



# Administration Guide



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## Introduction

**These administrative guidelines should be read carefully prior to the administration of the Primary Literacy Assessment.**

They have been prepared to ensure a consistent administration across the province. In using this guide, teachers will find information that will enable them to adhere to an administration of the assessment that conforms to the established guidelines of the Department of Education & Early Childhood Development.

If you have any questions related to the administration of the Primary Literacy Assessment, please contact Moira McGuire, Achievement Specialist at the Department of Education & Early Childhood Development at 438-4902.

## Administration Schedule

Teachers will use their discretion to give students the time that they need to complete each component of the assessment. The suggested times below are approximate.

Date	Assessment Component	Approximate Time
Flexible administration period: <b>*May 11<sup>th</sup> - 22<sup>nd</sup>, 2015</b>	Writing 1	40 - 60 minutes
	Reading Comprehension 1	1 hour per text
	Reading Comprehension 2	1 hour per text
	Reading Comprehension 3	1 hour per text
	Reading Comprehension 4	1 hour per text

**\*If your school has more than one grade 3 class, you must coordinate the administration schedule with the other teacher(s). At your school, all grade 3 English students should be working on the same task at the same time.**

## Eligibility

All Grade 3 students will participate in the assessment. Students who have documented Individualized Plans (IEPs) and/or documented Modified Programs, who do not follow the prescribed curriculum, will not participate in this assessment. Students who require adaptations in their regular schoolwork will participate with their documented acceptable adaptations in place.

Please refer to the *Department of Education and Early Childhood Development Common Assessment Program – Exemptions and Adaptations Policy* as well as the *Guidelines for Identifying Student Eligible for Total Exemptions, Partial Exemptions, Adaptations and Accommodations* at the conclusion of this guide.

## Security and confidentiality

- All assessment materials must be kept in a secure place prior to and after each administration of the assessment.
- All assessment documents are confidential.
- No part of the assessment, including the student's work, should be photocopied due to the secure nature of the assessment.
- **All assessment materials sent to the school should be returned** to the Department of Education and Early Childhood Development with the exception of the Administration Guide.

# Information for School Contacts

## Checklist for School Contacts

### Before the administration of the assessment

- Find a secure location to organize the assessments.
- Distribute a copy of the administration guide to each teacher who is administering the assessment.
  
- Ensure that there are enough booklets for all Grade 3 students at your school. Three extra copies of the assessment per class have been included for students who may be new to your school. Should you use any of the extra copies, fill in the new student's name, the school number and student number on each booklet.
  
- Assessment booklets should not be viewed prior to the day of the assessment.** This will ensure fairness and consistency across the province.

### The day of the assessment

- Distribute the assessments to each Grade 3 classroom.
- Remind teachers to complete the Adaptation/Accommodation form found at the back of the Student Booklet. See also the example of the form at the back of this Administration Guide.
- Remind teachers to attach photocopies of appropriate documentation (i.e., the first two pages of the IEP/Modified Program) to back of the student booklet. **Any assessment returned without the required documentation will not be processed until the documentation has been received.**

- ❑ After each administration of the assessment, collect all assessment documents and store them in a secure area. Arrange a time with each Grade 3 teacher for pick-up of the documents for the following assessment session.

### **After the assessment has been completed**

- ❑ Collect all assessment materials after each day of administration. Keep the materials in a secure area.
- ❑ **All booklets** must be returned to the Department of Education and Early Childhood Development.
- ❑ Ensure that all the forms (student lists, exemption/adaptation, etc.) have been completed. Once the assessments arrive at PLMDC, the bin will be checked to ensure that all assessments are accounted for and all documentation is attached. Any school missing assessments or documentation will be contacted as the assessments **will not** be processed until all are returned.
- ❑ Arrange the Student Booklets in numerical order separated from the Reading Passages booklets.
- ❑ Seal the bin with the plastic tabs (provided).
- ❑ Once all of the above has been assembled and checked, take the bin(s) to the school office. Ensure that the bin is stored in a secure place (ex: Principal's Office).
- ❑ Contact the Department of Education and Early Childhood Development at 438-4887 to arrange for pick up of the bin.

### **Please note:**

- A student who was absent for a component of the assessment should be given time to complete the assessment. Allow a few days for completion before sending back the bin to the Department.
- Student booklets that are returned with only some of the reading comprehension components completed (missing one or more texts) will not be marked. The achievement standard is based on the four reading pieces as a whole.

## Information for teachers

The assessment can be carried out at any time during the school day. This will be an individual school decision. The optimum learning time is often considered to be in the morning, so teachers may wish to consider this when making their decision. Scheduling the assessment for the first hour of a longer block of time will allow opportunity at the end for students who need extra time. For the writing component of the assessment, a suggestion has been made to encourage time for revision.

It is important that the assessment is written within the regular classroom, unless exclusion is part of a particular student's adaptation. The class discussions prior to the assessments are extremely beneficial to all students participating in the assessment.

Split classes/grades - what does the rest of the class do? The decision is left to the teacher's discretion. Perhaps have the rest of the class work on an independent reading or writing activity. If this is problematic, please contact the Department of Education and Early Childhood Development at (902) 438-4902.

### Teacher checklist

#### Before the assessment

- It is beneficial for teachers to familiarize themselves with the Administration Guide prior to each assessment period. Keeping ahead of the task will facilitate the process.
  
- The procedure described before each assessment activity includes all the steps to follow for each activity. By following the established procedure, we will ensure consistency of the administration across the province.

- Each student booklet has an **Exemption/Modification/Adaptations** form included on the back page. Teachers must check the appropriate box for any student with an IEP, Modified Program or Adaptations and attach a photocopy of the first two pages of the student’s IEP, first page of a Modified Program or Adaptations form to their assessment booklet.
  
- It will be beneficial to let students know ahead of time what this assessment entails.
  - Share the administration schedule with the students. Students will feel happier and more relaxed once they know what to expect.
  - Let the students know that the assessment activities will be much like what they do in their everyday work. They will engage in reading 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 do on their very own. Working independently means that students believe they can do the work and they do the work, without teacher help.*

- Let students know that their work will be marked 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 (write) as neatly as they can so that the teachers can read it.

## The day of the assessment

- Establish a “When you are done” activity for students prior to the assessment. This activity should be a quiet independent task to allow all students quiet, uninterrupted time to complete the assessment. Having a book to read when they are finished is one idea. **Colouring/drawing** is not recommended as students may rush through the assessment to get to that activity. The decision is left to each teacher’s discretion.
- Students should be seated so they can have as much privacy as possible.
- Students are required to complete all components of the assessment. If a student is absent for part of the assessment, time should be provided when the student returns to school, within reason, to complete what he/she missed.
- Student booklets that are returned with only some of the reading comprehension components completed (missing one or more texts) will not be marked.** The achievement standard is based on the four reading pieces as a whole.

## After the Assessment

- Each student booklet has an **Exemption/Modification/Adaptations** form included on the back page. Check the appropriate box for any student with an IEP, Modified Program or Adaptations.
- Attach a photocopy of the first two pages of the student’s IEP, Modified Program or Adaptations form to their assessment booklet.

- ❑ Return all assessments to the School Contact from your school. The Reading Passages booklets must accompany the Student Booklets. **The photocopying of assessment documents is not permitted due to the secure nature of this assessment.**
  
- ❑ Complete the feedback form about the administration of the assessment. An example is found also at the back of the Administration Guide.

## **Writing (40-60 minutes)**

### **Curriculum Outcomes**

#### **General Curriculum Outcome - Writing and Other Ways of Representing (GCO 8)**

Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning; and to use their imaginations.

*(Atlantic Canada English Language Arts Curriculum Guide: Grades E-3, p. 32)*

#### **Specific Curriculum Outcomes - Writing and Other Ways of Representing**

(SCO 8.1)

Students will be expected to use writing and other forms of representation;

- to generate and organize language and ideas
- to discover and express personal attitudes and opinions
- to express feelings and imaginative ideas

*(Atlantic Canada English Language Arts Curriculum Guide: Grades E-3, p. 32)*

## **General Curriculum Outcome - Writing and Other Ways of Representing (GCO 9)**

Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes. (*Atlantic Canada English Language Arts Curriculum Guide: Grades E-3, p. 33*)

### **Specific Curriculum Outcomes - Writing and Other Ways of Representing**

(SCO 9.2)

Students will be expected to demonstrate some awareness of purpose and audience

- make choices about form for a specific purpose/audience
- realize that work to be shared with an audience needs editing

(*Atlantic Canada English Language Arts Curriculum Guide: Grades E-3, p. 33*)

## **General Curriculum Outcome - Writing and Other Ways of Representing (GCO 10)**

Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness. (*Atlantic Canada English Language Arts Curriculum Guide: Grades E-3, p. 34*)

### **Specific Curriculum Outcomes - Writing and Other Ways of Representing**

(SCO 10.2)

Students will be expected to use some conventions of written language

- punctuation and capitalization;
- use capitals for proper names, titles, places, days, months, holidays, beginning of sentences;
- use question marks;
- use periods at the ends of sentences and for abbreviations;
- language structure;
- use pronouns appropriately;
- and spelling.

(*Atlantic Canada English Language Arts Curriculum Guide: Grades E-3, p. 35*)

## Required Materials

- Student Work Booklet (provided)
- Pencil / Eraser
- Students may use dictionaries, thesauri, class charts, and word walls during the writing assessment.
- Use of a spell checker or grammar checker is not permitted.**
- The teacher or other students cannot act as a dictionary.**

## Helpful Hints

- Schedule the writing assessment before recess. Once recess is over, have the students revisit their writing for revisions at that time.
- The students will not be producing a separate “good copy” of their writing. Revisions will be made on their original draft.

### A few days before the assessment:

- Teachers can transfer the following chart on to the board. This will clarify for students what is expected in the writing component.

<b>Ideas</b>	ideas and details about the topic
<b>Organization</b>	ideas and details are in order, introduction and conclusion
<b>Conventions</b>	capitals, punctuation, different kinds of sentences, grammar and spelling

## Writing Task 1

### Preparation and Introduction

#### Teacher Directions:

- The only text to be read to the students is inside the shaded boxes. It must be read word for word.
- The un-shaded text is background information and instructions for the test administrator.
- Please arrange to have some books, magazines or other reading materials available for students who finish the assessment before the full time has passed.

Say:

- Hello. Today we are taking part in an important assessment for all Grade 3 students in Prince Edward Island. The Primary Literacy Assessment is made up of two parts, reading and writing. Today we are going to do the writing activity.
- You will write about a particular subject. I would like you to try to write your best text. We would like to see how well you can write when you are working independently, which means working by yourself. Therefore, I cannot help you with this activity and you cannot talk about it to your classmates.
- It is important that you do your best so that we know more about how Grade 3 students are doing with their reading and writing. While I explain what we are going to do today, I would like you to sit quietly in your seats and listen carefully.
- Now I will pass out your booklets.
- Please DO NOT open them until I tell you to do so.

- Distribute the student work booklets. Read the name on each booklet and give it to that student.
- Do not allow the students to open the booklets until you tell them to do so.
- If a student is absent, put that booklet aside or place it on a desk for potential latecomers. Do not give it to anyone else, as the booklets are each marked for a specific student.
- After the booklets are passed out, say the following to the students:

Say:

- Turn to the beginning of the booklet. Find the writing activity.
- Look at the table where it is written *Ideas, Organization and Conventions*. These are the writing traits that are going to be evaluated.
- Turn the page and will see the prompt. Next, we have the pages where you will write. It is not necessary to fill every page. It is the quality of what is written, not the quantity, which is important.
- Let's return to the prompt. Listen carefully, I will read it. –Read the prompt-
- Look underneath the prompt. You will see the *planning/brainstorming/prewriting space*. You can use this space to help plan what you will write. It will not count towards your mark, so do not spend too much time planning. If you don't need to plan, that is okay. This space is not for drawing after you finish writing.
- This is your one and only copy. Any changes you make to your writing will be done on this copy. Make sure that you write clearly so that others can read your text.
- I will read the prompt a second time. Think of what you are going to write about.
- Now, go to the page in your booklet titled, **Did I?** I will read each of the questions. –Read the questions- When you have finished writing, re-read these questions. This will help you revise your text.

- Find the stop sign. You need not go any further in the assessment after you have finished writing your text. Do not go past this stop sign to the next activity.
- I will read the prompt one more time. Look at the images around the prompt; they might give you other ideas for your text. –Read the prompt–
- Before you begin to write, reread the prompt by yourself to be certain that you know what you are going to write about.

**Teacher directions:**

- Students will write independently for the remainder of the time. There should be **no teacher or peer conferencing**.
- You can answer questions related to the instructions of the assessment. Do not answer any questions regarding the writing process.
- Do not make any comment or gesture that could influence students' writing.
- Circulate in the classroom while students are working. Encourage them to persevere.
- Students should not go ahead in their booklets. A stop sign is located at the end of the writing activity for this purpose.
- Remember that documented adaptations may be used for individual students.  
**Verbatim scribing is not allowed for this component of the assessment.**  
Please refer to the Exemptions and Adaptations Policy at the end of this document for adaptations that are appropriate for this type of assessment.
- 15 minutes before the end of the writing activity:

**Say:**

- There are 15 minutes left, check your work and make your final revisions.

**Teacher directions:**

- Do not collect writing booklets from students until the allotted time is over.
- This may encourage students to revise their texts.
- Students should be given as much time as needed to complete the writing activity, so long as they are working productively.

**After the assessment:**

- Collect and return all assessments materials to the School Contact person.
  
- Check the appropriate box on the Exemption/Modification/Adaptations form included on the back page for any student with an IEP, Modified Program or Adaptations. Attach a photocopy of the first two pages of an IEP, Modified Program or Adaptations to the student booklet.
  
- Reminder that photocopying of the reading passages and/or student booklets is not permitted, due to the secure nature of the document.

**Reading Comprehension (60 minutes per reading passage)****Curriculum Outcomes****General Curriculum Outcome - Reading and Viewing (GCO 4)**

Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts. (*Atlantic Canada English Language Arts Curriculum Guide: Grades E-3, p. 27*)

**Specific Curriculum Outcomes - Reading and Viewing**

(SCO 4.3)

Students will be expected to use pictorial, typographical, and organizational features of written text to determine content, locate topics, and obtain information. (*Atlantic Canada English Language Arts Curriculum Guide: Grades E-3, p. 27*)

(SCO 4.4)

Students will be expected to use and integrate, with support, the various cueing systems (pragmatic, semantic, syntactic, and graphophonic) and a range of strategies to construct meaning. (*Atlantic Canada English Language Arts Curriculum Guide: Grades E-3, p. 28-29*)

### **General Curriculum Outcome - Reading and Viewing (GCO 6)**

Students will be expected to respond personally to a range of texts. (*Atlantic Canada English Language Arts Curriculum Guide: Grades E-3, p. 30*)

### **Specific Curriculum Outcomes - Reading and Viewing**

(SCO 6.1)

Students will be expected to make personal connections to texts and describe, share, and discuss their reactions and emotions. (*Atlantic Canada English Language Arts Curriculum Guide: Grades E-3, p. 30*)

### **General Curriculum Outcome - Reading and Viewing (GCO 7)**

Students will be expected to respond critically to a range of texts applying their knowledge of language, form, and genre. (*Atlantic Canada English Language Arts Curriculum Guide: Grades E-3, p. 31*)

### **Specific Curriculum Outcomes - Reading and Viewing**

(SCO 7.2)

Students will be expected to identify some different types of print and media texts. (*Atlantic Canada English Language Arts Curriculum Guide: Grades E-3, p. 31*)

(SCO 7.3)

Students will be expected to respond critically to texts. (*Atlantic Canada English Language Arts Curriculum Guide: Grades E-3, p. 31*)

## Required Materials

- Reading Booklet (provided)
- Student Work Booklet (provided)
- Pencil / Eraser
- The use of a dictionary **is not** permitted.

## Helpful Hints

### A few days before the assessment:

- Share with the students the chart entitled, “**Types of Questions.**” The chart is included in this administration guide. You will need to put it on an overhead transparency or project via a SMARTBoard or an Elmo. This chart includes sample questions in the format that is used in this assessment.

### **Demonstrate the procedure for answering a multiple choice question:**

- explain to the students there are four answers given but only one is the *correct* or *best* answer,
- remind students that only one circle should be shaded in,
- read the question and the four possible answers, and
- answer the question and shade the circle beside the answer.

### **Demonstrate the procedure for answering a sequence question:**

- explain to the students this type of question is asking you to show which comes first, second, etc.; and
- read through each item and demonstrate by numbering the selection.

### **Demonstrate the procedure for answering an open-response question:**

- explain to the students that this type of question asks you to give a written answer, and
- include in your explanation that the answer may not require the amount of lines provided (some people write big, etc.).

## Reading Task 1

### Preparation and Introduction

#### Teacher Directions:

- The only text to be read to the students is inside the shaded boxes. It must be read word for word.
- The un-shaded text is background information and instructions for the test administrator.
- Establish a “When you are done” activity for students prior to the assessment. This activity should be a quiet independent task to allow all students quiet, uninterrupted time to complete the assessment. Having a novel to go to when they are finished is one idea. **Colouring/drawing** is not recommended as students may rush through the assessment to get to that activity. The decision is left to the teacher’s discretion.

#### Say:

- Hello. Today we will begin the second part of the literacy assessment, reading comprehension.
- You will read one/two text(s) and answer questions related to the text(s). Again, we would like to see what you can do independently. This means what you can do by yourself. Therefore, I cannot help you with this activity and you cannot talk about it to your classmates. You will read the text(s) by yourself and answer the questions by yourself.
- Now I will pass out your booklets.
- Please **DO NOT** open them until I tell you to do so.

#### Teacher Instructions:

- Distribute the Reading Passages and Student Booklets. Read the name on each booklet and give it to that student.
- Do not allow the students to open the booklets until you tell them to do so.
- If a student is absent, put that booklet aside or place it on a desk for potential latecomers. Do not give it to anyone else, as the booklets are marked for a specific student.
- After the booklets are passed out, say the following to the students:

## Say:

- There are different types of questions that we have already seen as we have prepared for the literacy assessment.
  - Let's look at the tips for answering questions in the student booklet.
  - Take your Student booklet, and find the page with "Tips for Answering Multiple-Choice Questions" in the front of your student booklet. I will read the tips. –Read the tips-
  - Now turn the page and I will read the tips for answering open-ended questions. –Read the tips-
- 
- Take your Reading Passages booklet. Find the first text to read today.
  - Now take your Student Booklet and find the questions that go with this first text.
  - In both booklets, you will see a **Stop Sign** at the end of the section. In the Reading Passages booklet, you should read up to the first **Stop Sign**. Then you will answer all the questions in your Student Booklet until you arrive at the **Stop Sign**. Do not go beyond each **Stop Sign** to the second text and the second set of questions, until I tell you to go there.
- 
- The first text is –Read the title of the first text-
  - You may begin!

### Teacher instructions:

- Students are required to read the text as well as the questions.
- No help is given with vocabulary when reading the text. Words related to the context of the text cannot be read or explained to the students.
- You cannot read the questions to the students.
- Procedural language such as *give an example* can be explained to the students as it does not affect the understanding of the story.
- Students should not work ahead in either booklet. They should stop at the Stop Sign.

- Circulate in the classroom while students are working. Encourage them to persevere.
- Some students may inadvertently skip a number of questions, or one or more pages. By circulating in the classroom, you may notice this and can alert the student to this effect.
- Students cannot return to a previous activity, such as the writing, to revise further their work.
- Remember that documented adaptations may be used for individual students, such as verbatim scribing of written responses. A scribe shall record only as the student dictates, without prompting. The question and answer section of the reading comprehension 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. **Reading the text or the questions to the student is not an acceptable adaptation.**
- 15 minutes before the end of the reading task:

**Say:**

- You have 15 minutes left, double-check your answers.

**Teacher Directions:**

- Do not collect student booklets until the allotted time is over. This may encourage students to check their work and revise their answers.
- Students should be given as much time as needed to complete the reading task (s) as long as they are working productively. Use your discretion as a teacher when making this decision.
- While you are collecting the booklets, ensure that students have not missed questions or skipped any pages. If this is the case with any student, have them complete the missing pages or questions right away. The student will not be able to revisit missed questions at another time.

## Reading Tasks 2, 3 and 4 *(Instructions to be repeated for each task)*

### Preparation and Introduction

#### Teacher Directions:

- The only text to be read to the students is inside the shaded boxes. It must be read word for word.
- The un-shaded text is background information and instructions for the test administrator.
- Establish a “When you are done” activity for students prior to the assessment. This activity should be a quiet independent task to allow all students quiet, uninterrupted time to complete the assessment. Having a novel to go to when they are finished is one idea. **Colouring/drawing** is not recommended as students may rush through the assessment to get to that activity. The decision is left to the teacher’s discretion.

#### Say:

- Hello. Today we will continue with the reading part of the literacy assessment.
- You will read one/two text(s) and answer questions related to the text(s). Again, we would like to see what you can do independently. This means what you can do by yourself. Therefore, I cannot help you with this activity and you cannot talk about it to your classmates. You will read the text(s) by yourself and answer the questions by yourself.
- Now I will pass out your booklets.
- Please DO NOT open them until I tell you to do so.

#### Teacher Instructions:

- Distribute the Reading Passages and Student Booklets. Read the name on each booklet and give it to that student.
- Do not allow the students to open the booklets until you tell them to do so.
- If a student is absent, put that booklet aside or place it on a desk for potential latecomers. Do not give it to anyone else, as the booklets are marked for a specific student.
- After the booklets are passed out, say the following to the students:

## Say:

- Remember the different types of questions? If you do not, you can reread the tips for answering questions in the student booklet.
- Take your **Reading Passages** booklet. Find the (2<sup>nd</sup>/3<sup>rd</sup>/4<sup>th</sup>) text that we are going to read today.
- Now take your **Student Booklet** and find the questions that go with this text.
- In both booklets, you will see a **Stop Sign** at the end of the section. Again today, in the Reading Passages booklet, you should read up to the first **Stop Sign**. Then you will answer all the questions in your Student Booklet until you arrive at the **Stop Sign**. Do not go beyond each **Stop Sign** until I tell you to do so.
- The text is –Read the title of the text–
- You may begin!

### Teacher instructions:

- Students are required to read the text as well as the questions.
- No help is given with vocabulary when reading the text. Words related to the context of the text cannot be read or explained to the students.
- You cannot read the questions to the students.
- Students should not work ahead in either booklet. They should stop at the Stop Sign.
- Circulate in the classroom while students are working. Encourage them to persevere.
- Some students may inadvertently skip a number of questions, or one or more pages. By circulating in the classroom, you may notice this and can alert the student to this effect.
- Students cannot return to a previous activity, such as the writing, to revise further their work.
- Remember that documented adaptations may be used for individual students, such as verbatim scribing of written responses. A scribe shall record only as the student dictates, without prompting. The question and answer section of the reading comprehension 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. **Reading the text or the questions to the student is not an acceptable adaptation.**
- 15 minutes before the end of the reading task :

**Say:**

➤ You have 15 minutes left, double-check your answers.

**Teacher Directions:**

- Do not collect student booklets until the allotted time is over. This may encourage students to check their work and revise their answers.
- Students should be given as much time as needed to complete the reading task (s) as long as they are working productively. Use your discretion as a teacher when making this decision.
- While you are collecting the booklets, ensure that students have not missed questions or skipped any pages. If this is the case with any student, have them complete the missing pages or questions right away. The student will not be able to revisit missed questions at another time.

## **Sample Questions (format)**

### **Multiple Choice Question**

**Why do children go to school?**

- A. to stay healthy**
- B. to make friends**
- C. to learn**
- D. to play**

### **Sequence Question**

**“Starting Your School Day” Put these events in order (1 - 4)**

- \_\_\_ put on your indoor footwear**
- \_\_\_ listen to O’ Canada and the announcements**
- \_\_\_ take off your coat and boots**
- \_\_\_ go to your desk**

**Open-Response Question**

**What is your favourite subject in school? Why?**

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\* Remind students that their answer to an open-response question may not require all of the lines provided.

## Department of Education and Early Childhood Development Common Assessment Program – Exemptions and Adaptations

### Definitions

#### ***IEP (Individualized Education Plan)***

A written record that documents the collaborative process for the development of an individualized plan for a student with special educational needs. This planning is a continuous and integrated process of instruction, assessment, evaluation, decision-making and reporting. The IEP outlines support services and educational program adaptations and/or modifications.

*(Department of Education and Early Childhood Development, 2005, p. 75)*

#### ***Modified***

A process which changes the prescribed curriculum to meet a student's special needs. Modified courses do not provide the same credit as a prescribed course. Details of the modified course must be documented and included in the student's file and the student's record or transcript should indicate that the course has been modified.

*(Department of Education and Early Childhood Development, 2005, p. 75)*

#### ***Adapted***

A documented process that allows a student with special needs to participate in a prescribed curriculum (course) with changes in format, instruction strategies and/or assessment procedures that retain the learning outcomes of the curriculum. This adaptation may include alternate formats, instructional strategies and/or assessment procedures. Full credit will be granted for such courses but adaptations used will be documented and kept on the student's file and/or transcript.

*(Department of Education and Early Childhood Development, 2005, p. 73)*

## **Guidelines for Identifying Students Eligible for Total Exemptions, Partial Exemptions, Adaptations/Accommodations and EAL**

### ***Total Exemptions***

Total exemptions from the assessment should be considered for those students who have a cognitive deficit, multiple handicapping conditions or a learning disability to such a degree as would render the assessment inappropriate and/or emotionally harmful. Exemptions will be allowed for students who have been identified with exceptionalities and have an Individual Education Plan (IEP) or Modified Program in place as of December 1, 2013. The entire booklet for those students must be returned to the Department of Education and Early Childhood Development with documentation attached, i.e., a photocopy of the first two pages of the IEP/Modified Program.

### ***Exemptions (Other)***

Specific circumstances may prevent a student from participating in the assessment. Such circumstances may include:

- **Long-term illness** – student was unable to write the assessment during the designated time frame.
- **Bereavement** – student was not able to participate during the designated time frame, due to a significant loss.
- **Other** – student was unable to participate due to some other circumstance not listed above. The nature of the circumstance must be specified in written format and attached to the student's assessment booklet before returning to the Department of Education and Early Childhood Development.

### ***Partial Exemptions***

Partial exemptions from the assessment should be considered for those students currently identified with exceptionalities and have an Individual Education Plan (IEP) or Modified Program. These students would be identified as children who are able, with adaptations/ accommodations, to attempt a specific component of the assessment. Adaptations used to support the student during instruction should be provided during the assessment, if such adaptations do not compromise or alter the validity of the assessment, as it is important that the results of the assessment accurately reflect the **independent** abilities of the student. Appropriate documentation must be attached to the assessment booklet, i.e., a photocopy of the IEP/Modified Program and completed Adaptation/Accommodation form, before returning to the Department of Education and Early Childhood Development.

### ***Adaptations***

Adaptations used to support the student during instruction should be provided during the assessment, if such adaptations do not compromise or alter the validity of the assessment, as it is important that the results of the assessment accurately reflect the **independent** abilities of the student. Photocopies of that documentation must be attached to the assessment booklet before returning to the Department of Education and Early Childhood Development. Students currently working with adaptations are not eligible for exemption.

### ***English Second Language (EAL)***

EAL students are expected to participate in the assessment. Appropriate adaptations/ accommodations, if required, should be provided and documentation of adaptations/ accommodations must be attached to the assessment booklet before returning to the Department of Education and Early Childhood Development.

**Note:** Though it is expected that the English As An Additional Language student participate in the assessment, if the student's English language skills are not sufficiently developed, then a school-based decision involving, at minimum, the student, the student's parent or guardian, the student's teacher and principal at the school may be to exempt the student from participating in the assessment.

## *Acceptable Adaptations/Accommodations*

### **Additional Time**

*Students for whom “additional time” is a documented adaptation may require more than the additional time given to the entire class during the assessment.*

### **Verbatim Scribing**

**Teachers with students who will use a scribe to complete the assessment this year will need to complete an application form made available from the Department Of Education and Early Childhood Development Assessment and Evaluation Unit.**

**Verbatim Scribing is allowed for the reading comprehension component only.**

*Students with a visual or physical impairment, injury or learning disability and for whom “verbatim scribing” is a documented adaptation*

If a scribe is required, the scribe writes exactly what the student dictates. Scribes do not edit or proof-read student responses, nor do they advise, suggest or imply that changes are required. The student is required to indicate where punctuation and capitalization are to be inserted.

### **Verbatim Reading**

*Students who need instructions or prompts read to them by the teacher or communicated through sign language.*

Only verbatim reading of directions or prompts should be used. Reading comprehension passages and questions accompanying them may not be read out loud to students.

## **Alternate Setting**

*Students for whom “alternate setting” is a documented adaptation.*

Students placed in alternate settings must complete the assessment independently. Ideally, the assessment should be supervised by the student’s teacher, even in the alternate setting. However, if this is not possible, and someone other than the student’s teacher is supervising the assessment, this supervisor must know the parameters of the assessment, and the integrity of the assessment must be maintained. The name and the role of the supervisor must be noted on the photocopy of the documented adaptation that is attached to the student’s assessment booklet when the booklet is returned to the Department of Education and Early Childhood Development.

## **Assistive Technology**

*Students with a visual or physical impairment, injury or learning disability, for whom “assistive technology” is a documented adaptation.*

Students may use assistive technology in the writing portions of the assessment, if such assistive technology does not compromise or alter the validity of the assessment. Such assistive technology, therefore, should not include such features as cueing systems or grammar or spell-checks, as these would compromise the validity of the assessment. The type of assistive technology (and software) used must be specified on the documented adaptation that is attached to the student’s assessment booklet when the booklet is returned to the Department of Education and Early Childhood Development.

## **Personal FM System**

*Students who require a personal FM system during a regular school day.*

## **English/Foreign Language Dictionary**

ESL students are permitted to use an EAL dictionary (paper or electronic).

# Exemptions and Adaptations

- Please refer to the Department of Education and Early Childhood Development Exemption/Adaptation Policy (in the Primary Literacy Guide) for guidelines on which students qualify for an exemption or adaptation.
- Please check the appropriate box(es).
- Appropriate documentation (first two pages of IEP/Modified program or adaptation sheet) must accompany the assessment booklet.

## *Exemptions*

<b>Reading Comprehension</b>	<b>Writing</b>
Exemption	Exemption
<input type="checkbox"/> Individualized Education Plan (IEP) <input type="checkbox"/> Modified Program <input type="checkbox"/> EAL	<input type="checkbox"/> Individualized Education Plan (IEP) <input type="checkbox"/> Modified Program <input type="checkbox"/> EAL

## *Adaptations*

<b>Reading Comprehension</b>	<b>Writing</b>
<input type="checkbox"/> Adaptation (s)	<input type="checkbox"/> Adaptation (s)

## School Contact Report



Education and Early  
Childhood Development

Please provide the following information and return this report with your school materials.

1. Describe any problems or variations that were encountered in the administration of the assessment. Use additional space if needed.

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2. Do you have specific suggestions or comments regarding the administration process or the updated Administration Guide?

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3. **A new flexible administration schedule** is being piloted for the 2015 Primary Literacy Assessment. Should we continue with the flexible administration next year? Why or why not?

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