

Mathematics



PROVINCIAL ASSESSMENT GUIDELINES

Primary Administration Guide for
Teachers

PRIMARY



Department of Education

Division of Evaluation and Research

To the Teacher

The Department of Education will be administering the Primary Mathematics Provincial Assessment to Grade 3 students.

The Mathematics Provincial assessment will be administered to all Grade 3 students, including students enrolled in English and French Immersion. Students in French Immersion will complete the Mathematics Provincial Assessment in French.

The Mathematics Assessment will assess:

- **Number Operations**
- **Number Concepts**
- **Shape and Space**
- **Mental Math**

Components of Mathematics Assessment

Number Concepts

- multiple choice items
- closed constructed response items (scored based on criteria where marks, 0, 0.5 or 1 are given based on students understanding)

Number Operations

- multiple choice items
- open constructed response items (scored using the analytic rubric which assesses how well students reason, communicate and represent their understanding and solve problems)

Shape and Space

- multiple choice items
- closed constructed response items (scored based on criteria where marks, 0, 0.5 or 1 are given based on students understanding)

Mental Mathematics

- numerical response items (scored right or wrong)

For Mental Math, students will be expected to respond in their student booklet and not use the bubble sheets. They will be asked to write a numerical response to questions which have been pre-recorded on a DVD for students to view as a class. All students who are doing the prescribed mathematics curriculum will participate in the assessment of mental math.

Prior to administering the Mathematics PROVINCIAL ASSESSMENT, please ensure that all modeled answers or “How to” posters have been removed from the classroom walls. All word walls and other types of posters such as geometric solids and basic facts may stay on the wall.

The CRTs will be referred to as Provincial Assessments from this point forward.

Exemption / Accommodation Policy

Exemptions and Accommodations will be completed and recorded at the school level. Administrators/teachers should complete individual student EXEMPTION or ACCOMMODATION forms and place completed forms in the student's cumulative file. Completed and signed Exemption Forms and accompanying documentation (e.g., IEP, Reading Record, writing sample, assessments, etc) should be placed in student's cumulative file. Exemption / Accommodation Forms should **NOT** be sent to the Department of Education, but should be placed in the student's cumulative file. All completed EXEMPTION FORMS of students who have been exempted (either partially or fully) must be forwarded to the school principal by May 1. All documentation for Exemption/Accommodation should be in the student's cumulative file.

Following the enclosed guidelines, **ALL** exemptions and accommodations will be school-based decisions and shall be considered approved. The Department of Education may randomly request exempted (either partial or full) student names from schools and review the EXEMPTION form to ensure all criteria are in place for the practice of consistency throughout the province. All accommodations listed on the ACCOMMODATION Form will be approved and not reviewed by the Department of Education. **UNDER NO CIRCUMSTANCE** may accommodations be used that are **NOT** listed on the **ACCOMMODATION** form (even with special considerations in the student's IEP). Any special accommodation requests which are not listed on the ACCOMMODATION form must have prior written permission from the Department of Education.

NOTE: Provincial Assessment data returned to schools will be similar to past practice. All exemption/unknown data will also be recorded and presented. **ALL** data will be presented, which will include exemption rate by school/district/province. This information will give a more complete picture of the entire student body as opposed to just those who completed the assessment. While exemption decisions rest with the school, all exemptions will be recorded and reported by school, district and province.

Primary Exemption / Accommodation

All students have the legal right to an assessment. Pursuant to Section 117 (b) (vi) of the *School's Act 1997* each student will engage in student evaluation directives mandated by the Department of Education. However, it is recognized that some students need special accommodations while others may not be able to participate in parts, or the entire, Provincial Assessment. Documentation is required to note these accommodations or exemptions.

For **Mathematics**, **ALL** students on prescribed curriculum, as well as on a modified prescribed course, shall complete the provincial assessment. By having all students who are on prescribed or modified prescribed curriculum participate in the provincial assessment, it enables their strengths and needs to be identified.

In all cases, the exemption or accommodation must be completed at the school level and placed in the student's cumulative file for future reference. 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.

Documentation will be necessary and each student's needs shall be considered individually. The principal, in consultation with the IEP team, will make the necessary recommendations regarding exemptions and accommodations, which must be recorded on the appropriate forms, signed, and placed in the student's cumulative file for future reference.

All students should participate in the Primary Assessment. For those students who are performing below the level expected for the end of primary, regardless of required supports, the results of the assessment reliably indicate level of performance. Assessment and accountability are necessary for all students, including students with exceptionalities. The Provincial Assessments are critical to providing meaningful and useful information about the performance of all students as well as improving educational opportunities for these students.

In addition, exemptions may also be given in the case of serious illness, sudden bereavement, or other unusual circumstances. The principal, in consultation with the teacher and parents, should make the recommendation if the student needs an exemption. This exemption shall be communicated to the district and Department of Education.

ALL students are required to complete the assessment. Some students have a very limited understanding however this is **NOT** an acceptable reason for an exemption. Every student has the legal right to an assessment and schools have a legal obligation to assess students. With this fact in mind, some students with identified exceptionalities and an IEP may require a partial exemption from a particular component of the assessment.

The principal, in consultation with the teacher and parents, should recommend if a student needs an exemption. Please remember, a parent cannot simply "sign away" their child's right to an assessment if they do not wish to have their child write the assessment. The assessment is like any learning activity in the school and is not optional. If the student attends school on the day of the assessment, and does not meet the criteria for exemption, then he/she shall be expected to participate in the assessment. If the student has demonstrated the ability to do the assessment, then an EXEMPTION shall NOT be considered. If a parent refuses to have their child participate in the Provincial Assessment, this is not an approved exemption and should be discussed with principal/teacher. Exemption and accommodation forms should be completed by May 1. The EXEMPTION forms should be forwarded to the school principal.

Following the enclosed guidelines ALL exemptions and accommodations will be school-based decisions and shall be considered approved following the Department of Education policy in this guide. Teachers and administrators can then refer to the forms when consulting with the Department.

FOR THE TEACHER

APPROPRIATE EXEMPTIONS

MATHEMATICS

Students who are following an Alternate Course that removes them from the prescribed mathematics curriculum , previously referred to as Pathways 4, or an Alternate (Functional) Curriculum, previously referred to as Pathways 5, will be eligible for an exemption. Place the EXEMPTION form in the student's cumulative file. **(Provide a list of all exempted students to your principal who will then forward the names to the Department of Education on the Summary Form in the Principal's Handbook).**

PROVISIONS FOR EXEMPTIONS AND ACCOMMODATIONS

IMPORTANT NOTES:

Scribing is when students narrate (speak) their answers and the teacher writes (scribes) what the student dictates. This is permissible for all constructed response items on the primary Mathematics Provincial assessment.

Scribing is permissible for all sections of the Mathematics Provincial Assessment if it is included as a provision in the student's IEP.

Transcribing is when the student writes, independently, without any assistance from the teacher. When the student is finished, due to legibility, the teacher rewrites (transcribes) what the student has written, in a legible form. In some instances, the student may have to read to the teacher what he/she has already written independently because of legibility. Again, this is not scribing, as the student has already written independently, with no assistance from the teacher, and is simply narrating their own already written work, which needs to be transcribed for legibility. Transcription should only be used when a student cannot complete their work on a computer (using software such as Word, WordPerfect that corrects spelling, grammar, etc. is **NOT** permissible. Software such as NotePad is acceptable).

Reading of texts to students is permissible. Sometimes in a student's IEP it is noted that assessments and assignments may be read to students, this would be acceptable on the Provincial Mathematics assessment as the assessment is measuring achievement of Mathematics outcomes and not the reading performance of the students.

PLEASE NOTE: However, clarification of instructions, even if it is part of a student's IEP, is **not permissible** during the assessment since we are assessing what outcomes students can achieve independently.

It should be noted, if considering an exemption, that Provincial Assessments measure performance or proficiency concerning the Mathematics curriculum, and does not measure ability and intellect. When discussing exemptions with the guidance counselor, scores on the WISC (Wechsler Intelligence Scale for Children) should **NOT** be considered.

Once the exemptions have been documented and completed, the enclosed **EXEMPTION FORMS** in this document should be completed and forwarded to the school principal. Exemptions and Accommodations shall be considered approved following the enclosed guidelines. Exemption/Accommodation Forms should be placed in the student's cumulative file for future reference.

Exemptions for such things as poor attendance, parental objection, or non-cooperative students are NOT an acceptable provision for Exemption. Any exemptions required, beyond those listed in this document, and must have prior written approval from the Department of Education.

Accommodations

Some students with special needs may require accommodations to participate in the assessment. These may already be in place for instruction and assessment. **All accommodations must be delivered by a qualified teacher.** Student assistants are not permitted to administer accommodations. Accommodations may include:

- 1.) **A quiet workplace away from the classroom for:**
 - a.) students with attentional difficulties who find it hard to concentrate
 - b.) students with attentional difficulties who may distract others.

NOTE: All students should be in the classroom for directions, brainstorming, and any introductory activities. 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 no additional supports, unless authorized by the Department of Education, should be given to students.

- 2.) **Use of assistive technology** (e.g., NotePad, Fusion, Alphasmart, Dragon, Speak Q, Word and Word Perfect)
- 3.) **Provision of text in a different format (e.g., large print, Braille):**

NOTE: To allow time for large colour booklets to be printed, for Mathematics please contact **Norma Barron** as soon as possible for this request at normabarron@gov.nl.ca .

- 4.) **Verbatim scribing for constructed response items**

NOTE: The scribe should write exactly what the student dictates. There can be no suggestions, editing, or proof-reading. Voice-to-text software may also be used.

NOTE: Many students with supports are able to answer questions independently with the teacher transcribing illegible words (e.g., teacher writes the correct spelling, in ink, above the student's original work). Comprehension is being measured, not writing performance. When possible students should use NotePad or other software which do not correct for grammar, spelling, etc. (attach student responses to the booklet).

5.) Transcribing of responses in constructed response (NOT SCRIBING):

NOTE: The student should write independently. Afterward, the teacher, only if necessary, may write 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. When possible students should use NotePad or other software which do not correct for grammar, spelling, etc. (attach student responses to the booklet).

6.) Verbatim reading of questions:

NOTE: This will only apply to students who have been given a partial exemption from the reading sections. In this instance, only words can be read by the teacher. Numerals, equations, symbols and pictorial representations have to be read by the student.

For example, in the question:

What is the sum of 34 and 63?

The teacher may not read the numerals 34 and 63. The teacher should read the words and pause before each numeral in order for the student to read the numerals.

**EXEMPTION and
ACCOMMODATION
FORM**

PRIMARY

Accommodation or Full Exemption Math Form

ACCOMMODATION OR FULL EXEMPTION
Primary MATHEMATICS Assessment

District			School		

School: _____ Phone: _____

Principal's Name: _____ Email: _____

Student's Name: _____ Teacher's Name: _____

Mathematics: Prescribed Prescribed Modified Alternate Course

Pre-requisite Program _____

Accommodation	Requirement
<input type="checkbox"/> Alternate Setting / Quiet Space	<input type="checkbox"/> Is an accommodation in this student's IEP.?
<input type="checkbox"/> Verbatim reading of questions in Mathematics portions	<input type="checkbox"/> Reading of text is in IEP.?
<input type="checkbox"/> Verbatim scribing of responses in Mathematics.	<input type="checkbox"/> Is an accommodation in this student's IEP.?
<input type="checkbox"/> Large Print or Braille	<input type="checkbox"/> Documentation of Visual Impairment is on file.
<input type="checkbox"/> Computer Assistance (NotePad, Fusion)	<input type="checkbox"/> Is an accommodation in this student's IEP.?
Full Exemption	Requirement
<input type="checkbox"/> Full Exemption	<input type="checkbox"/> Alternate (Functional)Curriculum ONLY (formerly Criteria C / Pathway 5)
<input type="checkbox"/> Full Exemption	<input type="checkbox"/> Alternate course is in IEP and on file

AUTHORIZATION: This form must be completed by the parent, teacher, and principal and placed in the student's cumulative file by May 1.

Parents/Guardian Signature

Principal Signature

PRIMARY ADMINISTRATION GUIDE

Mathematics



Department of Education

Division of Evaluation and Research

FOR THE TEACHER

IMPORTANT NOTES

- ☺ There shall be no duplication of the Provincial Assessment, in part or in full, in any manner.
- ☺ The assessment administration shall strictly follow Department of Education guidelines (the use of the Provincial Assessment Administration Script).
- ☺ All Assessment materials will be received by teachers for administration 30 minutes prior to administration and shall be returned to the Assessment Coordinator immediately after the Provincial Assessment administration **EACH** day. No Provincial Assessments shall remain in the classroom at any time, other than during the administration.
- ☺ Students are **NOT** permitted to revisit missed portions of the Provincial Assessment. In the event of illness, absenteeism, etc. **There shall be NO “make-up” of a missed Provincial Assessment administration upon the student’s return to school.** 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.
- ☺ ALL students shall be present during the Provincial Assessment Administration Script. For those students requiring an alternate setting, the students may proceed to their alternate setting once the script has been read and the contents fully understood by the class. Teachers providing support shall be present during the Provincial Assessment Administration Script and shall follow the same guidelines. The Provincial Assessment Administration Script shall apply to ALL students and teachers.
- ☺ There are separate booklets for each section of the assessment. Each booklet will have a unique number. The numbers on the student booklets are for tracking purposes only. Students do not need to be given booklets with the same number each day since the numbers are specific to schools and not students. For example a student may have booklet number 11-1001 for Number Concepts, booklet number 12-1007 for Number Operations and Booklet number 13-1019 for Shape and Space. The numbers are only used to ensure that all received materials by a school were returned to Department of Education. Students do NOT need the same numbered booklet each day.

- ☺ The shading of bubble sheets shall be done once ALL students have completed their assessments EACH day. Students will use the same bubble sheet for Number Concepts, Number Operations and Shape and Space. The shading of bubble sheets shall be in accordance with the guidelines outlined in the Provincial Assessment Administration Script.
- ☺ Send the completed materials to your District Office IMMEDIATELY AFTER the completion of the Mathematics Provincial Assessment. **Mathematics Materials must be sent the very next day after administration.**

IMPORTANT

Provincial Assessments are the property of the Department of Education.

THERE SHALL BE NO COPYING, SCANNING, REPLICATING, TAKING NOTES, SHARING OR DUPLICATION OF THE PROVINCIAL ASSESSMENTS IN ANY MANNER.

ALL materials for the MATHEMATICS Assessment shall be returned to the Assessment Coordinator each day immediately following the administration.

Each booklet shall be identified with a unique number. This number is specific to your school.

The PROVINCIAL ASSESSMENTS are confidential, and all booklets and related materials shall be returned to the Department of Education and no information concerning its contents are to be communicated or replicated, in whole or in part, in any manner.

Copying of the PROVINCIAL ASSESSMENT or any student work (for example, to place a sample of students' writing in the students' cumulative files) is strictly prohibited.

SETTING THE STAGE FOR STUDENTS

- ☺ It will be beneficial to let students know ahead of time what this assessment entails.
- ☺ Share the Administration Schedule with the students. Feel free to write the schedule on the board so students can then write it in their agendas. Students will feel happier and more relaxed once they know what to anticipate.
- ☺ Let the students know the assessment activities will be much like what they do in their Mathematics class work on a regular basis.
- ☺ The major difference which needs to be explained to students is that for the assessment they have to work **independently**. Discuss what it means to work “independently.” A few suggestions are: *Working independently means that students work all by themselves without teacher help. Working independently means that students do the best work they can on their very own. Working independently means that students **believe** they can do the work and they do the work, without teacher help.*
- ☺ Discuss with the students the concept of right and wrong answers. Many of the questions do not have right or wrong answers. The questions ask students what they think and to explain how they solved a problem.
- ☺ 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 and to print (or write) as neatly as they can so that the teachers can read it. Students should use the space in their work booklet for their work.

- ☺ Explain that for the constructed-responses, students are to write (or print) their answers on the lines provided in the booklet and draw in the boxes or space provided. These questions are scored 0, 0.5 or 1 mark each)
- ☺ Explain to students that in the **Number Concepts** and **Shape and Space** sections of the Provincial Assessment, pictures are sometimes optional or not requested. However, for **Number Operations**, where the analytic rubric is used to assess their work, students are encouraged to use pictures as much as possible to represent their learning.
- ☺ Students may use dictionaries, class charts, and word walls to help with spelling during the constructed-response questions. However, spelling or any other conventions of writing will not be considered in the marking.
- ☺ Students may use available manipulatives as specified in each section of the Mathematics assessment.
- ☺ Explain to students that they will be answering questions for mental math which will consist of 6 numerical response items which will be pre-recorded on a DVD with a visual for each question provided. Students will be given a specific amount of time to respond to each question.

IMPORTANT:

Prior to administering the Mathematics Provincial Assessment, please ensure that all modeled answers and “*How to*” posters have been removed from the classroom walls. All word walls may stay on the wall.

BRINGING IT TOGETHER FOR TEACHERS

- ☺ It will be beneficial for teachers to familiarize themselves with the Administration Guide prior to the assessment. Keeping ahead of the task will facilitate the process.
- ☺ Each activity is arranged in the Administration Guide in the same way.
 - ☺ The components are linked to specific curriculum outcomes from *Mathematics: Grade 3 Curriculum Guide Interim Edition – 2010*.
 - ☺ The required materials for each activity are listed, specifying which materials have been provided by the Department of Education.
 - ☺ Helpful hints are included to provide clarity. They are important to read before administering each activity.
 - ☺ The procedure provides the steps to follow for each activity. Following the specified procedure will yield consistency in the administration of the assessment.
 - ☺ The last step in the procedure always refers to the accommodations that may be made for students with IEPs. Teachers must strictly adhere to these guidelines.
- ☺ Students have been provided with a student work booklet. They should fill in the personal information on the cover of their student work booklets. **THIS SHALL BE DONE AS OUTLINED IN THE PROVINCIAL ASSESSMENT ADMINISTRATION SCRIPT.**
- ☺ **The assessment shall be administered at the commencement of each scheduled day of the administration of the provincial assessment.** Scheduling the assessment for the first hour of a longer block of time will allow opportunity at the end for students who need extra time.
- ☺ Students should be seated so they can have as much privacy as possible.

- ☺ **Students shall not revisit any previous work on a succeeding day. Nor shall any student revisit missed work for any reason (e.g., absenteeism, illness, etc).**
- ☺ Printing, handwriting, or computer writing is acceptable. Legibility is the primary concern as the assessment will be marked by educators who will not know the students.
- ☺ The Mathematics DVD contains items for Mental Math.
- ☺ A Student Tracking Form is included to be completed by the teacher as students finish the activities. Teachers should fill in the students' names (as recorded on the register) by alphabetical order of last name and check mark the appropriate blocks. **The tracking form is important for markers. This should be checked daily.**
- ☺ There are separate work booklets for Number Concepts, Number Operations, Shape and Space and Mental Math. Students are to use the same bubble sheet for the each component of the complete assessment.
- ☺ Mathematics Bubble Sheets are *Blue*.
- ☺ Bubble sheets shall only be given to students once ALL students have completed their assessments each day. Shading of bubble sheets shall follow the guidelines outlined in the Provincial Assessment Administration Script.
- ☺ The answer sheet has a section called "Pathway". Teachers are asked to shade just one bubble in the "Pathway" column to indicate the pathway for the students receiving pathway support. For example, if a student receives pathway 2 and 4 supports in Language Arts then the "2" should be shaded in the Pathway bubbles. This is important information, so reporting on student achievement for those students receiving pathway supports will be accurate.
- ☺ Teachers are asked to check the bubble sheets to ensure students have shaded in the appropriate bubbles for their answers (and names where applicable). **The scanner records shaded bubbles, so accurate shading of bubbles is necessary to ensure correct reporting (e.g., students often "skip" a question and then shade the very next answer in the previously skipped bubble, thus causing an error in all subsequent answers/shading. So after the Provincial Assessment is administered, there should be 36 shaded bubbles: 1-14 for Number Concepts, 15-26 for Number Operations, 27-36 for Shape and Space).** Using a ruler for organization may help students shade in the correct bubbles. Teachers

- should remind students not to scribble or make unnecessary marks on these sheets. White erasers work best for changes. Questions with multiple bubbles shaded are scored as incorrect. **Checking of bubble sheets shall be in accordance with Provincial Assessment Administration Script.**
- ☺ French Immersion students shall complete the Primary French Immersion Mathematics Provincial Assessment. Shade in the appropriate bubble on the answer sheets if students are enrolled in French Immersion (FR.IMM).
 - ☺ The teacher should write teacher name, school name, and district name on the appropriate lines of the bubble sheet (if this has not already been pre-printed) as outlined in the Provincial Assessment Administration Script.
 - ☺ Students are required to complete all components of the assessment (unless an exemption is in place). **If a student is absent for part of the assessment, there shall be NO revisiting of this missed work on any following day. This portion of the Provincial ASSESSMENT shall be skipped and the reason for omission be recorded on the Tracking Form. 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.**
 - ☺ This assessment includes all Grade 3 students, except those few with exemptions. It is important that all students complete the assessment within the regular classroom, unless an alternate setting is part of the accommodation for a student with an IEP. **ALL students and support teachers shall be present during the Provincial Assessment Administration Script reading.** Teachers providing support in an alternate setting shall be present during the Provincial Assessment Administration Script. **Those students needing an alternate setting may move AFTER the Provincial Assessment Administration Script has been read EACH DAY.**
 - ☺ **IMPORTANT: TEACHERS PROVIDING SUPPORT TO STUDENTS IN AN ALTERNATE SETTING SHALL FOLLOW THE SAME GUIDELINES AS STUDENTS IN THE CLASSROOM.**
 - ☺ 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.**
 - ☺ Prior to Provincial Assessment administration, you may wish to review with students “Tips for Answering Multiple Choice Questions” and “Tips for Answering Open-Response Questions” included in this Guide.

IMPORTANT:

Prior to administering the Mathematics PROVINCIAL ASSESSMENT, please ensure that all modeled answers or “How to” posters have been removed from the classroom walls. All word walls and other types of posters such as geometric solids and basic facts may stay on the wall.

Tips for Answering Multiple-Choice Questions

1. Reread the question, if necessary.
2. Choose the best answer for each question.
3. Fill in only one circle for each question.
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. If you need to work out answers, show your work next to the question.

Tips for Answering Open-Response Questions

1. Reread the question, if necessary.
2. Print or write as neatly as you can.
3. Answer in complete sentences.
4. Include as much information as you can when you are asked to explain your thinking.
5. Explain yourself clearly. Provide details and examples. In mathematics, show how you solved the problem.
6. Write what you think and why you think that. There are not always right or wrong answers. Some questions have many possible answers.
7. Go to the next question if you get stuck on an answer. You should come back to the question at the end.
8. Answer every question, even if you are not sure.
9. Make sure you answered every question.
11. Use any extra time to check your answers.
 - Do they say what you mean?
 - Do they make sense?
 - Did you show how you got your answer with words, numbers, and/or pictures when possible?

Primary Administration Guide

Mathematics

Teacher Administration Policy and Procedures

Assessment Security

The Department of Education assessment materials are considered secure documents.

Activities prohibited under the assessment security protocols include:

- Revealing the assessment items
- Copying the passages or assessment items
- Interpreting or reading assessment items or questions for students
- Changing or otherwise interfering with student responses or assessment items
- Causing achievement of schools to be inaccurately measured or reported
- Copying or reading student responses

Before the Assessment

- Prepare the room for the assessment. Arrange the room so that each student will have enough work space and so that there will be sufficient space between students to prevent copying.
- Assemble materials needed during and after the assessment, including HB pencils and crayons/coloured leads.
- Ensure students have a book, or reading material, **under their desk** to read when they have finished their assessment. This is the only permissible activity for students once they have completed their Provincial Assessment. Students shall not be permitted to draw, colour, doodle, go to bookshelves, retrieve leisure items, or any other distracters.

During the Assessment

- Distribute materials as prescribed.
- Maintain assessment security.
- Supervise assessment administration. While students are working, the teacher should move about the room and ensure that:
 - Students have cleared their desks of all materials except the appropriate assessment resources.
 - Students are working independently.
- While it is appropriate to encourage students to continue working during the assessment administration, it is not appropriate to talk with them about any assessment item or help them answer any assessment question. For example, it would be appropriate to encourage and comfort a student who is upset or frustrated to try their best. However, it is **not acceptable** to provide students with any information that would allow them to infer the correct answer, such as suggesting that they might want to check their work. Do not talk to students about any specific assessment item or engage in any verbal or nonverbal communication that would allow students to conclude they have omitted or answered a question incorrectly.

After the Assessment

- Collect all assessment materials and return to principal/assessment coordinator.
- The same student bubble sheets will be needed for Number Operations and Shape and Space.

ACTIVITY ONE - NUMBER CONCEPTS

In this component of the assessment, students will:

- ◆ Demonstrate number sense and apply number-theory concepts (General Curriculum Outcome N)

Required Materials

- ◆ Student Work Booklet (provided)
- ◆ Bubble Sheet (provided)
- ◆ 2 HB pencil / Eraser
- ◆ Manipulatives (available to all students)
 - Base ten materials

Procedure

- ◆ The time frame is approximately 45 – 60 minutes.
- ◆ The multiple choice questions will be 1 – 14 on the bubble sheets.
- ◆ In preparation for Provincial Assessment administration, teachers should follow the suggestions entitled “**Before the Assessment**” outlined in the PROVINCIAL ASSESSMENT Administration Guide.
- ◆ Once the classroom has been prepared for Provincial Assessment administration as outlined in the section “**Before the Assessment**”, teachers shall begin using the Assessment Administration Script, reading it VERBATIM, and following precisely the instructions as outlined.
- ◆ Students are to read independently and cannot have any words supplied by the teacher. They should read silently. Teachers can not provide any

assistance to the students. When asked questions by the students, teachers shall answer, VERBATIM, as outlined in the Provincial Assessment Administration Script.

- ◆ Students are required to read the questions independently. Any questions about the assessment, teachers shall respond using the prompt in the Provincial Assessment Administration Script.
- ◆ Use the Administration Script precisely as outlined for all procedures.
- ◆ Collect all the materials at the end of the allotted time. Keep the bubble sheets separate from the student booklets.
- ◆ Remember that accommodations may be used for individual students, such as verbatim scribing of written responses. An approved scribe (with professional qualifications in teaching, testing, or other related fields) shall record only as the student dictates, without prompting. The Number Concepts component is assessing mathematical knowledge and understanding of number, not writing skills; therefore the student does not have to supply spelling, capitalization, or punctuation. The student dictates and the scribe writes. Any answers completed on the computer should be stapled to the inside front cover of the booklet, indicating it is Number Concepts.
- ◆ Students who have difficulty manipulating a pencil may have a scribe for drawing. The student must be the one telling the scribe what to draw and where to draw it, in a soft voice so as not to distract others, or in a separate area of the classroom. **There is to be no prompting of what to draw.**
- ◆ Verbatim reading of questions is as follows:
 - Teachers are permitted to read words only.
 - **Students need to read:**
 - Numerals (e.g., 705),
 - equations (e.g., $7 \times 3 = \square$),
 - symbols (e.g., +),
 - pictorial representations (e.g., \triangle)

Number Concepts SCRIPT

TO BE READ BY ALL TEACHERS

TUESDAY, June 5, 2012

SCRIPT MATHEMATICS: Number Concepts

The only text to be read to students is in **Shaded Boxes** and must be read **word - for - word**.

The unshaded text provides background information and instructions for the teacher.

Once the classroom routine has been completed (for example, canteen orders, announcements, attendance, etc) and the room has been prepared for testing, the following script and procedures shall be read **word – for – word**.

BOX A

SAY: Today you are going to participate in the Number Concepts section of the mathematics Provincial Assessment. I am going to give you the assessment. Do not open or mark on your workbooks until I tell you to do so.

DISTRIBUTE Student WORK BOOKLETS

BOX B

SAY: Before we begin, please print your first and last name in the space provided on the front of the assessment student workbook.

PROVIDE STUDENTS WITH, AND HAVE THEM COMPLETE, DISTRICT NAME, TEACHER NAME AND SCHOOL NUMBER FIELDS ON BOOKLETS.

WAIT UNTIL ALL STUDENTS FINISH

BOX C

SAY: You are going to take the Newfoundland and Labrador Mathematics Provincial Assessment. This is not a timed assessment. You can take as much time as you need to complete your own individual work.

The first thing you will do is read the questions on your own. After reading the question, you will then circle the best answer to each multiple choice question in your booklet. Complete your written answers in the workbook. If you need to change your answer, be sure to erase completely. Try to answer every question.

Do you have any questions?

WAIT and answer questions about the directions.

BOX D

SAY: When you have finished this part of the assessment, you should go back and check your work. Once you have finished, close your booklets, take out a book, and sit quietly until everyone has finished and all the materials are collected. Do you have any questions?

WAIT and answer questions about the directions.

BOX E

SAY: You may find some parts of the assessment easy and other parts difficult. Please try to answer all the questions as best you can.

Since this is an assessment, I can only answer questions about the instructions. I cannot answer any other questions about the assessment or your answers.

Please raise your hand if you have any questions at this time.

WAIT and answer questions about the directions.

BOX F

SAY: Now open your booklets to page 2 and work to the stop sign. You may begin working.

ONCE STUDENTS BEGIN WORKING:

Do **NOT** answer questions about the questions or student responses.

WHEN ASKED QUESTIONS, TEACHERS SHALL RESPOND **VERBATIM** (Box E):

“This is an assessment; I can only answer questions about the instructions. I cannot answer any other questions about the assessment or your answers.”

WAIT until ALL students have finished.

*(FOR SCHOOLS WITHOUT PRE-PRINTED BUBBLESHEETS, TEACHERS MAY WISH TO SHADE **STUDENTS’ PERSONAL INFORMATION ONLY** – NAME, BIRTHDATE, GRADE, GENDER, PATHWAY, SEX, - and record teacher name, school name, district - WHILE STUDENTS ARE WORKING, OR ONCE STUDENTS HAVE FINISHED OR ON SUCCEEDING DAYS WHILE STUDENTS ARE WORKING)*

After a total of 60 minutes say:

BOX G

SAY: How many people would like more time? Please raise your hand.

If students obviously need more time, give them up to 30 additional minutes.

After the additional 30 minutes, and any other additional time if necessary, and when most, or all, the students are finished, (*the few students who are still not finished shall stop and complete the following with the rest of the class*) then say:

BOX H

SAY: Now that you have finished your work I am going to give you your bubble sheet.

DISTRIBUTE BUBBLE SHEETS

BOX I

SAY: Please shade your multiple choice answers on the bubble sheet. You are shading questions 1 – 14. Make sure the question numbers and your answers in your workbook match the numbers and letters on the bubble sheet. For example, if you circled “A” in your workbook, then make sure you shade “A” on your bubble sheet.

Do you have any questions?

WAIT and answer questions about the directions.

Do NOT answer questions about the questions or student responses. Any questions about student responses, teachers should respond VERBATIM “This is an assessment; I can only answer questions about the instructions. I cannot answer any other questions about the assessment or your answers.”

BOX J

SAY: Now open your Workbooks to page 2. Please shade all your multiple choice answers to the bubble sheet.

Monitor students while they are shading the bubble sheets to ensure they are transferring their answers correctly and also ensure they are shading correctly (completely fill-in bubbles with pencil). **NO** assistance can be provided with student responses.

WAIT until ALL students have finished.

BOX K

SAY: Now that you have finished I am going to collect your Math workbooks and bubble sheets.

(Any students with remaining work should be given appropriate time and encouraged to complete their work)

Once the bubble sheets and the work booklets have been collected, keep the bubble sheets separate since the students will use the same bubble sheets for the next section of the assessment.

Thank the students.

ACTIVITY TWO – NUMBER OPERATIONS

In this component of the assessment, students will:

- ◆ Demonstrate operation sense and apply operation principles and procedures in both numeric and algebraic situations (General Curriculum Outcomes N)

Required Materials

- ◆ 2 HB pencil
- ◆ Student Work Booklet (provided)
- ◆ Bubble sheet (provided)
- ◆ Manipulatives (made available to all students)
 - Base ten materials
 - Money kit
 - Counters

Procedure

- ◆ The time frame is approximately 45 – 60 minutes.
- ◆ The multiple choice questions will be 15 – 25 on the bubble sheets.
- ◆ In preparation for Provincial Assessment administration, teachers should follow the suggestions entitled “**Before the Assessment**” outlined in the Provincial Assessment Administration Script.
- ◆ Once the classroom has been prepared for Provincial Assessment administration as outlined in the section “**Before the Assessment**” teachers shall begin using the Provincial Assessment Administration Script, reading it VERBATIM, and following precisely the instructions as outlined.

- ◆ Students are to read independently and cannot have any words supplied by the teacher. They should read silently. Teachers can not provide any assistance to the students. When asked questions by the students, teachers shall answer, VERBATIM, as outlined in the Provincial Assessment Administration Script.
- ◆ Students are required to read questions independently. Any questions about the assessment, teachers shall respond using the prompt in the Provincial Assessment Administration Script.
- ◆ Use the Provincial Assessment Administration Script precisely as outlined for all procedures.
- ◆ Collect all the materials at the end of the allotted time.
- ◆ Remember that accommodations may be used for individual students, such as verbatim scribing of written responses. An approved scribe (with professional qualifications in teaching, assessing, or other related fields) shall record only as the student dictates, without prompting. The Number Operations component is assessing mathematical knowledge and understanding of number, not writing skills; therefore the student does not have to supply spelling, capitalization, or punctuation. The student dictates and the scribe writes. Any answers completed on the computer should be stapled to the inside front cover of the booklet, indicating it is Number Operations.
- ◆ Students who have difficulty manipulating a pencil may have a scribe for drawing. The student must be the one telling the scribe what to draw and where to draw it, in a soft voice so as not to distract others, or in a separate area of the classroom. **There is to be no prompting of what to draw.**
- ◆ Verbatim reading of questions is as follows:
 - Only words can be read by other teachers.
 - **Students need to read:**
 - Numerals (e.g., 705),
 - equations (e.g., $7 \times 3 = \square$),
 - symbols (e.g., +),
 - pictorial representations (e.g., \triangle)

NUMBER OPERATIONS
SCRIPT

TO BE READ BY ALL TEACHERS

Wednesday, June 6, 2012

Teacher Administration Policy and Procedures

Assessment Security

The Department of Education assessment materials are considered secure documents.

Activities prohibited under the assessment security protocols include:

- Reading the passages or assessment items
- Revealing the passages or assessment items
- Copying the passages or assessment items
- Interpreting or reading assessment items or passages for students
- Changing or otherwise interfering with student responses or assessment items
- Causing achievement of schools to be inaccurately measured or reported
- Copying or reading student responses

Before the Assessment

- Prepare the room for testing. Arrange the room so that each student will have enough work space and so that there will be sufficient space between students to prevent copying.
- Assemble materials needed during and after the assessment, including HB pencils and crayons/coloured leads.
- Ensure students have a book, or reading material, **under their desk** to read when they have finished their assessment. This is the only permissible activity for students once they have completed their Provincial Assessment. Students shall not be permitted to draw, colour, doodle, go to bookshelves, retrieve leisure items, or any other distracters.

During the Assessment

- Distribute materials as prescribed.
- Maintain assessment security.
- Supervise assessment administration. While students are working, the teacher should move about the room and ensure that:
 - Students have cleared their desks of all materials except the appropriate assessment resources.
 - Students are working independently.
 - Students are working at the correct places in the workbook prescribed for that day.
- While it is appropriate to encourage students to continue working during the assessment administration, it is not appropriate to talk with them about any assessment item or help them answer any assessment question. For example, it would be appropriate to encourage and comfort a student who is upset or frustrated to try their best. However, it is **not acceptable** to provide students with any information that would allow them to infer the correct answer, such as suggesting that they might want to check their work. Do not talk to students about any specific assessment item or engage in any verbal or nonverbal communication that would allow students to conclude they have omitted or answered a question incorrectly.

After the Assessment

- Collect all assessment materials and return to principal.
- The same student bubble sheets will be needed for Shape and Space.

SCRIPT MATHEMATICS: Number Operations

The only text to be read to students is in **Shaded boxes** and must be read **word - for - word**.

The unshaded text provides background information and instructions for the teacher.

Once the classroom routine has been completed (for example, canteen orders, announcements, attendance, etc) and the room has been prepared for the assessment, the following script and procedures shall be read **word – for – word**.

BOX A

SAY: You are going to participate in the Number Operations part of the mathematics provincial assessment. Do not open or mark on your workbooks until I tell you to do so.

BOX B

SAY: Before we begin, please print your first and last name in the space provided on the front of the assessment student workbook.

PROVIDE STUDENTS WITH, AND HAVE THEM COMPLETE, DISTRICT NAME, TEACHER NAME AND SCHOOL NUMBER FIELDS ON BOOKLETS.

WAIT UNTIL ALL STUDENTS FINISH

BOX C

This is not a timed assessment. You can take as much time as you need to complete your own individual work.

The first thing you will do is read the questions on your own. After reading the question, you will then circle the best answer to each multiple choice question in your booklet. Complete your written answers in the workbook. If you need to change your answer, be sure to erase completely. Try to answer every question.

Do you have any questions?

WAIT and answer questions about the directions.

BOX D

SAY: When you come to the STOP sign in your booklet you have finished this part of the assessment. You should go back and check your work. Once you have finished, close your booklets, take out a book, and sit quietly until everyone has finished and all the materials are collected.

Do you have any questions?

WAIT and answer questions about the directions.

BOX E

SAY: You may find some parts of the assessment easy and other parts difficult. Please try to answer all the questions as best you can.

Since this is an assessment, I can only answer questions about the instructions. I cannot answer any other questions about the assessment or your answers.

Please raise your hand if you have any questions at this time.

WAIT and answer questions about the directions.

BOX F

SAY: Now open your Mathematics booklet to page 2. When you come to the stop sign, you have finished this section of the assessment. You may begin working.

ONCE STUDENTS BEGIN WORKING:

Do **NOT** answer questions about the questions, or student responses.

WHEN ASKED QUESTIONS, TEACHERS SHALL RESPOND **VERBATIM** (Box E):

“This is an assessment; I can only answer questions about the instructions. I cannot answer any other questions about the assessment or your answers.”

WAIT until ALL students have finished.

*(FOR SCHOOLS WITHOUT PRE-PRINTED BUBBLESHEETS, TEACHERS MAY WISH TO SHADE **STUDENTS’ PERSONAL INFORMATION ONLY**– NAME, BIRTHDATE, GRADE, GENDER, PATHWAY, SEX, - and record teacher name, school name, district - WHILE STUDENTS ARE WORKING, OR ONCE STUDENTS HAVE FINISHED OR ON SUCCEEDING DAYS WHILE STUDENTS ARE WORKING)*

After a total of 60 minutes say:

BOX G

SAY: How many people would like more time? Please raise your hand.

If students need more time, give them up to 30 additional minutes.

After the additional 30 minutes, and any other additional time if necessary, and when most, or all, the students are finished, *(the few students who are still not finished shall stop and complete the following with the rest of the class)* then say:

BOX H

SAY: Now that you have finished your work I am going to give you your bubble sheet.

DISTRIBUTE BUBBLESHEETS

BOX I

SAY: Please shade your multiple choice answers on the bubble sheet. You are shading questions 15 – 26. Make sure the question numbers and your answers in your workbook match the numbers and letters on the bubble sheet. For example, if you circled “A” in your workbook, then make sure you shade “A” on your bubble sheet.

Do you have any questions?

WAIT and answer questions about the directions.

Do NOT answer questions about the questions or student responses. Any questions about student responses, teachers should respond VERBATIM “This is an assessment; I can only answer questions about the instructions. I cannot answer any other questions about the assessment or your answers.”

BOX J

SAY: Now open your Workbooks to page 2. Please shade all your multiple choice answers to the bubble sheet.

Monitor students while they are shading the bubble sheets to ensure they are transferring their answers correctly and also ensure they are shading correctly (completely fill-in bubbles with pencil). **NO** assistance can be provided with student responses.

WAIT until ALL students have finished.

BOX K

SAY: Now that you have finished I am going to collect your Math workbooks and bubble sheets.

(Any students with remaining work should be given appropriate time and encouraged to complete their work)

Once the bubble sheets and the work booklets have been collected, keep the bubble sheets separate since the students will use the same bubble sheets for the next section of the assessment.

Thank the students.

ACTIVITY THREE – SHAPE AND SPACE

In this component of the assessment, students will:

- ◆ Demonstrate an understanding of and apply concepts and skills associated with measurement. (General Curriculum Outcome SS)
- ◆ Demonstrate spatial sense and apply geometric concepts, properties, and relationships (GCO SS)

Required Materials

- ◆ Student Work Booklet (provided)
- ◆ Bubble Sheet (provided)
- ◆ 2 HB Pencil / Eraser/ Ruler/ Protractor
- ◆ Manipulatives
 - ruler
 - geometric solids
 - power polygons

Procedure

- ◆ The time frame is approximately 45 – 60 minutes.
- ◆ The multiple choice questions will be 26-36 on the bubble sheets.
- ◆ In preparation for Provincial Assessment administration, teachers should follow the suggestions entitled “**Before the Assessment**” outlined in the Provincial Assessment Administration Script.
- ◆ Once the classroom has been prepared for Provincial Assessment administration as outlined in the section “**Before the Assessment**”, teachers shall begin using the Provincial Assessment Administration Script, reading it VERBATIM, and following precisely the instructions as outlined.

- ◆ Students are to read independently and cannot have any words supplied by the teacher. They should read silently. Teachers can not provide any assistance to the students. When asked questions by the students, teachers shall answer, VERBATIM, as outlined in the Provincial Assessment Administration Script.
- ◆ Students are required to read questions independently. Any questions about the assessment, teachers shall respond using the prompt in the Provincial Assessment Administration Script.
- ◆ Use the Provincial Assessment Administration Script precisely as outlined for all procedures.
- ◆ Collect all the materials at the end of the allotted time.
- ◆ Remember that accommodations may be used for individual students, such as verbatim scribing of written responses. An approved scribe (with professional qualifications in teaching, assessing, or other related fields) shall record only as the student dictates, without prompting. The Number Operations component is assessing mathematical knowledge and understanding of number, not writing skills; therefore the student does not have to supply spelling, capitalization, or punctuation. The student dictates and the scribe writes. Any answers completed on the computer should be stapled to the inside front cover of the booklet, indicating it is Number Concepts.
- ◆ Students who have difficulty manipulating a pencil may have a scribe for drawing. The student must be the one telling the scribe what to draw and where to draw it, in a soft voice so as not to distract others, or in a separate area of the classroom. **There is to be no prompting of what to draw.**
- ◆ Verbatim reading of questions is as follows:
 - Only words can be read by other teachers.
 - **Students need to read:**
 - Numerals (e.g., 705),
 - equations (e.g., $7 \times 3 = \square$),
 - symbols (e.g., +),
 - pictorial representations (e.g., \triangle)

Shape and Space SCRIPT

TO BE READ BY ALL TEACHERS

THURSDAY, June 7, 2012

PLEASE NOTE:

Teachers may choose to administer the Mental Math component of the Provincial assessment either before or after the Shape and Shape Component. Both components of the Assessment are to be administered on Thursday.

Teacher Administration Policy and Procedures

Assessment Security

The Department of Education assessment materials are considered secure documents.

Activities prohibited under the assessment security protocols include:

- Reading the passages or assessment items
- Revealing the passages or assessment items
- Copying the passages or assessment items
- Interpreting or reading assessment items or passages for students
- Changing or otherwise interfering with student responses or assessment items
- Causing achievement of schools to be inaccurately measured or reported
- Copying or reading student responses

Before The Assessment

- Prepare the room for testing. Arrange the room so that each student will have enough work space and so that there will be sufficient space between students to prevent copying.
- Assemble materials needed during and after the assessment, including HB pencils and crayons/coloured leads.
- Ensure students have a book, or reading material, **under their desk** to read when they have finished their assessment. This is the only permissible activity for students once they have completed their Provincial Assessment. Students shall not be permitted to draw, colour, doodle, go to bookshelves, retrieve leisure items, or any other distracters.

During the Assessment

- Distribute materials as prescribed.
- Maintain assessment security.
- Supervise assessment administration. While students are working, the teacher should move about the room and ensure that:
 - Students have cleared their desks of all materials except the appropriate assessment resources.
 - Students are working independently.
- While it is appropriate to encourage students to continue working during the assessment administration, it is not appropriate to talk with them about any assessment item or help them answer any assessment question. For example, it would be appropriate to encourage and comfort a student who is upset or frustrated to try their best. However, it is **not acceptable** to provide students with any information that would allow them to infer the correct answer, such as suggesting that they might want to check their work. Do not talk to students about any specific assessment item or engage in any verbal or nonverbal communication that would allow students to conclude they have omitted or answered a question incorrectly.

After the Assessment

- Collect all assessment materials and return to principal.

SCRIPT MATHEMATICS: Shape and Space

The only text to be read to students is in **Shaded boxes** and must be read **word - for - word**.

The unshaded text provides background information and instructions for the teacher.

Once the classroom routine has been completed (for example, canteen orders, announcements, attendance, etc) and the room has been prepared for testing, the following script and procedures shall be read **word – for – word**.

BOX A

SAY: Today you are going to participate in the Shape and Space section of the mathematics provincial assessment. I am going to give you the assessment. Do not open or mark on your workbooks until I tell you to do so.

DISTRIBUTE Student WORK BOOKLETS

BOX B

SAY: Before we begin, please print your first and last name in the space provided on the front of the assessment student workbook.

PROVIDE STUDENTS WITH, AND HAVE THEM COMPLETE, DISTRICT NAME, TEACHER NAME AND SCHOOL NUMBER FIELDS ON BOOKLETS.

WAIT UNTIL ALL STUDENTS FINISH

BOX C

SAY: You are going to take the Newfoundland and Labrador Mathematics provincial assessment. This is not a timed assessment. You can take as much time as you need to complete your own individual work. You may use manipulatives to

The first thing you will do is read the questions on your own. After reading the question, you will then circle the best answer to each multiple choice question in your booklet. Complete your written answers in the workbook. If you need to change your answer, be sure to erase completely. Try to answer every question.

Do you have any questions?

WAIT and answer questions about the directions.

BOX D

SAY: When you come to the STOP sign in your booklet you have finished this part of the assessment. You should go back and check your work. Once you have finished, close your booklets, take out a book, and sit quietly until everyone has finished and all the materials are collected.

Do you have any questions?

WAIT and answer questions about the directions.

BOX E

SAY: You may find some parts of the assessment easy and other parts difficult. Please try to answer all the questions as best you can.

Since this is an assessment, I can only answer questions about the instructions. I cannot answer any other questions about the assessment or your answers.

Please raise your hand if you have any questions at this time.

WAIT and answer questions about the directions.

BOX F

SAY: Now open your Shape and Space booklet to page 2 and work to the stop sign. You may begin working.

ONCE STUDENTS BEGIN WORKING:

Do **NOT** answer questions about the questions or student responses.

WHEN ASKED QUESTIONS, TEACHERS SHALL RESPOND **VERBATIM** (Box E):

“This is an assessment; I can only answer questions about the instructions. I cannot answer any other questions about the assessment or your answers.”

WAIT until ALL students have finished.

*(FOR SCHOOLS WITHOUT PRE-PRINTED BUBBLESHEETS, TEACHERS MAY WISH TO SHADE **STUDENTS' PERSONAL INFORMATION ONLY** – NAME, BIRTHDATE, GRADE, GENDER, PATHWAY, SEX, - and record teacher name, school name, district - WHILE STUDENTS ARE WORKING, OR ONCE STUDENTS HAVE FINISHED OR ON SUCCEEDING DAYS WHILE STUDENTS ARE WORKING)*

After a total of 45 minutes say:

BOX G

SAY: How many people would like more time? Please raise your hand.

If students obviously need more time, give them up to 30 additional minutes.

After the additional 30 minutes, and any other additional time if necessary, and when most, or all, the students are finished, *(the few students who are still not finished shall stop and complete the following with the rest of the class)* then say:

BOX H

SAY: Now that you have finished your work I am going to give you your bubble sheet.

DISTRIBUTE BUBBLESHEETS

BOX I

SAY: Please shade your multiple choice answers on the bubble sheet. You are shading questions 27 – 36. Make sure the question numbers and your answers in your workbook match the numbers and letters on the bubble sheet. For example, if you circled “A” in your workbook, then make sure you shade “A” on your bubble sheet.

Do you have any questions?

WAIT and answer questions about the directions.

Do NOT answer questions about the questions or student responses. Any questions about student responses, teachers should respond VERBATIM “This is an assessment; I can only answer questions about the instructions. I cannot answer any other questions about the assessment or your answers.”

BOX J

SAY: Now open your Shape and Space Workbooks to page 2. Please shade all your multiple choice answers to the bubble sheet.

Monitor students while they are shading the bubble sheets to ensure they are transferring their answers correctly and also ensure they are shading correctly (completely fill-in bubbles with pencil). **NO** assistance can be provided with student responses.

WAIT until ALL students have finished.

BOX K

SAY: Now that you have finished I am going to collect your Math workbooks, and bubble sheets.

(Any students with remaining work should be given appropriate time and encouraged to complete their work)

Ensure the bubble sheets are not inserted in student work booklets.

Thank the students for doing their best work.

ACTIVITY FOUR – MENTAL MATHEMATICS

In this component of the assessment, students will:

Solve problems involving calculating mentally without the use of external memory aids. (General Curriculum Outcome N)

Required Materials

- ◆ Student Work Booklet (provided)
- ◆ DVD (provided)
- ◆ 2 HB pencil / Eraser
- ◆ DVD player
- ◆ Television or Smart board

Helpful Hints

- ◆ Students should use the space in their booklets for their answers.

Procedure

- ◆ The time frame is approximately 5 minutes.
- ◆ Additional time is **not permitted** for this section.
- ◆ Students record their answers to all questions directly on the lines provided in their Mental Math booklet.
- ◆ In preparation for Provincial Assessment administration, teachers should follow the suggestions entitled “**Before the Assessment**” outlined in the Provincial Assessment Administration Script.
- ◆ Once the classroom has been prepared for testing as outlined in the section “**Before the Assessment**” teachers shall begin using the

Provincial Assessment Administration Script, reading it VERBATIM, and following precisely the instructions as outlined.

- ◆ Students are to listen to the items independently. Teachers cannot provide any assistance to the students. When asked questions by the students, teachers shall answer, VERBATIM, as outlined in the Provincial Assessment Administration Script.
- ◆ The DVD is not to be stopped during the administration of the mental math component of the assessment.
- ◆ Students are required to view and listen to the questions independently. Any questions about the assessment teachers shall respond using the prompt in the Provincial Assessment Administration Script.
- ◆ Use the Provincial Assessment Administration Script precisely as outlined for all procedures.
- ◆ Collect all the materials at the end of the allotted time.
- ◆ Remember that accommodations may be used for individual students such as verbatim scribing of written responses. Verbatim scribing will follow the guidelines.
- ◆ **IMPORTANT NOTE: This is an ASSESSMENT of MENTAL MATH. Students requiring support, and accompanying support teachers, SHALL be in the room during the Provincial Assessment Administration Script reading and Mental Math activity. Students and support teachers shall follow the SAME guidelines as those in the classroom. ALL PROVINCIAL ASSESSMENT ADMINISTRATION SCRIPT GUIDELINES SHALL APPLY TO ALL STUDENTS AND TEACHERS.**

Mental Math SCRIPT

TO BE READ BY ALL TEACHERS

Thursday, June 7

PLEASE NOTE:

Teachers may choose to administer the Mental Math component of the Provincial assessment either before or after the Shape and Shape Component. Both components of the Assessment are to be administered on Thursday.

Teacher Administration Policy and Procedures

Assessment Security

The Department of Education assessment materials are considered secure documents. Activities prohibited under the assessment security protocols include:

- Reading the passages or assessment items
- Revealing the passages or assessment items
- Copying the passages or assessment items
- Interpreting or reading assessment items or passages for students
- Changing or otherwise interfering with student responses or assessment items
- Causing achievement of schools to be inaccurately measured or reported
- Copying or reading student responses

Before the Assessment

- Prepare the room for testing. Arrange the room so that each student will have enough work space and so that there will be sufficient space between students to prevent copying.
- Assemble materials needed during and after the assessment, including HB pencils and crayons/coloured leads.
- Ensure students have a book, or reading material, **under their desk** to read when they have finished their assessment. This is the only permissible activity for students once they have completed their Provincial Assessment. Students shall not be permitted to draw, colour, doodle, go to bookshelves, retrieve leisure items, or any other distracters.

During the Assessment

- Distribute materials as prescribed.
- Maintain assessment security.
- Supervise assessment administration. While students are working, the teacher should move about the room and ensure that:
 - Students have cleared their desks of all materials except the appropriate assessment resources.
 - Students are working independently.
 - Students are working at the correct places in the workbook prescribed for that day.
- While it is appropriate to encourage students to continue working during the assessment administration, it is not appropriate to talk with them about any assessment item or help them answer any assessment question. For example, it would be appropriate to encourage and comfort a student who is upset or frustrated to try their best. However, it is **not acceptable** to provide students with any information that would allow them to infer the correct answer, such as suggesting that they might want to check their work. Do not talk to students about any specific assessment item or engage in any verbal or nonverbal communication that would allow students to conclude they have omitted or answered a question incorrectly.

After the Assessment

- Collect all assessment materials and return to principal.

SCRIPT : Mental Math

The **only text** to be read to students is in **Shaded boxes** and must be read **word - for - word**. The unshaded text provides background information and instructions for the teacher.

Once the classroom routine has been completed (for example, canteen orders, announcements, attendance, etc) and the room has been prepared for testing, the following script and procedures shall be read **word – for – word**.

BOX A

SAY: Today you are going to participate in the Mental Math part of the Mathematics provincial assessment. I am going to give you the assessment. You will not use your bubble sheets for this part of the Provincial Assessment. Do not open or mark on your workbooks until I tell you to do so.

DISTRIBUTE Student WORK BOOKLETS

BOX B

SAY: Before we begin, please print your first and last name in the space provided on the front of the assessment student workbook.

PROVIDE STUDENTS WITH, AND HAVE THEM COMPLETE, DISTRICT NAME, TEACHER NAME AND SCHOOL NUMBER FIELDS ON BOOKLETS.

WAIT UNTIL ALL STUDENTS FINISH

BOX C

SAY: You are going to take the Newfoundland and Labrador Mathematics provincial assessment.

The first thing you will do is watch a DVD which has 6 questions for you to view. You will see a visual for each question and hear the question two times. You will then write your answer to the question in your booklet on page 1. You will answer question number 1 on line 1. You only need to write the answer on the correct line. You should not show how you got your answer. There may be more than one possible answer. Please try to answer each question. You will hear all 6 questions repeated at the end so you can check your answers. If you need to change your answer, be sure to erase completely. Try to answer every question.

Do you have any questions?

WAIT and answer questions about the directions.

BOX D

SAY: When you come to the **STOP** sign in your booklet you have finished this part of the assessment. Once you have finished, close your booklets and sit quietly until everyone has finished.

Do you have any questions?

WAIT and answer questions about the directions.

BOX E

SAY: You may find some questions easy and other questions difficult. Please try to answer all the questions as best you can.

Since this is an assessment, I can only answer questions about the instructions. I cannot answer any other questions about the assessment or your answers.

Please raise your hand if you have any questions at this time.

WAIT and answer questions about the directions.

BOX F

SAY: I will now play the DVD. Please remember that I cannot stop it until you have completed this part of the assessment.

ONCE STUDENTS BEGIN WORKING:

Do **NOT** answer questions about the questions or student responses.

Do **NOT** stop the DVD since all students will be expected to complete the questions **within the time frame provided for each question.**

WHEN ASKED QUESTIONS, TEACHERS SHALL RESPOND **VERBATIM** (Box D):

“This is an assessment; I can only answer questions about the instructions. I cannot answer any other questions about the assessment or your answers.”

WAIT until ALL students have finished.

BOX G

SAY: You have now finished the Mental math section of the assessment and I will collect your booklets.

Thank the students for doing their best work.

AFTER THE ASSESSMENT

Primary

Mathematics

FOR THE TEACHER:

When the assessment is completed, please follow these directions:

Packaging

- ☐ **ENSURE EACH STUDENT BUBBLE SHEET IS COLLECTED SEPARATELY AND NOT IN HIS/HER STUDENT WORK BOOKLET.**
- ☐ Ensure that student information on the outside cover of the student work booklets is complete.
- ☐ Schools with more than one class of should separate the booklets by class. Complete **ONE** (1) Class Header form *per class*, and one Building Header form *per school*. ONE Class Header will be required for Mathematics for each teacher.
- ☐ Class Header:
 - teacher name where it says class name
 - total number of students in the class who participated in the Provincial Assessment, where it says *Sheet Count*
- ☐ Building Header:
 - school name where it says building name
 - total number of Grade 3 students in the school who participated in the Provincial Assessment, where it says *Sheet Count*
- ☐ Put the Student Tracking form(s), Class Header form(s), and Building Header form(s) and **all student Bubble sheets** in the envelope provided. Please put school name and district on the outside of the envelope.
- ☐ Send the completed materials to your District Office **IMMEDIATELY AFTER** the completion of the **PROVINCIAL ASSESSMENT**.

- ☐ **Send assessment materials to the appropriate program specialist on, or before**

The day following the last day of administration (Primary mathematics)

- ☐ Do not put elastic bands around any sheets.
- ☐ Do not place bubble sheets in the student work booklets.

Scoring

- ☐ All activities that were completed using the bubble sheets will be scored electronically.
- ☐ The other activities will be scored by a panel of educators.
- ☐ The provincial marking will take place following school closure in June.
- ☐ Applications for the marking panel will be made available in the spring.

Reporting Results

The results of student performance will be analysed and reported for the student, school, district, and province.

- ☐ At the student level, results will be reported in terms of:
 - individual student reports by mathematics strand
 - achievement in relation to school, district, and province
- ☐ At the school level, results will be reported in terms of:
 - student performance by mathematics learning strand as well as summary results by class, school, district, and province

- individual student choices for the multiple-choice items of the assessment
- individual student reports summarizing performance on the assessment, as well as summary information for class, school, district and province

At the District Level, results will be reported in terms of:

- all school results overall and by sub-test (content strand/unit)
- summary results overall and by sub-test (content strand/unit) by school/class for each school in the district
- summary results overall and by sub-test (content strand/unit) by district and province
- Item Analysis indicating the percentage of students who selected each of choice A, B, C or D for each question on the test in the district and province

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EXAMPLE

EXAMPLE

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CODES

400247

SHEET COUNT FOR STUDENT SCORE SHEETS ONLY. DO NOT INCLUDE BUILDING OR CLASS HEADERS IN THE COUNT. THE TOTAL NUMBER OF STUDENTS ASSESSED FOR THE SCHOOL SHOULD BE INSERTED FLUSH RIGHT WITH ZEROS ADDED TO THE LEFT AS INDICATED HERE.

ENTER SIX-DIGIT SCHOOL IDENTIFICATION NUMBER FLUSH LEFT IN THE COLUMNS INDICATED HERE.

