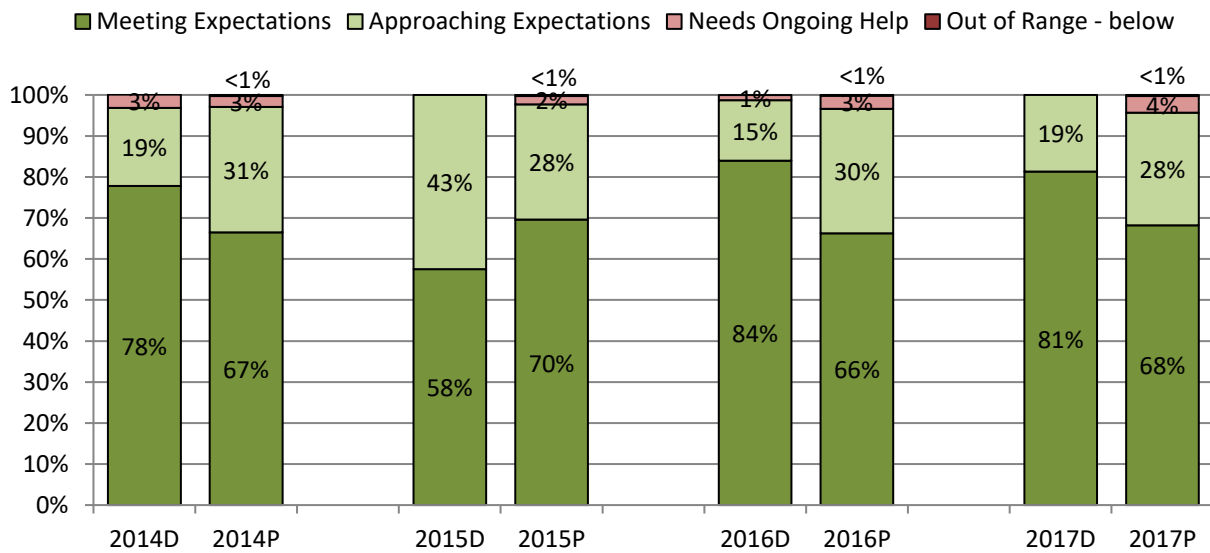
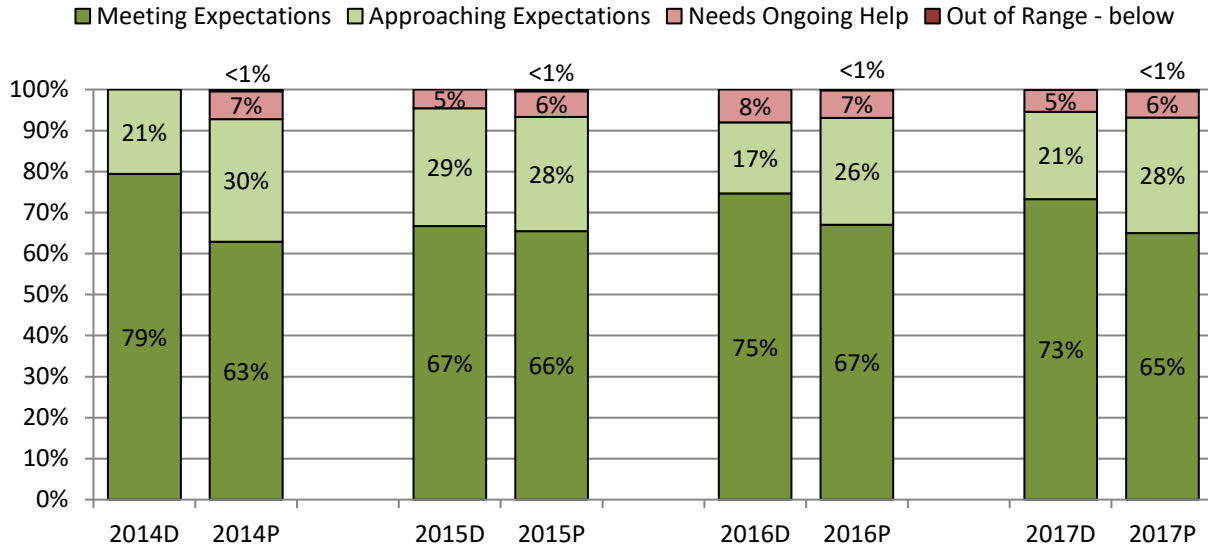


Figure 2: Student understands that the equal symbol represents an equality of the terms found on either side of the symbol



Number Sense

Figure 3: Student understands that a given whole number may be represented in a variety of ways (to 100)

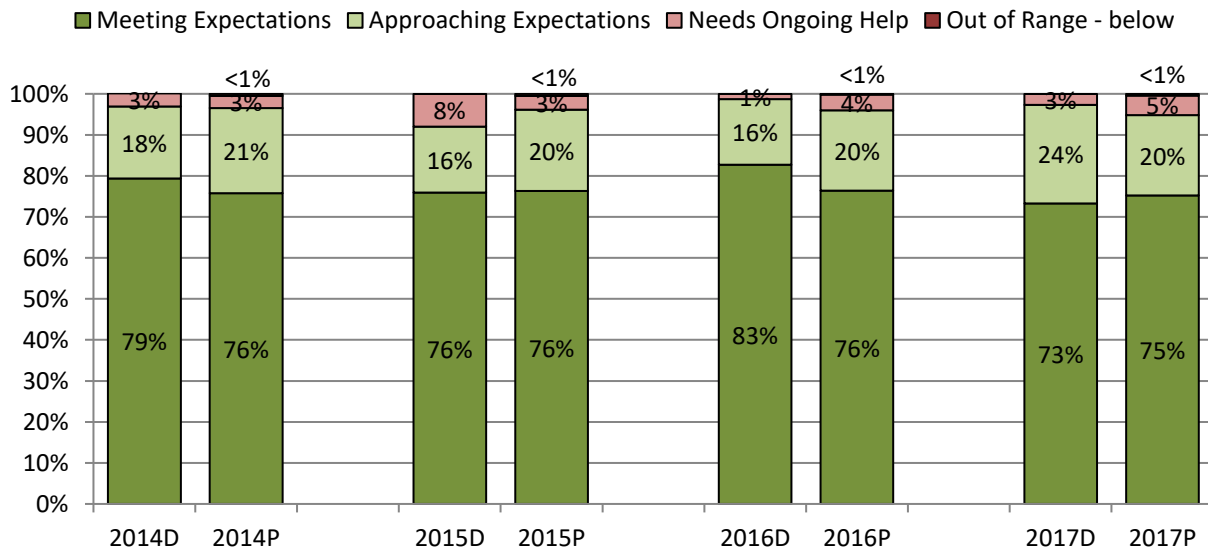
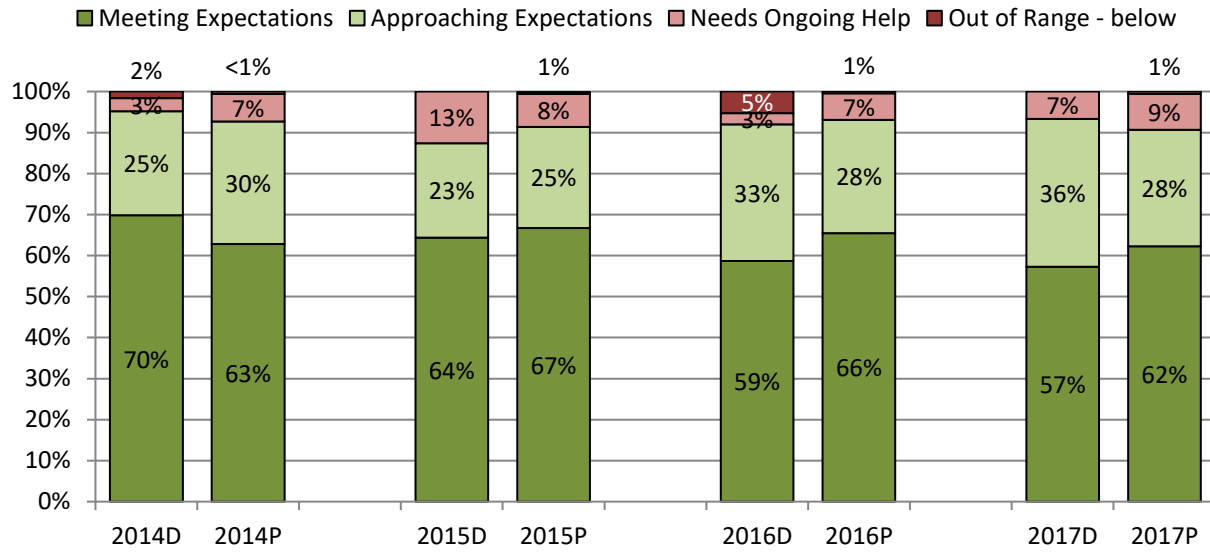


Figure 4: Student uses various mental math strategies to determine answers to addition and subtraction questions to 18



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

Division: Province:
 2014 n = 58 n = 1,926
 2015 n = 64 n = 2,087
 2016 n = 80 n = 2,220
 2017 n = 72 n = 2,345

Student Reads Grade Appropriate Texts

Divisional results for French Immersion students are below provincial results for reading in French, with the exception of reading goals, which shows significant improvement over past years.

Figure 5: Student reflects on and sets reading goals

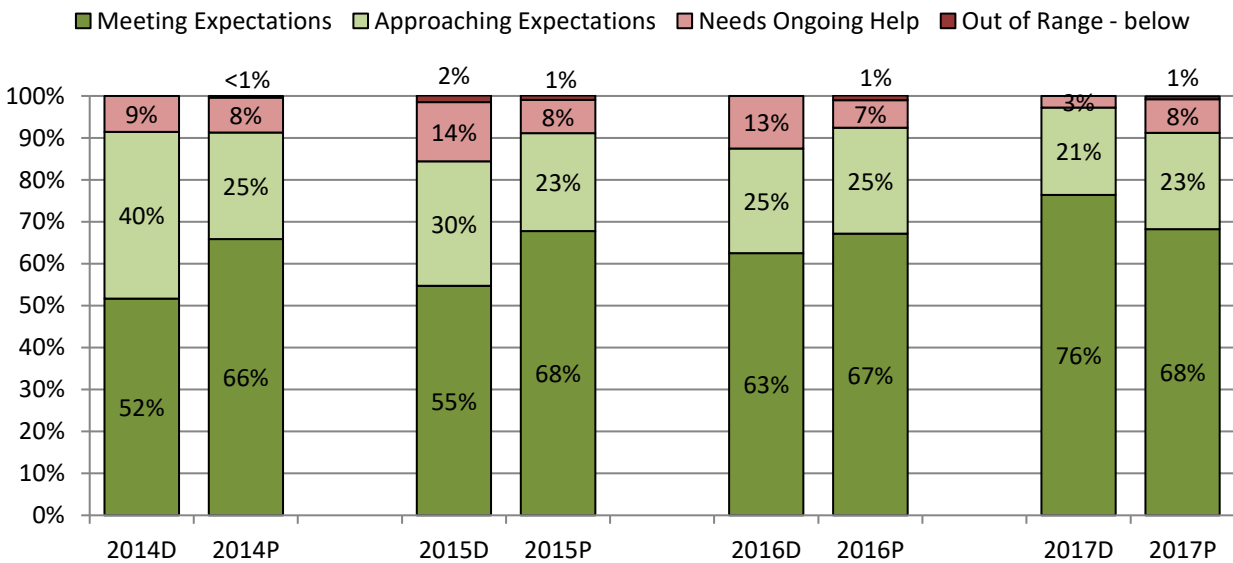


Figure 6: Student uses strategies during reading to make sense of texts

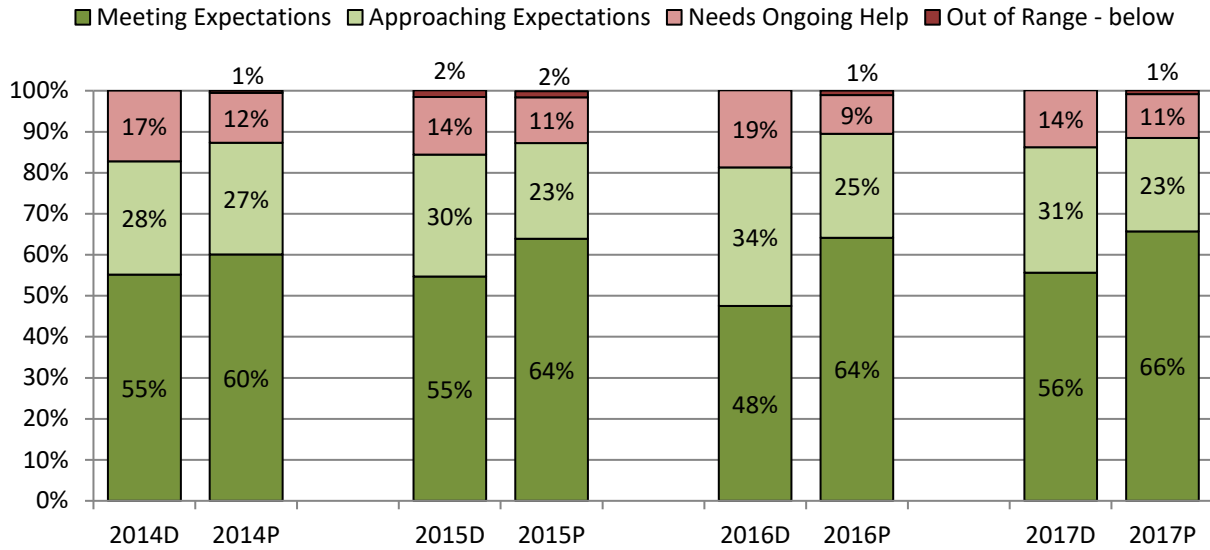


Figure 7: Student demonstrates comprehension

