

# Provincial Assessment

## English Language Arts Administration Guide



## Intermediate

Department of Education and Early Childhood Development  
Division of Evaluation and Research



## IMPORTANT INFORMATION

**THERE SHALL BE NO SHARING, COPYING, SCANNING, PHOTOGRAPHING, REPLICATING, REPRODUCING OR COMMUNICATING THE CONTENTS OF THE PROVINCIAL ASSESSMENTS IN ANY MANNER.**

Provincial Assessments are the property of the Department of Education and Early Childhood Development. They are considered confidential secure documents, and all Student Booklets and related materials shall be returned to the Department.

The following activities are prohibited:

- Revealing the assessment items before the administration
- Copying the assessment items or any student work
- Interpreting or clarifying assessment items for students
- Changing or interfering with student responses or assessment items

The Provincial Assessment for Intermediate English Language Arts is intended to be completed in an uninterrupted two-hour session. However, using teacher discretion, students may be given as much time as needed to complete the assessment.

Instructions must be delivered and fully understood by the entire class before students requiring an alternate setting may leave the room. All accommodations must be delivered by qualified teachers and not student assistants, parents or other volunteers.

Teachers are responsible for attaching the student name/number labels to the front cover of the Student Booklets (if provided). Teachers are also expected to complete the Student Tracking Form as outlined in this guide.

Dictionaries, thesauri, and class charts are permitted for the Demand Writing portion of the assessment ONLY. The teacher or other students cannot act as a dictionary. Use of a spell checker or grammar checker is not permitted. Cell phones are not permitted.

Please ensure students shade their answers for the Selected Response (Multiple Choice) Questions on their bubble sheets using a pencil and not a pen.

It is recognized that some students need special accommodations while others may not be able to participate in part or all of the Provincial Assessment. Documentation is required to note these accommodations or exemptions. The Accommodation and Exemption Policy, Accommodation and Exemption Form and Summary Form are available online at: <http://www.ed.gov.nl.ca/edu/k12/evaluation/crts/index.html>

# Teacher Administration Policy and Procedures

## BEFORE THE ASSESSMENT

**In preparation for the assessment teachers should:**

- Share the Administration Schedule with students.
- Explain the format of the assessment to students. Section one is a demand writing piece. Section two is a reading comprehension piece composed of six (6) selected response questions (multiple choice) and six (6) constructed response (long answer) questions.
- Inform students they will have approximately two hours (50-60 minutes per section) to complete the entire assessment.
- Assemble materials needed for the assessment, including HB pencils, dictionaries and thesauri. Ensure students know they are not permitted to use dictionaries and/or thesauri in section two (reading) of this assessment. Remind students that cell phones are not permitted during this assessment.
- Make photocopies of the lined paper found in this document (page 7) to have available for students who need extra pages. Any extra pages should be stapled in the Student Booklet.

## THE DAY OF THE ASSESSMENT

**Teachers should:**

- Ensure that students have the necessary supplies (two sharpened pencils, a quality eraser, dictionaries, and thesauri).
- Provide lined paper if needed (to be copied by teacher in advance).
- Refrain from helping students answer any assessment questions. For example:
  - do not talk to students about any specific assessment item
  - do not provide any information that would allow students to infer the correct answer, such as suggesting that they might want to check their work
  - do not engage in any verbal or nonverbal communication that would allow students to conclude they have omitted or answered a question incorrectly

- Administer the assessment according to all procedures specified in this guide.
- Ensure the assessment is administered to all Grade 9 students, except those eligible for an exemption.
- Provide general directions to all students at the same time and ensure all instructions are fully understood by the entire class **before** students requiring an alternate setting may leave the room.
- Shade all the bubbles that apply in the “Service Delivery” section of the student Bubble Sheet for each student receiving support (see page 10).
- Have students shade the appropriate bubble on the Bubble Sheet if they are enrolled in French Immersion (FR.IMM).
- Record the attendance on the Student Tracking Sheet. For schools that receive a blank Student Tracking Sheet, fill in the students’ names (as recorded on the register or in PowerSchool) by alphabetical order of last name (including those who did not participate). This sheet must be included with the returned materials.
- Attach each student name/number label to the appropriate box on the cover of the Student Booklets. Ensure student labels match the student printed names.
- Ensure that the teacher identifier (teacher name or Teacher A, B, C etc.) on the Bubble Sheets coincides with the teacher identifier on the Student Booklets.

## ASSESSMENT ADMINISTRATION

### **Demand Writing**

The time frame is approximately 50 – 60 minutes. (Allow additional time if necessary).

- Distribute the Student Booklets. Have students open to the **Demand Writing section** and read the writing prompt to them.
- Spend 5-10 minutes brainstorming. If the brainstorming is recorded then the teacher must remove or erase the ideas before students start writing. Students should not write or take notes during the brainstorming.
- Remind students that these are just some ideas and they should not be limited to these ideas exclusively. Students should be encouraged to be creative.
- Encourage students to write independently and to proofread their work before passing it in. Teacher and peer conferencing are NOT permitted.

- Keep in mind that once students begin working, there should be NO prompting or assistance, either verbal or non-verbal, from the teacher about student work. This includes prompting about the length of writing, grammatical errors, ideas, etc.
- Remember that if students need more space to complete their answers, the teacher should provide them with copies of the standard lined paper found in this guide (page 8). Students should indicate that their work is continued on extras pages and these pages should be stapled to the Student Booklet.

## **Non-Fiction Reading**

The time frame is approximately 50 – 60 minutes. (Allow additional time if necessary).

- Distribute the Student Booklets and the Bubble Sheets.
- Explain that the selected response (multiple choice) questions should be answered in the booklet first. The answers then have to be shaded on the Bubble Sheets, making sure that the question numbers match the numbers on the Bubble Sheets.
- Inform students that the selected response questions will be answered on the Bubble Sheet numbers 1 - 10.
- Explain that for the constructed response (long answer) questions they are to write (print) their answers on the lines provided in the Student Booklet.
- Ensure that students read the text silently and independently. No part of the text (reading or questions) can be read to students.
- Keep in mind that during the Reading Section, the use of dictionaries is NOT permitted.
- Collect the Student Booklets and Bubble Sheets at the end of the allotted time.

### **IMPORTANT:**

If students ask questions about the assessment, teachers shall respond VERBATIM:

**“This is an assessment and I can only answer questions about the instructions. I cannot answer any questions about the assessment or your writing.”**

## AFTER THE ASSESSMENT

**Immediately following the administration, teachers should:**

- Collect all student Bubble Sheets and Student Booklets (including blanks) and ensure that they are returned to Department (see detailed steps in the following section).
- Refrain from making any additional marks on the assessments if scoring the assessments at the school level. They will be corrected a second time (for a different purpose) at the Provincial Assessment Marking Board.
- Feel free to provide any feedback regarding this year's Provincial Assessment. Be sure to include your note with the assessments when they are returned.
- Return all assessment materials (Student Booklets, Bubble Sheets and Student Tracking Sheets to the principal as soon as the marking is completed.
- Please remember that sharing, copying, scanning, photographing, replicating, reproducing or communicating the contents of the Provincial Assessment is strictly prohibited.

## AFTER THE ASSESSMENT (PACKAGING FOR TEACHERS)

**When packaging the assessments, teachers should:**

- Ensure each student Bubble Sheet has been completed in pencil and is placed inside the cover of the correct Student Booklet.
- Check the outside covers of the Student Booklets to ensure the student name, teacher identifier and school information is correct and complete. Ensure the labels including the student name and number are attached and match the name on the Student Booklet and Bubble Sheet.
- Avoid using elastic bands, paper clips, staples or any other item that could result in the damage of the Bubble Sheets and prevent them from being processed by the scanner.
- Ensure that student attendance/exemption has been accurately recorded on the Student Tracking Sheets and ensure that there is a separate Student Tracking Sheet for each class.
- Note that Class Headers are no longer required as results will be provided to schools by grade level and not individual class.
- Assemble all pertinent materials verifying the contents with the principal who will send them to the Department on, or the day following administration.

## **AFTER THE ASSESSMENT (PACKAGING FOR PRINCIPALS)**

Assessments must be packaged and shipped the day of or directly following the last day of administration. Schools with grades 3, 6 and 9 students will send two separate shipments. The first will be for the Grades 3 and 6 assessments after the first administration date and the second for the grade 9 assessments after the second administration date. Under no circumstances, should assessments be kept and returned with the Public Exams.

When packaging the assessments, principals should:

- Ensure all booklets and materials have been accounted for.
- Complete one Building Header for each grade level that participated (see page 8):
  - Include school name where it says building name.
  - Include total number of students at each grade level who participated (full or partial) in the Provincial Assessment, where it says “Sheet Count”.
  - Indicate the school number under “Codes” starting under the A.
- Complete and sign the Principal’s Checklist that was sent out with the Provincial Assessment Package and include a copy inside each box (or envelope) as shown in the Principal’s Memo.
- Put Student Tracking Sheet(s), Building Header(s) and any teacher feedback in the envelope provided and put school name, number and region on the outside of the envelope.
- Clearly indicate the school name, region and number of boxes or envelopes being sent on the outside of each box/envelope. (E.g. Amalgamated Academy, Eastern, Box 1/6).

## **RETURNING THE ASSESSMENTS**

Unless directed otherwise by the Department or District, send all assessment materials through the regular post to the following address\*:

EECD c/o Karla Wheeler  
Department of Education and Early Childhood Development  
Evaluation and Research  
PO Box 8700  
St. John’s, NL  
A1B 4J6

\*Note: Schools in Labrador will continue to send their Provincial Assessments through Provincial Airlines as was done in the past.

**To be reimbursed for shipping  
send receipts to Karen Collins:**

Scan the receipt and email it to [karencollins@gov.nl.ca](mailto:karencollins@gov.nl.ca) or mail the original receipt (separately from the Provincial Assessments) c/o Karen Collins to the address above.







# STUDENT BUBBLE SHEET

Please use a pencil for ALL Bubble Sheets.

LAST NAME										FIRST NAME										M
S	M	I	T	H						J	A	N	E							D



## ANSWER SHEET

SIDE 1

TEACHER	Teacher A
SCHOOL	Assessment Academy
DISTRICT	NLESD (Eastern)

Teacher identifier must be the same name on the Student Bubble Sheet and Student Booklet.

1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E	16 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E	31 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
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All French Immersion students should shade this bubble (even if they are writing the Provincial Assessment in English).

<b>BIRTH DATE</b> 06   12   05 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<b>SERVICE DELIVERY</b> (mark all that apply) <input checked="" type="radio"/> ACCOMMODATIONS <input type="radio"/> MODIFIED PRESCRIBED <input type="radio"/> ALTERNATE	<b>SEX</b> <input checked="" type="radio"/> M <input type="radio"/> F
<b>GRADE</b> K   5 <input type="radio"/> 1 <input checked="" type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<b>SUBJECT</b> <input type="radio"/> ENGLISH <input type="radio"/> FRENCH <input checked="" type="radio"/> MATH <input type="radio"/> SCIENCE <input type="radio"/> SOCIAL STUDIES <input type="radio"/> OTHER	<input checked="" type="radio"/> FR. IMM <input type="radio"/> INT. FR.