

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provincial results will include the achievement levels of all students; however, the names of individual students will not be published in any public report.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)

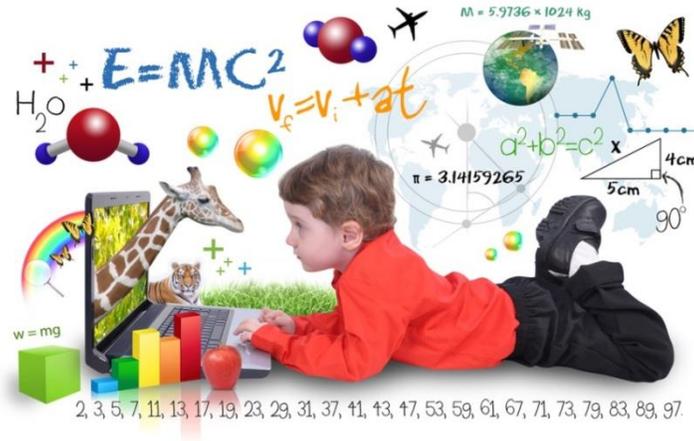
http://www.ed.gov.nl.ca/edu/k12/evaluation/crts/accommodation_and_exemption_form.pdf.

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

http://www.ed.gov.nl.ca/edu/k12/evaluation/crts/accommodations_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://suiyazilim.com/childeren-education.png>

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 curricular course that removes them from the prescribed mathematics curriculum**
- **an alternate (functional) curriculum**
- **a modified prescribed math course (below grade level)**

Note: a copy of the alternate course or 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.

There are no partial exemptions for the Math Provincial Assessment.

ACCOMMODATIONS

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

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 which outcomes students can achieve independently.

Calculator use is NOT permissible (Primary/Elementary).

- Although calculators are sometimes used as an accommodation in Primary and Elementary classrooms, they are not permitted to be used on the Provincial Assessment. In some cases, using a calculator would modify the outcomes that are being assessed and the purpose of the assessment is to measure which prescribed outcomes students can achieve without modification.

Note: Calculators are permitted for all students writing the Intermediate Provincial Assessment as they are used to complete the assessment and not as an accommodation.

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.



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

Assistive Technology

- Students may use any equipment to record their written responses.
- 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.

Verbatim Scribing

- 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: Students are being assessed on their Mathematical knowledge and understanding of number, not writing skills, therefore students do not have to supply spelling, capitalization, or punctuation.

Transcribing

- 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.

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.

Reading of Texts

- Verbatim reading of a question is permitted for the Mathematics Provincial Assessment if necessary, but must follow the guidelines below:

Teachers are permitted to read words only.

Students need to read:

numerals (e.g., 705)

equations (e.g., $5 \times 3 = \underline{\quad}$)

symbols (e.g., +)

pictorial representations (e.g., \triangle)