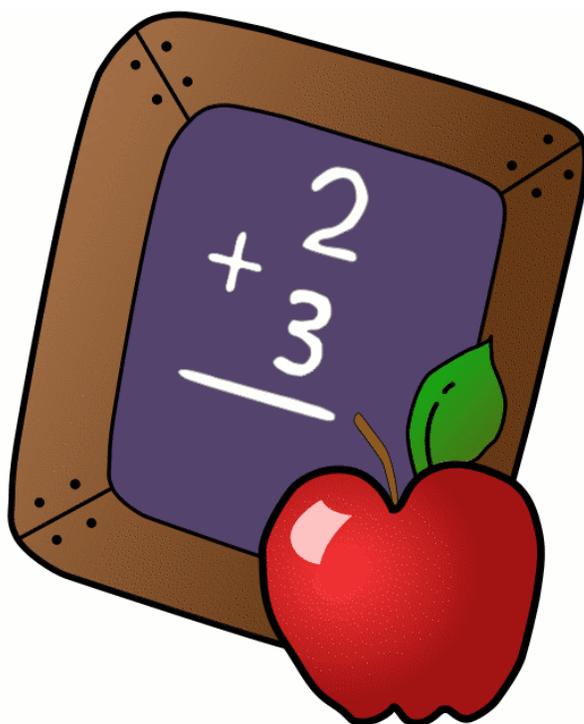


2016 Provincial Assessment Mathematics Administration Guide



Primary/Elementary

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

IMPORTANT INFORMATION

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

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

The following activities are prohibited:

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

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

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

All students shall be present during the reading of the Teacher Script. Students requiring an alternate setting may proceed to their alternate setting once the script has been read and the contents fully understood by the entire class. Teachers providing support shall be present during the script reading and follow the same guidelines. The Teacher Script applies to all students and teachers and all accommodations must be delivered by qualified teachers and not student assistants, parents or other volunteers.

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

Please ensure students bubble in the answers they have circled in the student booklet accurately using a pencil and not a pen.

It is recognized that some students need special accommodations while others may not be able to participate in the Provincial Assessment. **Documentation** is required to note these accommodations or exemptions. The **Accommodation and Exemption Policy, Accommodation and Exemption Form and Summary Form** are available online at:

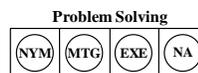
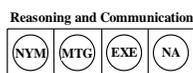
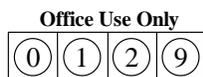
<http://www.ed.gov.nl.ca/edu/k12/evaluation/crts/index.html>

Teacher Administration Policy and Procedures

BEFORE THE ASSESSMENT

In preparation for the assessment teachers should:

- Share the Administration Schedule with students.
- Assemble materials needed for the assessment, including HB pencils, crayons/coloured leads and math manipulatives.
- Explain to students that the assessment activities will be paper and pencil tasks similar to activities they do regularly in mathematics class.
- Help students understand that the major difference between class work and this assessment is that they will have to work independently on the Provincial Assessment. Discuss what it means to work “independently”.
- Explain that the Provincial Assessment will have three types of questions: selected response (multiple choice), constructed response (long answer) and mental math. You may wish to review the “Tips for Answering Multiple Choice Questions” and “Tips for Answering Constructed Response Questions” prior to the assessment. The tips will be printed in the Student Booklets and can be found on page 6 of this Administration Guide.
- Let students know their work will be scored during the summer by teachers who will not know them. Therefore, it is important to answer all questions with as much information as they can. Students should print (or write) as neatly as possible. Workings and drawings sometimes help markers give partial or full marks for student work.
- Explain that each constructed response question will have a scoring box that is to be used by the markers only. Students are asked not to write in these scoring boxes. See examples of the scoring boxes below:



- Ensure that all modeled answers or “How to” posters have been removed from the classroom walls prior to the assessment administration. Word walls and other types of posters such as geometric solids and basic facts may stay on the wall.
- Make students aware that math manipulatives will be available to help them find their answers (a list for each section is included on pages 7-8 of this Administration Guide and will also be found in the Teacher Script). The lists are suggestions only as all manipulatives referenced in the curriculum guide are permissible.
- Explain to students that the mental math section consists of 10 questions on a pre-recorded DVD.

THE DAY OF THE ASSESSMENT

Teachers should:

- Ensure all students have a book, or reading material, **under their desks** to read when they have finished their assessments. This is the only permissible activity for students once they have finished. Students shall not be permitted to draw, colour, doodle, go to bookshelves, retrieve leisure items, etc.
- Refrain from helping students answer any assessment questions. For example:
 - do not talk to students about any specific assessment item
 - do not provide any information that would allow students to infer the correct answer, such as suggesting that they might want to check their work
 - do not engage in any verbal or nonverbal communication that would allow students to conclude they have omitted or answered a question incorrectly
- Ensure the assessment is administered to all Grade 3 and Grade 6 students, except those eligible for an exemption. All students should complete the assessment within the regular classroom, unless an alternate setting is part of the accommodation for a student with an IEP or a Record of Accommodations.
- All students shall be present during the reading of the Teacher Script. Students requiring an alternate setting may proceed to their alternate setting once the script has been read and the contents fully understood by the entire class.
- Check student Bubble Sheets as most are pre-printed. For schools that receive blank bubble sheets, the teacher should write the student name, teacher name, school name, and region on the appropriate lines of the student Bubble Sheets and shade in the corresponding bubbles.
- Shade **all bubbles that apply** in the “Service Delivery” section of the Student Bubble sheets to indicate the service for students receiving support (see page 11).
- Shade in the appropriate bubble on the answer sheets if students are enrolled in French Immersion (FR.IMM). French Immersion students shall complete the Primary/Elementary Mathematics Provincial Assessment in French.
- Ensure that Bubble Sheets are filled in by students once **ALL** students have completed their assessments each day. Students will use the same Bubble Sheet for the entire assessment. The shading of Bubble Sheets shall be in accordance with the guidelines outlined in the Teacher Script. **Please ensure students bubble in the answers they have circled in the Student Booklet accurately using a pencil and not a pen.**

- Encourage students to use a ruler to prevent errors when shading the bubbles. Mistakes often occur when students skip a question and shade all subsequent bubbles incorrectly. Check to ensure the Bubble Sheets were completed correctly.
- Remind students not to scribble or make unnecessary marks on the bubble sheets. White erasers work best for changes. Questions with multiple bubbles shaded are scored as incorrect.
- Complete the Student Tracking Sheet as students finish the activities. Fill in the students' names (as recorded on the register or in PowerSchool) by alphabetical order of last name (including those who did not participate). **This sheet is important for markers and should be completed daily. Please ensure that the teacher identifier (name/teacher A, B, etc.) on the Student Tracking Sheet is the same as the identifier written on the Bubble Sheets and covers of the Student Booklets.** This sheet must be included with the returned materials.

AFTER THE ASSESSMENT

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

When packaging the assessments, teachers should:

- **ENSURE EACH STUDENT BUBBLE SHEET IS PLACED INSIDE THE FRONT COVER OF HIS/HER STUDENT BOOKLET.**
- Check the outside cover of the Student Booklets to ensure the student/teacher/school information is correct and complete.
- Avoid using elastic bands, paper clips, staples or any other item that could result in the damage of the Bubble Sheets and prevent them from being processed by the scanner.
- Separate the booklets by class and complete **one** Class Header form *per class*. One Class Header is required for each teacher (even if there is only one teacher per grade).
- **Class Header (see page 9):**
 - Include teacher identifier (e.g. Name or Teacher A, Teacher B, etc.). This name must be the same on all Bubble Sheets and Student Booklets.
 - Include total number of students **in the class** who participated in the Provincial Assessment, where it says "Sheet Count".
 - Indicate the grade level by shading in the appropriate bubble under "Grade".
 - Do not shade bubbles under the headings "Level" or "Form".

- Return materials to the principal who will send assessment materials to the Department on, or the day following, the last day of administration.

When packaging the assessments, principals should:

- Ensure all booklets and materials have been accounted for and complete **one Building Header for each grade level** that completed the Provincial Assessment.
- **Building Header (see page 10):**
 - Include school name where it says “Building Name”.
 - Include total number of students at each grade level who participated in the Provincial Assessment, where it says “Sheet Count”.
 - Indicate the school number under “Codes” starting under the A.
- Put the Student Tracking Sheet(s), Class Header(s), and Building Header(s) in the envelope provided. Please put school name and region on the outside of the envelope.

INFORMATION ABOUT THE TEACHER SCRIPT

- **The Teacher Script will be sent to schools at the same time as the Provincial Assessments.**
- Each activity in the Teacher Script is arranged the same way:

Materials – A list specifying which materials have been provided by the Department of Education and which materials should be available to students. (This can also be found on pages 7-8 of this Administration Guide).

Procedure - The steps to follow for each activity. Following the specified procedure will yield consistency in the administration of the assessment. The last steps in the procedure always refer to the accommodations that may be made for students with IEPs or Record of Accommodations. Teachers must strictly adhere to these guidelines.

Script - Once the classroom routine has been completed (for example, canteen orders, announcements, attendance, etc.) and the room has been prepared for testing, the script shall be read **word – for – word** to keep the administration consistent throughout the province.

TIPS FOR ANSWERING ASSESSMENT ITEMS

Tips for Answering Multiple-Choice Questions

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

Tips for Answering Constructed Response Questions

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

PRIMARY MATERIALS NEEDED FOR ADMINISTRATION

NUMBER CONCEPTS (Day 1)

The time frame is approximately 45 – 60 minutes. The multiple choice questions are numbers 1 – 14 on the bubble sheet.

Materials

- Student Booklet and Bubble Sheet (Provided)
- Two HB pencils and an eraser
- Manipulatives (available to all students) such as base 10 materials, money kits, counters or any other manipulatives referenced in the Curriculum Guide.

MENTAL MATH (Day 1)

The time frame is approximately 5-10 minutes and additional time is **not permitted** for this section. Students should record their answers on the lines provided in the Student Booklet.

Materials

- Student Booklet (provided)
- DVD (provided)
- Two HB pencils and an eraser
- DVD player or computer

Note: Teachers may choose to administer the Mental Math component of the Provincial Assessment either before or after the Number Concepts Component. Both components of the Assessment are to be administered on Tuesday. **Since they are two separate activities, a break between the two components is recommended.**

NUMBER OPERATIONS (Day 2)

The time frame is approximately 45 – 60 minutes. The multiple choice questions are numbers 15 – 26 on the bubble sheet.

Materials

- Student Booklet and Bubble Sheet (Provided)
- Two HB pencils and an eraser
- Manipulatives (available to all students) such as base 10 materials, money kits, counters or any other manipulatives referenced in the Curriculum Guide.

SHAPE AND SPACE (Day 3)

The time frame is approximately 45 – 60 minutes. The multiple choice questions are numbers 27-36 on the bubble sheet.

Materials

- Student Booklet and Bubble Sheet (Provided)
- Two HB pencils, an eraser and a ruler
- Manipulatives (available to all students) such as geometric solids, power polygons, or any other manipulatives referenced in the Curriculum Guide.

ELEMENTARY MATERIALS NEEDED FOR ADMINISTRATION

NUMBER CONCEPTS (Day 1)

The time frame is approximately 45 – 60 minutes. The multiple choice questions are numbers 1 –10 on the bubble sheet.

Materials

- Student Booklet and Bubble Sheet (Provided)
- Two HB pencils and an eraser
- Manipulatives (available to all students) such as base 10 materials, money kits, counters, fraction circles, pattern blocks or any other manipulatives referenced in the Curriculum Guide.

NUMBER OPERATIONS (Day 2)

The time frame is approximately 45 – 60 minutes. The multiple choice questions are numbers 11 – 19 on the bubble sheet.

Materials

- Student Booklet and Bubble Sheet (Provided)
- Two HB pencils and an eraser
- Manipulatives (available to all students) such as base 10 materials, money kits, counters, fraction circles, pattern blocks or any other manipulatives referenced in the Curriculum Guide.

MENTAL MATH (Day 2)

The time frame is approximately 5-10 minutes and additional time is **not permitted** for this section. Students should record their answers on the lines provided in the Student Booklet.

Materials

- Student Booklet (provided)
- DVD (provided)
- Two HB pencils and an eraser
- DVD player or computer

Note: Teachers may choose to administer the Mental Math component of the Provincial Assessment either before or after the Number Operations Component. Both components of the Assessment are to be administered on Wednesday. **Since they are two separate activities, a break between the two components is recommended.**

PATTERNS AND RELATIONS / SHAPE AND SPACE (Day 3)

The time frame is approximately 45 – 60 minutes. The multiple choice questions for Patterns and Relations are numbers 20-27 and 28-40 for Shape and Space on the bubble sheet.

Materials

- Student Booklet and Bubble Sheet (Provided)
- Two HB pencils, an eraser and a ruler
- Manipulatives (available to all students) such as base 10 materials, money kits, counters, fraction circles, pattern blocks or any other manipulatives referenced in the Curriculum Guide.

