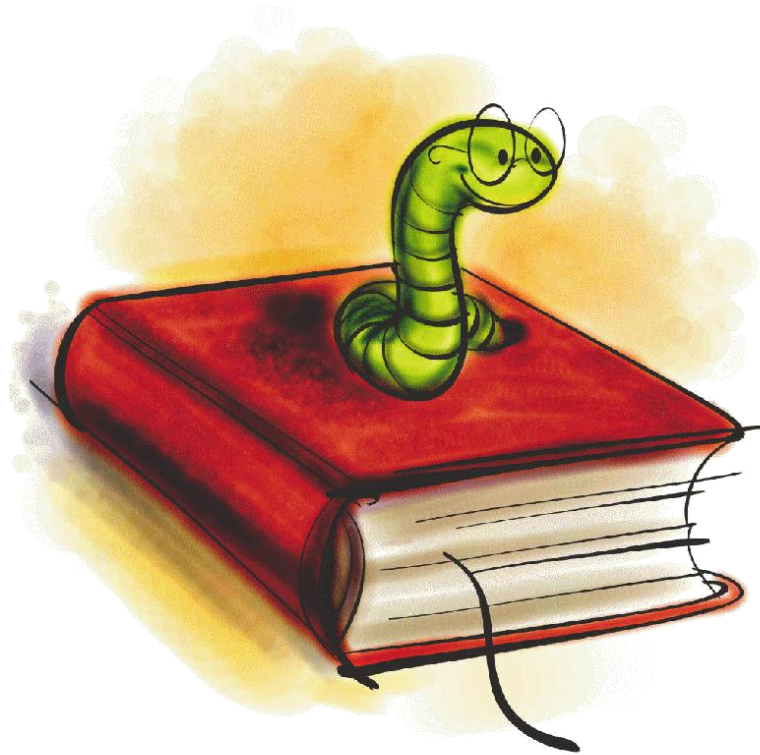


# Provincial Assessment

## English Language Arts Administration Guide



### Primary/Elementary

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
- Using student responses for school based evaluation

Teachers will receive all assessment materials 30 minutes prior to administration and shall return them to the principal immediately after the administration EACH day. Provincial Assessments shall not remain in the classroom at any time, other than during the administration.

Students are not permitted to revisit missed portions of the assessment in the event of illness, absenteeism, etc. Upon the student's return to school, he/she shall continue at the same section of the Provincial Assessment as the rest of the class. The omitted section shall be skipped and not attempted. Teachers are to record all absenteeism on the Student Tracking Form.

All students shall be present during the reading of the Teacher Script. 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.

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.

Although approximate times have been given, these are guidelines for teachers. Students should be given as much time as needed to complete the components of the assessment, within reason and using teacher discretion.

Please ensure students shade the bubble corresponding to the answers they have circled in the Student Booklet accurately 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 to students that the assessment will have four sections (two demand writing and two reading comprehension). The reading comprehension sections will have two types of questions: selected response (multiple choice) and constructed response (long answer). You may wish to review the “Tips for Answering Selected Response Questions” and “Tips for Answering Constructed Response Questions” prior to the assessment. The tips will be printed in the Student Booklets and can be found on page 7 of this Administration Guide.
- Communicate to students that they should treat the assessment as they would treat any other in-class activity and that they should do their very best work. Inform students that their results will not affect their report cards or be sent home to parents. The results will be used by the Department and School District to inform decisions on teaching and learning. Explain to students that they have a very important role in this process and that their participation in this assessment is helping their school become a better place.
- Discuss with the students the concept of right and wrong answers. Many of the questions do not have right or wrong answers. Students have to support their opinions with examples from the text and their own experiences.
- Let students know their work will be scored during the summer by teachers who will not know them. Therefore, it is important to answer all questions with as much information as they can. Students should print (or write) as neatly as possible.
- Help students understand that the major difference between class work and this assessment is that they will have to work independently on the Provincial Assessment. Discuss what it means to work “independently”.
- Assemble materials needed for the assessment, including HB pencils, crayons/coloured leads, dictionaries and thesauri. Dictionaries and thesauri are ONLY permitted during the Narrative and Persuasive Writing sections of the assessment.
- Make photocopies of the lined paper found in this document (page 8), to have available for students who need extra pages. Any extra pages should be stapled to the Student Booklet.

# THE DAY OF THE ASSESSMENT

## Teachers should:

- Ensure all students have a book, or reading material, under their desks to read when they have finished their assessments. This is the only permissible activity for students once they have finished. Students shall not be permitted to draw, colour, doodle, go to bookshelves, retrieve leisure items, etc.
- 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
- Ensure the assessment is administered to all Grade 3 and Grade 6 students, except those eligible for an exemption. Please note that all Grade 3 French Immersion students are exempt.
- Ensure all students complete the assessment within the regular classroom, unless an alternate setting is an accommodation for a student with an IEP or a Record of Accommodations.
- Ensure all students are present during the reading of the Teacher Script. Students requiring an alternate setting may proceed to their alternate setting once the script has been read and the contents fully understood by the entire class.
- 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.
- Check the pre-printed student Bubble Sheets to ensure the information is correct. For schools that receive blank Bubble Sheets, the teacher should write the student name, teacher identifier (name or Teacher A, B, C, etc.), school name, and region on the appropriate lines of the student Bubble Sheets and shade in the corresponding bubbles.
- Shade all the bubbles that apply in the “Service Delivery” section of the student Bubble Sheet for each student receiving support (see page 10).
- Shade the appropriate bubble on the Bubble Sheets if students are enrolled in Grade 6 French Immersion (FR.IMM).
- Ensure that Bubble Sheets are filled in by students once ALL students have completed their assessments each day. Students will use the same Bubble Sheet for the entire assessment. The shading of Bubble Sheets shall be in accordance with the guidelines outlined in the Teacher Script. Please ensure students shade the bubbles corresponding to the answers they have circled in the Student Booklet accurately using a pencil and not a pen.

- Encourage students to use a ruler to prevent errors when shading the bubbles. Mistakes often occur when students skip a question and shade all subsequent bubbles incorrectly.
- Check to ensure the Bubble Sheets were completed correctly.
- Remind students not to scribble or make unnecessary marks on the Bubble Sheets. White erasers work best for changes. Questions with multiple bubbles shaded are scored as incorrect.
- Record the attendance on the Student Tracking Sheet each day of the assessment administration. 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 is important for markers and should be completed daily. This sheet must be included with the returned materials.

**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.”**

*\*This is explained in further detail within the Teacher Script.*

## INFORMATION ABOUT THE TEACHER SCRIPT

- **The Teacher Script will be sent to schools at the same time as the Provincial Assessments.**
- Each activity in the Teacher Script is arranged the same way:
  - Materials** – A list specifying which materials have been provided by the Department and which materials should be available to students.
  - Procedure** - The steps to follow for each activity. Following the specified procedure will yield consistency in the administration of the assessment.
  - Script** - Once the classroom routine has been completed (for example, canteen orders, announcements, attendance, etc.) and the room has been prepared for testing, the script shall be read **word – for – word** to keep the administration consistent throughout the province.

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

**Collect all assessment materials and return them to the principal each day.**

- Please remember that sharing, copying, scanning, photographing, replicating, reproducing or communicating the contents of the Provincial Assessment is strictly prohibited.

**On the final day of administration, to aid in the packaging process, teachers should:**

- Ensure each student Bubble Sheet is placed inside the cover of his/her 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 Sheet for each day of the assessment administration.
- 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

**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.

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

## TIPS FOR ANSWERING ASSESSMENT ITEMS

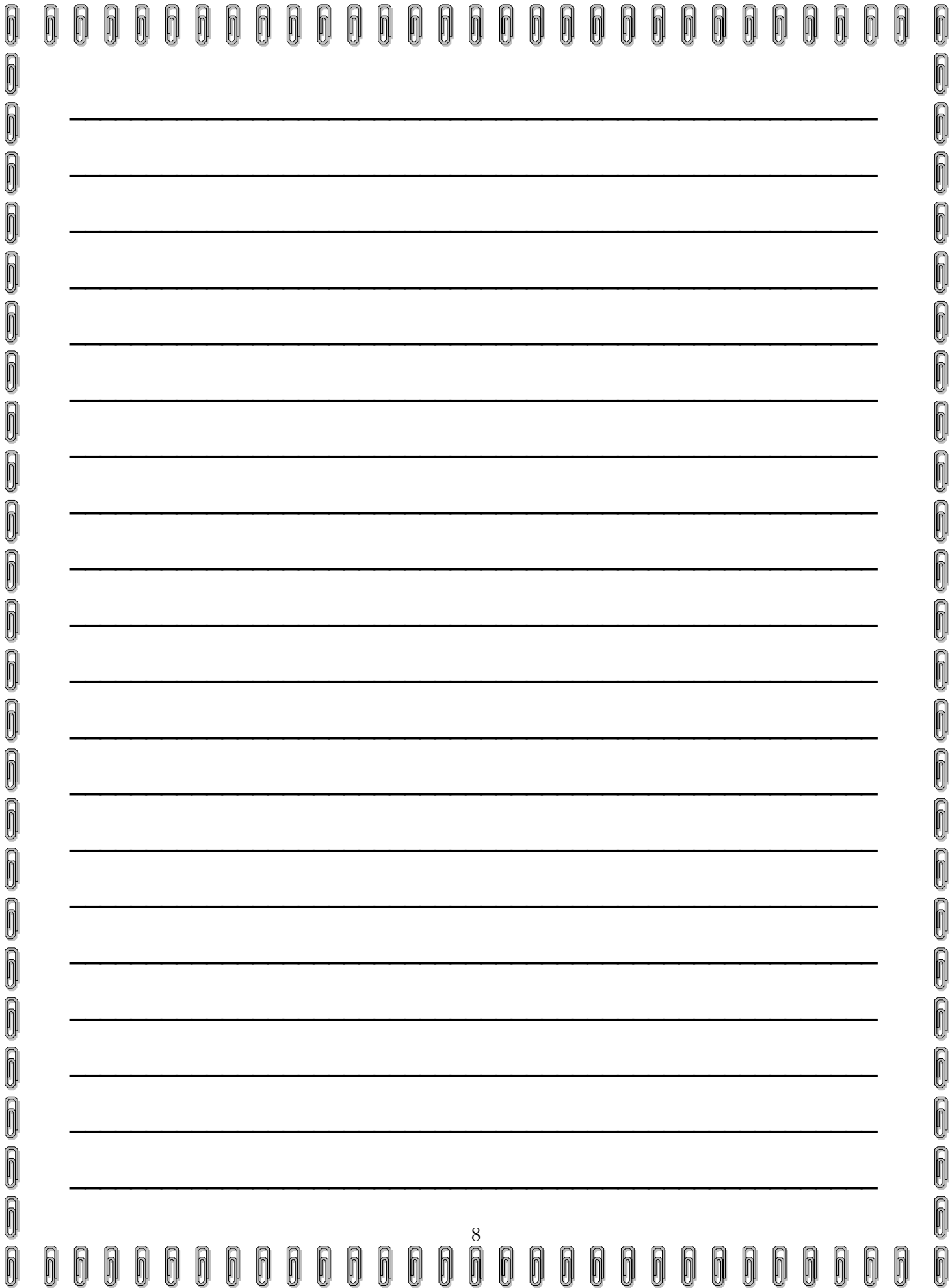
### Tips for Answering Selected Response Questions

1. Read the question as many times as necessary.
2. Reread parts of the text as necessary.
3. Choose the best answer for each question and circle your answer in the booklet.
4. Go to the next question if you get stuck on an answer. You should come back to the question at the end.
5. Answer every question, even if you're not sure.
6. Use any extra time to check your answers.
7. When directed by your teacher, completely shade one circle for each question on the bubble sheet.
8. Relax and do the best you can! 😊

### Tips for Answering Constructed Response Questions

1. Read the question as many times as necessary.
2. Print or write as neatly as you can.
3. Explain your thinking clearly. Provide details and examples to support your thinking.
4. Go to the next question if you get stuck on an answer. You should come back to the question at the end.
5. Answer every question, even if you are not sure.
6. Use any extra time to check your answers.
7. Relax and do the best you can! 😊






A series of horizontal lines for writing, consisting of 18 parallel lines spaced evenly down the page.



# 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
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
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G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
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I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
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P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
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X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z



Department of Education

## ANSWER SHEET

SIDE 1

<b>TEACHER</b>	Teacher A
<b>SCHOOL</b>	Assessment Academy
<b>DISTRICT</b>	NLESD (Eastern)

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

<b>BIRTH DATE</b> 06 12 05 <input type="radio"/> 0 <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 type="radio"/> M <input checked="" type="radio"/> F
<b>GRADE</b> <input type="radio"/> K <input type="radio"/> 1 <input 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.

1	16	31
2	17	32
3	18	33
4	19	34
5	20	35
6	21	36
7	22	37
8	23	38
9	24	39
10	25	40
11	26	41
12	27	42
13	28	43
14	29	44
15	30	45

All French Immersion students should shade this bubble (even if they are writing the Provincial Assessment in English).