

Provincial examination results

Francophone school districts

Nouveau  Brunswick

Department of Education

**Francophone Assessment
and Evaluation Branch**

December 2003

Additional copies of this report can be obtained at the following address:

Direction de la mesure et de l'évaluation
Department of Education of New Brunswick
P.O. Box 6000
Fredericton, N.B. E3B 5H1

Tel.: (506) 453-2157

Fax: (506) 444-5523

E-mail: rachel.basque@gnb.ca

Internet: <http://www.gnb.ca/0000/francophone-e.asp#1>

December 2003

Une version française de ce document est également disponible.

A similar report on Anglophone school districts is also available in English or in French. Un document analogue présentant les résultats des districts scolaires anglophones est disponible, en anglais ou en français.

Contact/Contactez: Communications (506) 444-4714

Fax (506) 453-3111

E-mail : Joanne.Arsenault@gnb.ca

Internet : <http://www.gnb.ca/0000/francophone-e.asp#1>

Provincial examination results

Francophone school districts

December 2003

Note: For the sake of conciseness, only the masculine gender has been used.

ISBN : 1-55396-180-3

New Brunswick

Francophone School Districts

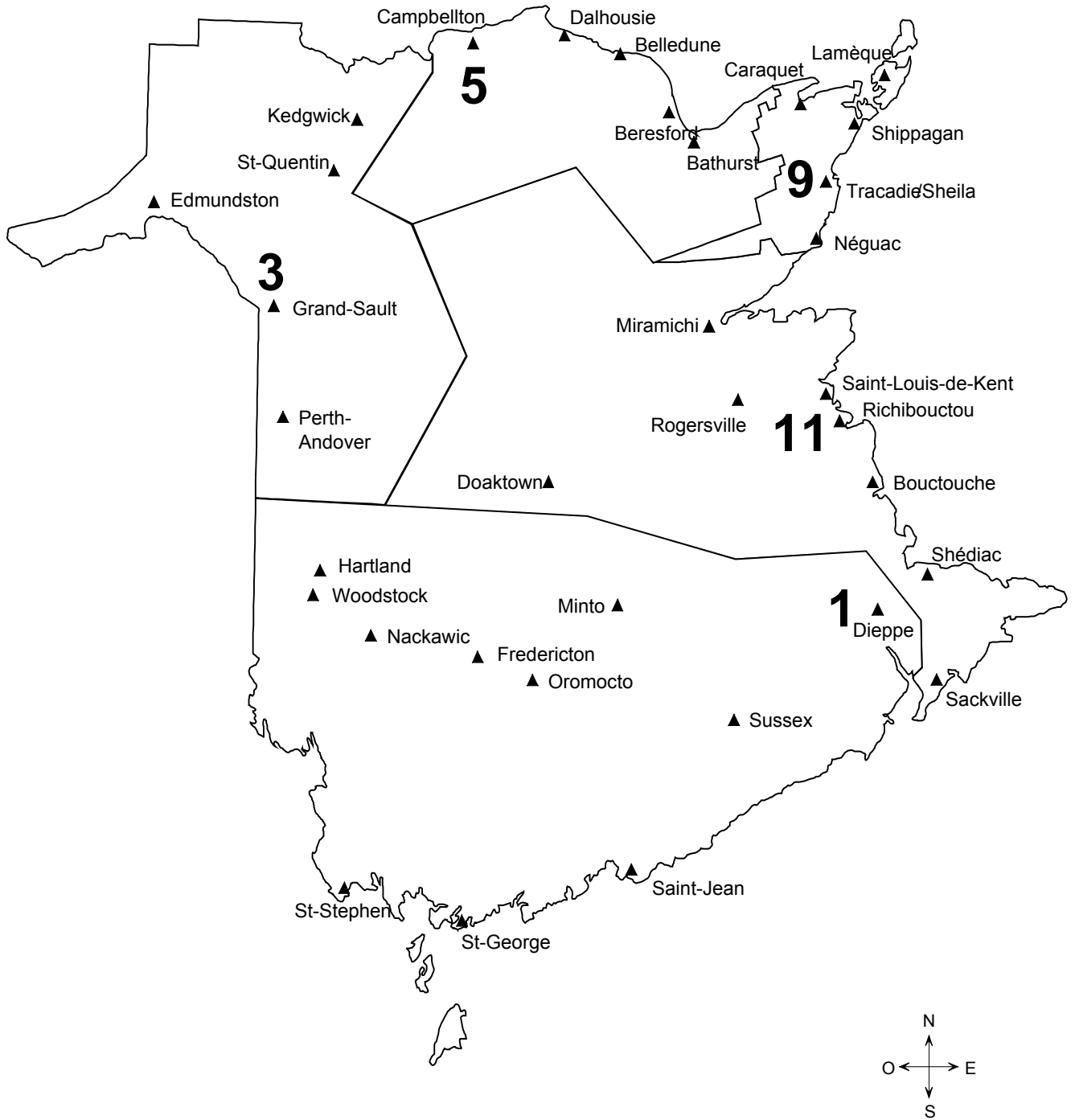


Table of contents

Chapter 1

Provincial evaluation program at the Primary and High School levels	1
--	----------

Chapter 2

Provincial High School Completion Examination Results	5
--	----------

Provincial High School Completion Examination Program	5
---	---

What the graphs reveal:

Graphs

1	Enrolment Rates by Subject and Sex	6
2	Male Enrolment Rates by Course	7
3	Female Enrolment Rates by Course	7
4	Provincial Examination Enrolment Rates by Course and Sex	8
5	Provincial Examination Averages at the Regular Level by Subject and Sex	9
6	Provincial Examination Averages at the Modified Level by Subject and Sex	10
7-8	Français 12 ^e (by District and Level)	11
9-10	Anglais 10 ^e (by District)	12
11-12	Mathématiques 11 ^e (by District and Level)	13
13-14	Géographie 10 ^e (by District and Level)	14
15-16	Histoire 11 ^e (by District and Level)	15
17-18	Physique 10 ^e (by District and Level)	16
19-20	Chimie 11 ^e (by District and Level)	17

Tables by Subject, Level and School at the High School Level	18
--	----

Français 12 ^e (Regular Level)	19
Français 12 ^e (Modified Level)	20
Anglais 10 ^e voie A	21
Anglais 10 ^e voie B	22
Mathématiques 11 ^e (Regular Level)	23
Mathématiques 11 ^e (Modified Level)	24
Géographie 10 ^e (Regular Level)	25
Géographie 10 ^e (Modified Level)	26
Histoire 11 ^e (Regular Level)	27
Histoire 11 ^e (Modified Level)	28
Physique 10 ^e (Regular Level)	29

Physique 10 ^e (Modified Level)	30
Chimie 11 ^e (Regular Level)	31
Chimie 11 ^e (Modified Level)	32

Chapitre 3

Français and Mathématiques Provincial Examination Results at the Primary Level 33

Primary Level Evaluation Program	33
Français 4 ^e (by District and Descriptor)	43
Français 8 ^e (by District and Descriptor)	48
Mathématiques 4 ^e (by District and Descriptor)	54
Mathématiques 8 ^e (by District and Descriptor)	59

Conclusion 65

Appendices 67

A	Français 4 ^e - Pass Levels by Descriptor	69
B	Français 4 ^e - Correction Grid for WRITING Test	70
C	Français 8 ^e - Pass Levels by Descriptor	71
D	Français 8 ^e - Correction Grid for WRITING Test	72
E	Mathématiques 4 ^e - Pass Levels by Descriptor	73
F	Mathématiques 8 ^e - Pass Levels by Descriptor	74

Questionnaire on Report 77

Chapter 1

Provincial evaluation programs at the Primary and High school levels

This report is intended to give school staff, parents, and other taxpayers a general idea of the performance of students in New Brunswick's Francophone school districts on the provincial examinations administered at the high school and primary levels. A similar document is prepared for Anglophone school districts. However, it is important to note that the results of the Francophone and Anglophone sectors cannot be compared because the programs and evaluation tools differ.

The Francophone and Anglophone sectors do not have the same programs or evaluation tools.

Why is there a provincial evaluation program in New Brunswick schools?

For a number of years, New Brunswick, like many other provinces, has been paying closer attention to the education system and its performance. Are schools preparing students to become committed, productive, effective, and responsible citizens? Will they be ready to meet the challenges of the 21st century? These are the questions being asked by parents, the other players involved in education, and New Brunswick taxpayers as a whole.

To address these concerns, a provincial evaluation program has been instituted in order to assess, at the high school level, the extent to which school program objectives are being attained and, at the primary level, the degree to which the basic skills and proficiencies essential for further learning are being mastered.

What were the subjects tested?

In this document, all the results for the high school level come from the January and June 2003 provincial examinations in Français (Grade 12), Anglais (Grade 10), Mathématiques (Grade 11), Géographie (Grade 10), Histoire (Grade 11), Physique (Grade 10), and Chimie (Grade 11). At the primary level, the results are from the assessment of Mathématiques and Français at the start of Grade 4 and Grade 8 in September 2003.

Are there any precautions that should be kept in mind when interpreting the results?

The percentage of students in the regular program must be kept in mind.

In reviewing the results of the provincial examinations at the high school level, it is important to note that the students enrolled in regular-level courses wrote one set of exams, while those enrolled in the modified-level courses wrote another. In schools with a high percentage of students enrolled at the regular level, it is interesting to note that the results are often better than or at least comparable with those of other schools in both the regular- and modified-level exams. Hence, it is very important to take into account the percentage of students enrolled in each level.

In addition, it should be remembered that the results of the provincial examinations and the school are only two of many

factors indicating a school's overall situation. Socioeconomic conditions, demographics, and parent participation also influence student performance. This document does not take the latter items into consideration.

Will provincial examination results be published every year?

Yes. The reports will contain information similar to that found in this document, as well as the results of the primary-level evaluation programs by school.

How are the examinations followed up?

For the high school level, a statistical report breaking down the results by skill and content is published. It contains a description of school results and the provincial average for each subject. Every teacher has access to this information.

The school districts, in association with school administrations and teaching staff, are responsible for interpreting the results and developing an improvement plan. At the provincial level, the statistical data are reviewed, and this process serves as input for pedagogical decisions about curriculum.

At the primary level, the students' individual results and copies of the tests are given to each teacher. The parents also receive an individual report showing their child's results. They are invited to discuss these results with the teacher and collaborate closely on corrective measures and learning improvement. Moreover, the Department publishes a report containing

Provincial evaluation programs at the Primary and High school levels :
Chapter 1

district and provincial statistics. Consultation activities are undertaken to ensure organized follow-up by the teaching

staff, school administration, school district and the Department of Education.

Chapter 1: Provincial evaluation programs at the Primary and High school levels

Chapter 2

Provincial high school completion examination results

Provincial high school completion examination program

What is the purpose of these examinations?

The provincial high school completion examinations are intended to provide provincial certification of studies for 7 of the 23 compulsory courses in Grades 9, 10, 11 and 12. The provincial examinations are given at the end of the final compulsory course in a specific subject. Students enrolled in regular courses write one set of exams, and those enrolled in modified courses write another.

Who prepares the exams?

The provincial high school completion examinations are developed with the help of teaching staff according to the procedures laid out in the document “Les examens provinciaux de fin d’études secondaires - Fondement et gestion” (October 1990). Supervision is provided by

provincial evaluation consultants in association with provincial curriculum officials.

What is the passing grade?

The final passing grade is 55%. Sixty percent (60%) of the final mark is based on the school mark, and 40% on the provincial examination. The results contained in this report indicate the situation for the full 2002-2003 school year by combining the results of both semesters.¹

¹ Combining the January and June results is based on the premise that the exams given in the two semesters are equivalent. The experts who help develop and correct the provincial examinations ensure that the exams given in the two semesters are as parallel as possible.

What the graphs reveal

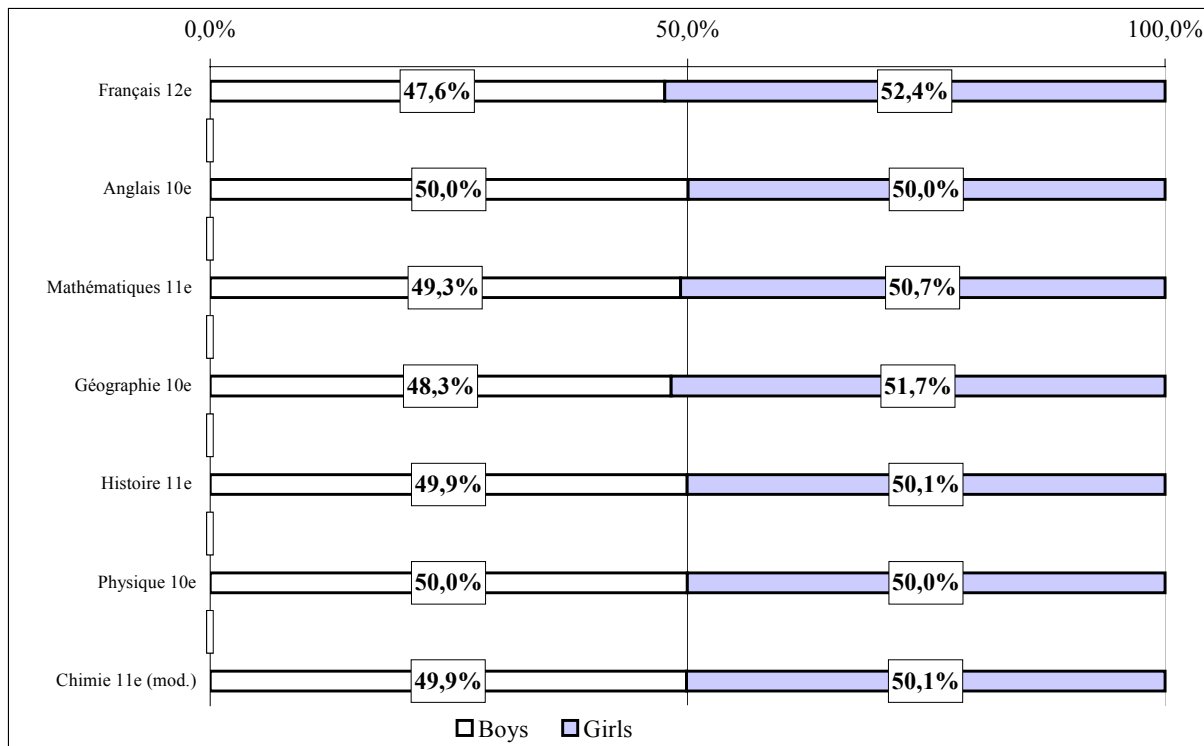
Is there a difference between male and female enrolment rates in regular courses?

A priori, it is important to note that there are noticeably fewer boys than girls enrolled in the Grades 10, 11 and 12 courses in which examinations were administered (7,172 boys and 8,040 girls, or 47.1% boys and 52.9% girls). The following graph shows the breakdown of

enrolment rates by subject and sex. It should be noted that each subject includes all students (boys and girls) in the same grade, i.e., Grade 10, 11 or 12.

For example, Graph 1 shows us that the total Grade 12 student population enrolled in the regular and modified Français 12^e courses combined consists of 47.6 % boys and 52.4 % girls. For most subjects, female enrolment rates are slightly higher, by up to 4.8 percentage points.

Graph 1 Enrolment Rates by Subject and Sex

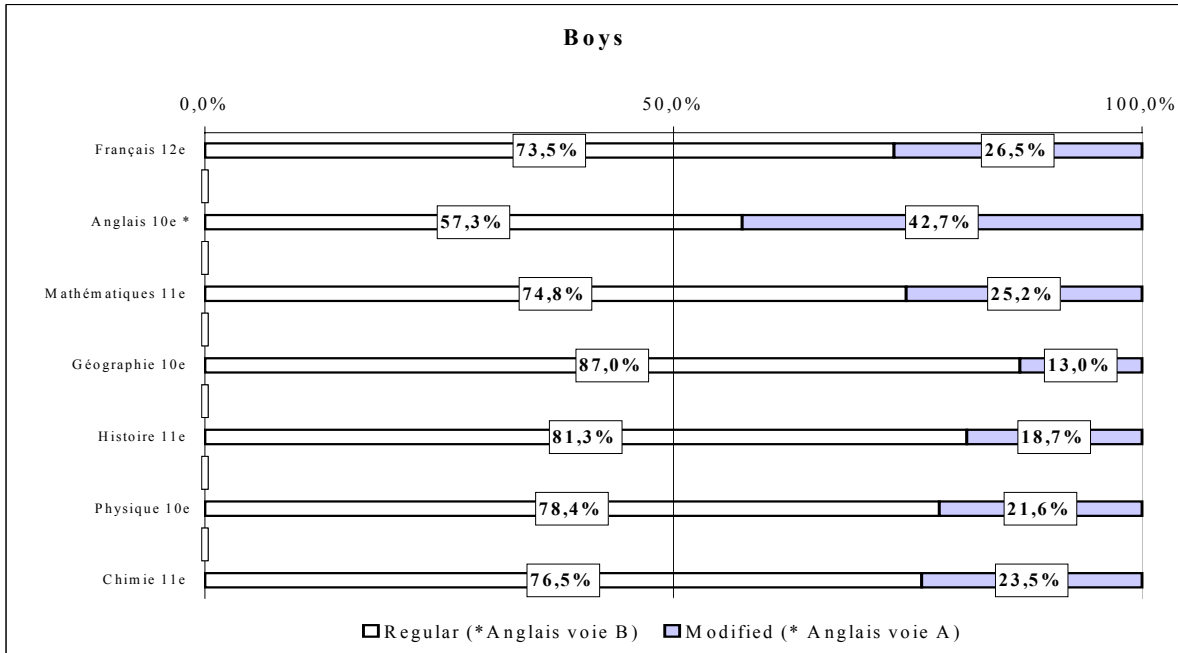


Graphs Showing Enrolment Rates by Sex and Course

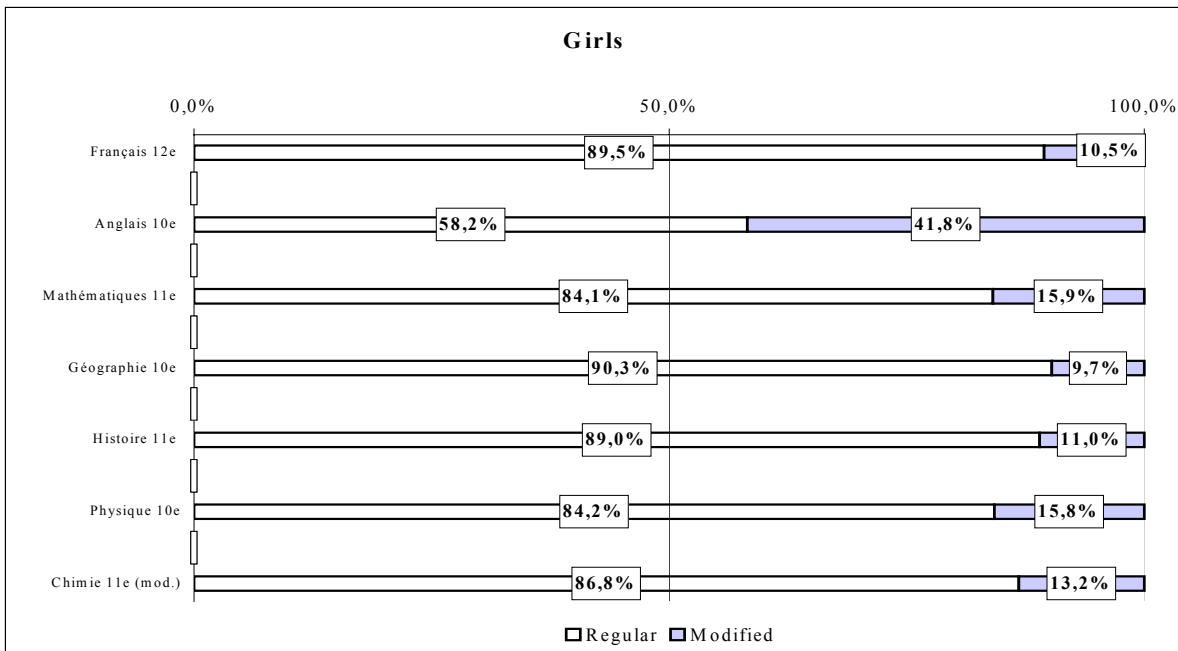
To provide an example taken from Graphs 2 and 3, 73.5% of boys are enrolled in

regular Français courses and 26.5% in modified courses, whereas 89.5% of girls are enrolled in regular courses and only 10.5% in modified courses.

Graph 2 Male Enrolment Rates by Course



Graph 3 Female Enrolment Rates by Course



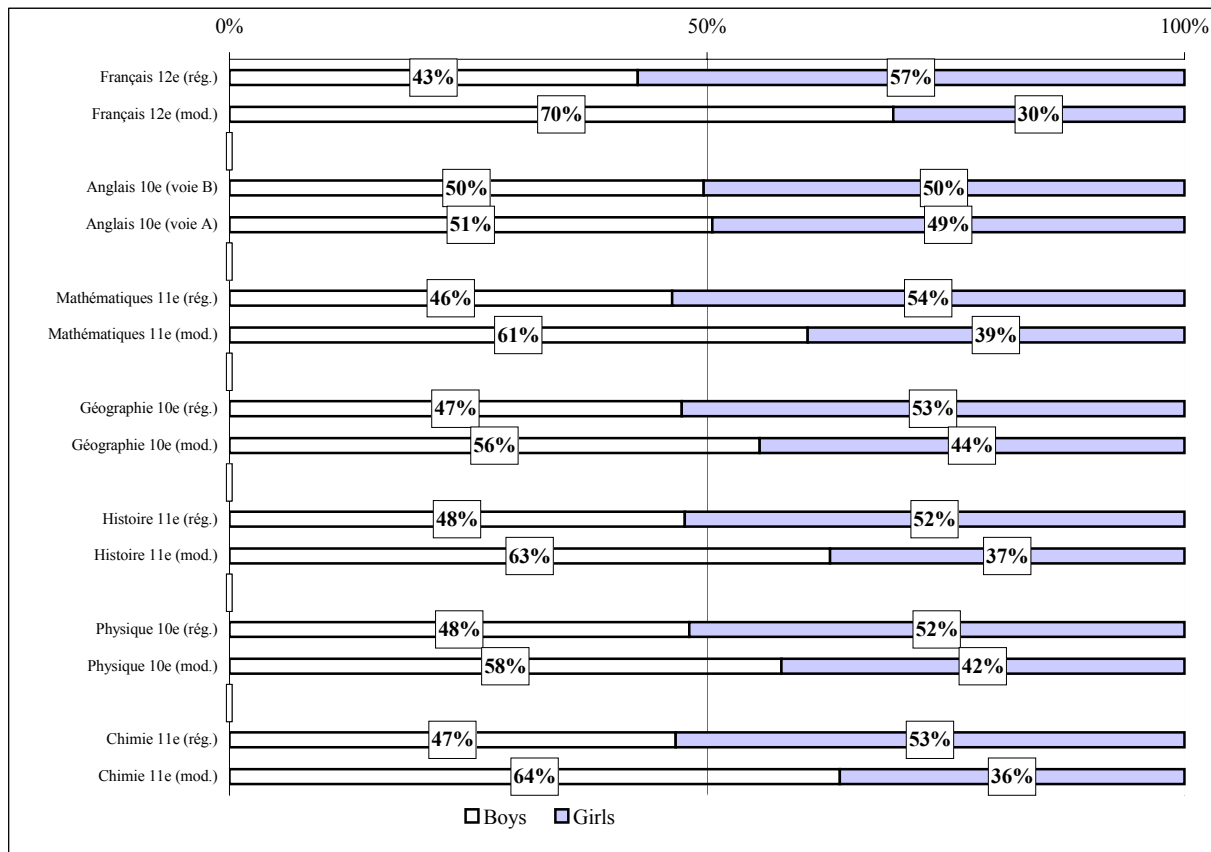
Graph Showing Enrolment Rates by Course and Sex

Graph 4 clearly shows that boys have a stronger tendency to enroll in modified courses. We see that the female enrollment rates are higher in all the regular courses except Anglais voie B. The gap is particularly obvious in the modified Français course, where boys account for 70% of enrolments and girls 30%, a difference of 40%. Looking at the regular courses, female enrolment rates

are 14 percentage points higher in Français, 8 points higher in Mathématiques, 6 points higher in Géographie and in Chimie, 4 points higher in Histoire and in Physique and 2 percentage points higher in Anglais voie A. There is no gap between enrolment rates in Anglais voie B.

For example, in the regular Physique 10^e course, 48% of the students are boys and 52% are girls, whereas in the modified Physique 10^e course, 58% of the students are boys and only 42% are girls.

Graph 4 Provincial Examination Enrolment Rates by Course and Sex



Do the examination results differ according to sex?

The provincial results (Graphs 5 and 6) show that **in the regular courses**, girls performed better than boys in Français by six points on the average; in Anglais voie A, by one point; in Anglais voie B, by four points. In Mathématiques, Histoire and Chimie, girls and boys performed equally well. Only in Géographie and Physique did boys perform better than girls, by three points and one point, respectively. **In the modified courses**, girls did better than boys in Français,

whereas boys did better in Mathématiques, Géographie, Histoire, Physique and Chimie.

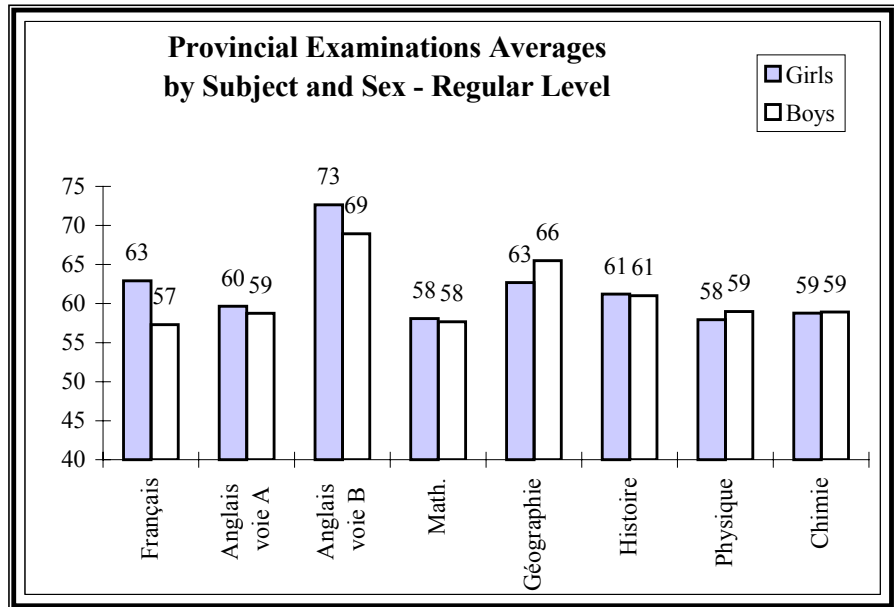
More detailed statistics on the Department examination administered in the regular Français courses were compiled, but do not appear in this report. Those statistics show that girls performed significantly better than boys, with a pass rate of 76.6%, compared with 59.8% for boys. This poor performance by boys is a source of concern because it may have considerable impact on their performance in other subjects.

Graph 5

Regular level

% of provincial students enrolled in the regular level:

- Français 81 %
- Anglais voie A 43 %
- Anglais voie B 57 %
- Mathématiques 79 %
- Géographie 87 %
- Histoire 84 %
- Physique 80 %
- Chimie 80 %



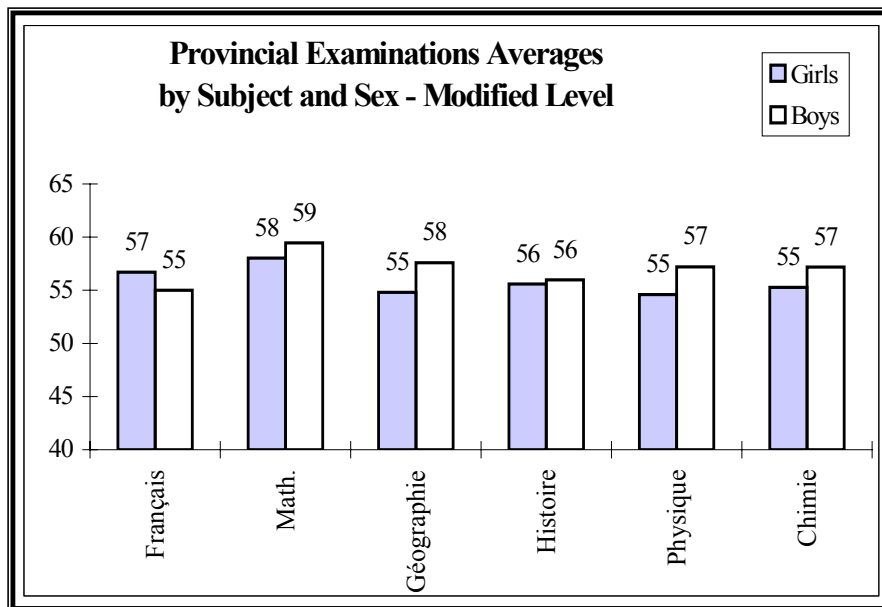
The provincial averages (boys and girls combined) are 61% in Français, 59% in Anglais voie A, 71% in Anglais voie B, 58% in Mathématiques, 64% in Géographie, 61% in Histoire, 58% in Physique and 59% in Chimie.

Graph 6

Modified level

% of provincial students enrolled in the modified level:

- Français 19 %
- Mathématiques 21 %
- Géographie 13 %
- Histoire 16 %
- Physique 20 %
- Chimie 20 %



The provincial averages (boys and girls combined) are 56% for Français, 59% for Mathématiques, and 56% for Géographie, Histoire, Physique and Chimie.

On the whole, do the examination results differ from last year's?

In the regular courses, the examination averages range from 58% to 71. Overall, the difference in averages between the examinations administered in 2003 and in 2002 varies within a four-point range, as follows: no difference in Anglais voie B, in Mathématiques and in Chimie, a one-point drop in Physique and Géographie, a two-point drop in Français, a three-point drop in Histoire, and a four-point drop in Anglais voie A. **In the modified courses**, the provincial average is basically stable, i.e., between 56% and 59%. The differences in averages between the examinations administered in 2003 and in 2002 is negligible: no change in Géographie, Histoire, Physique, or

Chimie, a one-point increase in Français, and Mathématiques.

Is there a big difference between school marks and examination marks?

Graphs 7 to 20 show that there is a considerable difference between the provincial examination marks and the school marks. In the regular courses, the difference is particularly significant, with school marks being as much as 21 percentage points higher for a district as a whole, with a strong concentration around 12 percentage points for all subjects. In the modified courses, there is less difference between school marks and provincial examination marks, with the former being around 6 points higher for all courses, but as much as 12 points higher in individual courses.

Français 12^e

The Français curricula are based on a communicative approach and this is why the Français examination is made up of two tests, the reading test and the writing test, each worth 50%. For the writing test, the mark includes a “language” component (70%) and a “discourse and communication” component (30%).

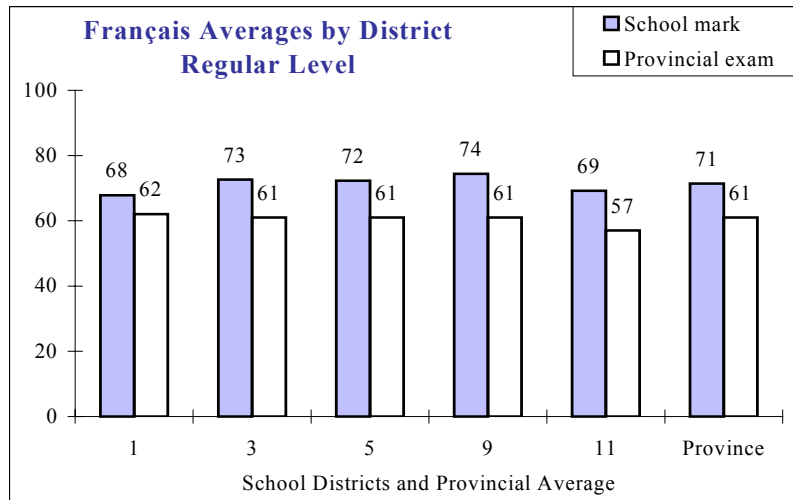
Graph 7

Regular level

Number of students who wrote the exam:

District 01 : N=393
 District 03 : N=464
 District 05 : N=405
 District 09 : N=465
 District 11 : N=392

Province : N=2119



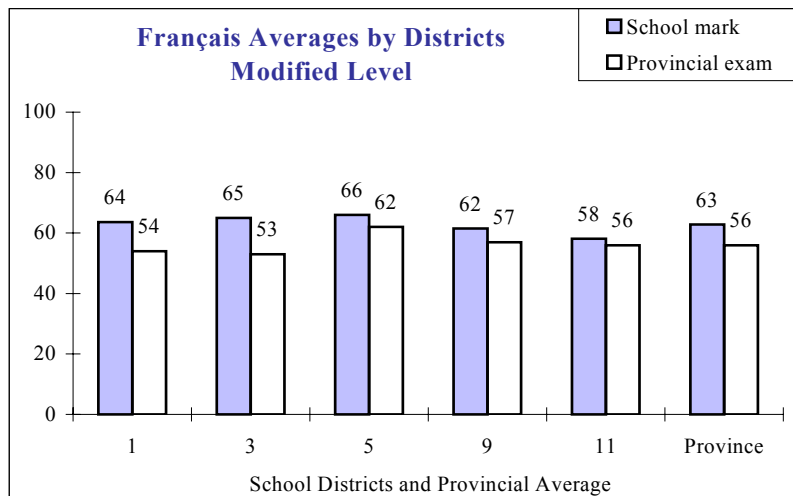
Graph 8

Modified level

Number of students who wrote the exam:

District 01 : N= 92
 District 03 : N=146
 District 05 : N= 56
 District 09 : N= 80
 District 11 : N= 95

Province : N=469



Anglais 10^e

Graph 9

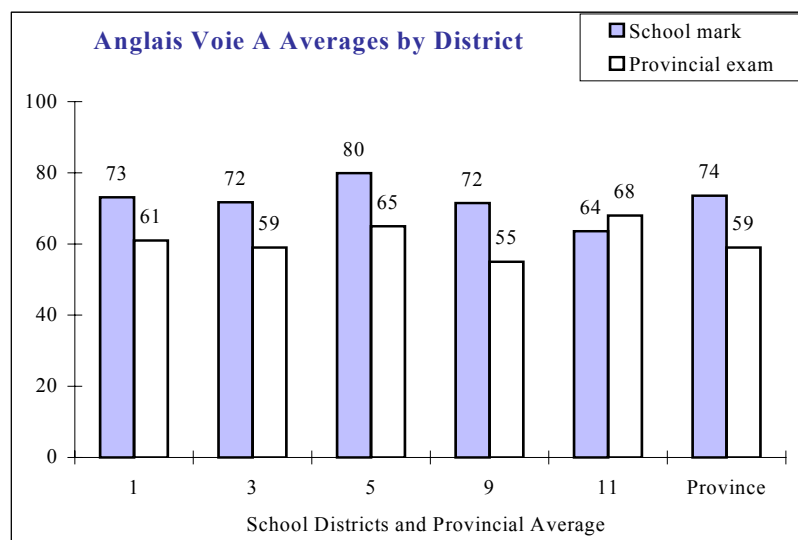
Voie A

Number of students who wrote the exam:

District 01 : N= 21
 District 03 : N=391
 District 05 : N=289
 District 09 : N=441
 District 11 : N= 19

Province : N=1161

The English as a Second Language curricula are designed to develop the ability to communicate fluently in English. In Voie A, where students are acquiring language skills, the focus is on oral and written communication skills. For Voie B, where students are developing and refining language skills, the focus is on the use of the language in formal situations, on written English correction and on text analysis and comprehension. This philosophy is reflected in the examinations in that oral and written comprehension tests account for 80% of a Voie A student's provincial exam mark. For Voie B students, tests for written comprehension and composition account for 82% of the student's mark.



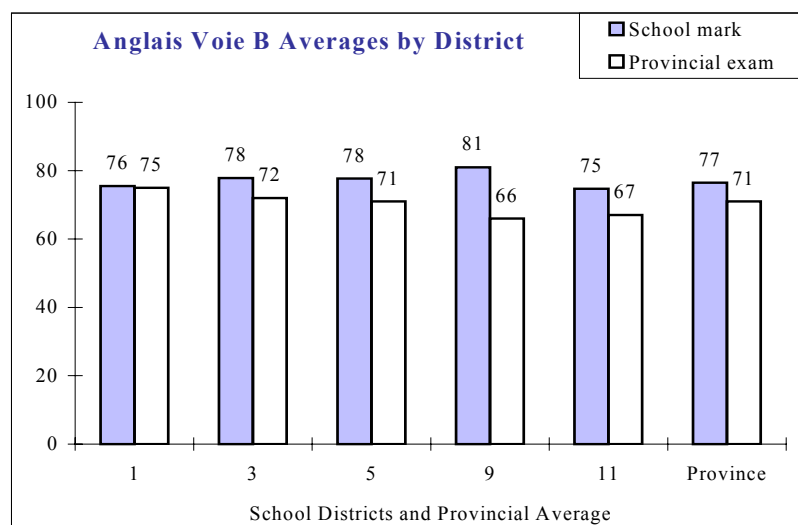
Graph 10

Voie B

Number of students who wrote the exam:

District 01 : N=443
 District 03 : N=236
 District 05 : N=254
 District 09 : N=157
 District 11 : N=499

Province : N=1589



Mathématiques 11^e

In Mathématiques, more than 80% of students write their high school completion examination in June, at the end of the second semester of Grade 11. In general, the students show sufficient understanding of the concepts and procedures prescribed in the curricula. The main challenges come from the problem-solving component, and, more and more, students are demonstrating effective solving strategies. The Department has begun writing new high school curricula. Learning math will mainly be a conceptually constructive activity for students.

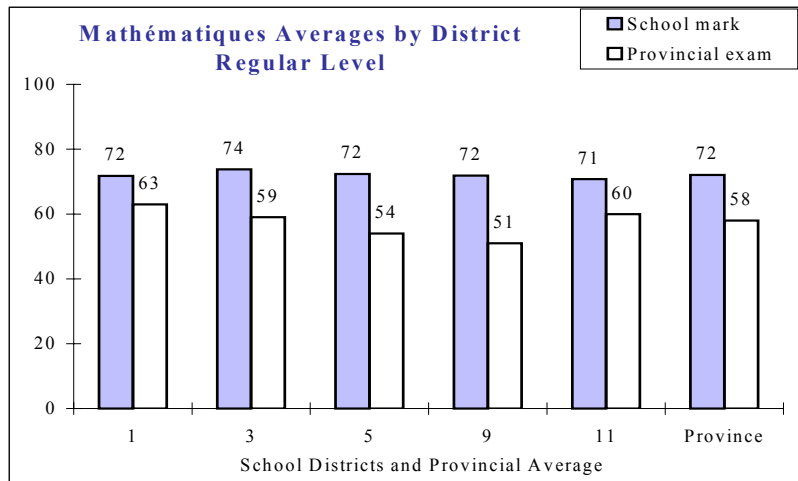
Graph 11

Regular level

Number of students who wrote the exam:

District 01 : N=404
District 03 : N=467
District 05 : N= 84
District 09 : N=470
District 11 : N=454

Province : N=1879



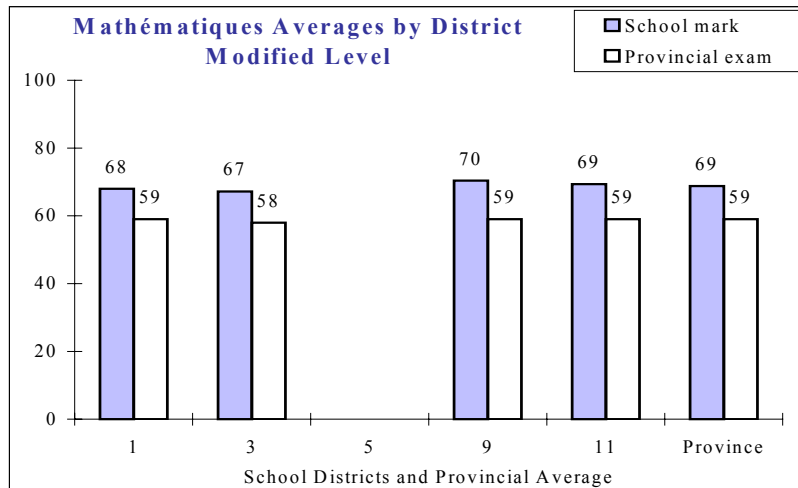
Graph 12

Modified level

Number of students who wrote the exam:

District 01 : N= 99
District 03 : N=131
District 05 : N= 0
District 09 : N=144
District 11 : N=110

Province : N=484



Géographie 10^e

The provincial high school completion examinations in geography focus mainly on higher-level skills such as analysis, synthesis, and application of the geographic technique. This means that, for the most part, the student is presented with situations that call more for reasoning than simple recall. A “current events” component dealing with major events on the provincial, national and international scene is included in the Géographie exam. Students generally do well on this component.

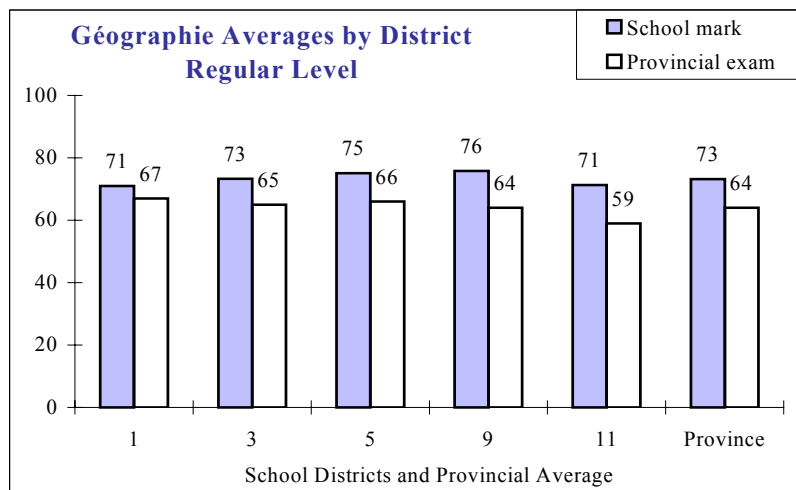
Graph 13

Regular level

Number of students who wrote the exam:

District 01 : N=444
 District 03 : N=570
 District 05 : N=258
 District 09 : N=506
 District 11 : N=492

Province : N=2270



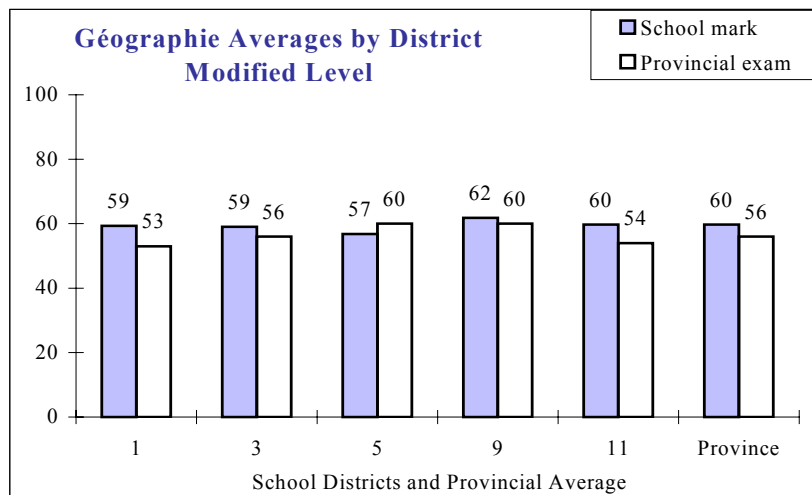
Graph 14

Modified level

Number of students who wrote the exam:

District 01 : N= 36
 District 03 : N= 86
 District 05 : N= 27
 District 09 : N= 65
 District 11 : N= 76

Province : N=290



Histoire 11^e

The Canadian history examinations focus on higher-order skills such as analysis and synthesis, as well as application of the historical method, which requires students to apply a so-called scientific approach to a problem related to history. Overall, the students displayed a good ability to describe the basic elements in history. The situations calling for synthesis are the most demanding. In these situations, students must draw conclusions, place several events (three or more) in chronological order, or paint the picture of a period using social, economic, political, or territorial aspects. A “current events” component is included in the Histoire exam. Students generally do well on this component.

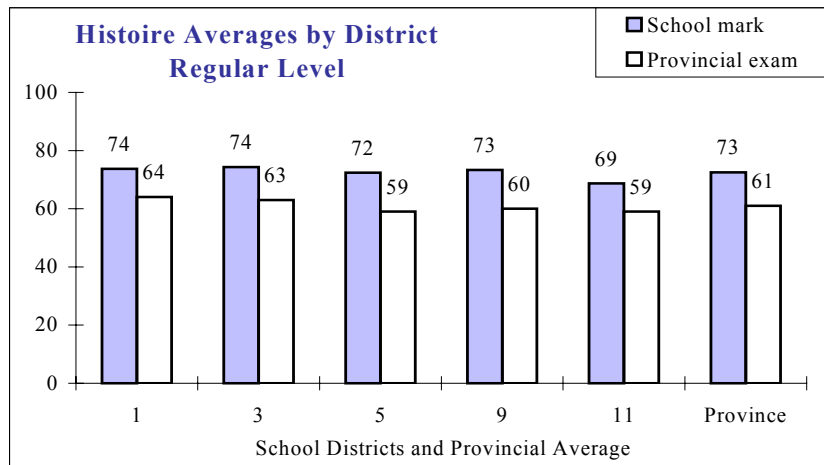
Graph 15

Regular level

Number of students who wrote the exam:

- District 01 : N=413
- District 03 : N=486
- District 05 : N=186
- District 09 : N=456
- District 11 : N=483

Province : N=2024



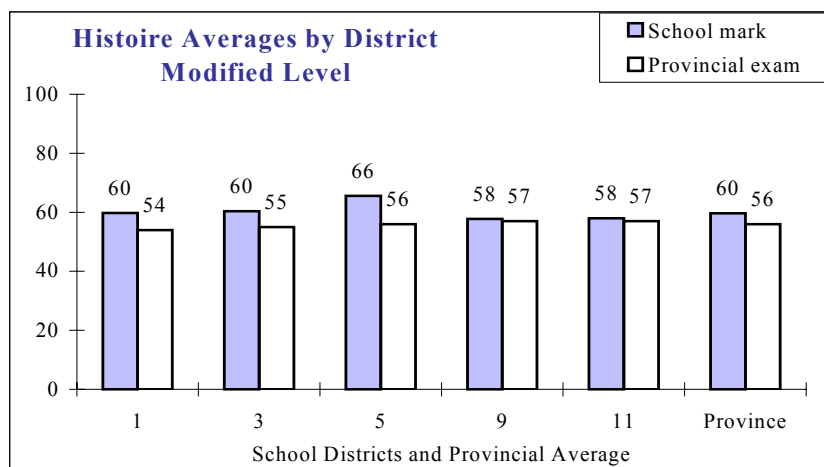
Graph 16

Modified level

Number of students who wrote the exam:

- District 01 : N= 48
- District 03 : N=109
- District 05 : N= 32
- District 09 : N= 81
- District 11 : N= 83

Province : N=353



Physique 10^e

The high school completion exams in physics group together elements of the curriculum and the scientific method on the basis of skills in describing, analyzing, and evaluating various problem situations. In all of the exams, these situations make use of a variety of contexts so that the student's skills and thought process can be tested.

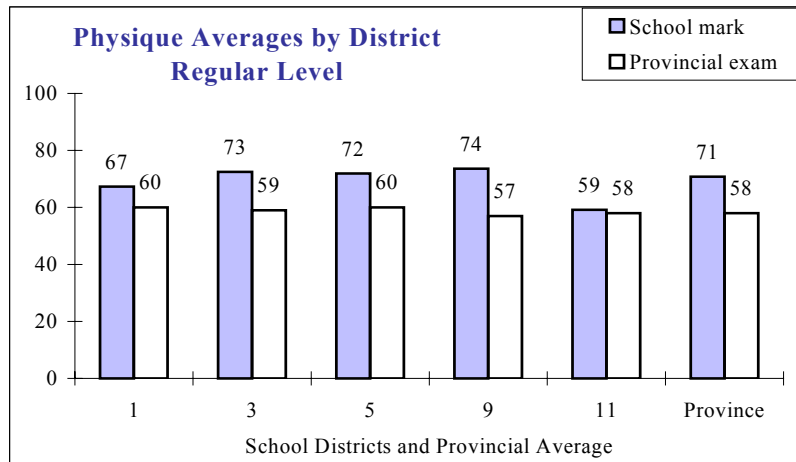
Graph 17

Regular level

Number of students who wrote the exam:

District 01 : N=457
 District 03 : N=500
 District 05 : N=179
 District 09 : N=484
 District 11 : N=502

Province : N=2122



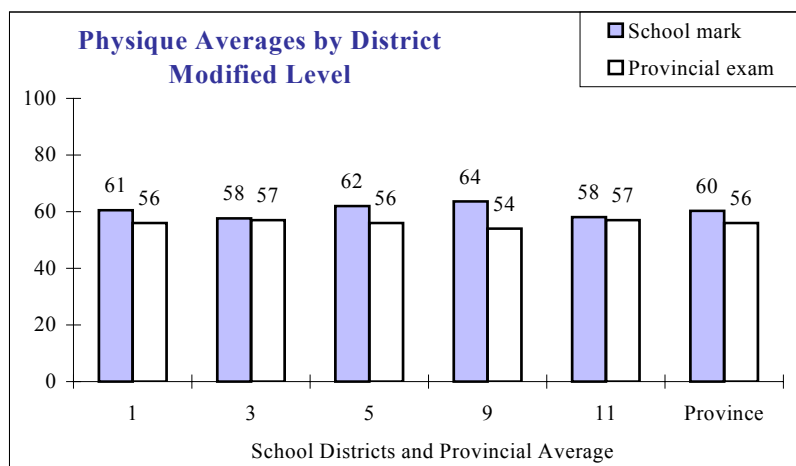
Graph 18

Modified level

Number of students who wrote the exam:

District 01 : N= 74
 District 03 : N=147
 District 05 : N= 53
 District 09 : N=134
 District 11 : N= 80

Province : N=488



Chimie 11^e

Ever since science exams were first officially administered (January 1991), statistics have shown progress in the results for problems related to the scientific method, which encompasses all the scientific processes used to analyze and solve a problem situation. It does not constitute an element of the content but rather is integrated into the curriculum objectives. Moreover, there has been steady progress in the style of questions asked on the exams; the result is a corresponding improvement in the validity of the evaluation.

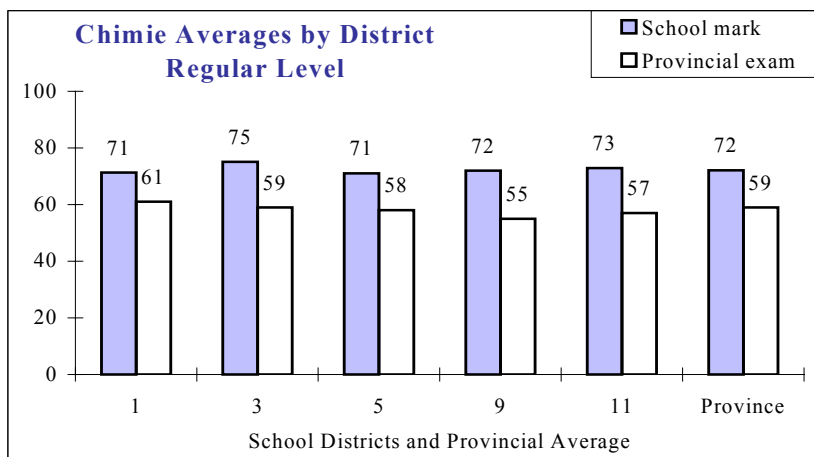
Graph 19

Regular level

Number of students who wrote the exam:

District 01 : N=410
 District 03 : N=472
 District 05 : N=217
 District 09 : N=470
 District 11 : N=479

Province : N=2048



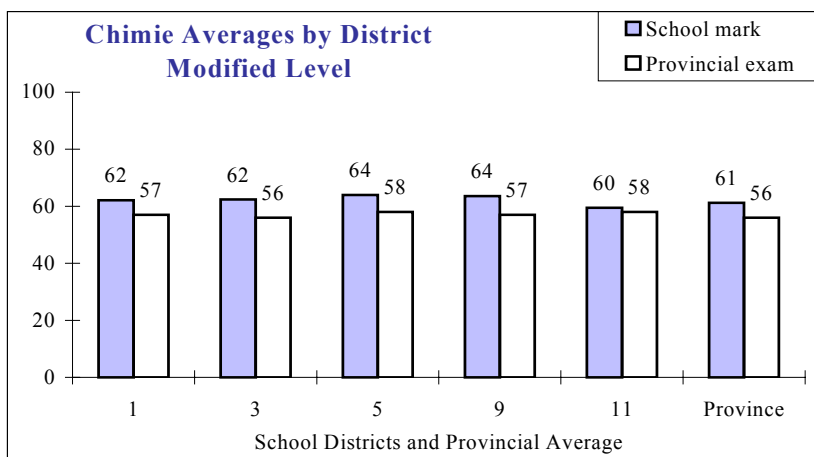
Graph 20

Modified level

Number of students who wrote the exam:

District 01 : N= 81
 District 03 : N=120
 District 05 : N= 24
 District 09 : N=138
 District 11 : N= 97

Province : N=460



Tables by subject, level and school at the high school level

Provincial high school completion examination program : Chapter 2

School	Français 12e (Regular Level) 2002-2003							Français 12e (Regular Level) 2001-2002						
	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
Mathieu-Martin	308	79	66	61	72	64	87	118	73	64	55	51	61	81
Sainte-Anne	71	88	73	63	76	69	99	58	91	74	65	85	71	100
S.-de-Champlain	14	88	73	68	93	71	100	2	100	63	49	0	58	100
District 01	393	81	68	62	74	65	90	178	78	68	58	61	64	87
Marie-Gaétane	22	92	81	61	73	73	100	24	92	70	67	83	68	100
A.-J.-Savoie	44	83	76	58	66	68	89	50	96	74	59	50	67	94
Grande-Rivière	14	67	78	61	64	71	100	23	66	72	64	70	69	100
Thomas-Albert	106	76	69	56	51	64	93	82	63	68	58	60	64	94
Cité-des-Jeunes	278	75	73	64	79	69	95	283	79	73	65	78	70	94
District 03	464	76	73	61	71	68	94	462	77	72	63	72	68	94
Aux-Quatre-Vents	84	87	73	60	66	67	95	83	83	71	62	72	67	92
Roland-Pépin	89	91	76	60	66	69	94	89	89	77	65	85	72	98
Népisiguit	232	87	71	62	78	68	96	232	89	73	68	83	71	94
District 05	405	88	72	61	73	68	96	404	88	74	66	81	71	94
Louis-Mailloux	140	90	77	60	68	71	97	141	87	74	64	81	70	98
Marie-Esther	121	86	74	63	75	69	97	152	88	72	68	84	71	98
W.-A.-Losier	176	84	73	61	72	68	96	186	86	71	65	78	69	97
La Fontaine	28	72	71	64	79	69	100	30	75	72	68	87	70	97
District 09	465	85	74	61	72	69	97	509	86	72	66	81	70	97
Clément-Cormier	135	89	69	53	43	63	86	119	90	66	55	45	62	78
L.-J.-Robichaud	142	81	69	58	63	65	94	42	71	63	48	26	57	71
Baie-Ste-Anne	8	67	76	62	75	70	100	13	65	66	53	39	61	92
Assomption	27	61	71	59	67	66	93	34	64	68	65	74	67	88
Mgr-F.-Richard	71	76	67	59	72	64	90	66	73	71	63	68	68	94
C.-Beausoleil	9	90	81	54	44	70	100	10	100	73	58	60	67	100
District 11	392	80	69	57	58	64	91	284	78	67	57	51	63	83
Province	2119	82	71	61	69	67	94	1837	82	71	63	72	68	93

* Passing grade: 55 %

Chapter 2 : Provincial high school completion examination program

20

School	Français 12e (Modified Level) 2002-2003							Français 12e (Modified Level) 2001-2002						
	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
Mathieu-Martin	80	21	64	55	43	60	86	43	27	64	54	54	60	86
Sainte-Anne	10	12	62	51	40	58	90	6	9	62	52	33	58	100
S.-de-Champlain	2	13	59	52	0	56	100	0	0					
District 01	92	19	64	54	41	60	87	49	22	63	53	51	59	88
Marie-Gaétane	2	8	69	61	50	66	100	2	8	67	63	50	65	100
A.-J.-Savoie	9	17	57	62	100	59	100	2	4	65	69	100	67	100
Grande-Rivière	7	33	60	53	57	57	71	12	34	59	50	25	55	58
Thomas-Albert	33	24	61	55	55	58	85	48	37	56	52	38	54	69
Cité-des-Jeunes	95	25	68	51	38	61	95	73	21	66	56	60	62	88
District 03	146	24	65	53	47	60	92	137	23	62	54	50	59	79
Aux-Quatre-Vents	13	13	66	60	77	64	100	17	17	65	63	82	64	100
Roland-Pépin	9	9	67	57	67	63	100	11	11	64	58	64	62	91
Népisiguit	34	13	66	65	85	65	97	29	11	63	62	79	63	97
District 05	56	12	66	62	80	65	98	57	12	64	62	77	63	97
Louis-Mailloux	16	10	62	52	38	58	94	21	13	59	55	62	57	81
Marie-Esther	19	14	62	64	95	63	95	20	12	58	55	55	57	90
W.-A.-Losier	34	16	62	54	56	59	88	30	14	61	54	43	58	83
La Fontaine	11	28	59	60	82	59	82	10	25	58	59	80	58	80
District 09	80	15	62	57	65	60	90	81	14	59	55	56	58	84
Clément-Cormier	16	11	63	53	44	59	75	13	10	59	52	54	57	75
L.-J.-Robichaud	34	19	58	57	62	57	82	17	29	57	50	47	54	71
Baie-Ste-Anne	4	33	60	57	50	59	100	7	35	58	54	71	56	86
Assomption	17	39	59	53	59	56	77	19	36	55	56	68	55	58
Mgr-F.-Richard	23	24	55	58	70	56	83	24	27	58	55	54	57	92
C.-Beausoleil	1	10						0	0					
District 11	95	20	58	56	59	57	81	80	22	57	54	58	56	76
Province	469	18	63	56	55	60	89	404	18	61	55	56	59	83

* Passing grade: 55 %

20

Provincial high school completion examination program : Chapter 2

School	Anglais 10e voie A 2002-2003							Anglais 10e voie A 2001-2002						
	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
Mathieu-Martin	16	4	74	60	63	68	100	25	7	57	71	92	62	84
Sainte-Anne	2	3	75	46	0	64	100	7	11	59	79	100	67	100
S.-de-Champlain	3	13	69	78	100	73	100	0	0					
District 01	21	5	73	61	62	68	100	32	7	57	73	94	63	88
Marie-Gaétane	35	100	87	62	63	77	100	38	100	81	63	68	74	92
A.-J.-Savoie	80	100	72	53	39	64	73	52	100	76	64	65	71	90
Grande-Rivière	2	10	60	59	100	60	100	2	6	69	55	50	63	100
Thomas-Albert	24	17	60	64	83	62	96	17	12	56	64	77	59	77
Cité-des-Jeunes	250	71	71	60	60	66	81	230	67	74	61	63	69	89
District 03	391	62	72	59	57	67	82	339	56	74	62	64	69	89
Aux-Quatre-Vents	24	24	78	52	46	67	100	31	31	68	68	90	68	84
Roland-Pépin	52	42	71	57	54	66	79	46	40	79	61	52	72	94
Népisiguit	213	66	82	69	78	77	97	181	70	74	75	90	74	93
District 05	289	53	80	65	71	74	94	258	54	74	72	83	73	92
Louis-Mailloux	137	84	68	59	57	64	80	140	77	65	61	60	63	79
Marie-Esther	102	68	74	45	28	63	86	124	77	73	52	40	65	88
W.-A.-Losier	159	72	72	52	45	64	82	140	65	70	55	54	64	88
La Fontaine	43	67	76	76	93	76	98	40	62	76	78	95	77	95
District 09	441	74	72	55	49	65	84	444	71	70	58	56	65	86
Clément-Cormier	3	2	56	62	100	58	67	5	3	62	57	60	60	100
L.-J.-Robichaud	3	2	71	70	100	70	100	1	0	56	61	100	58	100
Baie-Ste-Anne	1	5	55	61	100	57	100	0	0					
Assomption	7	17	63	74	100	67	100	6	18	58	71	100	63	100
Mgr-F.-Richard	5	5	67	65	100	66	100	4	4	65	65	50	65	100
C.-Beausoleil	0	0						1	8	60	72	100	65	100
District 11	19	4	64	68	100	65	95	17	3	61	65	77	63	100
Province	1161	42	74	59	59	68	86	1090	40	72	63	66	68	89

* Passing grade: 55 %

Chapter 2 : Provincial high school completion examination program

22

School	Anglais 10e voie B 2002-2003							Anglais 10e voie B 2001-2002						
	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
Mathieu-Martin	351	96	75	74	92	74	96	327	93	73	73	91	73	96
Sainte-Anne	72	97	77	80	99	78	99	57	89	76	78	97	77	100
S.-de-Champlain	20	87	86	85	100	86	100	24	100	75	83	100	78	100
District 01	443	95	76	75	93	75	97	408	93	73	74	92	74	96
Marie-Gaétane	0	0						0	0					
A.-J.-Savoie	0	0						0	0					
Grande-Rivière	18	90	81	67	89	75	100	32	94	73	69	75	72	88
Thomas-Albert	115	83	76	69	84	73	97	121	88	74	67	80	71	93
Cité-des-Jeunes	103	29	80	76	99	78	100	113	33	82	77	97	80	100
District 03	236	38	78	72	91	75	99	266	44	77	72	87	75	95
Aux-Quatre-Vents	75	76	78	68	84	74	99	70	69	81	69	89	76	100
Roland-Pépin	71	58	76	66	80	72	90	70	60	82	69	81	77	97
Népisiguit	108	34	79	77	98	78	98	77	30	79	77	96	78	96
District 05	254	47	78	71	89	75	96	217	46	80	72	89	77	98
Louis-Mailloux	26	16	73	64	81	70	100	41	23	74	65	81	71	98
Marie-Esther	48	32	88	60	71	77	100	37	23	86	61	60	76	100
W.-A.-Losier	62	28	76	68	86	73	100	74	35	79	62	66	72	100
La Fontaine	21	33	88	75	100	82	100	25	38	83	70	88	78	100
District 09	157	26	81	66	82	75	100	177	29	80	64	71	73	99
Clément-Cormier	161	98	78	66	78	73	98	172	97	75	68	81	72	91
L.-J.-Robichaud	190	98	71	67	78	69	89	206	100	72	71	86	72	90
Baie-Ste-Anne	19	95	75	70	90	73	100	17	100	75	74	94	75	100
Assomption	34	83	76	73	97	75	100	28	82	76	76	93	76	100
Mgr-F.-Richard	89	95	77	68	89	74	96	107	96	74	67	80	71	96
C.-Beausoleil	6	100	65	71	100	68	100	12	92	82	79	100	81	100
District 11	499	96	75	67	82	72	95	542	97	74	70	84	72	93
Province	1589	58	77	71	58	74	97	1610	60	76	71	86	74	95

* Passing grade: 55 %

22

Mathématiques 11e (Regular Level) 2002-2003

Mathématiques 11e (Regular Level) 2001-2002

School	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
Mathieu-Martin	327	81	72	64	74	68	88	342	82	69	60	59	65	82
Sainte-Anne	59	79	74	58	56	68	93	74	89	76	57	53	69	84
S.-de-Champlain	18	82	70	53	44	63	72	14	93	85	68	86	78	100
District 01	404	80	72	63	70	68	88	430	83	71	59	59	66	83
Marie-Gaétane	34	100	73	44	24	61	71	21	100	77	57	57	69	86
A.-J.-Savoie	36	69	76	56	56	68	97	39	74	79	62	67	72	97
Grande-Rivière	25	71	76	68	80	73	88	20	57	80	68	75	75	90
Thomas-Albert	105	83	73	59	60	67	90	120	80	69	52	43	62	77
Cité-des-Jeunes	267	76	74	60	58	68	85	300	71	73	56	46	66	75
District 03	467	78	74	59	57	68	86	500	73	73	56	48	66	78
Aux-Quatre-Vents	14	100	76	55	43	67	100	98	82	77	54	54	68	81
Roland-Pépin	22	100	72	62	68	68	86	97	84	75	63	68	70	89
Népisiguit	48	100	72	51	38	63	85	218	77	77	61	63	71	92
District 05	84	100	72	54	46	65	88	413	80	76	60	62	70	88
Louis-Mailloux	119	73	71	47	26	61	80	133	74	70	57	58	65	84
Marie-Esther	138	85	73	50	33	64	80	157	83	72	55	52	65	83
W.-A.-Losier	171	73	72	55	52	65	77	200	72	69	55	54	64	77
La Fontaine	42	75	74	53	52	65	83	35	73	69	52	34	62	77
District 09	470	77	72	51	40	64	79	525	75	70	55	53	64	81
Clément-Cormier	158	86	70	56	53	64	80	168	96	66	54	46	61	73
L.-J.-Robichaud	168	82	68	66	80	67	87	153	81	67	70	86	68	88
Baie-Ste-Anne	11	73	68	54	64	62	73	15	68	74	55	53	67	87
Assomption	26	60	77	59	62	70	85	37	71	76	56	54	68	94
Mgr-F.-Richard	81	78	77	59	58	70	91	94	85	73	62	65	69	88
C.-Beausoleil	10	83	76	60	40	70	90	9	100	79	62	67	73	78
District 11	454	80	71	60	64	67	85	476	86	69	61	64	66	83
Province	1879	80	72	58	57	66	85	2344	79	72	58	57	66	82

* Passing grade: 55 %

: Statistics for January only. Those schools wrote a different exam in June because of the Canada Games.

Chapter 2 : Provincial high school completion examination program

Mathématiques 11e (Modified Level) 2002-2003

Mathématiques 11e (Modified Level) 2001-2002

School	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
Mathieu-Martin	79	19	68	59	63	64	86	77	18	67	62	70	65	84
Sainte-Anne	16	21	67	62	75	65	100	9	11	75	58	67	68	100
S.-de-Champlain	4	18	68	58	75	64	100	1	7	75	58	100	68	100
District 01	99	20	68	59	66	65	89	87	17	67	61	70	65	86
Marie-Gaétane	0	0						0	0					
A.-J.-Savoie	16	31	74	78	94	76	100	14	26	69	71	86	69	100
Grande-Rivière	10	29	70	46	20	61	80	15	43	67	64	67	65	73
Thomas-Albert	22	17	64	54	59	60	86	30	20	65	54	43	61	77
Cité-des-Jeunes	83	24	66	57	60	62	81	124	29	67	57	55	63	86
District 03	131	22	67	58	61	64	84	183	27	67	58	56	63	85
Aux-Quatre-Vents	0	0						22	18	61	62	73	61	86
Roland-Pépin	0	0						18	16	77	70	89	74	100
Népisiguit	0	0						64	23	71	62	72	67	91
District 05	0	0						104	20	70	63	75	67	91
Louis-Mailloux	43	27	69	62	74	66	91	47	26	70	52	36	63	89
Marie-Esther	24	15	73	49	33	63	83	33	17	75	54	55	67	97
W.-A.-Losier	63	27	70	60	57	66	91	78	28	70	53	51	63	85
La Fontaine	14	25	72	63	79	68	93	13	27	64	58	62	62	92
District 09	144	23	70	59	60	66	90	171	25	71	53	49	64	89
Clément-Cormier	26	14	73	60	62	68	92	7	4	67	57	71	63	71
L.-J.-Robichaud	38	18	70	62	79	67	90	35	19	65	67	91	66	94
Baie-Ste-Anne	4	27	65	56	75	61	100	7	32	59	59	71	58	86
Assomption	17	40	58	62	71	59	65	15	29	62	58	60	60	73
Mgr-F.-Richard	23	22	74	51	30	65	91	16	15	74	54	38	66	100
C.-Beausoleil	2	17	67	54	50	62	100	0	0					
District 11	110	20	69	59	63	65	87	80	14	66	61	71	64	89
Province	484	20	69	59	62	65	87	625	21	68	58	61	64	88

* Passing grade: 55 %

: Statistics for January only. Those schools wrote a different exam in June because of the Canada Games.

Provincial high school completion examination program : Chapter 2

School	Géographie 10e (Regular Level) 2002-2003							Géographie 10e (Regular Level) 2001-2002						
	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
Mathieu-Martin	346	92	69	66	75	68	78	378	89	74	69	83	72	91
Sainte-Anne	77	97	76	67	78	72	96	59	92	74	71	80	73	92
S.-de-Champlain	21	84	84	78	95	81	100	28	97	75	64	75	71	82
District 01	444	93	71	67	77	69	82	465	90	74	69	82	72	91
Marie-Gaétane	35	100	71	71	74	71	89	38	97	63	69	79	65	82
A.-J.-Savoie	75	100	75	65	80	71	95	47	100	81	72	89	77	96
Grande-Rivière	19	79	74	63	63	69	84	34	92	75	75	91	75	97
Thomas-Albert	119	80	70	64	71	68	87	130	83	71	63	70	68	85
Cité-des-Jeunes	322	86	74	64	70	70	88	296	85	74	64	68	70	86
District 03	570	87	73	65	71	70	89	545	87	73	66	73	70	87
Aux-Quatre-Vents	41	87	76	64	76	71	95	88	93	78	67	74	73	97
Roland-Pépin	67	85	76	65	78	72	91	107	92	76	64	75	71	88
Népisiguit	150	94	74	66	75	71	89	245	89	74	67	79	71	91
District 05	258	91	75	66	76	71	91	440	91	75	66	77	72	92
Louis-Mailloux	136	90	77	60	65	70	91	161	89	76	63	67	71	94
Marie-Esther	118	87	79	66	79	74	98	130	83	75	67	83	72	97
W.-A.-Losier	193	88	75	67	73	72	94	186	85	75	70	83	73	95
La Fontaine	59	91	72	63	70	68	88	53	93	75	65	70	71	91
District 09	506	89	76	64	72	71	93	530	87	75	66	77	72	95
Clément-Cormier	166	94	72	59	57	67	87	178	98	71	57	55	66	86
L.-J.-Robichaud	165	83	69	62	69	66	82	180	88	70	65	76	68	89
Baie-Ste-Anne	14	70	70	63	86	67	93	24	80	65	61	75	64	83
Assomption	37	88	70	65	70	68	89	26	67	74	70	89	72	92
Mgr-F.-Richard	106	85	75	54	46	67	89	117	89	70	53	50	63	82
C.-Beausoleil	4	67	72	64	75	69	100	12	92	74	66	75	70	92
District 11	492	87	71	59	60	67	86	537	90	71	60	64	66	87
Province	2270	89	73	64	71	70	88	2517	89	74	65	74	70	90

* Passing grade: 55 %


: Statistics for January only. Those schools wrote a different exam in June because of the Canada Games.

Chapter 2 : Provincial high school completion examination program

26

School	Géographie 10e (Modified Level) 2002-2003							Géographie 10e (Modified Level) 2001-2002						
	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
Mathieu-Martin	30	8	59	54	47	58	70	47	11	60	51	43	57	66
Sainte-Anne	2	3	45	33	0	40	0	5	8					
S.-de-Champlain	4	16	66	50	25	60	100	1	3	55	48	0	52	0
District 01	36	8	59	53	42	57	69	53	10	60	52	47	57	66
Marie-Gaétane	0	0						1	3	49	84	100	63	100
A.-J.-Savoie	0	0						0	0					
Grande-Rivière	5	21	58	50	40	55	40	3	8	61	59	67	60	100
Thomas-Albert	29	20	55	56	69	56	72	26	17	52	53	46	52	54
Cité-des-Jeunes	52	14	61	57	64	59	79	51	15	61	56	63	59	73
District 03	86	13	59	56	64	58	74	81	13	58	55	58	57	68
Aux-Quatre-Vents	6	13	62	63	83	62	100	7	7	64	58	71	62	100
Roland-Pépin	12	15	51	54	58	52	50	9	8	53	63	89	57	67
Népisiguit	9	6	61	65	100	63	89	29	11	60	62	72	61	83
District 05	27	9	57	60	78	58	74	45	9	59	62	76	60	82
Louis-Mailloux	15	10	66	50	27	60	87	19	11	68	49	37	60	74
Marie-Esther	18	13	65	65	89	65	100	26	17	60	56	50	58	76
W.-A.-Losier	26	12	56	62	77	59	81	33	15	61	61	79	61	94
La Fontaine	6	9	66	57	67	63	83	4	7	68	57	25	64	100
District 09	65	11	62	60	68	61	88	82	13	63	57	57	60	84
Clément-Cormier	10	6	59	61	80	60	90	3	2	57	48	0	54	33
L.-J.-Robichaud	35	18	55	50	40	53	54	25	12	57	54	48	55	72
Baie-Ste-Anne	6	30	59	62	83	60	100	6	20	59	53	67	57	67
Assomption	5	12	54	53	20	54	40	13	33	61	59	62	61	83
Mgr-F.-Richard	18	15	71	57	72	66	89	15	11	60	49	27	55	73
C.-Beausoleil	2	33	62	58	50	61	100	1	8	59	50	0	55	100
District 11	76	13	60	54	55	58	71	63	11	59	53	44	56	73
Province	290	11	60	56	61	58	76	324	11	60	56	56	58	75

* Passing grade: 55 %

: Statistics for January only. Those schools wrote a different exam in June because of the Canada Games.

Provincial high school completion examination program : Chapter 2

School	Histoire 11e (Regular Level) 2002-2003							Histoire 11e (Regular Level) 2001-2002						
	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
Mathieu-Martin	329	89	73	66	72	70	88	386	90	73	68	80	71	91
Sainte-Anne	63	90	79	57	59	70	87	77	93	74	60	58	69	86
S.-de-Champlain	21	100	75	63	62	71	91	16	89	79	71	75	76	94
District 01	413	90	74	64	70	70	88	479	91	73	67	76	70	90
Marie-Gaétane	36	95	62	69	78	65	81	20	95	68	76	95	71	95
A.-J.-Savoie	48	100	78	72	83	76	96	60	100	76	73	92	75	100
Grande-Rivière	18	86	80	70	83	76	94	29	85	72	68	79	71	93
Thomas-Albert	113	78	69	62	66	66	87	115	78	70	64	69	67	84
Cité-des-Jeunes	271	79	77	60	58	70	89	350	81	79	61	61	71	90
District 03	486	82	74	63	64	70	89	574	83	76	64	68	71	90
Aux-Quatre-Vents	24	62	77	48	29	65	92	89	82	77	54	46	68	89
Roland-Pépin	56	97	71	56	50	65	79	96	87	74	63	66	70	87
Népisiguit	106	88	72	62	71	68	85	264	85	74	67	74	71	92
District 05	186	85	72	59	59	67	84	449	85	75	63	67	70	90
Louis-Mailloux	137	93	74	56	55	66	90	148	85	76	63	72	71	96
Marie-Esther	115	82	73	62	65	68	93	131	82	72	66	76	70	95
W.-A.-Losier	160	82	72	61	62	67	89	189	86	74	61	60	69	91
La Fontaine	44	81	80	64	71	74	88	43	77	71	61	61	67	84
District 09	456	85	73	60	61	68	90	511	84	74	63	68	70	93
Clément-Cormier	151	93	71	55	48	64	82	173	95	71	55	48	65	87
L.-J.-Robichaud	176	85	66	63	74	65	85	170	83	66	67	78	67	84
Baie-Ste-Anne	19	76	74	53	42	66	95	12	71	73	65	67	70	92
Assomption	19	54	70	70	79	70	95	39	78	71	73	92	72	95
Mgr-F.-Richard	108	86	70	57	55	65	82	97	76	67	58	55	63	77
C.-Beausoleil	10	91	75	69	90	72	100	10	100	71	66	80	69	80
District 11	483	85	69	59	61	65	85	501	84	69	62	64	66	84
Province	2024	85	73	61	64	68	87	2514	85	73	64	68	69	90

* Passing grade: 55 %



: Statistics for January only. Those schools wrote a different exam in June because of the Canada Games.

Chapter 2 : Provincial high school completion examination program

School	Histoire 11e (Modified Level) 2002-2003							Histoire 11e (Modified Level) 2001-2002						
	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
Mathieu-Martin	41	11	61	55	59	58	76	42	10	68	56	55	63	85
Sainte-Anne	7	10	54	45	14	51	33	6	7	59	60	83	59	100
S.-de-Champlain	0	0						2	11	63	62	50	63	100
District 01	48	10	60	54	52	57	70	50	9	67	57	58	63	88
Marie-Gaétane	2	5	50	78	100	61	50	1	5	49	64	100	55	100
A.-J.-Savoie	0	0						0	0					
Grande-Rivière	3	14	47	48	33	47	33	5	15	58	62	100	60	100
Thomas-Albert	32	22	59	60	72	59	81	33	22	59	56	58	58	82
Cité-des-Jeunes	72	21	62	53	44	58	65	80	19	63	54	49	59	84
District 03	109	18	60	55	53	58	69	119	17	62	55	54	59	84
Aux-Quatre-Vents	15	38	77	47	7	65	93	19	18	68	53	53	62	90
Roland-Pépin	2	3	49	59	50	53	50	14	13	60	56	50	59	57
Népisiguit	15	12	57	64	80	59	87	47	15	58	56	57	57	68
District 05	32	15	66	56	44	62	88	80	15	61	55	55	59	71
Louis-Mailloux	11	7	62	55	46	59	73	27	15	65	59	63	63	93
Marie-Esther	26	18	57	56	54	57	73	28	18	56	57	57	57	79
W.-A.-Losier	34	18	56	58	68	57	76	32	14	63	56	63	61	90
La Fontaine	10	19	62	57	80	60	70	13	23	63	57	54	60	77
District 09	81	15	58	57	62	57	74	100	16	62	57	60	60	86
Clément-Cormier	11	7	56	50	46	54	64	10	5	64	50	10	58	80
L.-J.-Robichaud	31	15	61	56	58	59	77	36	17	56	59	69	57	75
Baie-Ste-Anne	6	24	66	54	50	61	100	5	29	52	57	80	54	60
Assomption	16	46	54	60	63	57	63	11	22	56	58	64	57	64
Mgr-F.-Richard	18	14	57	61	61	58	83	30	24	55	57	57	56	63
C.-Beausoleil	1	9	57	53	0	55	100	0	0					
District 11	83	15	58	57	57	58	76	92	16	56	57	59	57	70
Province	353	15	60	56	55	58	74	441	15	61	56	57	59	80

* Passing grade: 55 %

: Statistics for January only. Those schools wrote a different exam in June because of the Canada Games.

Provincial high school completion examination program : Chapter 2


School	Physique 10e (Regular Level) 2002-2003							Physique 10e (Regular Level) 2001-2002						
	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
Mathieu-Martin	361	85	65	60	60	63	78	151	82	63	55	50	60	64
Sainte-Anne	76	90	74	62	63	69	90	68	89	69	56	60	64	78
S.-de-Champlain	20	83	80	67	85	75	100	20	80	77	64	60	72	90
District 01	457	86	67	60	62	65	81	239	84	66	56	54	62	70
Marie-Gaétane	29	88	77	60	59	70	93	33	100	71	58	52	66	82
A.-J.-Savoie	46	63	78	58	48	70	98	45	88	77	64	78	72	91
Grande-Rivière	0	0						30	71	80	57	63	71	90
Thomas-Albert	118	82	73	59	56	67	86	107	84	71	63	64	67	84
Cité-des-Jeunes	307	77	71	59	60	66	88	275	71	72	60	62	67	80
District 03	500	77	73	59	58	67	89	490	76	73	61	63	68	83
Aux-Quatre-Vents	38	83	72	52	37	64	82	82	86	71	54	49	64	81
Roland-Pépin	38	67	72	61	61	67	79	108	84	72	64	72	69	87
Népisguit	103	80	72	62	60	68	83	238	86	70	62	66	67	83
District 05	179	77	72	60	55	67	82	428	85	71	61	65	67	83
Louis-Mailloux	129	74	73	50	33	63	83	165	78	70	53	48	63	80
Marie-Esther	138	85	74	59	58	68	96	135	88	72	55	48	65	83
W.-A.-Losier	166	74	74	58	56	67	87	153	67	73	60	60	68	88
La Fontaine	51	91	75	62	67	70	96	57	80	73	62	58	68	84
District 09	484	78	74	57	52	67	90	510	77	71	57	53	66	84
Clément-Cormier	174	91	69	54	47	63	80	167	99	70	53	47	63	77
L.-J.-Robichaud	164	85	69	62	67	66	87	105	71	68	67	79	68	87
Baie-Ste-Anne	18	90	75	49	44	64	83	24	75	67	48	29	59	67
Assomption	36	86	74	56	53	67	92	26	58	79	65	65	74	92
Mgr-F.-Richard	105	82	67	58	57	63	82	119	86	62	59	62	61	73
C.-Beausoleil	5	63	68	65	80	68	100	11	85	75	70	82	73	91
District 11	502	86	69	58	56	65	84	452	83	68	59	60	64	79
Province	2122	81	71	58	57	66	85	2119	80	70	59	59	66	81

* Passing grade: 55 %

: Statistics for January only. Those schools wrote a different exam in June because of the Canada Games.

School	Physique 10e (Modified Level) 2002-2003							Physique 10e (Modified Level) 2001-2002						
	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
Mathieu-Martin	62	15	61	56	60	59	76	33	18	64	49	24	58	73
Sainte-Anne	8	10	59	57	50	58	63	8	11	59	61	88	60	88
S.-de-Champlain	4	17	59	55	75	58	100	5	20	59	56	60	58	80
District 01	74	14	61	56	60	59	76	46	16	62	52	39	58	76
Marie-Gaétane	4	12	51	60	50	55	75	0	0					
A.-J.-Savoie	27	37	49	56	52	52	56	6	12	49	60	67	53	67
Grande-Rivière	0	0						12	29	56	46	25	53	58
Thomas-Albert	26	18	61	59	69	60	73	20	16	59	59	75	59	75
Cité-des-Jeunes	90	23	60	57	58	58	72	115	29	57	57	59	57	68
District 03	147	23	58	57	59	57	69	153	24	57	57	59	57	68
Aux-Quatre-Vents	8	17	66	54	50	62	88	13	14	65	62	77	64	100
Roland-Pépin	19	33	56	55	58	55	58	21	16	58	59	67	58	76
Népisiguit	26	20	65	57	62	62	77	40	14	66	59	68	63	80
District 05	53	23	62	56	59	60	72	74	15	63	59	69	62	82
Louis-Mailloux	46	26	72	51	30	64	89	47	22	59	46	17	54	51
Marie-Esther	24	15	60	57	58	59	83	18	12	56	51	50	54	67
W.-A.-Losier	59	26	59	56	61	58	71	75	33	63	60	72	62	89
La Fontaine	5	9	55	58	60	57	80	14	20	63	56	43	60	86
District 09	134	22	64	54	50	60	80	154	23	61	55	50	58	75
Clément-Cormier	17	9	58	57	71	57	77	2	1	69	48	0	61	100
L.-J.-Robichaud	29	15	57	55	52	56	66	43	29	64	57	56	61	79
Baie-Ste-Anne	2	10	41	39	0	40	0	8	25	51	51	25	51	63
Assomption	6	14	54	58	50	56	67	19	42	67	58	63	64	90
Mgr-F.-Richard	23	18	63	64	78	63	78	19	14	58	58	63	58	74
C.-Beausoleil	3	38	59	44	0	55	100	2	15	53	50	50	52	50
District 11	80	14	58	57	60	58	71	93	17	62	57	55	60	79
Province	488	19	60	56	57	59	74	520	20	60	56	55	59	75

* Passing grade: 55 %

: Statistics for January only. Those schools wrote a different exam in June because of the Canada Games.

Provincial high school completion examination program : Chapter 2

School	Chimie 11e (Regular Level) 2002-2003							Chimie 11e (Regular Level) 2001-2002						
	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
Mathieu-Martin	329	82	71	62	65	67	87	369	85	69	60	62	65	83
Sainte-Anne	60	85	75	60	58	69	92	79	93	73	59	62	67	87
S.-de-Champlain	21	100	70	58	43	65	71	16	94	84	70	88	79	94
District 01	410	84	71	61	63	67	87	464	87	70	60	63	66	84
Marie-Gaétane	38	95	74	53	50	66	84	17	81	76	53	53	67	82
A.-J.-Savoie	44	90	75	60	59	69	93	50	86	77	66	84	73	98
Grande-Rivière	32	76	73	60	66	68	81	26	60	70	57	54	64	69
Thomas-Albert	108	86	72	61	63	68	85	126	78	70	62	66	67	88
Cité-des-Jeunes	250	75	77	59	55	70	91	301	74	72	57	50	66	87
District 03	472	80	75	59	58	69	89	520	75	72	59	57	67	87
Aux-Quatre-Vents	49	96	67	50	41	60	71	82	71	72	63	73	68	90
Roland-Pépin	55	93	72	66	76	70	89	99	80	73	65	70	70	90
Népisiguit	113	86	72	58	58	67	88	269	87	75	61	65	70	91
District 05	217	90	71	58	59	66	84	450	82	74	62	68	69	91
Louis-Mailloux	138	75	71	57	51	65	88	149	73	70	57	54	65	85
Marie-Esther	121	86	72	56	49	66	89	143	84	73	50	34	64	87
W.-A.-Losier	156	73	74	60	63	69	87	199	77	75	58	54	68	93
La Fontaine	55	81	75	56	51	67	86	40	80	68	50	35	61	65
District 09	470	77	73	57	54	67	88	531	78	72	55	48	66	87
Clément-Cormier	147	94	76	50	32	65	89	165	98	72	51	36	64	85
L.-J.-Robichaud	178	80	65	64	73	65	86	156	86	66	70	85	68	89
Baie-Ste-Anne	17	89	69	53	41	62	77	10	67	77	74	90	76	100
Assomption	24	75	76	61	58	70	96	22	56	76	59	55	69	96
Mgr-F.-Richard	104	78	69	58	52	64	82	86	77	71	51	36	63	78
C.-Beausoleil	9	69	70	67	89	69	89	8	73	74	68	75	72	100
District 11	479	83	70	58	54	65	86	447	85	70	59	56	66	86
Province	2048	82	72	59	57	67	87	2412	81	72	59	58	67	87

* Passing grade: 55 %

: Statistics for January only. Those schools wrote a different exam in June because of the Canada Games.

School	Chimie 11e (Modified Level) 2002-2003							Chimie 11e (Modified Level) 2001-2002						
	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
Mathieu-Martin	70	18	63	56	53	60	74	63	15	64	54	57	60	74
Sainte-Anne	11	15	58	59	82	58	91	6	7	55	51	33	54	67
S.-de-Champlain	0	0						1	6	71	54	0	64	100
District 01	81	16	62	57	57	60	77	70	13	63	54	54	59	74
Marie-Gaétane	2	5	60	51	50	57	100	4	19	51	46	0	50	25
A.-J.-Savoie	5	10	56	59	80	57	80	8	14	52	61	75	56	75
Grande-Rivière	10	24	57	58	50	57	70	17	40	56	53	41	55	65
Thomas-Albert	18	14	61	63	78	61	72	35	22	61	64	74	62	83
Cité-des-Jeunes	85	25	64	54	52	60	77	108	26	64	56	59	61	88
District 03	120	20	62	56	57	60	76	172	25	62	57	60	60	83
Aux-Quatre-Vents	2	4	41	46	0	43	0	34	29	61	58	59	60	82
Roland-Pépin	4	7	54	56	50	55	50	24	20	57	60	79	58	71
Népisiguit	18	14	68	59	67	64	94	40	13	69	56	50	64	88
District 05	24	10	64	57	58	61	79	98	18	64	58	60	61	82
Louis-Mailloux	46	25	63	56	65	60	87	54	27	63	56	52	60	78
Marie-Esther	20	14	60	54	50	57	85	27	16	62	55	67	59	89
W.-A.-Losier	59	27	56	61	71	58	76	60	23	60	56	58	59	78
La Fontaine	13	19	62	59	77	61	85	10	20	56	50	20	54	40
District 09	138	23	60	58	67	59	82	151	22	61	56	55	59	77
Clément-Cormier	10	6	63	55	50	59	80	3	2	60	43	0	53	67
L.-J.-Robichaud	44	20	61	51	23	57	80	26	14	60	58	69	59	73
Baie-Ste-Anne	2	11	70	57	50	65	100	5	33	60	53	40	57	80
Assomption	8	25	57	55	50	56	63	17	44	63	56	53	60	94
Mgr-F.-Richard	29	22	61	60	66	60	76	25	23	57	54	52	56	60
C.-Beausoleil	4	31	61	57	50	60	100	3	27	47	47	0	47	0
District 11	97	17	61	55	42	58	78	79	15	59	55	53	58	71
Province	460	18	61	56	57	59	79	570	19	62	56	57	60	78

* Passing grade: 55 %

: Statistics for January only. Those schools wrote a different exam in June because of the Canada Games.

Chapter 3

Français and Mathématiques provincial examination results at the Primary level

Primary level evaluation program

The provincial evaluation program at the primary level has a very specific objective: to use the information obtained from the exams to improve Français and Mathématiques learning. This program was established following the publication of the report of the Commission on Excellence in Education in 1992. These "diagnostic" exams are administered to all students entering Grade 4 and Grade 8 in the province's Francophone schools.

Evaluation at the primary level is formative in nature. The results are used to help teachers determine appropriate action strategies for each student.

What is the purpose of these exams?

These exams serve to measure the skills and abilities necessary for further learning in French and mathematics. Using the results, teaching staff and the school administration develop and apply appropriate action strategies for correcting the weaknesses detected among the students. The results are also analyzed by the school districts and the Department of Education.

What is tested?

The exams are developed on the basis of a list of descriptors drawn up by school district personnel and Department consultants. The descriptors stem from provincial curricula and identify the elements essential for further development of skills in French and mathematics at the beginning of Grades 4 and 8.

What performance level is expected of the students?

In order to attain the objectives of the primary-level evaluation program, a performance level is set for each descriptor in the French and mathematics exams. This makes it possible to situate the student in relation to expectations and guides the teacher in providing follow-up. Details concerning the pass levels for each descriptor are presented in Appendices A to D for the French exams and in Appendices E and F for the mathematics exams.

Who prepares the exams?

The exams are developed together with the teaching staff. Supervision is provided by evaluation and curriculum consultants from the Department of Education in association with school district subject supervisors in French and mathematics.

What content was tested?

The French exams are based on two aspects of communication: reading and writing. In Grade 4, the reading part tests comprehension of a narrative text about 100 lines long, consisting mainly of words the students know. In Grade 8, reading comprehension is evaluated on the basis of an information article and a narrative text. The questionnaires that are part of the reading tests in both Grades 4 and 8 contain multiple-choice questions and open-ended questions calling for either brief or extended responses.

In Grade 4, the writing test involves the writing of a narrative text (i.e., relating an event, real or imagined, in which the student feels involved) of at least 75 words. For the

writing test in Grade 8, the student is given a choice of three topics on which to write a story approximately 200 words long. In 2002-2003, the three topics were thematically related to the narrative text used for the reading test.

The test in Mathématiques 4^e consists of two parts lasting 60 minutes each. The first measures mainly the contents prescribed by Mathématiques 3^e, while the second measures problem solving. The test in Mathématiques 8^e also has two parts. The first is made up solely of multiple-choice questions, while the second contains open-response questions. The tests are 30 minutes and 120 minutes long, respectively.

How are the results presented?

A pass level is set, and each student receives a comment (and not a mark) for each French and mathematics descriptor measured. Here are the comments used:

Mastery (**M**) means that the student possesses the skills and knowledge measured.

Partial mastery (**P**) indicates that the student possesses some of the skills and knowledge measured.

Non-mastery (**N**) means that the student lacks the skills and knowledge measured.

These comments provide students with a profile of their strengths and weaknesses at the start of the school year. The teacher can thus obtain a portrait of his class.

The students' results are expressed in relation to performance levels for each descriptor. This is done at the class, district and provincial levels. Consequently, there is no single overall mark for a given exam for a given student.

Each student's results are recorded in his file and must be sent to his parents; they may be discussed at a parent-teacher interview. However, these results must not be used for promotion purposes or to calculate a class mark for the report card, because this is a diagnostic evaluation, not a summative evaluation.

How well did the students do in general?

Français 4^e

The reading test consisted of 11 questions (compared with 15 in 2002) about a narrative text containing 700 words, most of which were familiar or known to the students. The narrative was titled *La mission de Yembi* [Yembi's mission]. The 11 questions were divided among three descriptors, i.e., Descriptor **D1** (Find explicit information contained in a text), Descriptor **D2** (Extract implicit information from a text), and Descriptor **D3** (React to information contained in a text, and support or justify your position).

Province-wide, 54% of the students reached the pass level for Descriptor **D1**, 39% for Descriptor **D2**, and 49% for Descriptor **D3**.

In comparison with the previous year, the pass-level percentage for Descriptor **D1** dropped slightly from 61% to 54%, while it dropped considerably for Descriptor **D2**, going from 62% to 38%. However, the pass level for Descriptor **D3** rose sharply from 16% to 49%.

We hasten to point out that comparing this year's student results with those from last year is risky for three reasons. First, the cohort of students tested was not the same; second, the two reading tests were entirely different as to textual content and questions; and third, this

year's correctors were different from last year's. Nevertheless, we can say that the results for Description **D1** were good, since 6 in 10 students were capable of finding information explicitly stated in the text, that there was a significant improvement for Descriptor **D3**, given that nearly 5 in 10 students were able to justify their position regarding characters, events, or information in the text, and lastly, that 4 in 10 students succeeded in reconstructing implicit information from a given number of clues in the text (**D2**).

The composition test consisted in telling about a true or imaginary event in which the student felt involved (approximately 75 words required). Students were given the following set-up:

*Your dream is to have a dog, but your parents are hesitant because they see taking care of a dog as a big responsibility. Today, a neighbour asked you to look after his dog for the weekend. Here is an ideal opportunity for you to prove to your parents that you can handle this responsibility. Unfortunately, the dog runs away and cannot be found. You are reluctant to tell your parents. What do you do?*²

The proposed composition topic called on the students' imagination and creativity. In that short text, students had to pay attention to a few rules of syntax and spelling. The results showed that 67% of the students wrote a composition by selecting information (**D4**), 81% used sentence elements to make the composition effective (**D5**), 86% used precise, varied vocabulary (**D6**), 72% observed the rules of punctuation (**D7**), 44% observed standard spelling (**D8**), and 81% observed the rules of grammar (**D9**).

These results show a certain thematic cohesion or coherence in the students' writings (**D4** and

² The proposed composition topic was accompanied by a cartoon to stimulate the student's written expression (or creativity).

D5), adequate use of vocabulary (**D6**), and observance of the basic rules of punctuation and grammar (**D7** and **D9**), whereas there is still work to be done to master spelling (**D8**). It bears mentioning that Descriptors **D7**, **D8**, and **D9** were measured on the basis of the first 55 words of the composition, and that knowledge of spelling (**D8**) was measured on the basis of a spelling lexicon of 643 words,³ which students could consult as they wrote their composition.

Follow-up activities

One objective of this provincial evaluation⁴ is to inform teachers of the state of reading and writing knowledge and skills among students entering Grade 4. As regards this comprehensive review of the resulting data, we should point out that students starting Grade 4 have more difficulty reading than writing.⁵ It should be noted, however, that reading acquisition is a continuing process, and that it is an easy, rapid process for some, whereas others need more time and effort.⁶

It is recommended that students who fail reading attend reading sessions.⁷ Without rushing headlong into stock formulas or instructions, we note that one of the strategies recommended by current research⁸ is to do a

systematic miscue analysis by having the student read aloud. According to those studies, reading aloud can be regarded as an important component of the understanding process (and one of the first steps in realizing the role that punctuation plays in writing) and a step towards silent reading, which is the goal. To ensure that reading aloud is meaningful for the students, that is, to determine whether they have grasped the meaning of the text, the students are asked to express what they have read in their own words.

Bentolila et al. (1991) point out that young students, especially in elementary school, tend to spend very little time figuring out the meaning of the question and jump on the first clue in the text in order to give their answer. One of the strategies proposed by Calkins et al. (1998) to prevent students from making mistakes of this kind is to present a text or a story (which the teacher will have taken the time to type on the computer in order to give students confidence and experience with this type of format) with questions set out as they were in previous reading tests. With a partner, the student will have to explain in his or her own words, or in writing, the meaning of each question. The teacher will then be able to help the students discover the real meaning of the question by identifying the key words in the question and by discussing the different interpretations provided by students in the class.⁹ It is therefore important for teachers to encourage elementary school students to use efficient and effective strategies when answering test questions.

3 This spelling lexicon was taken from the spelling list of the primary-level French curriculum support document of the New Brunswick Department of Education (1999).

4 This evaluation is also used to improve the student's learning strategies as well as the teacher's instructional process.

5 As regards the composition of simple sentences, in any case.

6 Gough, P.B., Ehri, L.C., & Treiman, R. (1992). *Reading acquisition*. NJ: Laurence Erlbaum.

7 The purpose of these reading sessions is to identify miscues or discrepancies between the written word and the word read, and to determine whether students are able to read the text as fast as they want.

8 Perfetti, C. (1992). The representation problem in reading acquisition. In Gough, P.B., Ehri, L.C., & Treiman, R. (Eds.), *Reading acquisition*. NJ: Laurence Erlbaum. Bosman, A.M.T., & Van Orden, C.C. (1997). Pourquoi l'orthographe est-elle plus difficile que la lecture? In Rieben, L., Fayol, M., & Perfetti, C. (Eds.), *Des orthographes et leur acquisition*. Neufchâtel, Paris. Elbro, C. (1998). When reading is "readn" or "somthn." Distinctness of phonological representations of lexical items and

disabled readers. *Scandinavian Journal of Psychology*, 30, 149-153.

9 This is not a matter of having students practise answering questions from past reading tests, but of preparing them for the kind of questioning found on reading tests. When using this type of preparatory strategy with students, it is not enough to focus on helping the students perform better on the reading test; we must also make sure that they are acquiring a better mastery of the field or construct being measured.

Reading can be developed and improved throughout a student's schooling.¹⁰ Nevertheless, at the beginning of Grade 4, reading should consist of more than decoding¹¹ or simple linear coding of segments.¹² It should have reached an overall level of understanding so that learning can continue under optimal conditions.

Français 8^e

The reading test consisted of 20 questions (or 3 fewer than in 2002) about two texts, i.e., a 115-line information article (approximately 1000 words) titled *La dernière tortue géante de l'île Pinta* [The last giant tortoise of Pinta Island] and a 185-line narrative text (approximately 2000 words) titled *Mon problème* [My problem]. Four descriptors were chosen to measure the students' skill at grasping the meaning of these two texts: Descriptor **D1** (Find explicit information contained in a text), Descriptor **D2** (Extract implicit information from a text), Descriptor **D3** (Distinguish between key information and secondary information), and Descriptor **D4** (React to the constituent elements of a text). Looking closely at the province-wide success rates in decreasing order, we see that 47% of the students reached the pass level for Descriptor **D1**, followed by 36% for Descriptor **D2**, 32% for Descriptor **D3**, and 30% for Descriptor **D4**. On the basis of these percentages, it is clear that two descriptors, **D1** and **D3**, fell sharply this year as compared with last year. (The student pass rates in 2002 were 59% for **D1** and 47% for **D3**.) As for the

second descriptor, **D2**, we see that about the same number of students reached the pass level as in the previous year, i.e., 3 in 10, whereas performance for Descriptor **D4** rose considerably from 20% in 2002 to 30% this year. It seems that this year the weaknesses are found primarily in Descriptors **D2**, **D3** and **D4**. This makes it crucial for teachers to develop effective teaching/learning strategies enabling students to achieve mastery of these three reading skills.

The purpose of Descriptor **D4** is to teach students to react or express their reactions to the constituent elements of a text. Three questions were asked to measure this skill on the reading test. Here again, to obtain the maximum number of points, students had to take a position and support it with a relevant¹³ and developed argument.¹⁴ Let us take, for example, the following question about the information article: *Certain naturalists believe that it would be better to return George to Pinta Island, while others believe he is better off on Santa Cruz Island. If you were asked for your opinion, what would be your choice? Pinta Island or Santa Cruz Island? Justify your answer by referring to the text.* To obtain the maximum number of points, students had to answer by taking a position and justifying it through a relevant, developed argument based on the text. Some students answered, *Santa Cruz – The text says that, owing to his age and weight, George hardly ever moves. If he lived on his native island, i.e., Pinta Island, he would not survive for long, whereas on Saint Cruz Island, he is well fed. That is why I believe he is better off on Santa Cruz Island.* Others reacted by writing, *Pinta Island because George will have a better chance of living longer on his native island than he will living in captivity in a pen. According to the article, one tortoise lived for*

10 New Brunswick Department of Education (2001). *Programme de français au primaire. Maternelle - 8^e année.* Government of New Brunswick.

11 According to Bentolila et al., the ability to decode is not a proof of reading ability. At this grade level, the student must be reading to learn, not learning to read.

12 Bentolila, A., Chevalier, B., & Falcoz-Vigne, D. (1991). *La lecture. Apprentissage, évaluation et perfectionnement.* Paris: Nathan.

13 A relevant argument is one that relates to the information or ideas contained in the text.

14 Students develop their argument by providing more details.

150 years in captivity in a zoo, but it might have lived longer if it had been in the wild (lines 105-107) Students who obtained the minimum number of points or no points answered, I think he is better off there, or, I believe it is better to help them because I like tortoises.

Here is another type of question for this same descriptor (**D4**), taken this time from the narrative text: *Which of the following characters do you prefer? Maryse – Maryse’s sister – Denis - Justify your answer based on the story.* A few students reacted by stating, *Maryse – Because I recognized myself in this character. Maryse has a sizeable problem. She has trouble being recognized for what she is by those around her. She is going to succeed thanks to Denis, or, Maryse’s sister – I really liked this character because I could see myself in her. She takes advantage of her physical assets to have fun, sometimes even a bit of meanly, with boys or her admirers.* Students who obtained the minimum number of points or no points simply answered, *Denis – Because he seems really nice.*

The composition test consisted in writing a story of about 200 words based on three proposed topics, which were actually an extension of the theme of the narrative text used for the reading test. For example, the theme of that text was the difficulty a teenager was having in being recognized for what she is by her family and people at school. Thus, one of the topics proposed for the composition test was *You are going to a new school, so you decide to....* The student's story had to contain an initial situation, a disturbance, the working out of that disturbance, and a final situation. The results were that 43% of the students reached the pass level for Descriptor **D5** (Write a composition that conforms to the characteristics of the narrative), 59% for Descriptor **D6** (Provide pertinent clues that reveal the composition's structure), 68% for Descriptor **D7** (Use precise, varied

vocabulary), 54% for Descriptor **D8** (Construct proper sentences), 53% for Descriptor **D9** (Punctuate sentences correctly), 70% for Descriptor **D10** (Observe standard spelling), and 26% for Descriptor **D11** (Observe grammatical spelling).

Follow-up activities

The weakness of the results can be explained by the chance factor involved in using one single test¹⁵ and by the tendency of students not to distance themselves enough from what they are writing. In other words, students do not take the time to review and correct their own work, to go back over what they have just done. According to Bugniet’s research,¹⁶ students, particularly those at the elementary and secondary levels, are not sufficiently aware that their first draft is not necessarily the best. According to Bugniet, the consequence of this "artistic spontaneity," exhibited by too many students, is that they do not distance themselves enough from their writing and, for this reason, cannot gradually discover the components and rules of writing.

Our results clearly show that, in composition, students starting Grade 8 were weakest in textual knowledge (**D5** and **D6**), lexical knowledge (**D7**), syntax (**D8**), and grammar (**D9** and **D11**), and that teachers will need to work hard on these descriptors in order to optimize the students’ written performance.

In conclusion, we remind readers that the ultimate purpose of this selective external evaluation is to make a formative¹⁷

15 Gilbert De Landsheere (*Évaluation continue et examens : Précis de docimologie*. Paris, Nathan, 1993) is among the French measurement and evaluation specialists who point out that students’ test performance depends not only on their knowledge but also on a host of other factors that include stress, fatigue, sickness, and motivation. This is what is called “measurement error” in docimology.

16 Bugniet, C. (1986). *Évaluer la production écrite*. Service de la recherche pédagogique, Genève.

17 This type of evaluation provides information likely to help

(pedagogical) **diagnosis**¹⁸ as opposed to a summative¹⁹ (social) **prognosis**²⁰ and that our first concern is therefore the educational and school success of each student.

Mathématiques 4e

The test in Mathématiques 4e comprised two parts, the first measuring mathematical concepts and notions and the other measuring problem solving. The first part consisted of 13 constructed-response questions designed to measure five descriptors:²¹ understanding the concept of equivalence, mathematical operations, logical relationships, Cartesian coordinates, and measuring lengths, areas, and volumes.

Results for the first part are generally satisfactory, with 60% of the students having an effective technique for addition, subtraction, and multiplication. It is interesting to note that mastery of calculation techniques is based to a large extent on an understanding of the concept of equivalence and on the ability to express a number using a variety of different representations. Also, there is a strong correlation between the first descriptor (exchange and equivalence) and the second (mathematical operations). This analysis shows that, in the vast majority of cases, students who have a mastery of the concepts of equivalence and multiple representations of a number also have a mastery of calculation techniques.

students as well as teachers in their instructional activities.

18 Knowledge evaluation at the start of the school year.

19 This type of evaluation is a one-time observation without follow-up.

20 A final conclusion at the end of the school year.

21 A descriptor is a description of skills a student is expected to have acquired at a certain stage of schooling. *Guide d'administration, mathématiques 4^e année*, NBDE, September 2003.

The second part of the test presented six problems allowing students to demonstrate their problem-solving skills. The information collected concerned three descriptors: one measuring the appropriateness of the problem-solving strategy used, one measuring skill at finding the right solution to a given problem, and one measuring the ability to effectively communicate the answer to a problem in writing. The results showed that 55% of the students chose the right strategy for solving four of the six problems (Descriptor 6). As for the accuracy of their calculations (Descriptor 7), 49% of the students found the right answer to at least three of the six problems.

The following question is one of the six problems presented to the students. The solution required two steps: first, establishing the pattern in the bead colours, and then using this pattern to determine the number of red beads.

Mylène wants to make a necklace using green, red, and yellow beads. In making her necklace, she uses one yellow bead, followed by two green beads and three red beads, and then she starts again. How many red beads does she place on a necklace containing 28 beads altogether?

On this problem, 81% of the students used an effective strategy, i.e., they recognized the pattern in the bead colours. As for the accuracy of their calculations, the results show that 50% of the students found the right answer.

Follow-up activities

The objective of this evaluation program, let us not forget, is to use the information garnered from the exam to plan activities to improve learning. This evaluation system based on levels enables students, parents, and teachers to take stock of students' progress on

the basis of eight different descriptors, at the very beginning of the school year. Success in these descriptors can turn out to be a good indicator of a student's overall results in Grade 4 mathematics. For those having difficulty with one or more descriptors, it is important to intervene as soon as possible to remedy the weaknesses.

For the descriptors related to problem solving, learning must be seen from a continuous learning perspective. According to the National Council of Teachers of Mathematics, students who are good at solving problems have a tendency to analyse problems in mathematical terms. They will first consider a simpler problem before tackling a more complex situation.²² Parents too can help their children think in mathematical terms by asking them questions that force them to find quantities and sizes in everyday life and in the world around them.

Moreover, students who are analytical and who concentrate easily are successful in everything that requires reasoning.²³ To improve reasoning, students must be asked to justify their approach and their answers. Multiple-choice questions, logic grids and computer-related activities help develop reasoning and concentration.

The Assessment and Evaluation Branch, in collaboration with the school districts' instructional staff, has developed a document to help teachers follow up with students on the learnings targeted by the test.²⁴

22 *Principles and Standards for School Mathematics*, NCTM, 2000.

23 Lyons, M., & Lyons, R. (1998). *Guide d'enseignement, Planification et évaluation, Défi mathématique 1*, Éditions de la Chenelière.

24 See *Document d'accompagnement aux épreuves de mathématiques 4^e année*, Department of Education, September 2003.

http://www.gnb.ca/0000/publications/evalf/accompagnementm_ath4-2003.pdf

Mathématiques 8^e

Part 1

The first part of the test lasts 30 minutes, and no calculators are allowed. It consists of 24 multiple-choice questions designed to obtain information about the students' ability to understand and use rational numbers (Descriptor 1), perform basic operations on whole numbers and decimal numbers (Descriptor 2), and understand and use the properties of straight lines, angles, and triangles (Descriptor 4).

Analysis of the questions showed that 67% of the students correctly performed the four operations on natural and decimal numbers. For Descriptor 2, 52% satisfied the requirements. The representation of rational numbers using fractions, percentages, or decimals and the ordering and comparing of rational numbers are the key elements measured by this descriptor.

Here is an example of a question illustrating the comparison of rational numbers. The success rate for this question was 83%.

Which of the following choices represents two equivalent numbers?

- *A) 5 hundredths and $5/100$
- B) 3 tenths and $2/9$
- C) $2/5$ and 2.5
- D) 3.33 and $17/3$

This next question measures the order of the operations on natural numbers. The success rate for this question was 68%.

What is $17 + 4 \times 6 - 9 \div 3$?

- A) 10.7
 - B) 27.6
 - *C) 38
 - D) 39
-

Part 2

The second part of the test lasts two hours, and calculators are allowed. It consists of 25 questions that sometimes require a short answer and sometimes a more elaborate one. The test is designed for completion in 120 minutes, and measures the students' ability to understand and use patterns (Descriptor 3), make predictions and decisions based on statistical data (Descriptor 5), do simple probability calculations (Descriptor 6), and solve problems (Descriptors 7, 8, 9).

Analysis of the questions shows that 51% of the students achieved mastery of patterns. The problems presented to the students required that they express patterns by means of algebraic expressions and then use these expressions to extrapolate new information.

As for statistics, only 46% of the students satisfied the requirements. On the test, students were asked to draw a circle chart and a stem-and-leaf plot. The circle chart met with more success, while most students had forgotten the notion of a stem-and-leaf plot. Probability calculations, also presented in context, were successfully completed by 63% of the students, which is an encouraging result.

With regard to problem solving, 52% of the students achieved mastery of using an appropriate strategy to solve a problem. As for the accuracy of the calculations or finding the right answer, 47% of the students satisfied the requirements. Achieving mastery of this descriptor required at least four correct answers for the six problems presented. Students who have difficulty finding the correct answer usually have trouble with mathematical operations on whole and decimal numbers.

Follow-up activities

The objective of this evaluation program, let us not forget, is to use the information garnered from the exam to plan activities to improve learning. This evaluation system based on pass levels enables students, parents and teachers to take stock of students' progress in relation to nine different descriptors, at the very beginning of the school year. Success in these descriptors can turn out to be a good indicator of the student's overall results in Grade 8 mathematics. For those having difficulty with one or more descriptors, it is important to intervene as soon as possible to remedy the weaknesses.

For Descriptors 7 through 9, which deal with problem solving, learning must be seen from a continuous learning perspective. According to the National Council of Teachers of Mathematics, students who are good at solving problems have a tendency to analyze problems in mathematical terms. They will first consider a simpler problem before tackling a more complex situation.²⁵ Parents too can help their children think in mathematical terms by asking them questions that force them to find quantities and sizes in everyday life and in the world around them.

Teachers marking the exam observed that students are still leaving too little trace of their calculations or that their process is difficult to follow given disorganization in the steps used. Students must be aware that effective communication of their solution is now an important skill in mathematical problem solving. Students using a calculator may tend to leave less trace of their calculations, writing down only the result of their operations instead of indicating all the steps that led to that result. The scorers need these indications to judge the strategy which the student used to solve the problem. It is therefore

²⁵ *Principles and Standards for School Mathematics*, NCTM, 2000.

recommended that teachers show students some sample solutions in which the steps are clearly indicated, and insist that students indicate the steps of their solution, in words as well as in mathematical symbols.

The Assessment and Evaluation Branch, in collaboration with the school districts' instructional staff, has developed a document to help teachers follow up with students on the learnings targeted by the test.²⁶

Are the results interpreted in the same way as for the high school level?

No, because the results of exams administered at the primary level are used for diagnostic purposes and must therefore be interpreted in that light. The results for the province and for each school district are presented in this report.

For each exam and for each of the descriptors measured, there is a series of graphs representing the distribution of the overall student population in each district and in the province. These graphic representations provide a profile of each district and of the province in terms of the percentage of students who have mastered (**M**), partially mastered (**P**), or not mastered (**N**) each descriptor according to the discipline.

This information enables teaching staff to identify students with problems learning French and mathematics and to remedy their weaknesses at the beginning of the school year.

²⁶ See *Document d'accompagnement aux épreuves de mathématiques 4^e année*, Department of Education, September 2003.
<http://www.gnb.ca/0000/publications/evalf/accompagnementmat h4-2003.pdf>

Français 4^e année

Breakdown of the student population

Table 1

Provincial data

Number of students
by sex

Girls : N=1 283

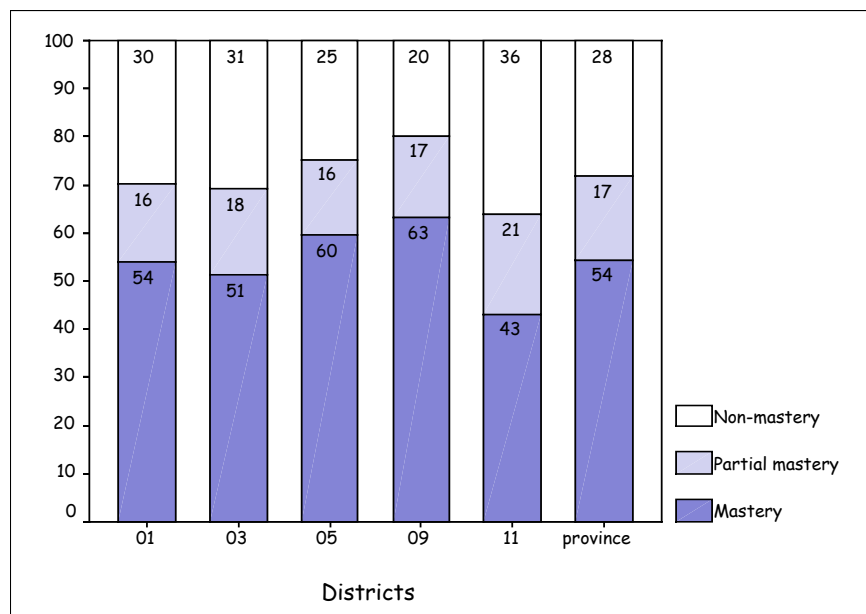
Boys: N=1 246

	Number of students enrolled	Reading		Writing	
		Exempted (%)	Absent (%)	Exempted (%)	Absent (%)
District 01	574	2.4	1.6	2.4	1.4
District 03	506	1.6	2.0	1.8	1.8
District 05	450	2.0	0.9	2.2	0.2
District 09	554	6.3	1.4	6.3	1.6
District 11	445	3.8	0.7	4.3	1.6
Province	2529	3.3	1.3	3.4	1.3

Reading test

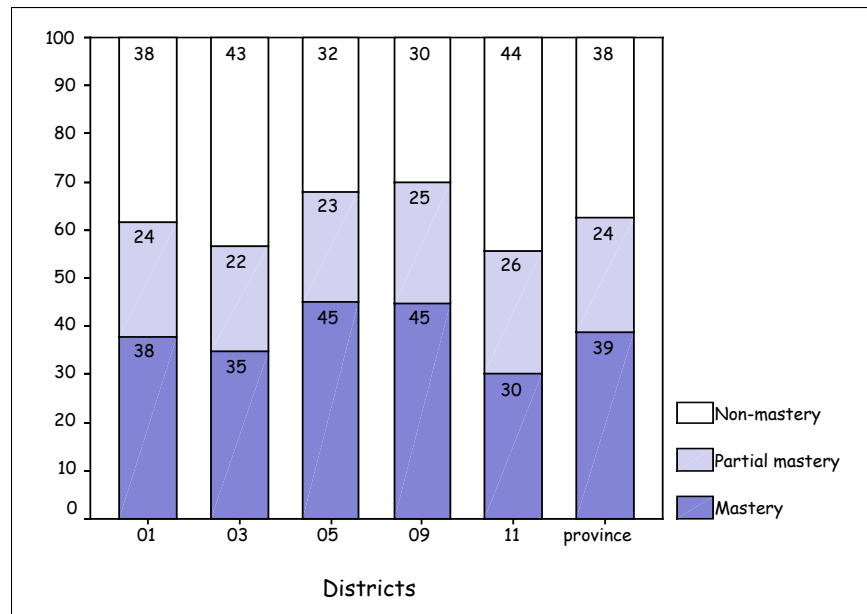
Descriptor 1: Find specific, selected information appearing
literally in the text.

Graph 21



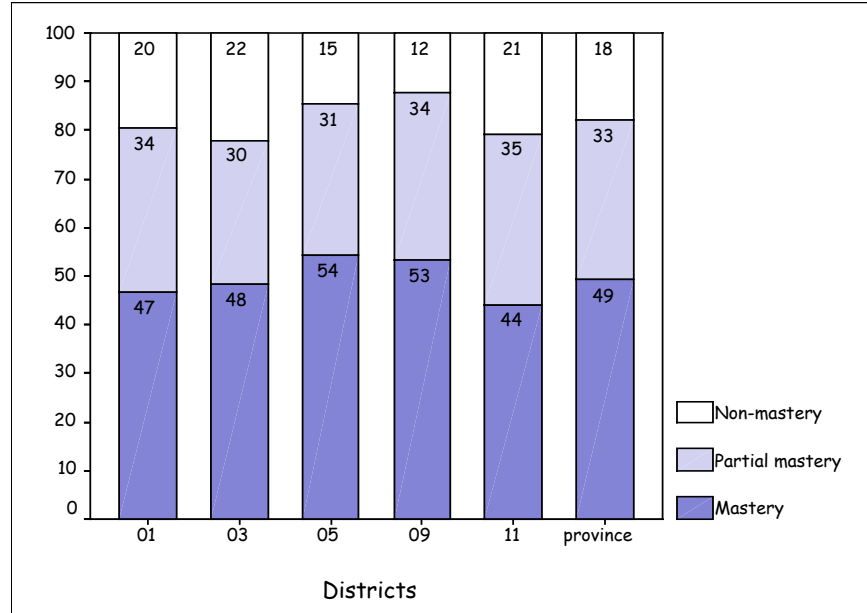
Descriptor 2: Reconstruct implicit information on the basis of a number of clues provided by the text.

Graph 22



Descriptor 3: Assess or take a position in relation to the text by giving an opinion and justifying it.

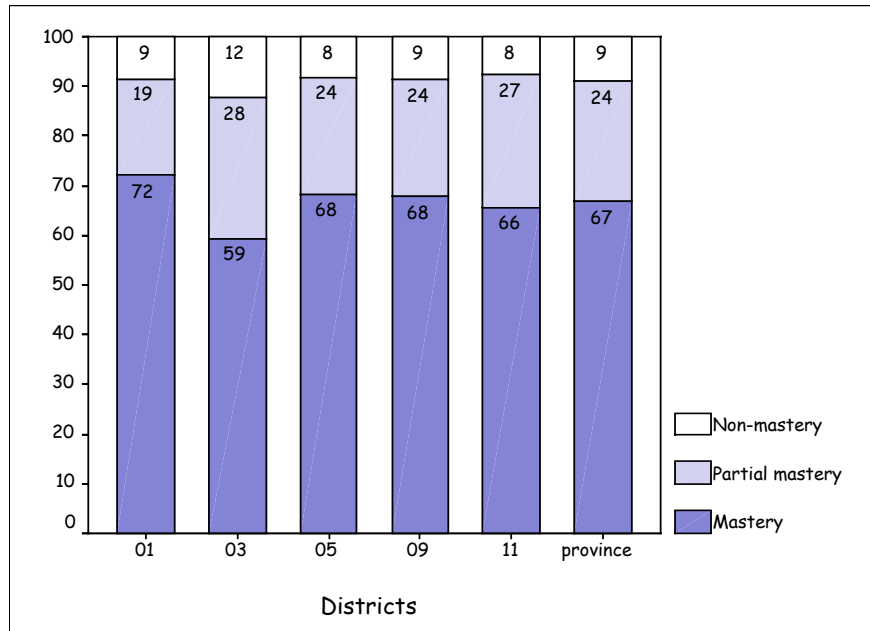
Graph 23



Writing test

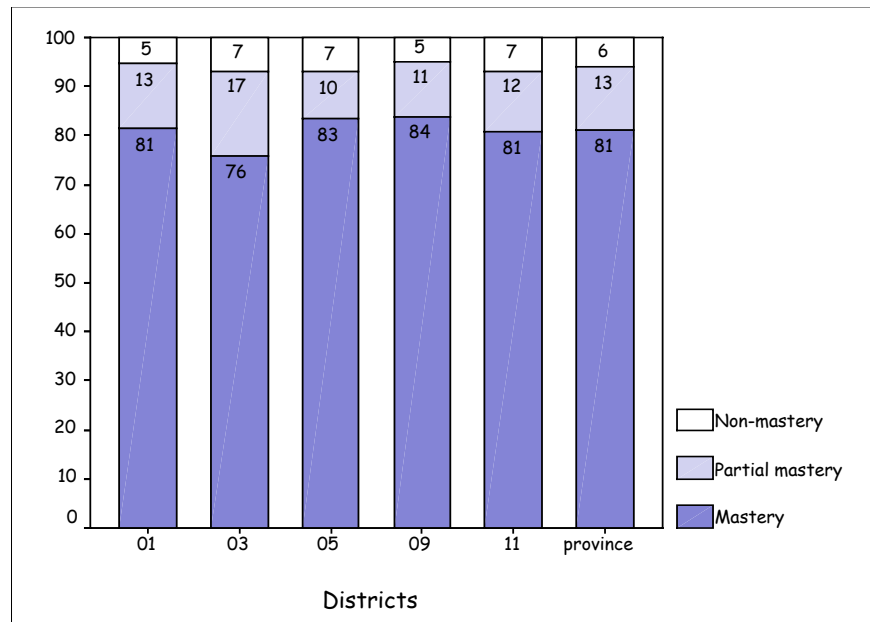
Descriptor 4: Write a composition by selecting information.

Graph 24



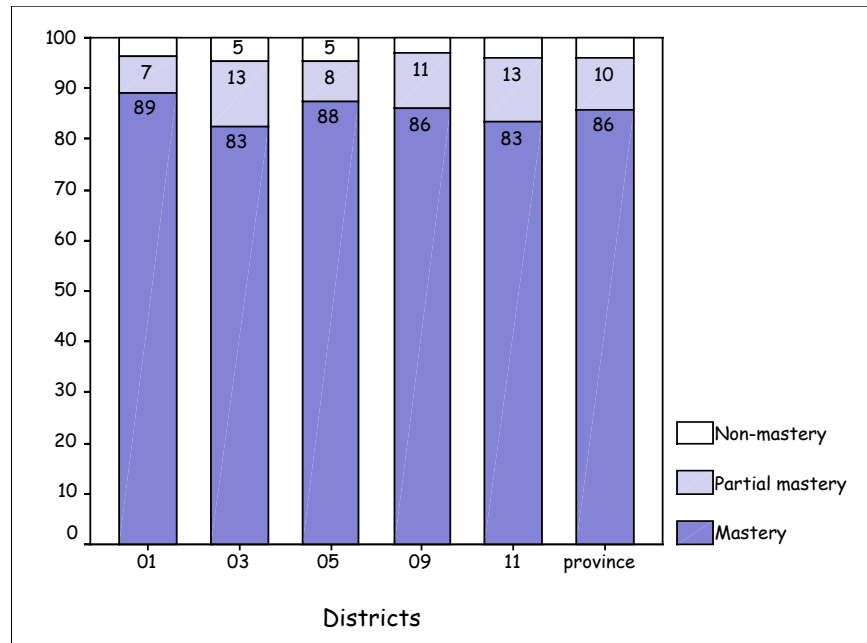
Descriptor 5: Organize and arrange the elements of the sentence in order to make the composition effective.

Graph 25



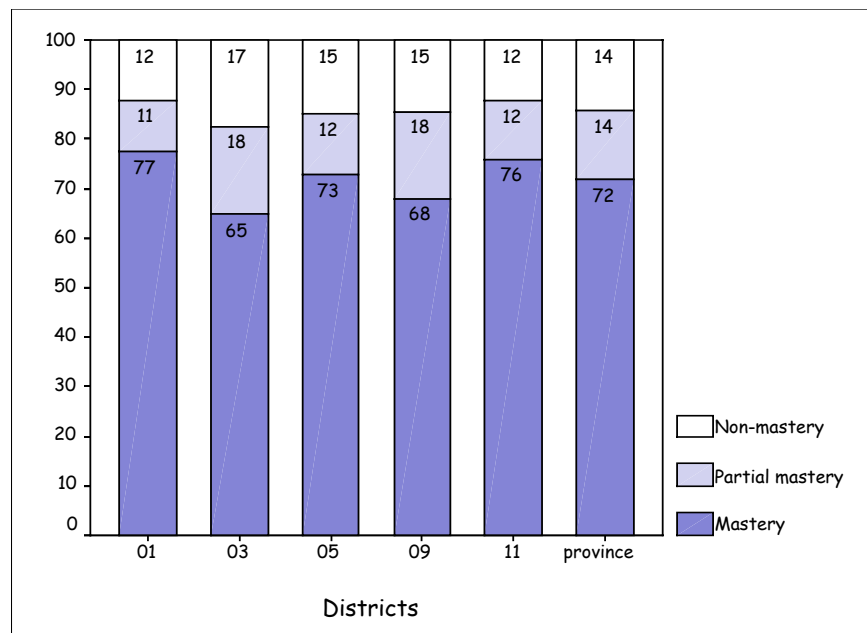
Descriptor 6 Use a varied, precise vocabulary.

Graph 26



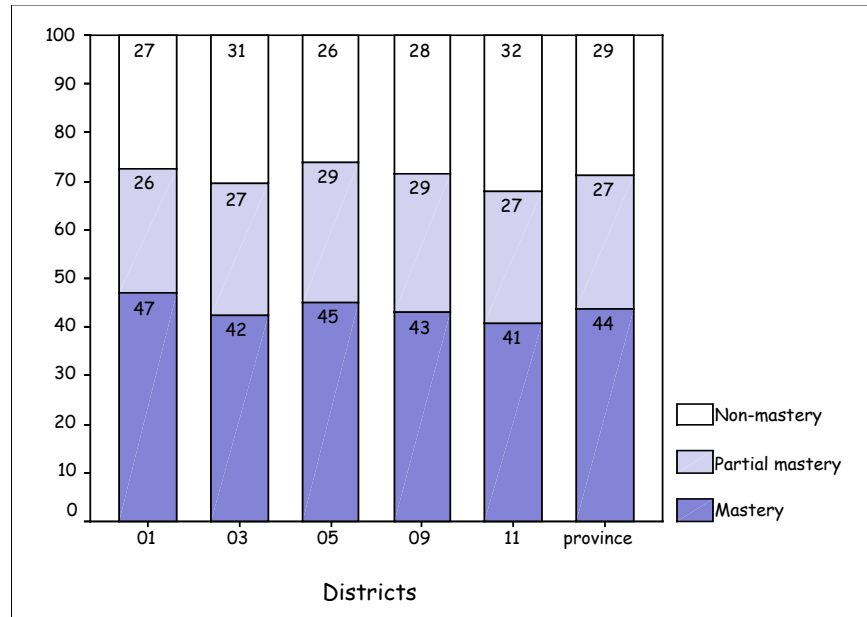
Descriptor 7: Observes punctuation rules.

Graph 27



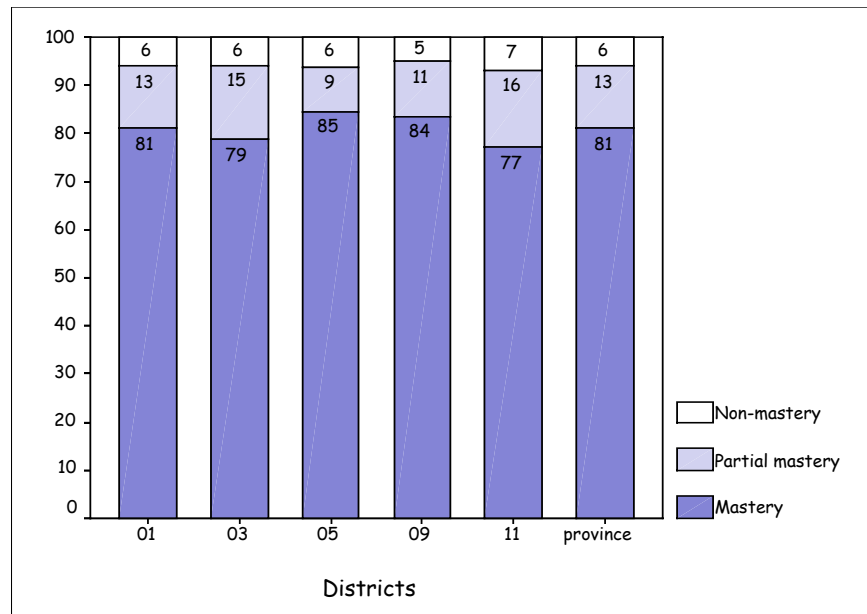
Descriptor 8 Observe standard spelling.

Graph 28



Descriptor 9 Observe grammatical spelling.

Graph 29



Français 8^e année

Breakdown of the student population

Table 2

Provincial data

Number of students by sex

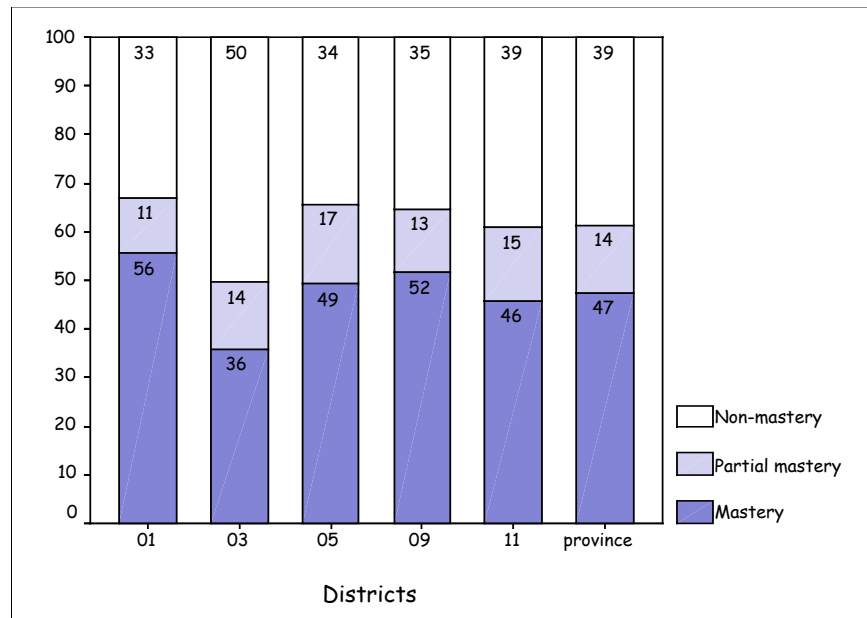
Girls : N=1432
Boys : N=1434

	Number of students enrolled	Reading		Writing	
		Exempted (%)	Absent (%)	Exempted (%)	Absent (%)
District 01	531	1.3	0.8	1.1	1.1
District 03	617	2.4	1.1	2.1	1.3
District 05	525	3.2	1.1	3.0	1.5
District 09	668	7.8	2.2	8.2	2.5
District 11	525	5.9	2.1	5.9	2.1
Province	2866	4.3	1.5	4.2	1.7

Reading test

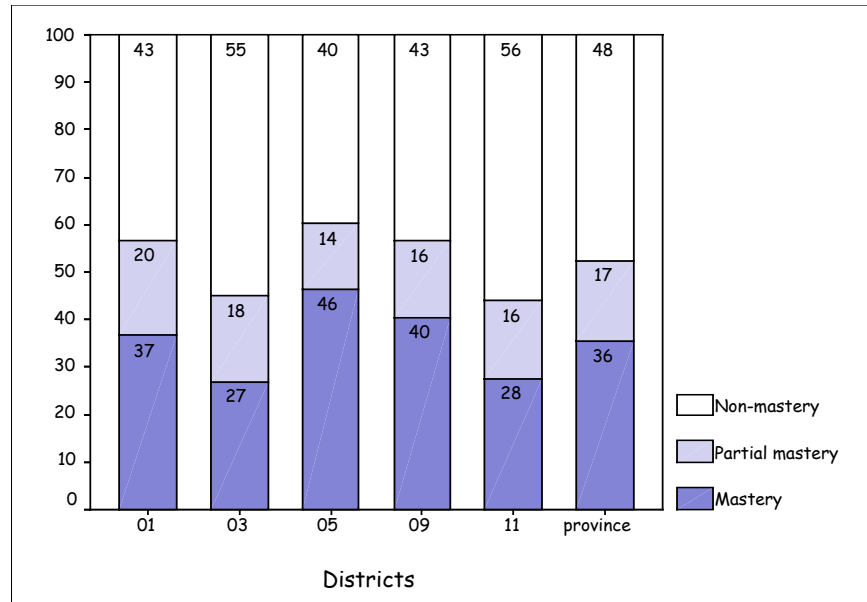
Descriptor 1: Find explicit information contained in a text.

Graph 30



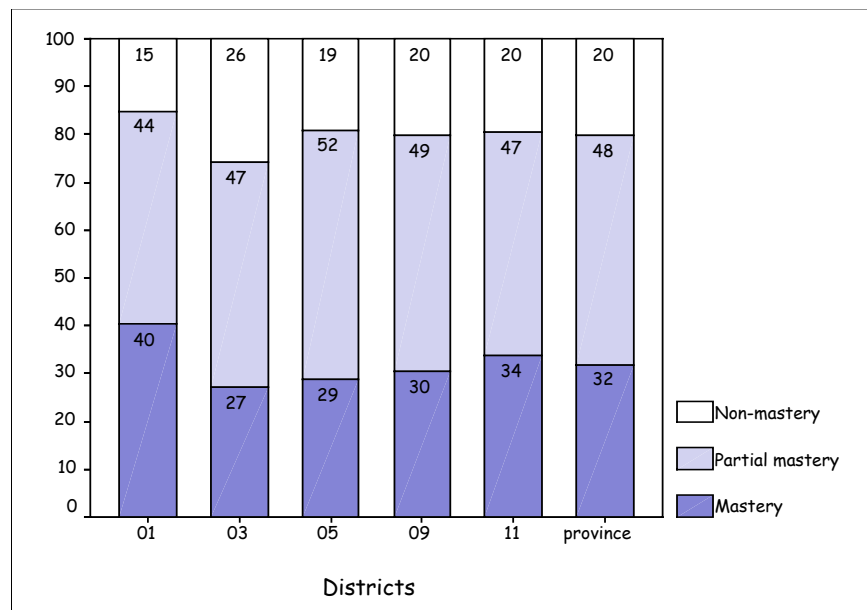
Descriptor 2: Extract implicit information from a text.

Graph 31



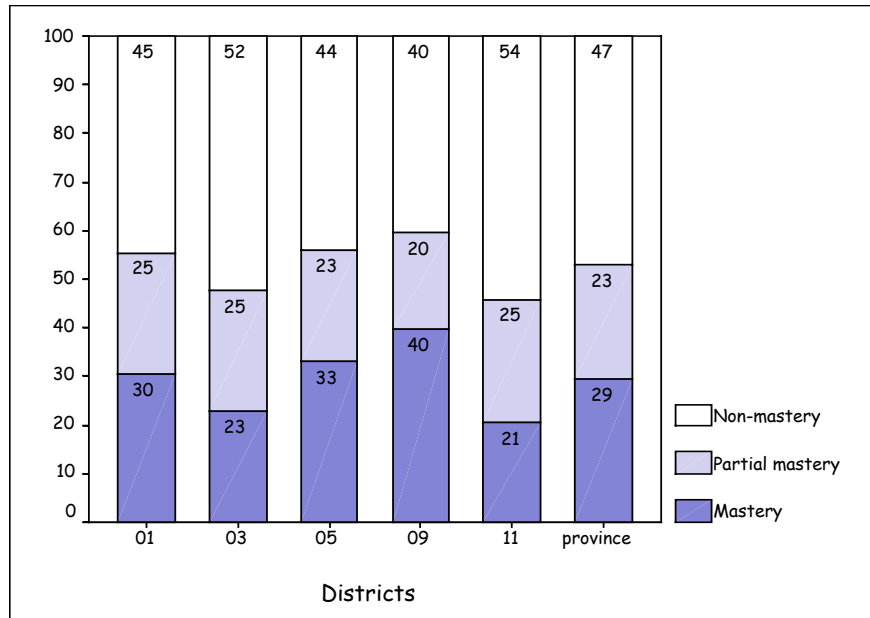
Descriptor 3: Distinguish between key information and secondary information.

Graph 32



Descriptor 4: React to constituent elements of a text.

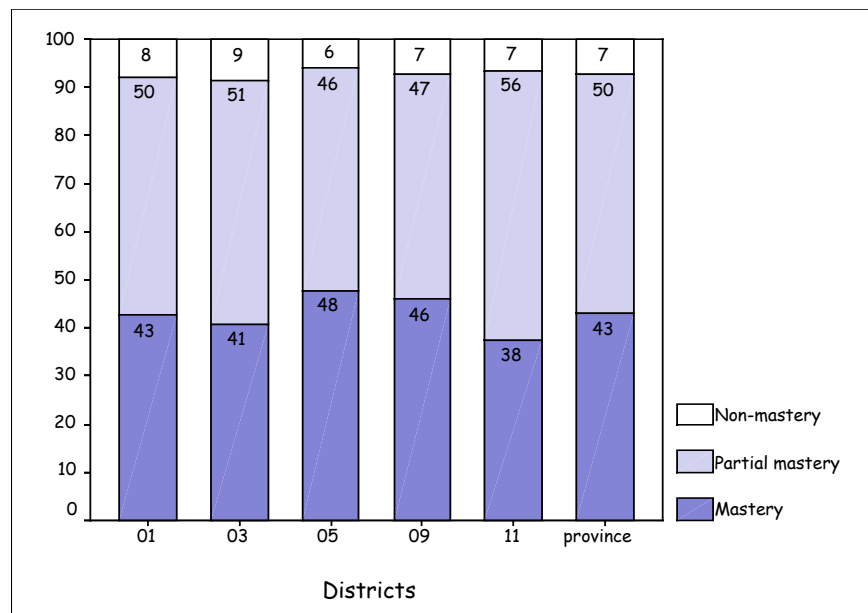
Graph 33



Writing test

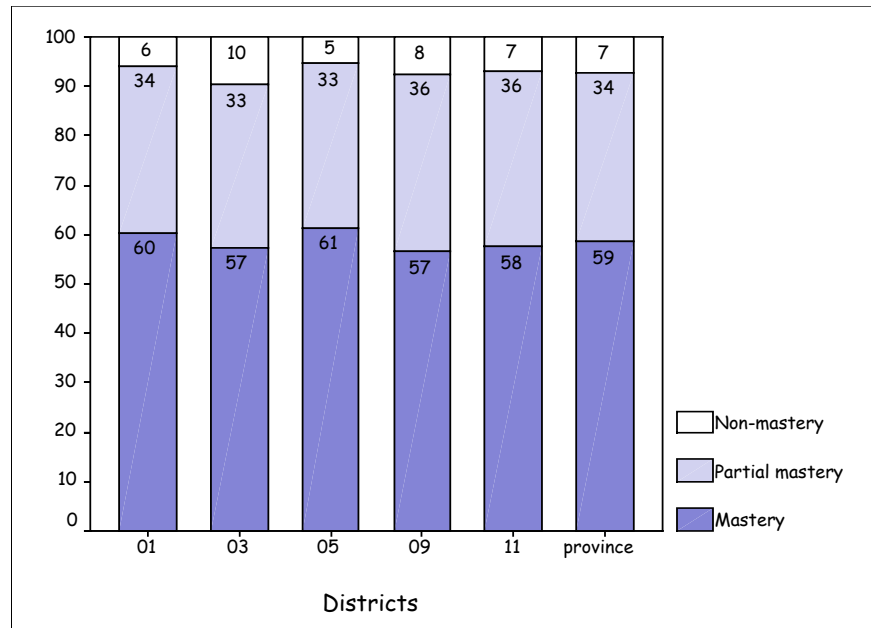
Descriptor 5: Write a composition that conforms to the characteristics of the narrative story.

Graph 34



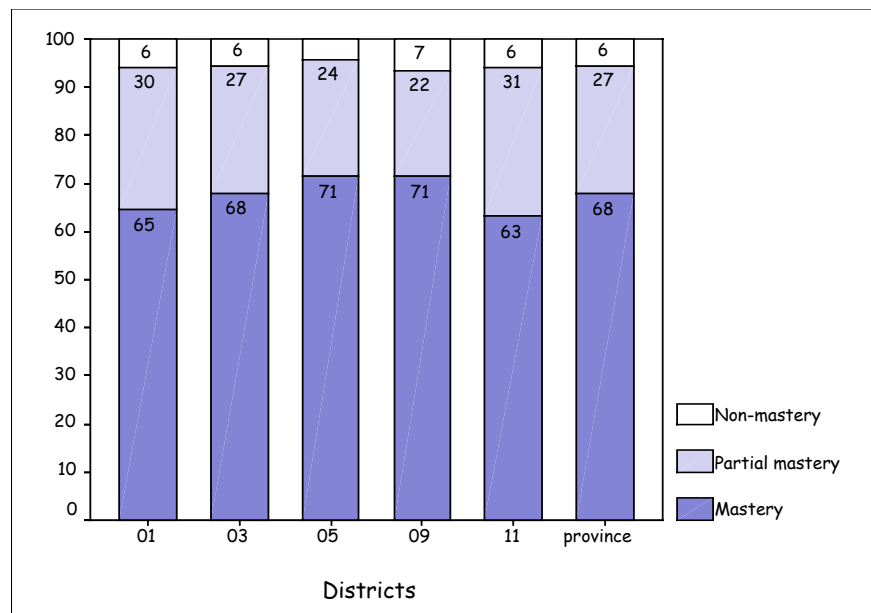
Descriptor 6: Provide pertinent clues that reveal the composition's structure.

Graph 35



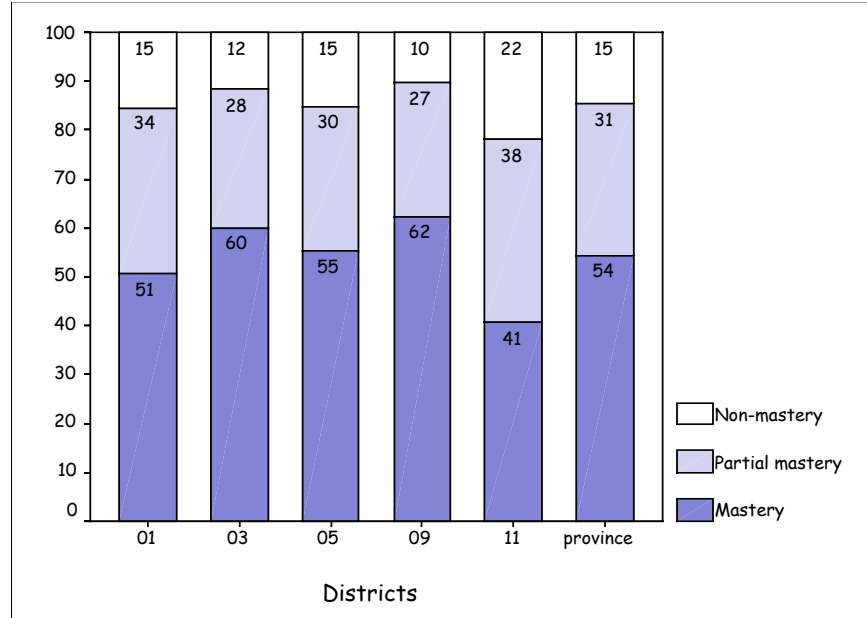
Descriptor 7: Use a varied, precise vocabulary.

Graph 36



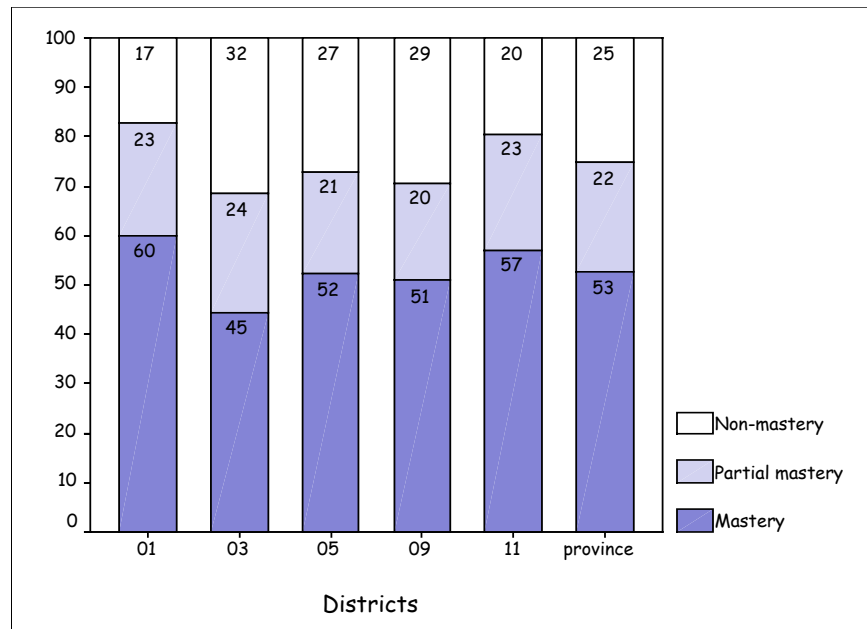
Descriptor 8: Construct proper sentences.

Graph 37



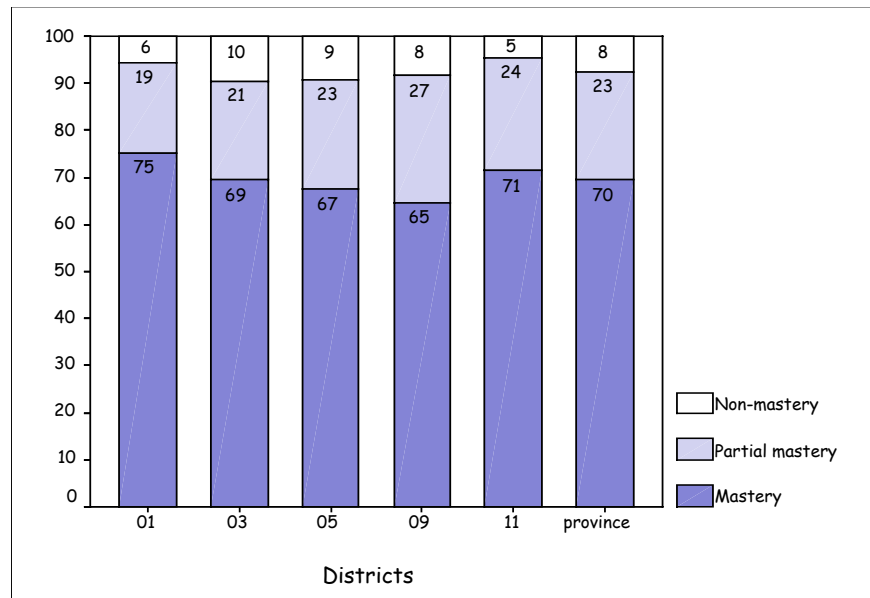
Descriptor 9: Punctuate the text correctly.

Graph 38



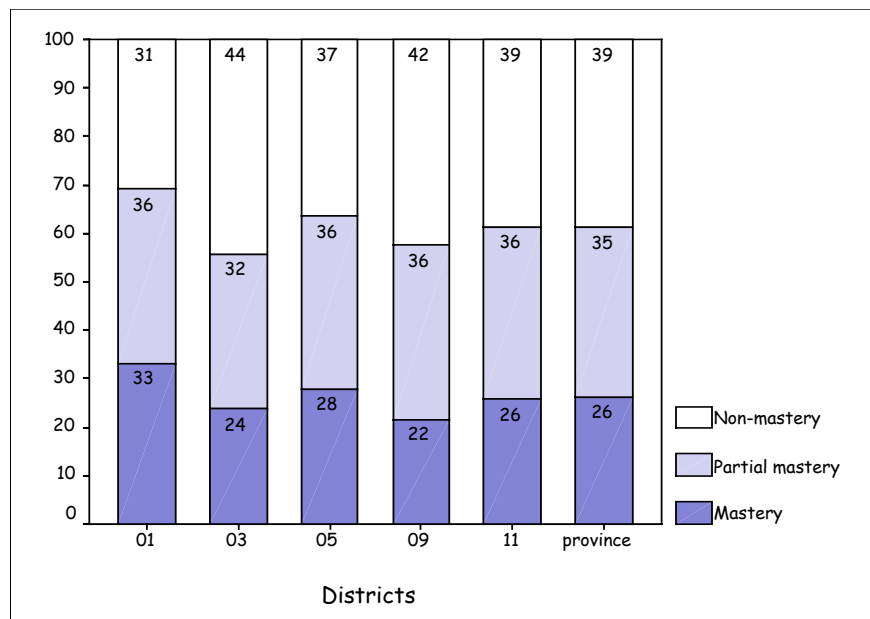
Descriptor 10: Observe standard spelling.

Graph 39



Descriptor 11: Observe grammatical spelling.

Graph 40



Mathématiques 4^e année

Breakdown of the student population

Table 3

Provincial data

Number of students by sex

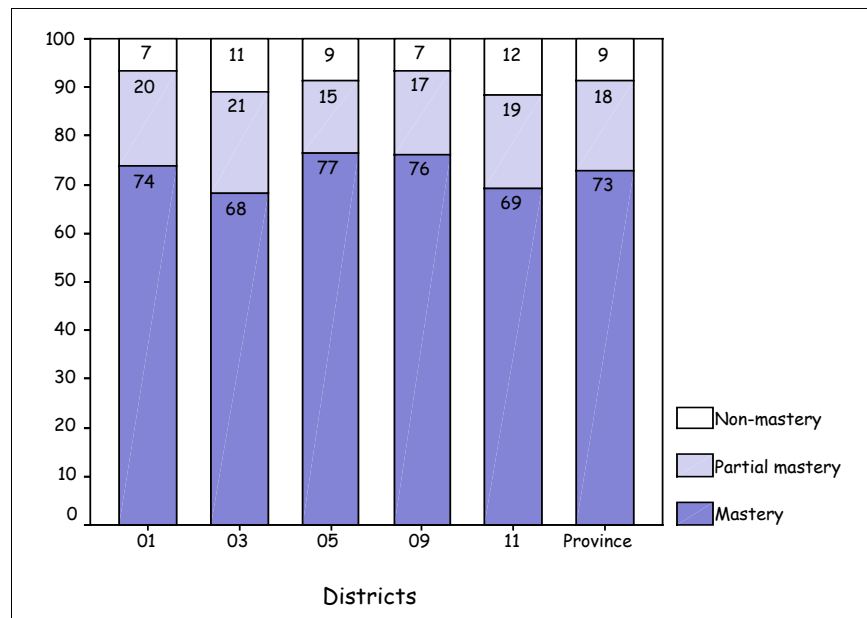
Filles : N=1 287
Garçons: N=1 244

	Number of students enrolled	Reading		Writing	
		Exempted (%)	Absent (%)	Exempted (%)	Absent (%)
District 01	569	1.6	1.1	1.6	1.6
District 03	506	1.8	0.6	1.8	0.6
District 05	450	1.8	0.4	1.8	0.9
District 09	558	5.2	2.5	5.2	2.2
District 11	448	2.7	2.2	2.7	2.2
Province	2531	2.6	1.4	2.6	1.5

Mathematical content

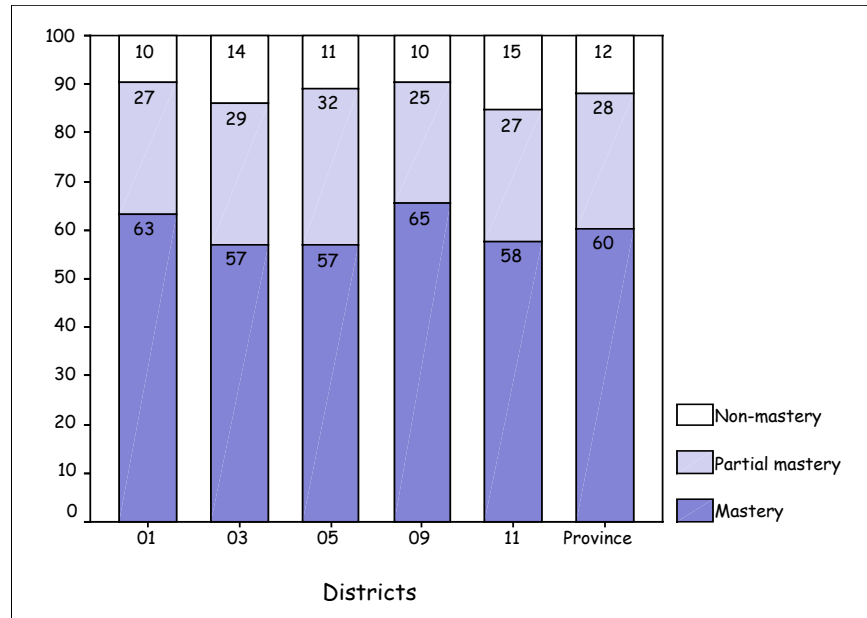
Descriptor 1: Understand the concept of equivalence and express a number using various representations.

Graph 41



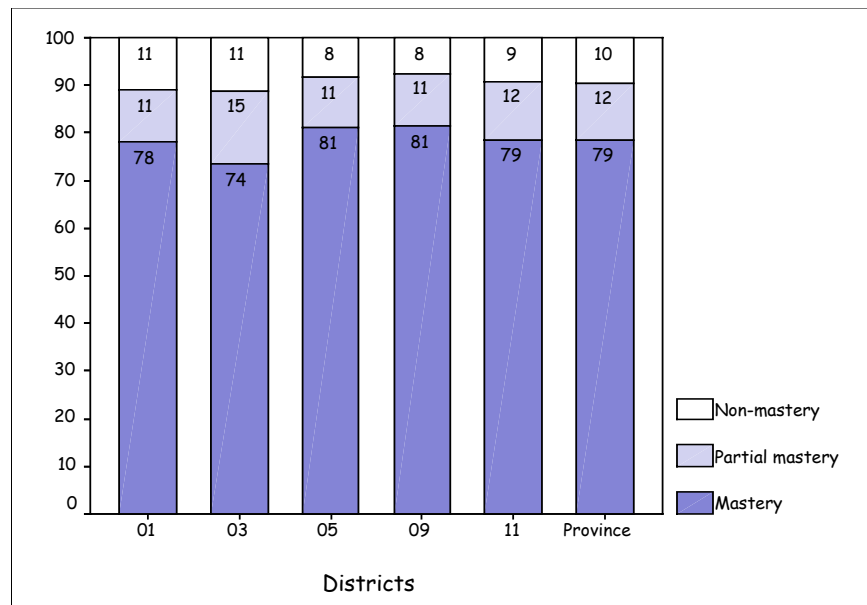
Descriptor 2: Know and apply mathematical operations (addition, subtraction and multiplication).

Graph 42



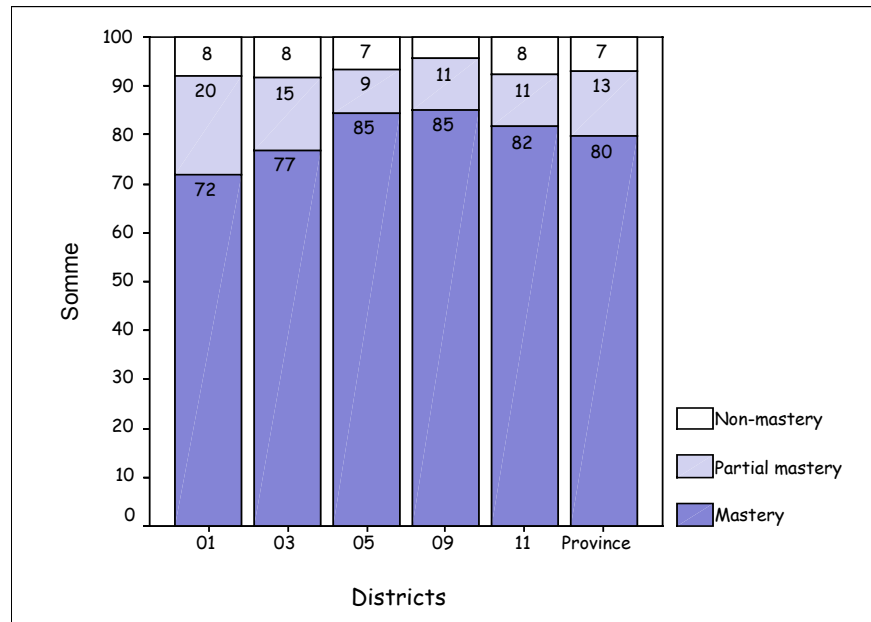
Descriptor 3: Solve problems involving the organization of several instructions concerned with logical relationships.

Graph 43



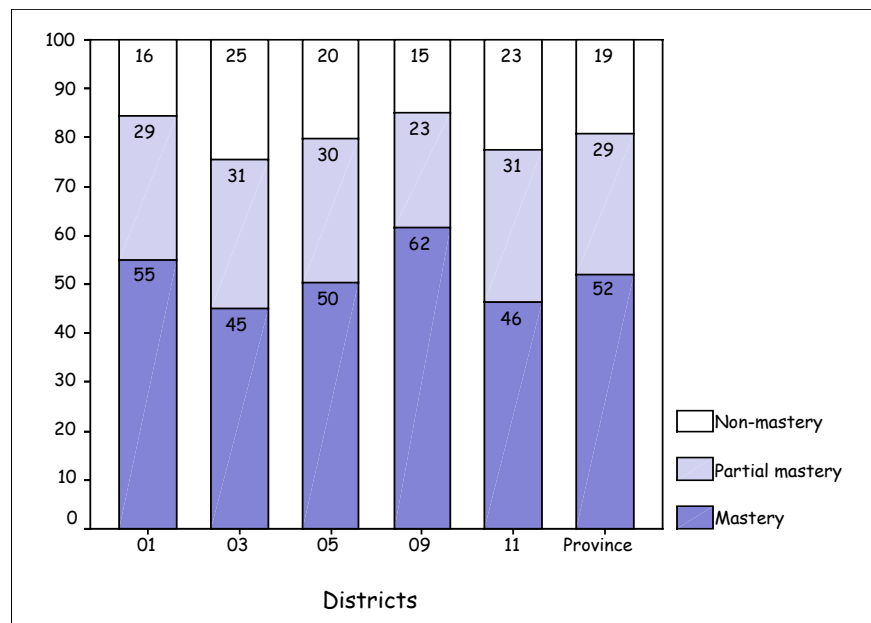
Descriptor 4: Locate an object on a plane by means of Cartesian coordinates.

Graph 44



Descriptor 5: Measure lengths, areas and volumes in metric units.

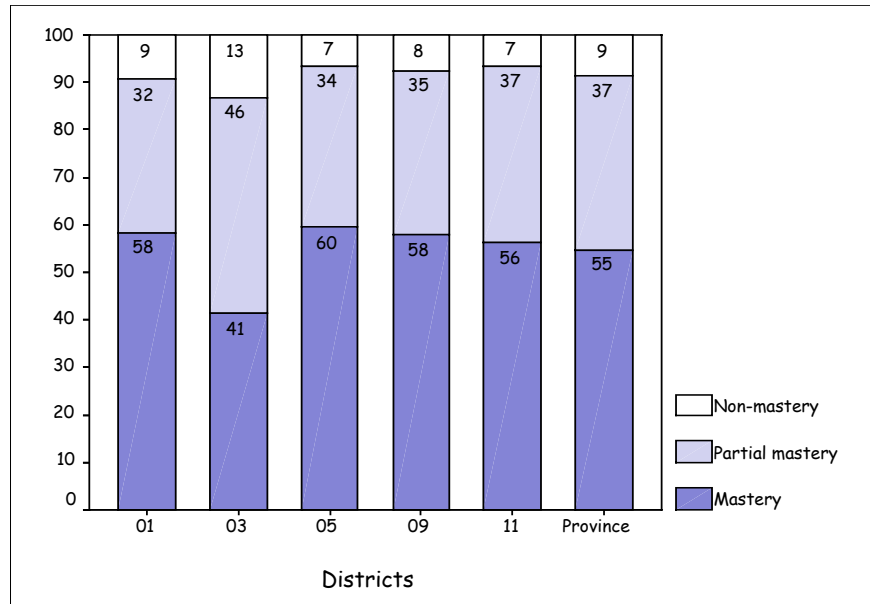
Graph 45



Problem solving

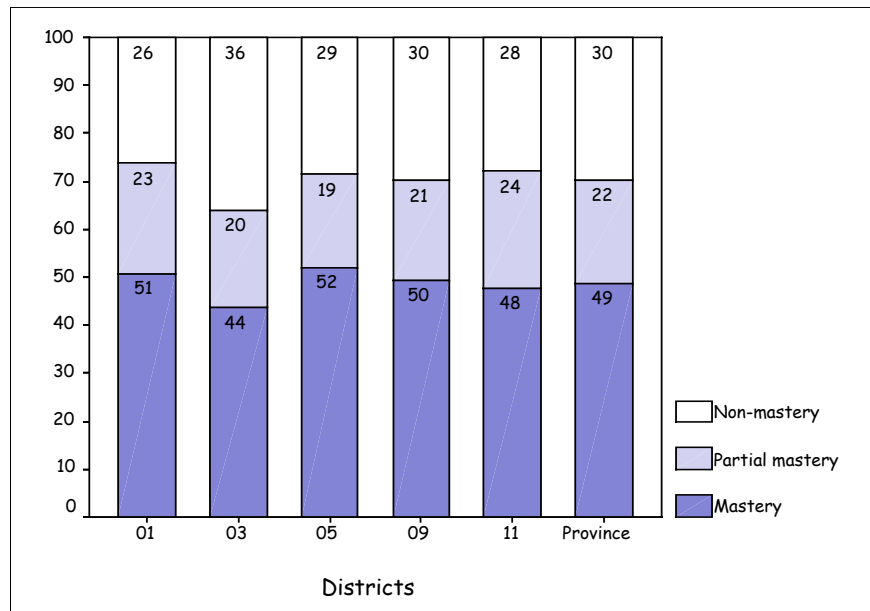
Descriptor 6: Use an appropriate strategy to solve a problem.

Graph 46



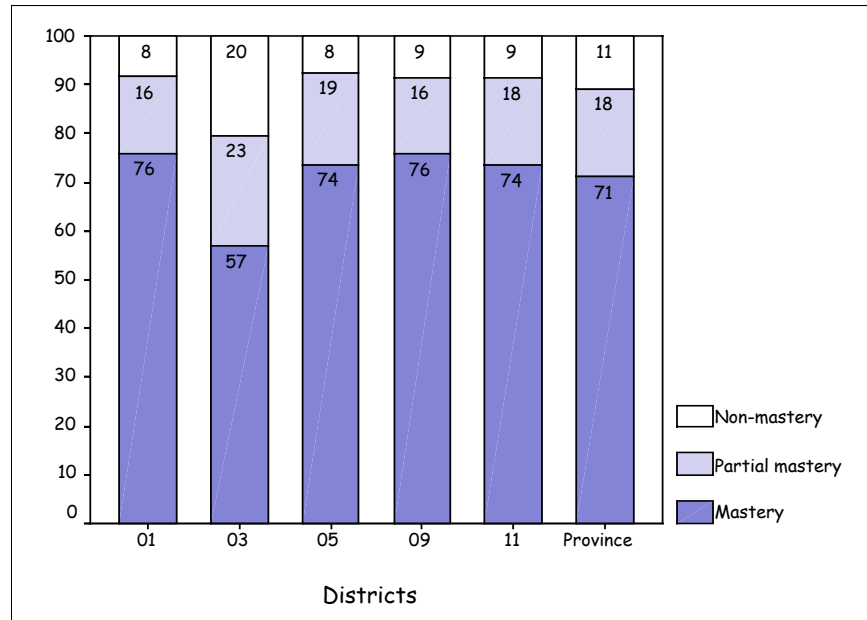
Descriptor 7: Find the right solution to a given problem..

Graph 47



Descriptor 8: Effectively communicate the answer to a problem in writing.

Graph 48



Mathématiques 8^e année

Breakdown of the student population

Table 4

Provincial data

Number of students
by sex

Girls : N=1 430

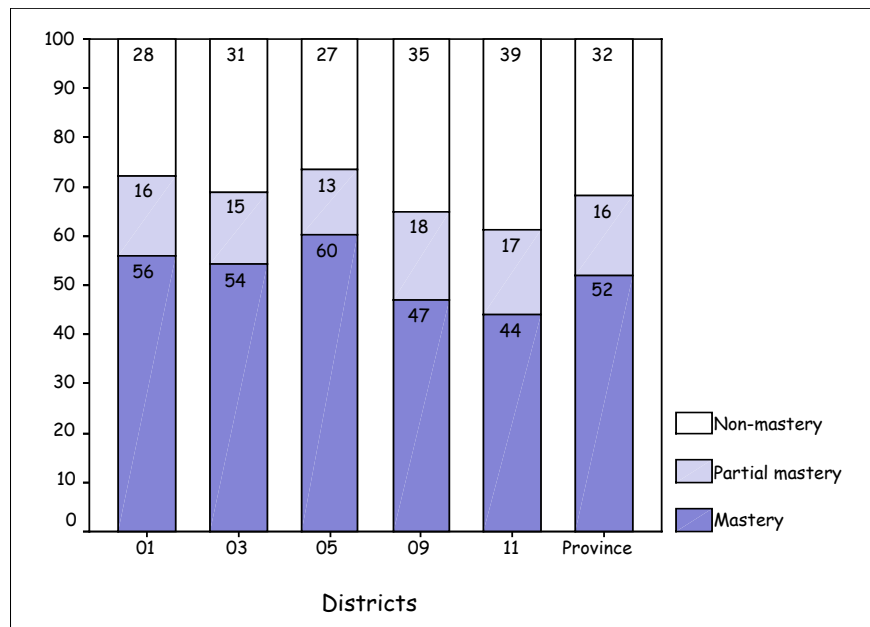
Boys: N=1 432

	Number of students enrolled	Reading		Writing	
		Exempted (%)	Absent (%)	Exempted (%)	Absent (%)
District 01	526	2.1	0.4	2.1	1.0
District 03	620	3.9	1.1	3.9	1.1
District 05	526	3.4	0.4	3.4	1.3
District 09	664	6.3	1.7	6.3	2.0
District 11	526	5.1	0.4	5.3	0.8
Province	2862	4.3	0.8	4.3	1.3

Mathematical content

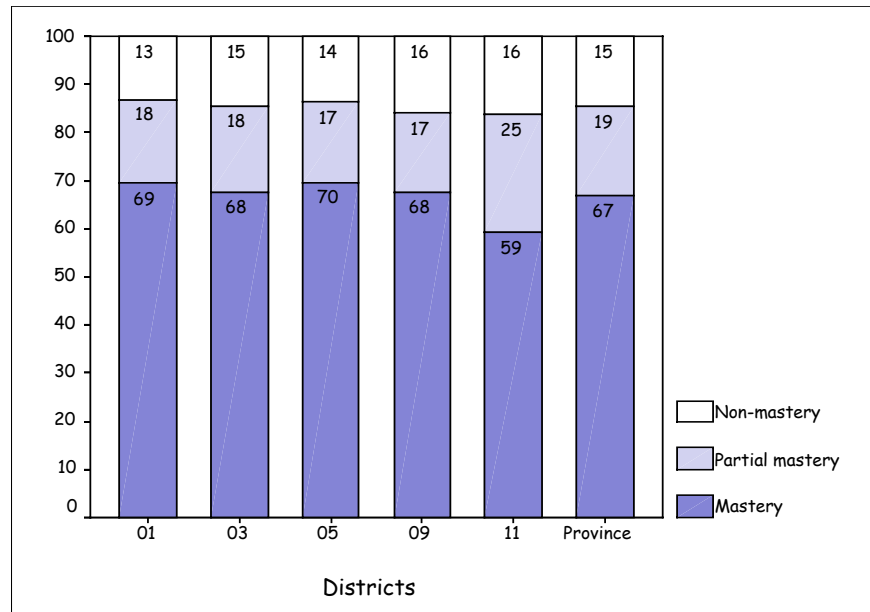
Descriptor 1: Understand and use rational numbers.

Graph 49



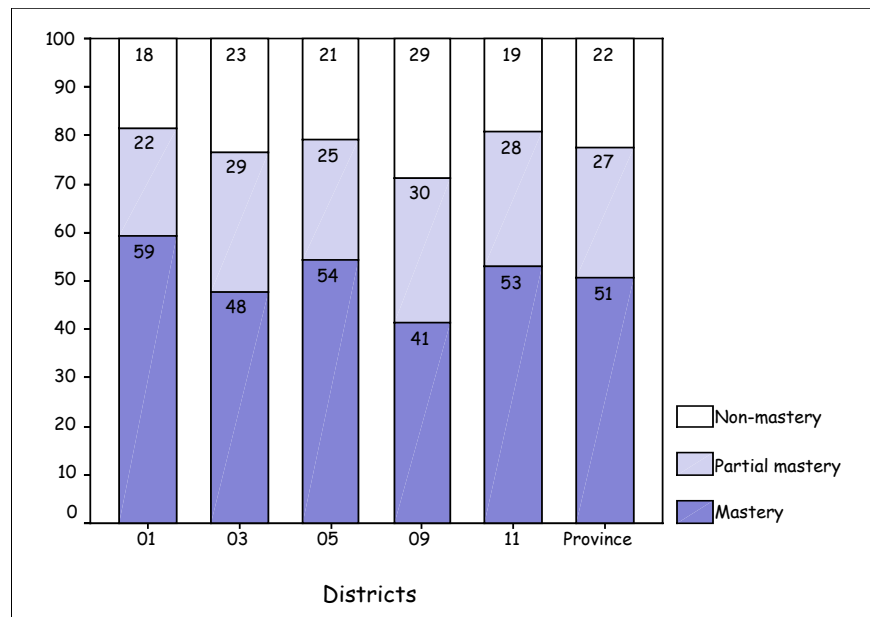
Descriptor 2: Perform the four operations on whole numbers and decimal numbers.

Graph 50



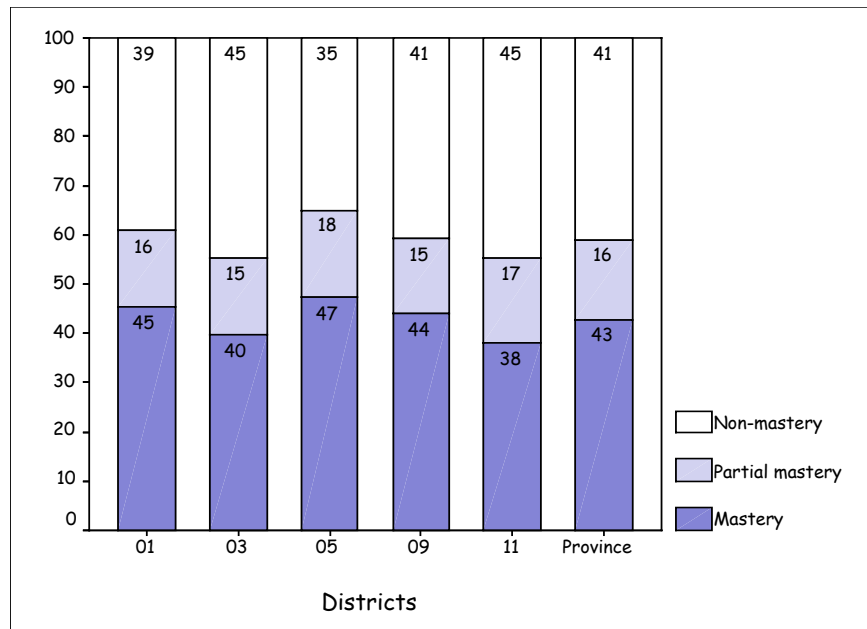
Descriptor 3: Understand and use patterns.

Graph 51



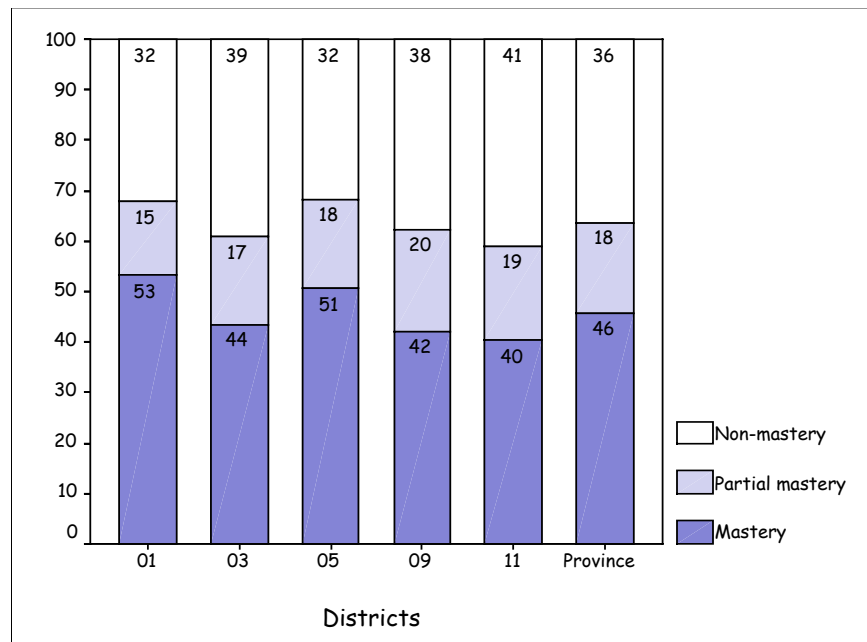
Descriptor 4: Understand and use the properties of straight lines, angles, triangles and other figures.

Graph 52



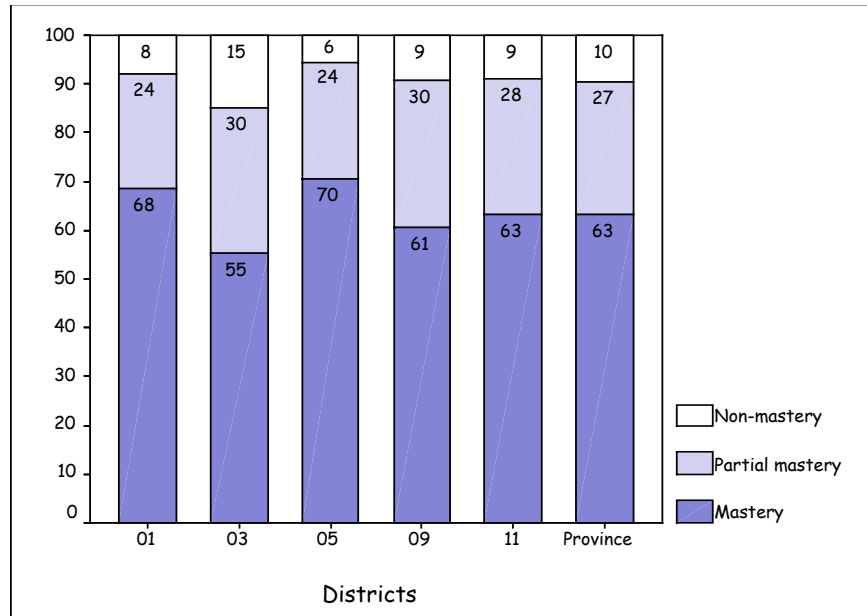
Descriptor 5: Make predictions and decisions based on statistical data.

Graph 53



Descriptor 6: Understand and use the concept of probability.

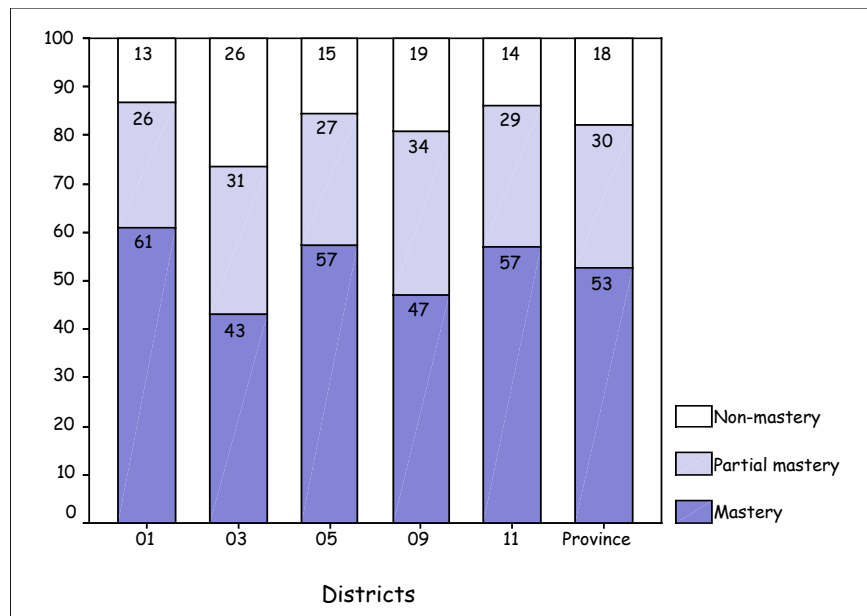
Graph 54



Problem solving

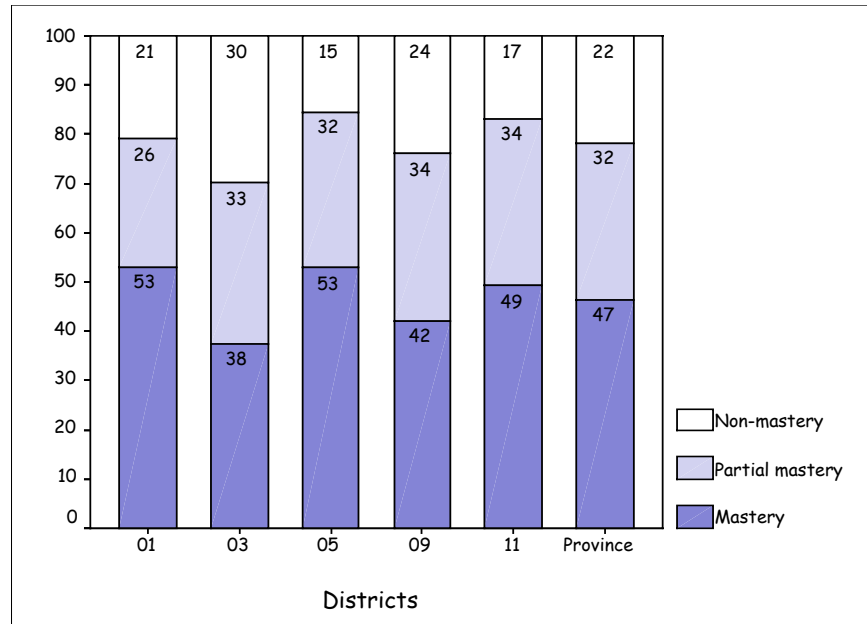
Descriptor 7: Use an appropriate strategy to solve a problem.

Graph 55



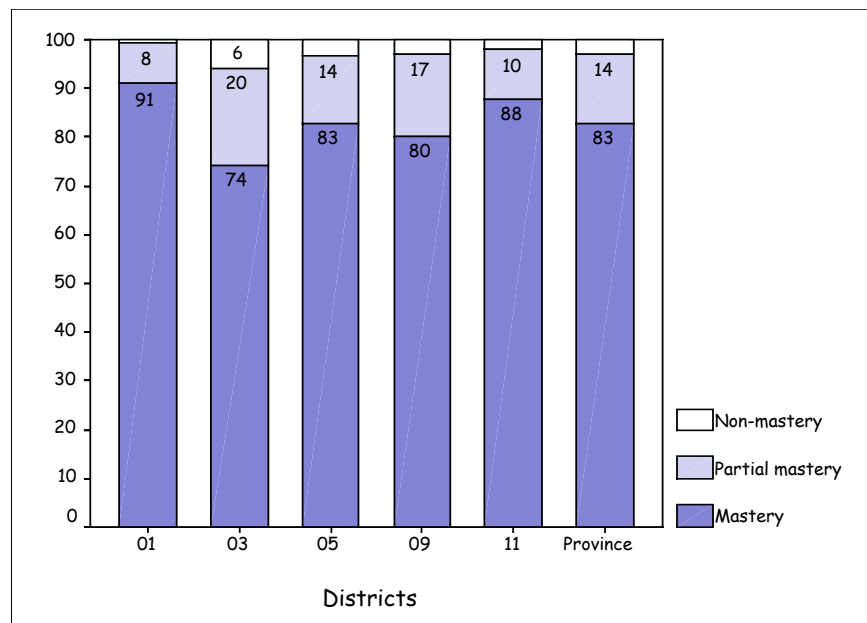
Descriptor 8: Find the right solution to a given problem.

Graph 56



Descriptor 9: Effectively communicate the answer to a problem in writing.

Graph 57



Conclusion

This marks the ninth year of publication of New Brunswick provincial examination results by school and by district. The Department of Education releases these results to meet the requirements of accountability and transparency.

The production of this report is the outcome of a lengthy process of compiling the data obtained from the provincial examinations administered during the 2002-2003 school year for the high-school level and the exams administered in September 2003 for the primary level. In order to produce a report accessible to everyone, the Department has included the most significant data.

These results enable all partners in education and decision-makers to see how New Brunswick students are doing in the subjects that represent the essential components of the curriculum.

We would appreciate receiving your comments after you have read this report. With this in mind, we have attached a form entitled “**Provincial examination results – December 2003.**” The Department will study the questionnaire responses and comments carefully.

Moreover, school principals and district superintendents as well as the staff involved within the Department are available to answer any further questions you may have.

Appendices

Français 4^e - Examination

Pass levels by DESCRIPTOR

	Descriptors	Items	Non-mastery (N)	Partial Mastery (P)	Mastery (M)
R E A D I N G	1. Find specific, selected information appearing literally in the text.	1, 2, 3, 5 and 9	0 to 2/6	3/6	4 to 6/6
	2. Reconstruct implicit information on the basis of a number of clues provided by the text.	4, 6, 8 and 10	0 or 1/5	2/5	3 to 5/5
	3. Assess or take a position in relation to the text by giving an opinion and justifying it.	7 and 11	0/4	1/4	2 to 4/4
W R I T I N G*	4. Write a composition by selecting information.		0	1	2
	5. Organize and arrange the elements of the sentence in order to make the composition effective.		0	1	2
	6. Use precise, varied vocabulary.		0	1	2
	7. Observe punctuation rules.		0	1	2
	8. Observe standard spelling.		0	1	2
	9. Observe grammatical spelling.		0	1	2

For example, the first descriptor, «**Find specific, selected information appearing literally in the text,**» is measured by seven items, and enables students to accumulate a total of 6 points. If students obtain:

- 4 points or more, they receive a mark of Mastery (**M**);
- 3 points, Partial Mastery (**P**);
- 2 points or less, Non-mastery (**N**).

* See Appendix B for spelling code explanations.

Français 4e examination

Abridged Correction Grid

Descriptors	Mastery	Partial Mastery	Non-mastery
4. Choice of information The student provides sufficient relevant information in his text.	Information <i>relevant</i> and <i>sufficient</i> (if some irrelevant information is present, it does not compromise the meaning). 2	Some irrelevant or insufficient information <i>sometimes</i> renders the meaning incomprehensible. 1	Text or message <i>incomprehensible</i> . or Text is off topic. 0
5. Sentence structure Sentences are grammatically correct.	Most simple sentences are well constructed. 1-3 errors 2	Many structure errors. 4 -7 errors 1	A great many structure errors. 8 or more errors 0
6. Vocabulary The student uses precise, varied vocabulary.	Vocabulary precise and varied. 2	Vocabulary <i>sometimes</i> precise but unvaried. 1	Imprecise vocabulary. 0
7. Punctuation The students ends his sentences with a period or a question mark.	0-1 error 2	2 errors 1	3 or more errors 0
8. Lexical spelling Words already learned are spelled correctly.	0-2 errors 2	3-4 errors 1	5 or more errors 0
9. Grammatical spelling	0-2 errors 2	3-4 errors 1	5 or more errors 0

Descriptors 7, 8 and 9 are measured based on 55 words, whereas descriptors 4, 5 and 6 are measured based on the entire text. Less than 55 words = Non-mastery for the six descriptors.

Français 8^e - Examination

Pass levels by DESCRIPTOR

	Descriptors	Questions	Non-Mastery (N)	Partial Mastery (P)	Mastery (M)
R E A D I N G	1. Find explicit information contained in a text.	1, 4, 6, 9, 11 and 12	0 to 4/10	5/10	6 to 10/10
	2. Extract implicit information from a text.	2, 5, 8, 13, 15, 16, 17 and 18	0 to 3/9	4/9	5 to 9/9
	3. Distinguish between key information and secondary information.	3, 7 and 14	0/3	1/3	2/3
	4. React to constituent elements of a text.	10, 19 and 20	0 to 2/6	3/6	4 to 6/6
W R I T I N G *	5. Write a composition that conforms to the characteristics of the narrative story.		0	1	2
	6. Provide pertinent clues that reveal the composition's structure.		0	1	2
	7. Use a varied, precise vocabulary.		0	1	2
	8. Construct proper sentences.		0	1	2
	9. Punctuate the text correctly.		0	1	2
	10. Observe standard spelling.		0	1	2
	11. Observe grammatical spelling.		0	1	2

For example, the first descriptor, «**Find explicit information contained in a text,**» is measured by ten items, and enables students to accumulate a total of thirteen points. If students obtain:

- 6 points or more, they receive a mark of Mastery (**M**);
- 5 points, Partial Mastery (**P**);
- 4 points or less, Non-mastery (**N**).

* See Appendix D for spelling code explanations.

Français 8^e - Examination

Abridged Correction Grid

	Descriptors	Mastery	Partial Mastery	Non-mastery
C O N T E N T	5. Characteristics of story (Narrative text)	Interesting, suspenseful text. Well-orchestrated events that move the action forward. Very pertinent descriptive passages. 2	Text fairly interesting, text no suspenseful. Descriptive passages sketchy or not very pertinent. 1	Text not interesting, off topic or genre not observed. 0
	6. Text structure	Parts of speech are present. One to two errors in paragraph division or use of relationship markers. 2	Weakness within narrative outline. Weakness in paragraph division. Links between paragraphs not clear. 1	The narrative outline is not followed. Almost total lack of paragraphs or very few links between paragraphs. 0
L A N G U A G E	7. Vocabulary	Correct use of language, a few rare improprieties or a few awkward turns of phrase. 2	Correct use of language, words limited to most common ones, a few rare improprieties or a few awkward turns of phrase. 1	Informal or popular level of language, a very large number of improprieties and awkward turns of phrase. 0
	8. Syntax	The student constructs proper sentences. 0-2 errors 2	3-5 errors 1	6 or more errors 0
	9. Punctuation	The student correctly punctuates his text (An error is counted each time it is committed). 0-2 errors 2	3-4 errors 1	5 or more errors 0
	10. Lexical spelling	0-5 errors 2	6-12 errors 1	13 or more errors 0
	11. Grammatical spelling	0-5 errors 2	6-12 errors 1	13 or more errors 0

Descriptors 7, 8, 9, 10 and 11 are measured based on 150 words, whereas descriptors 5 and 6 are measured based on the entire text.

Mathématiques 4^e - Examination

Pass Levels by DESCRIPTOR

	Descriptor	Questions	Non-mastery (N)	Partial mastery (P)	Mastery (M)
C O N T E N T	1. Understand the concept of equivalence and express a number using various representations.	1 to 5 19 points	0 to 9	10 to 13	14 to 19
	2. Know and apply mathematical operations (addition, subtraction and multiplication).	6, 7 and 10 12 points	0 to 4	5 to 8	9 to 12
	3. Solve problems involving the organization of several instructions concerned with logical relationships.	12 and 13 19 points	0 to 9	10 to 15	16 to 19
	4. Locate an object on a plane by means of Cartesian coordinates.	11 6 points	0 to 2	3	5 or 6
	5. Measure lengths, areas and volumes in metric units.	8 and 9 10 points	0 to 3	4 to 7	8 to 10
P R O B L E M	6. Use an appropriate strategy to solve a problem.	1 to 6 12 points	0 to 3	4 to 7	8 to 12
	7. Find the right solution to a given problem.	1 to 6 6 points	0 or 1	2	3 to 6
	8. Effectively communicate the answer to a problem in writing.	1 to 6 12 points	0 to 4	5 to 7	8 to 12

For example, the first descriptor, « **Understand the concept of equivalence and express a number using various representations,**» is measured by eleven items, and enables students to accumulate a total of 19 points. If students obtain:

- 14 points or more, they receive a mark of Mastery (**M**);
- 10 to 13 points, Partial Mastery (**P**);
- 9 points or less, Non-mastery (**N**).

Mathématiques 8^e - Examination

Pass Levels by DESCRIPTOR

	Descriptor	Questions	Non-mastery (N)	Partial mastery (P)	Mastery (M)
C O N T E N T	1. Understand and use rational numbers.	Part 1 – 1 to 7 Part 2 - 7 16 points	0 to 6	7 to 9	10 to 16
	2. Perform the four operations on whole numbers and decimal numbers.	Part 1 -10 to 16 Part 2 – 11 17 points	0 to 7	8 to 10	11 to 17
	3. Understand and use regularities.	Part 2 – 1, 2, 3, 4, 20, 21 and 22 16 points	0 to 4	5 to 7	8 to 16
	4. Understand and use the properties of straight lines, angles, triangles and other figures.	Part 1 - 17 to 24 16 points	0 to 6	7 to 9	10 to 16
	5. Make predictions and decisions based on statistical data.	Part 2 - 5, 6, 7 and 17 13 points	0 to 4	5 or 6	7 to 13
	6. Understand and apply the concept of probability.	Part 1 – 8 and 9 Part 2 - 12, 14 et 15 10 points	0 to 3	4 to 6	7 to 10
P S R O L B V L I E N M G	7. Use an appropriate strategy to solve a problem.	Part 2 - 9, 10, 13, 16, 18 and 19 12 points	0 to 3	4 to 7	8 to 12
	8. Find the right solution to a given problem.	Part 2 - 9, 10, 13, 16, 18 and 19 6 points	0 or 1	2 or 3	4 to 6
	9. Effectively communicate the answer to a problem in writing	Part 2 - 9, 10, 13, 16, 18 and 19 12 points	0 to 3	4 to 7	8 to 12

For example, the first descriptor, « **Understand and use rational numbers** » is measured by nine items, and enables students to accumulate a total of 16 points. If students obtain:

- 10 points or more, they receive a mark of Mastery (**M**);
- 7 to 9 points, Partial Mastery (**P**);
- 6 points or less, Non-mastery (**N**).

Questionnaire on the Statistical Report

Provincial examination results – December 2003

Francophone School Districts

Questionnaire

Circle the figure indicating your assessment of each of the following aspects and give comments where requested if desired.

1. *Use of report:*

	Negative			Positive	
1.1 I enjoyed reading the report in its detailed format.	1	2	3	4	5
1.2 The report is useful to me.	1	2	3	4	5
1.3 The report helped me to better understand the Department of Education's evaluation programs.	1	2	3	4	5

1.4 After reading the report, I used it in the following way (provide brief description):

2. *Content of report:*

	Negative			Positive	
2.1 I am satisfied with the content of the report.	1	2	3	4	5
2.2 The report is informative.	1	2	3	4	5
2.3 The results are easy to understand and interpret.	1	2	3	4	5

2.4 Comments regarding the content: _____

3. **Presentation of report:**

	Negative			Positive		
3.1	I like the presentation of the report.	1	2	3	4	5
3.2	The report's presentation is nicely spaced out.	1	2	3	4	5

3.3 Comments regarding presentation: _____

4. Other comments and suggestions: _____

Name : _____

Date : _____

Title : _____

Please send this form to the following address:

Direction de la mesure et de l'évaluation
Department of Education
P.O. Box 6000
Fredericton, N.B.; E3B 5H1
Telephone: (506) 453-2157
Fax: (506) 444-5523