

Provincial Assessment Accommodation and Exemption Policy Reading/Writing

Primary/Elementary/Intermediate



Source: <http://uastudent.com/general-principles-of-teaching-grammar/>

Department of Education and Early Childhood Development

Division of Evaluation and Research

Background Information

The Provincial Assessments provide meaningful information about the performance of all students. It is recognized that some students need accommodations while others may not be able to participate in the assessment. In order to report data on all students, documenting the accommodations and exemptions is necessary. School, district and provincial results will include the achievement levels of all students; however, the names of individual students will not be published in any public report.

Accommodation and Exemption Policy

The principal, in consultation with the classroom teacher and the student's program planning team, will make the necessary recommendations regarding exemptions and accommodations. All exemptions and accommodations approved by schools shall be considered approved by the Department of Education and Early Childhood Development.

Under no circumstance should accommodations or exemptions be considered that are not listed on the Accommodation and Exemption Form or stated in this document (even with special considerations in the student's IEP). Any special accommodation requests which are not listed must have prior written permission from the Department (contact Karla Wheeler at karlawheeler@gov.nl.ca).

Any student requiring accommodations or exemption requires a completed Accommodation and Exemption Form. The form must be signed by a teacher or administrator with parent/guardian consent, and placed in the student's cumulative file for future reference. Accommodation and Exemption Forms should not be sent to the Department. However, the Department may randomly request to review the Accommodation and Exemption Forms to ensure all criteria are in place for the practice of consistency throughout the province.

A list of all students who are exempt from writing the Provincial Assessment must be forwarded to the Department of Education and Early Childhood Development (karlawheeler@gov.nl.ca) by the first Monday in May, using the Summary Form.

The Accommodation and Exemption Form and Summary Form are available online as fillable .PDF files:

Accommodation and Exemption Form (filed in student cumulative files)

Primary:

http://www.ed.gov.nl.ca/edu/k12/evaluation/crts/primary_accomodation_and_exemption_policy_-_ela.pdf

Elementary:

http://www.ed.gov.nl.ca/edu/k12/evaluation/crts/elem_accomodation_and_exemption_policy_-_ela.pdf

Intermediate:

http://www.ed.gov.nl.ca/edu/k12/evaluation/crts/inter_accomodation_and_exemption_policy_-_ela.pdf

Summary Form (forwarded to karlawheeler@gov.nl.ca)

http://www.ed.gov.nl.ca/edu/k12/evaluation/crts/school_summary_form.pdf

Acceptable Exemptions and Accommodations

All students who attend school on the day of the Provincial Assessment, and do not meet the criteria for exemption, shall be expected to participate in the assessment.



Source: <http://designchair.co.uk/wp-content/uploads/2011/01/fantasyphotomanipualtion.jpg>

FULL EXEMPTIONS

Provincial Assessments measure student performance of the curriculum outcomes. They do not measure ability or intellect, therefore, scores on the WISC (Wechsler Intelligence Scale for Children) or similar assessments should not be a factor for determining an exemption.

Full exemptions are only permitted for students who have:

- **an alternate (functional) curriculum.**

Note: a copy of the alternate curriculum must be on file at the school.

- **special circumstances (e.g. serious illness, sudden bereavement, or other unusual circumstances)**

Note: The principal, in consultation with the teacher and parents, should make the recommendation and this exemption must be communicated to the District and Department.

Partial exemptions for the English Language Arts Provincial Assessment are permitted in accordance with the guidelines outlined in this document.

PARTIAL EXEMPTIONS

Partial exemptions are only permitted for students who have:

- an alternate curricular course or program in English language arts
- a modified prescribed English language arts course (below grade level)
- special circumstances (e.g. serious illness, sudden bereavement, or other unusual circumstances)

Note: Documentation is necessary for a partial exemption and each student's needs should be considered individually.

Exemption from the reading component(s) will only be considered if students are reading **BELOW** the following levels:

Primary – Instructional Level L
Elementary - Instructional Level Q
Intermediate – Instructional Level X (Grade 7.2)

The following documentation is required:

Primary/Elementary - Dated reading records completed after January 1 (both the instructional and hard (frustration) levels are required).

Intermediate – If reading records are not available, any dated reading assessment administered in the last 12 months indicating that the student is reading below the benchmark for beginning Grade 7 (level X) is acceptable.

Exemption from the writing component(s) is very uncommon. Every student, if they are able to write, should participate in the Demand Writing.

Exemption will only be considered if the teacher deems the student's writing to be **AT or BELOW** the following levels:

Primary – Pre-Grade 1
Elementary – Early Primary
Intermediate – Pre-Elementary

The following documentation is required:

Primary/Elementary/Intermediate - A dated writing sample completed after January 1 showing the student's inability to write independently.

ACCOMMODATIONS

Accommodations for Provincial Assessments should already be in place for instruction and assessment during the school year and must be recorded in the student's IEP or Record of Accommodations. All accommodations must be delivered by a qualified teacher. Student assistants are not permitted to administer accommodations.

Reading of texts to students is NOT permissible.

- The ELA Provincial Assessment is a reading comprehension assessment. Sometimes in a student's IEP it is noted that tests and assignments may be read aloud, but this would not be acceptable on the Provincial Assessment as it is measuring reading comprehension.
- To have a text read to a student would be measuring the student's "listening" and not "reading" comprehension. Therefore, a student must read the text independently.

Clarification of instructions is NOT permissible.

- Even if clarification of instructions is part of a student's IEP or Record of Accommodations, it is NOT permissible for the Provincial Assessment because the assessment is set to measure what outcomes students can achieve independently.

THE FOLLOWING ACCOMMODATIONS ARE PERMISSIBLE:

Alternate Text Format

- Students may require the assessment in an alternate format such as braille or large print.

Note: To allow time for Student Booklets to be printed in alternate formats, please contact Karla Wheeler as soon as possible for this request at karlawheeler@gov.nl.ca.

Assistive Technology

- Students may use any equipment to record their written responses. The teacher must ensure that spelling correction is turned off for the Demand Writing section(s).
- All student work must be printed and attached to the student booklets. Any documents created by students for the Provincial Assessment must be deleted after printing to maintain the assessment security and student confidentiality.

Note: Copies of the assessment cannot be provided in advance, therefore limiting the types of Assistive Technology used regardless of approved accommodations in a student's IEP or Record of Accommodations.



Source: <http://www.zitima.com/media/1314/tablet-education-software.png>

Verbatim Scribing for Constructed Response Items (not Demand Writing)

- Students may narrate (speak) their answers as the teacher writes (scribes) what is dictated. The teacher should write exactly what the student dictates. There can be no suggestions, editing, or proof-reading.
- Students may use voice-to-text software to record their answers.
- Students who have difficulty manipulating a pencil may have a scribe for drawing. The teacher should draw exactly what the student described. There is to be no prompting of what to draw.
- All scribing should be attached to the student booklets.

Note: Scribing is permissible for the Reading Comprehension section(s) of the Language Arts Provincial Assessment; however, it is not a possible accommodation for the Demand Writing section(s). In the Reading Comprehension section(s), students are not be penalized for spelling, capitalization, or punctuation, whereas in the Demand Writing section(s), conventions are considered.

Transcribing for Constructed Response Items (not Demand Writing)

- The student writes independently without any assistance from the teacher. Upon completion, the teacher writes a transcription (i.e., the child's work, rewritten by the teacher, with accurate spelling) for the purpose of legibility, to include with the student's work. There can be no suggestions, editing, or proof-reading.
- All transcriptions should be completed on a separate sheet and attached to the student booklets.

Note: Transcribing is permissible for the Reading Comprehension section(s) of the Language Arts Provincial Assessment; however, it is not a possible accommodation for the Demand Writing section(s). In the Reading Comprehension section(s), students are not be penalized for spelling, capitalization, or punctuation, whereas in the Demand Writing section(s), conventions are considered.

Alternate Setting/Quiet Space

- All students should be in the classroom for directions.
- Only those students who cannot perform in the classroom setting should be removed to a small group or individual setting. This should be a minimal number of students, not the entire group of students who are receiving supports.
- When working in an alternate setting, there should be no additional supports given to students unless authorized by the Department.

Supervised Breaks

- These may be provided to students with exceptionalities who require a short break from the assessment. These would occur under the supervision of a teacher.