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Administration Guide

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Introduction

The administration guidelines are to be read carefully prior to the administration of the Elementary Mathematics Assessment.

A standard format for administering the assessment is necessary to ensure consistency and fairness for all students. Please become familiar with the Administration Guide and the teacher scripts provided prior to administering the assessment.

All assessment materials must be kept in a secure place prior to and after the administration of the assessment.

If you have any questions, please contact Laura Brake (902-438-4900) at the Department of Education and Early Childhood Development.

Overview

The Elementary Mathematics Assessment will be administered to Grade 6 students in June 2015. It will assess students' knowledge and skills in mathematics to the end of Grade 6. The assessment will take place over two days.

Administration Dates

The Elementary Mathematics Assessment will be administered on June 10 and June 11, 2015.

Eligibility

All Grade 6 students will participate in this assessment. Students who have documented Individualized Education 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 documented acceptable adaptations (see page 19) in place. Following the Guidelines (see page 18), please ensure that the Teacher Report on the back page of the Student Booklet is completed. Attach a photocopy of the front page of the Adapted, IEP or Modified Program documentation to the inside of the back cover of the Student Booklet.

Security

- All assessment materials must be kept in a secure place prior to and after the administration of the assessment
- No part of the assessment, including the student work, is to be copied by any means.
- **Every copy** of the assessment sent to the school must be returned to the Department of Education and Early Childhood Development.

Information for School Contacts

Prior to the Assessment Date:

The box of materials for your school should include:

- Student Booklets
- Student list
- School Contact Report (*see sample on page 20 of this guide*)
- Envelopes with overheads/math facts/display windows/ CDs

Upon receipt of the shipment containing the assessment materials:

- Verify the contents
- Fill out the **Prior to the Assessment Section** of the School Contact Report.
- Contact Laura Brake if you require additional booklets.
- Acquaint yourself with all assessment materials.
- Locate safe and secure storage space for the assessments until the administration day.
- Organize the assessments by class. Student Booklets are labeled for each individual student.
- Student Booklets are not to be viewed prior to the day of the assessment. This helps with fairness and consistency across the province.
- Give an Administration Guide to each teacher who will be supervising an assessment.
- Ensure each teacher has an overhead/LCD projector.

School Contact Checklist

On the Day of Assessment

- Deliver assessment materials to each grade 6 math teacher on the morning the assessment is to be administered.
- Remind teachers to complete the Teacher Report (*see sample on page 22 of this guide*) on the back covers of the Student Booklets.
- Remind teachers to attach a photocopy of the first page of the Adapted, IEP or Modified Program document to the inside of the back cover of the Student Booklet.
- Ensure that teachers understand that each student has an assigned Student Booklet.

After the Assessment

- Collect all the assessment materials.
- Verify that all Exemptions/Adaptations documentation has been attached inside the back cover of the Student Booklets.
- Check that the Teacher Report on the back cover of the Student Booklet has been filled out for **ALL** students.
- Complete the After Administration section of the School Contact Report.
- Once the information on the School Contact Report has been verified, both you and your Principal sign off on the designated space on the form.
- Place Administration Guide(s) in the bottom of the bin.
- Place Student Booklets on top of the Administration Guide(s) **according to booklet number** with the lowest booklet number on the top (by class set).
- Place the completed School Contact Report on top of the Student Booklets.
- Place the student list on top of the School Contact Report.
- Once materials are packed, take them to the school office. Make sure they are kept in a secure place (i.e., the Principal's office) until pick-up.
- The Elementary Math Assessments will be picked-up at your school by **June 17**.
- Inform the school's Administrative Assistant of the location of the assessment bins.
- **Students who are absent may write the assessment on June 12 and 15. This information must be reported on the School Contact Report.**

Teacher Checklist

Prior to Assessment:

- Gather documentation (**copy the first page of IEP or Modified/Adapted Program**) for students who will be exempted; and, for students who will be using an acceptable adaptation (see page 19) to write the assessment.
- Arrange for these items to be present on assessment day:
 - an overhead projector or LCD projector
 - a clock or watch for timing purposes
 - pencils
 - erasers
 - metric ruler
 - protractor
 - tracing paper
 - paper clips
- Room preparation: remove or cover all math materials such as, but not limited to, wall charts; math word walls; and, fact tables on walls or student desks. Arrange seating so that students have privacy when writing the assessment.
- Make arrangements for students not participating in the assessment.
- Schedule two hours of **uninterrupted time** for each day of the assessment.
- Acquaint yourself with the Administration Guide.

Assessment Day:

- Be aware that each student has a specifically assigned Student Booklet.
- For fill-in-the-blank questions, space is provided to work out answers. Be sure to remind students to put their answer on the blank.
- Next, collect Student Booklets, place in the bin, and return the bin to its secure location.

After Assessment:

- Fill out the **Teacher Report on the back cover** of each Student Booklet.
- Indicate specific acceptable adaptations **used during the assessment** on Student Booklet.
- Attach required documentation (copy of the first page of the IEP or Modified/Adapted Program) to the inside back cover of the Student Booklet (do this for Exempted students and those who wrote the assessment with acceptable adaptations).
- Put booklets in numerical order and secure the booklets until all materials are returned to the School Contact Person.

Rules for Supervising the Elementary Mathematics Assessment Sessions

- Take time to review with students your expectations for cooperative and respectful behavior during the assessment period. Remind students that they must have books to read at their desk if they finish early.
- Ensure that all students understand what to do and how to record their answers. If students cannot read a word or question, you may quietly read that word or question verbatim to that student (without elaborations or explanations).
- You cannot answer questions about the content of the items. Encourage students to do their best with the question. Tell them: “If you have tried your best, it is fine to move on to the next question”.
- While students are working, circulate about the room to ensure that students are following directions and answering questions in the appropriate part of the Student Booklet.
- Students who are absent for all or part of the assessment can write the assessment on June 12 and June 15.
- Students are not permitted the opportunity to cross communicate during the assessment (i.e. recess break or group bathroom break).

Thank you again for your help in conducting this important student assessment.

Elementary Mathematics Assessment – Day 1

Script for Administering the Assessment

(Standard script to be read by all administrators of the assessment)

Preparation and Introductions

(up to 10 minutes)

Teacher Directions

The only text to be read to the students is inside the box. It must be read word for word.

All other text is background information and instructions for the test administrator.

Please arrange to have books or magazines available for students who finish the assessment before the full time has passed.

Introducing the test:

Introduce yourself if the students do not know you. **Say:**

- Good morning/good afternoon. Today we are taking part in an important math assessment for all Grade 6 students in Prince Edward Island.
- It is important that you do your best work, so we get the best possible information. While I talk to you about today's activities and questions, I would like for you to be quiet, stay 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 Student Booklets, rulers, protractors, and tracing paper. Read the name on each booklet and give it to that student.
- Please ensure that students have two sharpened pencils and an eraser.
- 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. Students who are absent during the administration dates may complete the assessment on June 12 and June 15.
- After the booklets are passed out, **say:**

- Everyone should have 2 sharpened pencils, an eraser, a ruler, protractor, and tracing paper. Please check that your name is on the Student Booklet.
- Open your Student Booklet to the Math Facts page. I will give the instructions. Follow my directions.
- Please remember there can be no comments, questions, or interruptions during the Math Facts activity
- You will notice boxes at the bottom of each page. Do not mark in these. They will be used when checking your answers.

Math Facts

(3 – 5 minutes)

Say:

- There are 11 questions in this activity. I will read the problem to you and **SHOW** it to you as well. Then you are to write the answer on the line in the box.
- You cannot write down the question. Record only the answer.
- I will wait a bit before moving on to the next question. If you cannot answer the question, move on to the next one.
- Make sure you answer in the correct box.

- Place **Math Facts** on the overhead/LCD projector.
- Use the display window to show one question at a time.
- Read the question aloud as you show it to the students.

- Silently count three seconds – one thousand, two thousand, three thousand after each Math Fact.

Then Say:

Let's do an example. In the box that says "Example," write down the answer to this question. (Show the example question on overhead/LCD. Count silently as instructed.) If you wrote 20 in the box, you are correct. Now we will begin.

- Find letter **A**. In the box beside letter **A** write the answer to this question. (*Show question A on the overhead/LCD. Say the question count to **three** silently as instructed.*)
- Find letter **B**. In the box beside letter **B** write the answer to this question. (*Show question B on the overhead/LCD. Say the question count to **three** silently as instructed.*)
- Find letter **C**. In the box beside letter **C** write the answer to this question. (*Show question C on the overhead/LCD. Say the question count to **three** silently as instructed.*)
- Find letter **D**. In the box beside letter **D** write the answer to this question. (*Show question D on the overhead/LCD. Say the question count to **three** silently as instructed.*)
- Find letter **E**. In the box beside letter **E** write the answer to this question. (*Show question E on the overhead/LCD. Say the question count to **three** silently as instructed.*)
- Find letter **F**. In the box beside letter **F** write the answer to this question. (*Show question F on the overhead/LCD. Say the question count to **three** silently as instructed.*)
- Find letter **G**. In the box beside letter **G** write the answer to this question. (*Show question G on the overhead/LCD. Say the question count to **three** silently as instructed.*)
- Find letter **H**. In the box beside letter **H** write the answer to this question. (*Show question H on the overhead/LCD. Say the question count to **three** silently as instructed.*)
- Find letter **I**. In the box beside letter **I** write the answer to this question. (*Show question I on the overhead/LCD. Say the question count to **three** silently as instructed.*)
- Find letter **J**. In the box beside letter **J** write the answer to this question. (*Show question J on the overhead/LCD. Say the question count to **three** silently as instructed.*)
- Find letter **K**. In the box beside letter **K** write the answer to this question. (*Show question K on the overhead/LCD. Say the question count to **three** silently as instructed.*)

Working on My Own

(Up to 60 – 85 minutes)

Then say:

- In this part you will read and answer questions on your own. You may find some questions easy and you may find some questions harder. Do your best and move on.
- Some of the questions will be followed by choices. Choose one answer and fill in the circle by that answer in your booklet.
- If you change an answer, erase it completely from your booklet. Mark only one answer for each question.
- There is enough space throughout your booklet for you to do your work. Do your work in your booklet to help solve questions.
- Some of the questions do not have choices provided. For those questions, you will need to solve the problem and place the answer on the blank provided.
- You will have 85 minutes to work on this part of your booklet.
- Do your best to answer all the questions. If you cannot answer a question, move on to the next one.
- Open your booklet to Part 2: Working on My Own and begin.

- At the beginning of Working on My Own:

Record the time _____

- Begin timing 75 minutes
- Make sure all students begin working on the correct page.
- Circulate the room to make sure students are following directions.
- Encourage any student who finishes early to check their work.
- Students may read silently when done.

At 75 minutes, **Say:**

- Please raise your hand if you need more time.

Record the number of students needing additional time _____

- Allow extra time for students who are working productively.
- Students who have completed the assessment should be reminded to check their work and then read silently.
- Time an additional 10 minutes.

After the 10 minutes **say**

- Thank you for working hard.
- If you need more time, raise your hand.

Record the number of students needing more time _____

Then say:

- If you have completed and checked your assessment, raise your hand and I will collect your booklet.
- If you need more time, please continue.

- Collect the booklets that have been completed.
- Use a paper clip around the Day 1 section of each Student Booklet to ensure students do not return to Day 1 questions on Day2.
- Once all booklets have been collected for the day, please place in bins and return to the secure location.

END OF DAY 1

Elementary Mathematics Assessment

Day 2

Teacher Directions

- Pass out Student Booklets, rulers, protractors, and tracing paper. Read the name on each booklet and give it to that student.
- Please ensure that students have 2 sharpened pencils and an eraser.
- 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 anyone else, as the booklets are each marked for a specific student. Students who are absent during the administration dates may complete the assessment on June 12 and June 15.
- After the booklets are passed out, **say:**

- Today you will continue to do some math activities and questions. Please do your best to complete each item.
- Everyone should have 2 sharpened pencils, an eraser, a ruler, protractor, and tracing paper. Please check that your name is on the Student Booklet.
- Open your Student Booklet to Day2. You cannot go back to Day 1 to check or re-do questions.
- I will give the instructions. Follow my directions.
- Please remember there can be no comments, questions, or interruptions during the Math Facts activity.
- You will notice boxes at the bottom of each page. Do not mark in these. They will be used when checking your answers.

Math Facts

(3 – 5 minutes)

Say:

- There are 11 questions in this activity. I will read the problem to you and **SHOW** it to you as well. Then you are to write the answer on the line in the box.
- You cannot write down the question. Record only the answer.
- I will wait a bit before moving on to the next question. If you cannot answer the question, move on to the next one.
- Make sure you answer in the correct box.

- Place **Math Facts** on the overhead/LCD projector.
- Use the display window to show one question at a time.
- Read the question aloud as you show it to the students.
- Silently count three seconds – one thousand, two thousand, three thousand after each Math Fact.

Then Say:

- Let's do an example. In the box that says "Example" write down the answer to this question. (Show the example question on overhead/LCD. Count silently as instructed). If you wrote 20 in the box, you are correct. Now we will begin.
- Find letter **A**. In the box beside letter **A** write the answer to this question. (*Show question A on the overhead/LCD. Say the question count to **three** silently as instructed.*)
- Find letter **B**. In the box beside letter **B** write the answer to this question. (*Show question B on the overhead/LCD. Say the question count to **three** silently as instructed.*)
- Find letter **C**. In the box beside letter **C** write the answer to this question. (*Show question C on the overhead/LCD. Say the question count to **three** silently as instructed.*)
- Find letter **D**. In the box beside letter **D** write the answer to this question. (*Show question D on the overhead/LCD. Say the question count to **three** silently as instructed.*)
- Find letter **E**. In the box beside letter **E** write the answer to this question. (*Show question E on the overhead/LCD. Say the question count to **three** silently as instructed.*)
- Find letter **F**. In the box beside letter **F** write the answer to this question. (*Show question F on the overhead/LCD. Say the question count to **three** silently as instructed.*)
- Find letter **G**. In the box beside letter **G** write the answer to this question. (*Show question G on the overhead/LCD. Say the question count to **three** silently as instructed.*)
- Find letter **H**. In the box beside letter **H** write the answer to this question. (*Show question H on the overhead/LCD. Say the question count to **three** silently as instructed.*)
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- Find letter **J**. In the box beside letter **J** write the answer to this question. (*Show question J on the overhead/LCD. Say the question count to **three** silently as instructed.*)
- Find letter **K**. In the box beside letter **K** write the answer to this question. (*Show question K on the overhead/LCD. Say the question count to **three** silently as instructed.*)

Working on My Own

(Up to 60 – 85 minutes)

Then say:

- In this part you will read and answer questions on your own. You may find some questions easy and you may find some questions harder. Do your best and move on.
- Some of the questions will be followed by choices. Choose one answer and fill in the circle by that answer in your booklet.
- If you change an answer, erase it completely from your booklet. Mark only one answer for each question.
- There is enough space throughout your booklet for you to do your work. Do your work in your booklet to help solve questions.
- Some of the questions do not have choices provided. For those questions, you will need to solve the problem and place the answer on the blank provided.
- You will have 85 minutes to work on this part of your booklet.
- Do your best to answer all the questions. If you cannot answer a question, move on to the next one.
- Open your booklet to Part 2.

- At the beginning of **Working on My Own:**

Record the time _____

- Begin timing 75 minutes
- Make sure all students begin working on the correct page.
- Circulate the room to make sure students are following directions.
- Encourage any students who finish early to check their work.
- Students may read silently when done.

At 75 minutes, **say:**

- Please raise your hand if you need more time.

Record the number of students needing additional time _____

- Allow extra time for students who are working productively.
- Students who have completed the assessment should be reminded to check their work and then read silently.
- Time an additional 10 minutes.

After the 10 minutes **say:**

- Thank you for working hard.
- If you need more time, raise your hand.

Record the number of students needing more time _____

Then say:

- If you have completed and checked your assessment, please raise your hand and I will collect your booklet.
- If you need more time, please continue.

- Collect the booklets that have been completed.

Once all booklets have been collected for the day:

- **Fill out the Teacher Report on the back cover** of each Student Booklet.
- Indicate specific adaptations **used during the assessment**.
- Attach required documentation (copy of the first page of the IEP or Modified/Adapted Program) to the inside back cover of the Student Booklet, for Exempted students and those who wrote the assessment with acceptable adaptations.
- Put booklets in numerical order and secure the booklets until all materials are returned to the School Contact Person.

Thank you for your cooperation.

Exemption and Adaptation Policy

Definitions:

- *Individualized Education Plan (IEP)*

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, 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 the 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, 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, instructional 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, 2005, p.73).

Guidelines for Identifying Students Eligible for Total Exemptions, Adaptations/Accommodations and English as an Additional Language (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 that 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) and/or Modified Program in place as of January 31, 2015. The Student Booklet for those students must be returned to the Department of Education and Early Childhood Development with the documentation attached, i.e., a photocopy of the front page 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 Booklet 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. Only if students use documented adaptations during the assessment does the photocopy of the documentation need to be attached to the student booklet before returning it to the Department of Education and Early Childhood Development. Students currently working with adaptations are not eligible for exemption.

- ***English as an Additional 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 Student Booklet before returning it to the Department of Education and Early Childhood Development.

Note: if an EAL student's English language skills are not sufficiently developed, then the student may be exempted provided the decision is made at the school level by, at minimum, the student, the student's parent or guardian, the student's teacher, and the school principal.

- ***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:

Students with a visual or physical impairment, injury, or learning disability, and for whom "verbatim scribing" is a documented adaptation may participate. If a scribe is required, the scribe writes exactly what the student dictates. Scribes do not edit or proofread student responses, nor do they advise, suggest, or imply that changes are required.

Verbatim Reading:

Students who need instructions or prompts read to them by the teacher or communicated through sign language may participate. Only verbatim reading of directions or prompts should be used.

Alternate Setting:

Students for whom "alternate setting" is documented adaptation 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 booklet when it 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 may participate. The type of assistive technology (and software) used must be specified on the documented adaptation that is attached to the Student Booklet when it is returned to the Department of Education and Early Childhood Development.

Personal FM:

Students who require a Personal FM System during a regular school day should be able to use this system during the assessment.

English Foreign Language Dictionary:

EAL students are permitted to use an English foreign language dictionary (paper or electronic).

Please contact Laura Brake at the Assessment Unit at the Department of Education and Early Childhood Development at 902-438-4900 if you have scenarios which do not fall into the categories outlined in these guidelines.



Education and Early
Childhood Development

School Contact Report

SAMPLE

Please provide the following information for the administration of the Elementary Mathematics Assessment in your school and return this report with your school materials.

School Name: _____

School Contact Person: _____

	Sent	Fill Out <u>Prior</u> to Administration	Fill Out <u>After</u> Administration	Department of Education Use Only	
		Received	Returned	Chief Marker	Checker
Number of Administration Guides					
Number of Student Booklets					
Number of Bubble Sheets					
Envelopes with Overheads/CDs					

Please complete the following section once materials are boxed and ready for pick-up.

	School Use		Department of Education Use Only	
	School Contact	Principal	Chief Marker	Checker
Sign Off				
Date				
Time				

1. Describe any problems that were encountered in the administration of the assessment.

2. Do you have any specific suggestions or comments regarding the administration process?

3. Were the times listed for each section of student work reasonable?

Please place this completed sheet at the top of the packaged box of assessment materials. Thank you.

Teacher Report

Completed

- Student completed the assessment with no adaptations or modifications

Adapted

(supporting documentation must be attached)

Student **used the following adaptation(s)** during the assessment:

- Additional Time
- Verbatim Scribing
- Verbatim Reading
- Alternate Setting
- Assistive Technology
- Personal FM
- Foreign Language Dictionary

Exempted

(supporting documentation must be attached)

Student **did not write the assessment, or wrote for peer experience only**, due to:

- Individualize Education Plan (IEP)
- Modified Program

This student booklet will not be marked.

- Student not enrolled at this school (no documentation required)

Adaptations and Exemptions

Please refer to the Department of Education and Early Childhood Development Exemption/Adaptation Policy (in the Administration Guide) for guidelines on which students qualify for an exemption or adaptation and check the appropriate boxes. **Appropriate documentation (front page of IEP/Modified program or Adaptation sheet) must accompany the Student Booklet. Please staple it to this back cover.**