

English Language Arts



PROVINCIAL ASSESSMENT GUIDELINES

Primary Administration Guide for Teachers

PRIMARY

English Language Arts



Department of Education

Division of Evaluation and Research

To the Teacher

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

The English Language Arts components will include students in English Language Arts classrooms, but not students in French Immersion classrooms. The following strands of the English Language Arts curriculum will be assessed.

- Reading and Viewing
- Writing

Components of Language Arts

Demand Writing

- One demand piece will have a written prompt, similar to writing prompts from previous years. Brainstorming ideas should be discussed with the students.
- The second demand piece will have a visual as the prompt, to which students must respond. Brainstorming ideas should be discussed with the students.

Reading

- One reading selection will consist of a poem.
- The second reading selection will be an informational piece.

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

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 students' 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.

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.

ELA: Only students on an Alternate (Functional) Curriculum (formerly referred to as Criteria C - Pathway 5) are eligible for full exemption in ELA. Students receiving Alternate Programs/Courses (formerly referred to as Pathway 4) supports are not permitted FULL EXEMPTION for ELA under the Alternate (Functional) Curriculum category. However, the teacher may record exemptions for each of the ELA learning strands on the provincial assessment under the PARTIAL EXEMPTION category. (**NOTE:** Students who receive Alternate Programs/Courses (formerly referred to as Pathway 4) supports are sometimes able to participate in the assessment with a scribe for the reading text or have work transcribed for the writing.) Consequently, ONLY students on Alternate (Functional) Curriculum are permitted FULL EXEMPTION. The teacher must record on the PARTIAL EXEMPTION form each of the individual exemptions for those students other than Alternate (Functional) Curriculum.

For ELA, students who are receiving accommodations and modifications supports (formerly Pathways 2 and 3) are completing the prescribed curriculum and as a result should be completing the assessment.

Students scoring a 1 or 2 on the rubric (Very Limited or Limited), as deemed by the teacher, shall participate in the provincial assessment. Students unable to score a 1 on the rubric (usually those students not participating in the prescribed curriculum) shall be the only students considered for exemption.

The Primary English Language Arts Assessment, as previously indicated, will include all Grade 3 students in English Language Arts, but NOT French Immersion students. The only exception is those students with severe cognitive delay completing an Alternate (Functional) Curriculum (formerly referred to as Criteria C – Pathways 5), who shall be exempt. Other students (those receiving supports, accommodations, modifications, and alternate programs/courses – formerly referred to as Pathway 2, 3, and 4) may need accommodations to the assessment process in order to participate, and some may require partial exemptions. 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 whether there is a support, the results of the assessment reliably indicate performance level. Assessment and accountability are necessary for all students. Including students with exceptionalities in provincial assessments is critical to providing meaningful and useful information about their performance 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 are very limited in their understanding of texts and score a 1 on the rubric. This is **NOT** an acceptable exemption. Every student has the legal right to an assessment and schools have a legal obligation to assess students. By exempting a student, the school is acknowledging that the student is not capable of even scoring a 1 and meets the Department of Education guidelines for exemption as outlined in this document. 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.

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

The documentation should include:

Reading - a dated reading record. This should be completed after January 1. It could be a reading record from the Atlantic Canada Reading Assessment Resource, PM Benchmark reading record, or any other reading record which includes the reading level. Both the instructional (90% and greater word accuracy) and frustration levels (below 90% accuracy) must be included. For example, if a student scores 93% at Level K and 85% on Level L, both reading records should be placed with in the student's file with the EXEMPTION form as documentation.

Demand Writing - a dated writing sample completed after January 1 showing the student's inability to write independently should be placed in student's file.

The principal, in consultation with the teacher and parents, should recommend if a student needs a partial 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. The responsibility does not rest with the school in trying to find available staff, space, and alternate educational activities for students who are able to write the provincial assessment but whose parents elect to not have their child participate. 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

READING:

The primary provincial assessment is calibrated to a mid-late Grade 2 reading ability. The text rigors are set at an "L" reading level. Therefore, any student reading AT or ABOVE Level "L" must complete the assessment. Remember, the assessment measures comprehension, and the Reading Record forms record reading and comprehension. Therefore, any student who has a level "L" reading level (PM Benchmark 21) and adequate comprehension shall write the assessment. For example, a student who has 91% instructional level on "L" with an adequate comprehension level, but 87% frustration level on level "M" with limited comprehension must write the assessment as they have demonstrated proficiency at the minimum threshold of "L" for which the text is presented. Any student above "L" in Instructional (90%) with limited/adequate/strong comprehension must write the assessment. Any student with a frustration level AT "L" (with a limited comprehension) may be considered for exemption.

Complete the EXEMPTION form and place in the student's cumulative file for future reference. **(Provide a list of all exempted students - either partial or full - to your principal who will then forward the names to the Department of Education on the SUMMARY FORM located in the Principal's Handbook).**

WRITING:

Exemptions from the writing task are very uncommon. Every student, if they are able to write, should participate in the Demand Writing. Demand Writing is for those students who are engaged in the writing portion of the curriculum. In cases where the teacher deems the student's writing is pre-Grade 1, then exemptions may be considered. But generally, the vast majority of students should complete the writing activity if they are able to place their ideas on paper. Again, it must be reiterated, that even students writing at level 1 on the rubric still should be a part of the process as provincial assessments are for all students. In the event that the student is unable to write, even with the assistance of a transcription by the teacher, or typing with a computer, then an exemption may be considered and a dated writing sample after January 1 must be placed in the student's cumulative file for future reference along with the Exemption Form. In short, if a student is participating in the prescribed writing curriculum (GCO 8, 9, 10) then he/she should complete the assessment.

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 with the reading texts (Informational and Poetic) **ONLY**. Students must read the text independently with **NO** assistance from the teacher. Texts **CANNOT** be read **TO** students (by the teacher or with technological assistance). Because reading comprehension is measured on the Informational and Poetic texts and not writing proficiency, it is acceptable for the teacher to write (scribe) the answer for the student as he/she speaks it. **However, under absolutely NO circumstance can the student have the text read to them and then the student narrate their response to the scribe.** This would mean the student "listened" to the text, and not read it, and then narrated their response. Listening (GCO 1, 2, 3) and reading (GCO 4, 5, 6, 7) are different learning strands in the ELA program and as a result measured differently.

Scribing is NOT permissible for Demand Writing. Students are assessed on their "writing" ability. If a student narrates a response and a teacher scribes, the student's writing is not being assessed, but rather their speaking. Therefore, if a student is not capable of writing independently without any assistance from the teacher, then an exemption should be considered. However, in the very rarest of instances (e.g., hospitalization) scribing may be allowed in cases where students have previously demonstrated writing proficiency, but **ONLY** with prior written permission from the Department of Education. Instances of scribing for students in Demand Writing without prior Department of Education approval will not be scored.

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. 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, Fusion, AlphaSmart is acceptable provided word prediction, spell check, grammar check, etc. are disabled).

Reading of texts to students is NOT permissible. The ELA provincial assessment is a reading comprehension assessment. Sometimes in a student's IEP it is noted that tests and assignments may be read to students, but this would not be acceptable on the provincial assessment as it is measuring reading comprehension. To have a text (e.g., Poetic) read to a student would be measuring the student's "listening" and not "reading" comprehension. Therefore, a student must read the text independently, with no assistance from the teacher or technological assistance. If a student is unable to read a text, and meets the criteria for exemption, then this should be considered.

It should be noted, if considering an exemption, that provincial assessments measure performance or proficiency concerning the ELA curriculum, and does not measure ability and intellect. When discussing exemptions with the guidance counsellor, scores on the WISC (Wechsler Intelligence Scale for Children) should **NOT** be considered. Scores on the WIAT (Wechsler Individual Achievement Test) may be used, provided a grade level reading equivalency is noted. Percentile rank is **NOT** to be considered. As noted above, the reading text is at a mid-Grade 2 level. Any score below 2.5 (grade level reading equivalency) on the WIAT may be considered for exemption.

Once the exemptions have been documented and completed, the enclosed **EXEMPTION FORM** 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, must have prior written approval from the Department of Education.

Accommodations

Some students with special needs (receiving supports) may require accommodations to participate in the assessment. These may already be in place for instruction and testing. **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 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.) READING: APPROVED

Use of assistive technology: Word processing (e.g., NotePad, Fusion, Alphasmart, Word, WordPerfect) is an appropriate accommodation for the Reading portion of the assessment when students are formulating their responses to texts they have read independently.

3.) READING: NOT Approved

Use of assistive technology: Text to voice software (e.g., Kurzweil, Word Q) is NOT an appropriate accommodation for the Reading portion of the assessment as the text is orally presented to the student, who hears the text, not reads it.

4.) DEMAND: APPROVED

Use of assistive technology: Word processing (e.g., NotePad, Fusion, Alphasmart) is an appropriate accommodation for the Writing portion of the assessment. **NOTE:** Word prediction, spell check, and features which cue errors **MUST** be disabled for this portion of the assessment.

5.) DEMAND: NOT APPROVED

Use of assistive technology: Word processing (e.g., Word, WordPerfect) AND Speech to text software (Dragon Naturally Speaking, Speak Q) are NOT appropriate accommodations for Demand Writing.

6.) Provision of text in a different format (e.g., large print, Braille):

NOTE: To allow time for large colour booklets to be printed, or Braille, for Language Arts please contact **Scott Linehan**, as soon as possible for this request at scottlinehan@gov.nl.ca

7.) Verbatim scribing of responses in reading (NOT DEMAND WRITING):

NOTE: The scribe should write exactly what the student dictates. There can be no suggestions, editing, or proof-reading. Speech-to-text software or typing responses with a computer 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, Fusion, or other software which do not correct for grammar, spelling, etc. (attach student responses to the booklet).

8.) Transcribing of responses in demand writing (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, Fusion, or other software which do not correct for grammar, spelling, etc. (attach student responses to the booklet).

EXEMPTION and ACCOMMODATION Forms

PRIMARY

1. Accommodation ELA Form
2. Partial and Full Exemption ELA Form



ACCOMMODATIONS
Primary Provincial ENGLISH LANGUAGE ARTS Assessment

District			School		

School: _____ Phone: _____

Principal's Name: _____ Email: _____

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

English Language Arts: Prescribed Modified Prescribed 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 scribing of responses in reading	<input type="checkbox"/> Is an accommodation in this student's IEP? (Note: There is NO reading of text or assistive technology accommodations which reads texts – i.e., text-to-voice - available for Reading portions of the assessment.)
<input type="checkbox"/> Transcribing of Demand Writing.....	<input type="checkbox"/> Is an accommodation in this student's IEP? (NOTE: There is NO scribing accommodation or assistive technology of speech-to-text for Demand Writing).
<input type="checkbox"/> Computer assistance (NotePad, Fusion)	<input type="checkbox"/> Is an accommodation in this student's I.E.P.? (Software must NOT correct for grammar, spelling, word prediction, etc – e.g., Word, WordPerfect)
<input type="checkbox"/> Large Print or Braille	<input type="checkbox"/> Documentation of Visual Impairment is on file.
<input type="checkbox"/> Speech-to-text Software	<input type="checkbox"/> Documentation of disability is on file (Reading text only).

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



FULL/PARTIAL EXEMPTION
Primary Provincial ENGLISH LANGUAGE ARTS Assessment

District			School		

School: _____ Phone: _____

Principal's Name: _____ Email: _____

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

English Language Arts: Prescribed Modified Prescribed Alternate Course

Pre-Requisite Program: _____

Full Exemption (Alternate – Functional - Curriculum ONLY)		Requirement
<input type="checkbox"/> Full Exemption		<input type="checkbox"/> Alternate (Functional) Curriculum ONLY (formerly: Criteria C / Pathway 5)
Partial Exemption (Pathway 3 and 4)		Requirement
<input type="checkbox"/> ELA - Reading		<input type="checkbox"/> Reading level is BELOW “L” (PM 21) - Reading Record is on file. (Include Instructional and Frustration Level.)
<input type="checkbox"/> ELA - Writing		<input type="checkbox"/> Writing Performance Sample is pre-grade 1 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

English Language Arts



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.
- ☺ Assessment administration shall strictly follow Department of Education guidelines (the use of the 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 assessment administration **EACH** day. No assessments shall 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. **There shall be NO “make-up” of a missed 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 assessment as the rest of the class. The omitted section shall be skipped and not attempted.
- ☺ ALL students shall be present during the 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 Assessment Administration Script and shall follow the same guidelines. The Assessment Administration Script shall apply to ALL students and teachers.
- ☺ The shading of bubble sheets shall be done once ALL students have completed their assessments EACH day. The shading of bubble sheets shall be in accordance with the guidelines outlined in the Assessment Administration Script.
- ☺ Return the completed materials to the Assessment Coordinator - At which time it shall be sent to District Office IMMEDIATELY AFTER the completion of the ELA provincial assessment (i.e., two separate shipments). **ELA Materials must be sent the very next day after administration. This shall also apply for mathematics when that assessment has been completed.**

IMPORTANT NOTES

(Continued)

- ☺ 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 # 11- 1001 for Poetic Reading, booklet number 12- 1007 for Demand Writing and booklet number 13-1019 for Informational Reading. The numbers are only unique in a series to the school to ensure that all shipped materials to your school are 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 Poetic Reading and Informational Reading. Please ensure once you have returned the assessment materials for Poetic Reading, you receive the same student bubble sheets the day of the Informational Reading. The shading of bubble sheets shall be in accordance with the guidelines outlined in the Provincial Assessment Administration Script.

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 ELA/MATH assessments 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 Assessment Coordinator in the school and then 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 contained therein (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 everyday work. They will engage in reading, viewing, and writing.
- ☺ 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 why they think that. Students have to support why they think a certain way.
- ☺ 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

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 *English Language Arts Primary: A Curriculum Guide 1999*
 - ☺ 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 ASSESSMENT ADMINISTRATION SCRIPT.**
- ☺ **THE ASSESSMENT SHALL BE ADMINISTERED AT THE COMMENCEMENT OF THE SCHOOL DAY EACH MORNING.**
- ☺ Students should be seated so they can have as much privacy as possible.
- ☺ Stop signs have been included at the end of each day's activity.

- ☺ **Students shall not revisit any previous work on a succeeding day. For example, a student should not go back and add more detail to Demand Writing 1 once the task is completed and he/she is supposed to be working on another activity. Nor shall any student revisit work that they have missed 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.

- ☺ 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 scorers. This should be checked daily.**

- ☺ There are separate work booklets for each of the Language Arts sections.

- ☺ Language Arts Bubble Sheets are *Red* and Mathematics 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 Assessment Administration Script.

- ☺ The bubble 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 assessment is administered, there should be 20 shaded bubbles: 1-10 for Poetic, 11-20 for Informational).** 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 the Assessment Administration Script.**
- ☺ Students in French Immersion (FR.IMM) do ***NOT*** complete the ELA assessment.
- ☺ 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 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 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 assessment as the rest of the class.**
- ☺ This assessment includes all Grade 3 students, except French Immersion students in ELA and 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 Assessment Administration Script reading.** Teachers providing support in an alternate setting shall be present during the Assessment Administration Script. **Those students needing an alternate setting may move AFTER the 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 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.

- ☺ If students require additional paper, the standard lined page should be copied and used which is located near the end of this document.

Tips For Answering Multiple-Choice Questions

1. Reread parts of the reading passage, if necessary.
2. Reread the question, if necessary.
3. Choose the best answer for each question.
4. Fill in only one circle for each question.
5. Go to the next question if you get stuck on an answer. You should come back to the question at the end.
6. Answer every question, even if you're not sure.
7. Use any extra time to check your answers.

Tips For Answering Open-Response Questions

1. Reread parts of the reading passage (ELA), if necessary.
2. Reread the question, if necessary.
3. Print or write as neatly as you can.
4. Answer in complete sentences.
5. Include as much information as you can when you are asked to explain your thinking.
6. Explain yourself clearly. Provide details and examples.
7. Write what you think and why you think that. There are not always right or wrong answers. Some questions have many possible answers.
8. Go to the next question if you get stuck on an answer. You should come back to the question at the end.
9. Answer every question, even if you are not sure.
10. 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?
 - ☆ Are your spelling, punctuation, and capitalization appropriate?

Assessment Administration and SCRIPT

ACTIVITY ONE – POETIC READING

In this component of the assessment, students will:

- ◇ Read poetic text, word solve using various cueing systems and strategies (Specific Curriculum Outcomes 4 and 5)
- ◇ Read independently and, for the most part, silently (SCO 4)
- ◇ Write and/or represent their understanding of the text, making connections with their own knowledge and experience (SCO 4, 6, and 7)
- ◇ Use language conventions and characteristics of text to help them understand what they read (SCO 7)

Required Materials

- ◇ 2 HB pencil
- ◇ Student Work Booklet (provided)
- ◇ Bubble Sheet (provided)

Procedure

- ◇ The time frame is approximately 60 – 90 minutes.
- ◇ The multiple choice questions will be 1 – 10 on the bubble sheets.
- ◇ In preparation for administration, teachers should follow the suggestions entitled “**Before Testing**” outlined in the Assessment Administration Script.

- ◇ Once the classroom has been prepared for assessment administration (as outlined in the section “**Before Testing**”) 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 cannot provide any assistance to the students. When asked questions by the students, teachers shall answer, VERBATIM, as outlined in the Assessment Administration Script.
- ◇ Students are required to read the text and questions independently. Any questions about the assessment teachers shall respond using the prompt in the Assessment Administration Script.
- ◇ Use the Assessment Administration Script precisely as outlined for all procedures.
- ◇ Collect the all the materials at the end of the allotted time.
- ◇ Remember that accommodations may be used for individual students, as outlined in this document. An approved scribe (with professional qualifications in teaching, testing, or other related fields) shall record only as the student dictates, without prompting. The question and answer section of the reading component is assessing comprehension, 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 (preferred) should be stapled to the inside front cover of the booklet, indicating Poetic text.
- ◇ The use of dictionaries is not permitted.
- ◇ **IMPORTANT NOTE:**
This is an ASSESSMENT of READING. Students requiring support, and accompanying support teachers, SHALL be in the room during the Assessment Administration Script reading. Students and support teachers shall follow the SAME guidelines as those in the classroom. Therefore, reading of the text or the questions TO the student is NOT an acceptable accommodation as the student is not reading, but rather listening. Therefore, this is absolutely NOT permissible. ALL ASSESSMENT ADMINISTRATION SCRIPT GUIDELINES SHALL APPLY TO ALL STUDENTS AND TEACHERS.

Assessment
Administration
Script

POETIC SCRIPT

TO BE READ BY ALL TEACHERS

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

Before Testing

- 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 test, including HB pencils
- 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 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 test resources.
 - Students are working independently.
 - Students are working at the correct places in the workbook.
- While it is appropriate to encourage students to continue working during the assessment administration, it is not appropriate to talk with them about any test item or help them answer any test 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 test 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 the Informational Text.**

SCRIPT ELA: POETIC

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 Poetic part of the English Language Arts 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 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 THEIR BOOKLETS

WAIT UNTIL ALL STUDENTS FINISH

BOX C

SAY: You are going to take the Newfoundland and Labrador English Language Arts 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 text on your own. After reading the text, you will then circle the best answer to each multiple choice question in your booklet. Complete your written answers in the workbook. You can refer back to the reading text as often as you need. 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. You will see boxes called “Office Use Only” in your booklet. You are not to write, shade, or colour in these boxes. Once you have finished, close your booklets, take out a book, 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 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 Workbooks to page 2 and work to the stop sign. You may begin working.

ONCE STUDENTS BEGIN WORKING:

Do **NOT** answer questions about the reading text, 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, PATHWAY, SEX, SUBJECT - and record teacher name, school name, district - ONCE STUDENTS HAVE FINISHED OR ON SUCCEEDING DAYS)*

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 bubblesheet.

DISTRIBUTE BUBBLESHEETS

BOX I

SAY: Please shade your multiple choice answers on the bubblesheet. You are shading questions 1 – 10. Make sure the question numbers and your answers in your workbook match the numbers and letters on the bubblesheet. For example, if you circled “A” in your workbook, then make sure you shade “A” on your bubblesheet.

Do you have any questions?

WAIT and answer questions about the directions.

Do NOT answer questions about the reading text, 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 3. Please shade all your multiple choice answers to the bubblesheet.

Monitor students while they are shading the bubblesheets 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 workbooks and bubblesheets.

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

Thank the students.

ACTIVITY TWO – DEMAND WRITING 1

In this component of the assessment, students will:

- ☀ Organize language and ideas into a structure with characteristic features of beginning, middle, end, main idea, and related details (Specific Curriculum Outcomes 8 and 9)
- ☀ Write for a specific purpose, expressing attitudes, opinions, and experiences (SCO 8 and 9)
- ☀ Use appropriate conventions of punctuation, capitalization, language structures, spelling, and penmanship (SCO 10)

Required Materials

- ☀ 2 HB pencil
- ☀ Student Work Booklet (provided)

Helpful Hints

- ☀ Students may use dictionaries, thesauri, class charts, word walls, and books during the Demand Writing. Students should realize that this is a final copy which will be read by others and should therefore be legible. **The teacher or other students cannot act as a dictionary. Use of a spell checker or grammar checker is not permitted.**

Procedures

- ☀ The time frame is approximately 30 – 60 minutes.
- ☀ In preparation for assessment administration, teachers should follow the suggestions entitled “**Before Testing**” outlined in the Assessment Administration Script.
- ☀ Once the classroom has been prepared for assessment administration (as outlined in the section “**Before Testing**”) teachers shall begin using the Assessment Administration Script, reading it VERBATIM, and following precisely the instructions as outlined.
- ☀ Students are to work independently and silently. Teachers cannot provide any assistance to the students. When asked questions by the students, teachers shall answer, VERBATIM, as outlined in the Assessment Administration Script.
- ☀ Any questions about the assessment teachers shall respond using the prompt in the Assessment Administration Script.
- ☀ Use the Assessment Administration Script precisely as outlined for all procedures.
- ☀ Collect the all the materials at the end of the allotted time.
- ☀ Remember that accommodations may be used for individual students (for example, a quiet place, extra time) as outlined in this guide. Verbatim *scribing* is when students narrate (speak) their work and the teacher writes what the student dictates. This is NOT permissible. This is a writing activity, and not a speaking activity. In the rarest of instances, this may be allowed, but ONLY with prior written permission from the Department of Education (contact scottlinehan@gov.nl.ca for further information).

☀ Some teachers may *transcribe* student writing because of legibility. This is when the student writes independently, without any assistance from the teacher. When the student has finished writing, he/she then reads the completed writing to the teacher. Then the teacher transcribes what the student has read, in a legible form, *on separate paper* and **NOT** above the student's own work. Record on top of the Demand Writing page that a transcription has been provided and staple it to the inside front cover of the work booklet, indicating it is a transcription of Demand Writing. Transcription should **ONLY** be used when a student can **NOT** complete their work on a computer. The use of software such as Word, WordPerfect that corrects spelling, grammar, etc. is **NOT** permissible. Software such as NotePad, Fusion, AlphaSmart is acceptable provided word prediction, spell check, grammar check, etc., are disabled.

☀ **IMPORTANT NOTE:** This is an **ASSESSMENT** of **WRITING**. Students requiring support, and accompanying support teachers, **SHALL** be in the room during the Assessment Administration Script reading. Students and support teachers shall follow the **SAME** guidelines as those in the classroom. Therefore, narrating (speaking) of ideas by the student while having their ideas “written-down” by the teacher is **NOT** an acceptable accommodation as the student is not writing (GCO 8, 9, 10), but rather speaking (GCO 1, 2, 3). Therefore, this is absolutely **NOT** permissible. **ALL ASSESSMENT ADMINISTRATION SCRIPT GUIDELINES SHALL APPLY TO ALL STUDENTS AND TEACHERS.**

Demand Writing 1 SCRIPT

TO BE READ BY ALL TEACHERS

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:

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

Before Testing

- 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 test, including HB pencils
- 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 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 test resources.
 - Students are working independently.
 - Students are working at the correct places in the workbook.
- While it is appropriate to encourage students to continue working during the assessment administration, it is not appropriate to talk with them about any test item or help them answer any test 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 test 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.

SCRIPT ELA: DEMAND WRITING 1

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 Demand 1 Writing part of the English Language Arts provincial assessment. This is not a timed assessment. You can take as much time as you need to complete your individual work.

READ DEMAND WRITING PROMPT TO STUDENTS

BOX B

SAY: We are going to begin with brainstorming ideas for the Demand Writing exercise. I will record your ideas. However, these ideas will be removed before we start writing.

Do you have any questions?

WAIT and answer questions about the directions.

BOX C

SAY: Do you have any ideas about what you would like to write about for this topic?

RECORD student Brainstorming ideas on the board, chart paper, etc. This activity should take approximately 5-10 minutes. After the brainstorming has neared completion conclude this activity.

BOX D

SAY: Do you have any other final ideas about what you would like to write about for this topic?

WAIT and record additional student ideas.

BOX E

SAY: These are just some ideas you may like to write about. However, feel free to use these ideas or any of your own ideas. Be creative.

REMOVE BRAINSTORMING IDEAS FROM BOARD, CHART PAPER etc.

BOX F

SAY: Now, I am going to give you the assessment. Do not open or mark on your workbook until I tell you to do so.

DISTRIBUTE WORK BOOKS

BOX G

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 THEIR BOOKLETS

WAIT UNTIL ALL STUDENTS FINISH

BOX H

SAY: When you come to the **STOP** sign in your workbook 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.

Do you have any questions?

ANSWER any questions concerning instructions

BOX I

SAY: Try to do your best work.

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

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

ANSWER any questions concerning instructions

BOX J

SAY: Now open your workbooks to page 2. You may begin working.

ONCE STUDENTS BEGIN WORKING:

Do **NOT** answer questions about students' writing.

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

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

Students are not to be prompted in ways to improve their work (for example; length of writing, grammatical errors, ideas)

Once students begin working, there should be NO prompting or assistance, either verbal or non-verbal, from the teacher about student work.

WAIT until ALL students have finished.

After a total of 60 minutes say:

BOX K

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, say:

BOX L

SAY: Now that you have finished I am going to collect your workbooks.

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

Thank the students

ACTIVITY THREE – INFORMATIONAL READING

In this component of the assessment, students will:

- Read non-fiction material, word solve using various cueing systems and strategies (Specific Curriculum Outcomes 4)
- Read independently and, for the most part, silently (SCO 4)
- Use the text as a source of information (SCO 4, 5, 6 and 7)
- Write understanding of the text, making connections with personal knowledge and experience (SCO 4, 6 and 7)

Required Materials

- 2HB pencil
- Student Work Booklet (provided)
- Bubble Sheet (provided)

Procedure

- ◇ The time frame is approximately 60 – 90 minutes.
- ◇ The multiple choice questions will be 11 – 20 on the bubble sheets.
- ◇ In preparation for assessment administration, teachers should follow the suggestions entitled “**Before Testing**” outlined in the Assessment Administration Script.

- ◇ Once the classroom has been prepared for administration (as outlined in the section “**Before Testing**”) 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 cannot provide any assistance to the students. When asked questions by the students, teachers shall answer, VERBATIM, as outlined in the Assessment Administration Script.
- ◇ Students are required to read the text and questions independently. Any questions about the assessment teachers shall respond using the prompt in the Assessment Administration Script.
- ◇ Use the Assessment Administration Script precisely as outlined for all procedures.
- ◇ Collect the 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, testing, or other related fields) shall record only as the student dictates, without prompting. The question and answer section of the reading component is assessing comprehension, 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 Informational text.
- ◇ The use of dictionaries is not permitted.

◇ **IMPORTANT NOTE:**

This is an ASSESSMENT of READING. Students requiring support, and accompanying support teachers, SHALL be in the room during the Assessment Administration Script reading. Students and support teachers shall follow the SAME guidelines as those in the classroom. Therefore, reading of the text or the questions to the student is NOT an acceptable accommodation as the student is not reading, but rather listening. Therefore, this is absolutely NOT permissible. ALL ASSESSMENT ADMINISTRATION SCRIPT GUIDELINES SHALL APPLY TO ALL STUDENTS AND TEACHERS.

Informational SCRIPT

TO BE READ BY ALL TEACHERS

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

Before Testing

- **Collect the same student bubble sheets used for the Poetic Text.**
- 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 test, including HB pencils
- 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 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 test resources.
 - Students are working independently.
 - Students are working at the correct places in the workbook.
- While it is appropriate to encourage students to continue working during the assessment administration, it is not appropriate to talk with them about any test item or help them answer any test 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 test 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.

SCRIPT ELA: INFORMATIONAL

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 Informational part of the English Language Arts 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 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 THEIR BOOKLETS

WAIT UNTIL ALL STUDENTS FINISH

BOX C

SAY: You are going to take the Newfoundland and Labrador English Language Arts 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 text on your own. After reading the text, you will then circle the best answer to each multiple choice question in your booklet. Complete your written answers in the workbook. You can refer back to the reading text as often as you need. 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. You will see boxes called “Office Use Only” in your booklet. You are not to write, shade, or colour in these boxes. Once you have finished, close your booklets, take out a book, 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 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 Workbooks to page 2 and work to the stop sign. You may begin working.

ONCE STUDENTS BEGIN WORKING:

Do **NOT** answer questions about the reading text, 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, PATHWAY, SEX, SUBJECT, - and record teacher name, school name, district - ONCE STUDENTS HAVE FINISHED OR ON SUCCEEDING DAYS)*

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 bubblesheet.

DISTRIBUTE BUBBLESHEETS

BOX I

SAY: Please shade your multiple choice answers on the bubblesheet. You are shading questions 11 – 20. Make sure the question numbers and your answers in your workbook match the numbers and letters on the bubblesheet. For example, if you circled “A” in your workbook, then make sure you shade “A” on your bubblesheet.

Do you have any questions?

WAIT and answer questions about the directions.

Do NOT answer questions about the reading text, 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 6. Please shade all your multiple choice answers to the bubblesheet.

Monitor students while they are shading the bubblesheets 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 workbooks and bubblesheets.

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

Thank the students

ACTIVITY FOUR – DEMAND WRITING 2

In this component of the assessment, students will:

- ☀ Organize language and ideas into a structure with characteristic features of beginning, middle, end, main idea, and related details (Specific Curriculum Outcomes 8 and 9)
- ☀ Write for a specific purpose, expressing attitudes, opinions, and experiences (SCO 8 and 9)
- ☀ Use appropriate conventions of punctuation, capitalization, language structures, spelling, and penmanship (SCO 10)

Required Materials

- ☀ 2 HB pencil
- ☀ Student Work Booklet (provided)

Helpful Hints

- ☀ Students may use dictionaries, thesauri, class charts, word walls, and books during the Demand Writing. Students should realize that this is a final copy which will be read by others and should therefore be legible. **The teacher or other students cannot act as a dictionary. Use of a spell checker or grammar checker is not permitted.**

Procedures

- ☀ The time frame is approximately 30 – 60 minutes.
- ☀ In preparation for assessment administration, teachers should follow the suggestions entitled “**Before Testing**” outlined in the Assessment Administration Script.
- ☀ Once the classroom has been prepared for assessment administration (as outlined in the section “**Before Testing**”) teachers shall begin using the Assessment Administration Script, reading it VERBATIM, and following precisely the instructions as outlined.
- ☀ Students are to work independently and silently. Teachers cannot provide any assistance to the students. When asked questions by the students, teachers shall answer, VERBATIM, as outlined in the Assessment Administration Script.
- ☀ Any questions about the assessment teachers shall respond using the prompt in the Assessment Administration Script.
- ☀ Use the Assessment Administration Script precisely as outlined for all procedures.
- ☀ Collect the all the materials at the end of the allotted time.
- ☀ Remember that accommodations may be used for individual students (for example, a quiet place, extra time) as outlined in this guide. Verbatim *scribing* is when students narrate (speak) their work and the teacher writes what the student dictates. This is NOT permissible. This is a writing activity, and not a speaking activity. In the rarest of instances, this may be allowed, but ONLY with prior written permission from the Department of Education (contact scottlinehan@gov.nl.ca for further information).

☀ Some teachers may *transcribe* student writing because of legibility. This is when the student writes independently, without any assistance from the teacher. When the student has finished writing, he/she then reads the completed writing to the teacher. Then the teacher transcribes what the student has read, in a legible form, *on separate paper* and **NOT** above the student's own work. Record on top of the Demand Writing page that a transcription has been provided and staple it to the inside front cover of the work booklet, indicating it is a transcription of Demand Writing. Transcription should **ONLY** be used when a student can **NOT** complete their work on a computer. The use of software such as Word, WordPerfect that corrects spelling, grammar, etc. is **NOT** permissible. Software such as NotePad, Fusion, AlphaSmart is acceptable provided word prediction, spell check, grammar check, etc., are disabled.

☀ **IMPORTANT NOTE:** This is an **ASSESSMENT** of **WRITING**. Students requiring support, and accompanying support teachers, **SHALL** be in the room during the Assessment Administration Script reading. Students and support teachers shall follow the **SAME** guidelines as those in the classroom. Therefore, narrating (speaking) of ideas by the student while having their ideas “written-down” by the teacher is **NOT** an acceptable accommodation as the student is not writing (GCO 8, 9, 10), but rather speaking (GCO 1, 2, 3). Therefore, this is absolutely **NOT** permissible. **ALL ASSESSMENT ADMINISTRATION SCRIPT GUIDELINES SHALL APPLY TO ALL STUDENTS AND TEACHERS.**

**ONCE THE ASSESSMENT HAS BEEN
COMPLETED REFER TO SECTION:**

“AFTER THE ASSESSMENT”

Demand Writing 2 SCRIPT

TO BE READ BY ALL TEACHERS

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:

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

Before Testing

- 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 test, including HB pencils
- 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 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 test resources.
 - Students are working independently.
 - Students are working at the correct places in the workbook.
- While it is appropriate to encourage students to continue working during the assessment administration, it is not appropriate to talk with them about any test item or help them answer any test 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 test 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.

SCRIPT ELA: DEMAND WRITING 2

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 Demand 2 Writing part of the English Language Arts provincial assessment. This is not a timed assessment. You can take as much time as you need to complete your individual work.

*SHOW VISUAL TO STUDENTS AND READ DEMAND WRITING PROMPT
(Walking around the class to show the visual may be helpful)*

BOX B

SAY: We are going to begin with brainstorming ideas for the Demand Writing exercise. I will record your ideas. However, these ideas will be removed before we start writing.

Do you have any questions?

WAIT and answer questions about the directions.

BOX C

SAY: Do you have any ideas about what you would like to write about for this topic?

RECORD student Brainstorming ideas on the board, chart paper, etc. This activity should take approximately 5-10 minutes. After the brainstorming has neared completion conclude this activity.

BOX D

SAY: Do you have any other final ideas about what you would like to write about for this topic?

WAIT and record additional student ideas.

BOX E

SAY: These are just some ideas you may like to write about. However, feel free to use these ideas or any of your own ideas. Be creative.

REMOVE BRAINSTORMING IDEAS FROM BOARD, CHART PAPER etc.

BOX F

SAY: Now, I am going to give you the assessment. Do not open or mark on your workbook until I tell you to do so.

DISTRIBUTE WORK BOOKS

BOX G

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 THEIR BOOKLETS

WAIT UNTIL ALL STUDENTS FINISH

BOX H

SAY: When you come to the **STOP** sign in your workbook you have finished this part of the assessment. You should go back and check your work. You will see boxes and a place which says “**DO NOT MARK IN THIS AREA**” at the end of your workbook. You are not to write, shade, or colour these boxes. Once you have finished, close your booklets, take out a book, and sit quietly until everyone has finished.

Do you have any questions?

ANSWER any questions concerning instructions

BOX I

SAY: Try to do your best work.

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

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

ANSWER any questions concerning instructions

BOX J

SAY: Now open your workbooks to page 2. You may begin working.

ONCE STUDENTS BEGIN WORKING:

Do **NOT** answer questions about students' writing.

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

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

Students are not to be prompted in ways to improve their work (for example; length of writing, grammatical errors, ideas)

Once students begin working, there should be NO prompting or assistance, either verbal or non-verbal, from the teacher about student work.

WAIT until ALL students have finished.

After a total of 60 minutes say:

BOX K

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, then say:

BOX L

SAY: Now that you have finished I am going to collect your workbooks.

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

Thank the students.

AFTER THE ASSESSMENT

Primary

English Language Arts

FOR THE TEACHER:

When the assessment is completed, please follow these directions:

Packaging

- ☐ **ENSURE STUDENT BUBBLE SHEETS ARE PLACED INSIDE THE APPROPRIATE ENCLOSED ENVELOPE.**
- ☐ Ensure that student information on the outside cover of the student work booklets is complete.
- ☐ Schools with more than one class 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 English Language Arts AND ONE Class Header 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) 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 after the last day of administration (primary ELA)

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

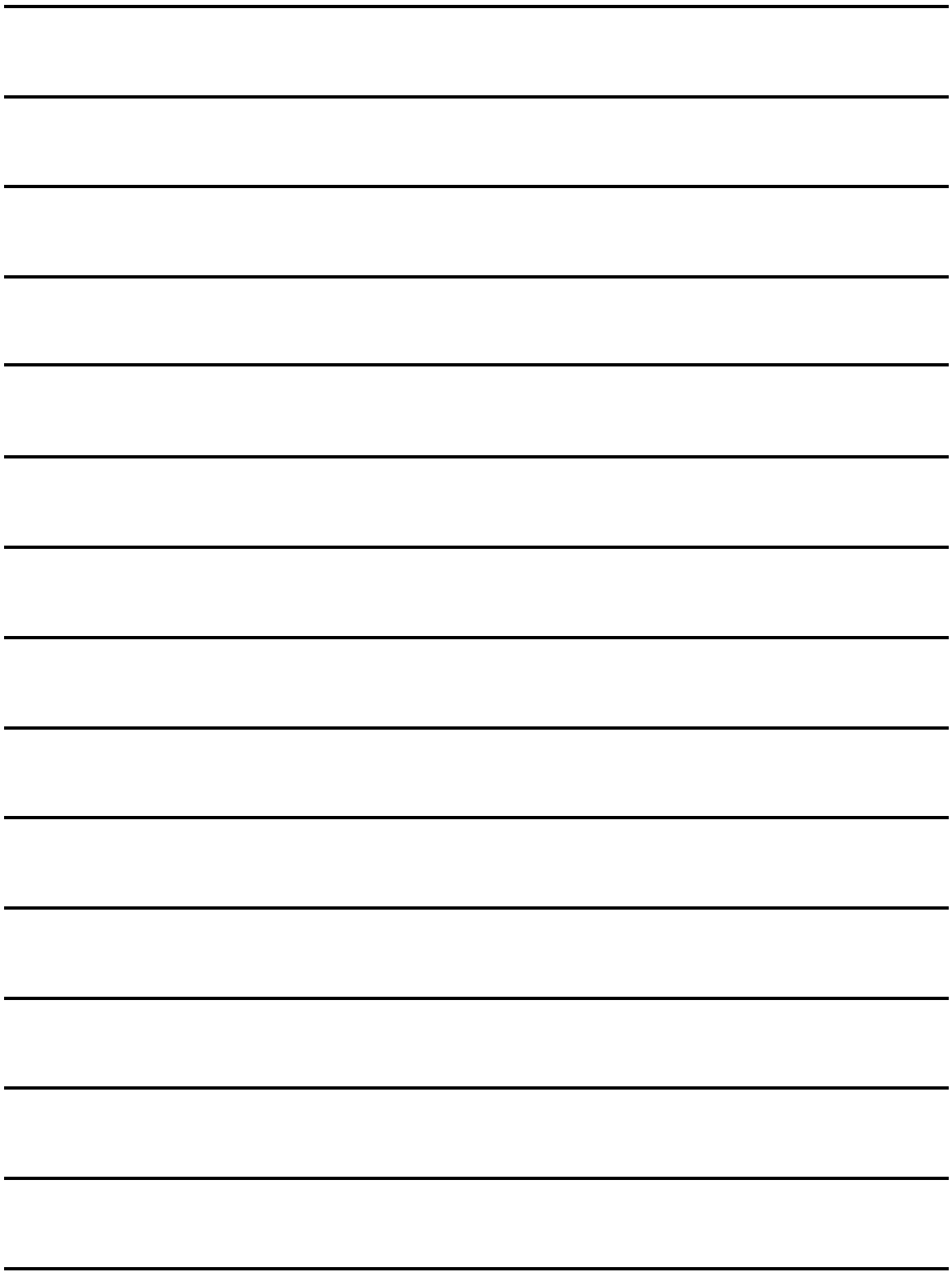
SCORING

- ☐ 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 scoring will occur following school closure in June.
- ☐ Applications for the scoring 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 ELA and MATHEMATICS learning strand
 - achievement in relation to school, district, and province
- At the school level, results will be reported in terms of:
 - student performance by ELA and 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



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ENTER SCHOOL NAME WITH GRAPHITE PENCIL.



TESTWARE™

BUILDING
HEADER
Form No. 18125

EXAMPLE

BUILDING NAME

RONCALLI HIGH

PLEASE USE GRAPHITE PENCIL ON ALL SCORE SHEETS

DO NOT USE STAPLES, RUBBER BANDS, PAPER CLIPS, OR ANYTHING ELSE THAT WILL RESULT IN DAMAGE TO SCORE SHEETS AND PREVENT THEM FROM BEING PROCESSED BY THE SCANNER

BUILDING HEADER

EXAMPLE

EXAMPLE

SHEET COUNT
0097

CODES														
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
4	0	0	2	4	7									

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.

