



Administration Guide

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

Consistency across the province is very important to the administration of this assessment. To ensure consistency, these guidelines have been prepared to clarify how the assessment is to be administered.

All materials must be kept in a secure (**locked**) area prior to the assessment. Assessment materials are confidential. **Photocopying of assessment materials is not permitted.**

Contact Linda MacDonald, Achievement Coordinator at the Department of Education and Early Childhood Development at 902-438-4901 concerning any issues.

Administration Schedule

Date	Assessment Component	Approximate Time
Tuesday, April 14	Writing – Rough Copy	1 hour
Wednesday, April 15	Writing - Good Copy	1 hour
Tuesday, April 21	Reading Comprehension 1 Reading Comprehension 2	1 hour per activity
Wednesday, April 22	Reading Comprehension 3 Reading Comprehension 4	1 hour per activity

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. 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 answering questions in a written format as well as a writing activity.

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.*

Discuss with students the concept of right or wrong answers. Some 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 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.

Information for Teachers

It will be beneficial for teachers to familiarize themselves with the Administration Guide prior to each assessment period. 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 curriculum outcomes from the *Atlantic Canada English Language Arts Curriculum Guide: Grades 7-9*.

The required materials for each activity are listed, specifying which materials have been provided by the Department of Education and Early Childhood Development.

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 adaptations that may be made for students with documented adaptations. Teachers must strictly adhere to these guidelines.

The reading booklets should accompany the student work booklet when returning the assessment materials to your School Contact. Due to the secure nature of this assessment, photocopying of the reading passages and/or questions is not permitted.

Each student will complete a part of the assessment each day. 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 include this thought in their decision. Scheduling the assessment earlier in the day may allow extra time for students needing more time to finish.

Students should be seated so they can have as much privacy as possible.

Students are not to go ahead in their booklets.

Students will not revisit a previous reading activity on a succeeding day. For example, a student should not go back and add more detail to the Reading 1 assignment once the task is completed and he/she is supposed to be working on Reading 2. **Students will produce a good copy of their writing in the writing component of the assessment.**

Approximately five minutes before it is time to collect the reading and writing pieces, ask students to check their work for final revisions.

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 and second page of the student's IEP, the first page of the Modified Program or Adaptations form to their assessment booklet.

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.

Please note: Booklets that are returned with parts not completed (reading comprehension) will not be marked as half marks are not given. The achievement standard is based on the four stories as a whole.

This assessment includes all Grade 9 students, except those with exemptions. It is important that all students complete the assessment within the regular classroom, unless exclusion is part of the requested student adaptation. The class discussions prior to the assessments are extremely beneficial to all students participating in the assessment.

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, using teacher discretion.**

If you have any questions or concerns, please contact the Department of Education and Early Childhood Development (Linda MacDonald) at (902) 438-4901.

Curriculum Outcomes - Reading

Curriculum Links - Reading and Viewing

The Intermediate Literacy Assessment is based upon the *Atlantic Canada English Language Arts Curriculum Guide: Grades 7- 9*. Below are the General Curriculum Outcomes and Specific Curriculum Outcomes explicitly addressed by the assessment.

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 7-9, p. 154*)

Specific Curriculum Outcomes - Reading and Viewing

SCO 4.3

Demonstrate an understanding that information texts are constructed for particular purposes.

(explain with some regularity how authors use pictorial, typographical, and other organizational devices, such as tables and graphs, to achieve certain purposes in their writing, and rely on those devices to construct meaning and enhance understanding)

SCO 4.4

Use cueing systems and a variety of strategies to construct meaning in reading and viewing increasingly complex print and media texts.

(read with greater fluency, confidence, and comprehension – by furthering personal understanding and recognition, and using cueing systems and strategies to read and view increasingly complex texts)

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 7-9, p. 155*)

Specific Curriculum Outcomes - Reading and Viewing

SCO 6.1

Respond to some of the material they read or view by questioning, connecting, evaluating, and extending: move beyond initial understanding to more thoughtful interpretations.

SCO 6.2

Express and support points of view about texts and about issues, themes, and situations within texts, citing appropriate evidence.

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 7-9, p. 156*)

Specific Curriculum Outcomes - Reading and Viewing

SCO 7.2

Demonstrate that print and media texts are constructed for particular purposes and particular audiences: describe how specific text and genre characteristics contribute to meaning and effect.

SCO 7.3

Respond critically to texts of increasing complexity: analyze and evaluate a text in terms of its form, structure, and content; recognize how their own ideas and perceptions are framed by what they read and view; demonstrate an awareness that personal values and points of view influence both the creation of text and the reader's/viewer's interpretation and response; explore and reflect on culture and reality as it is portrayed in media texts; identify the values inherent in a text.

Curriculum Outcomes - Writing

Curriculum Links - Writing and Other Ways of Representing

The Intermediate Literacy Assessment is based upon the *Atlantic Canada English Language Arts Curriculum Guide: Grades 7-9*. Below are the General Curriculum Outcomes and Specific Curriculum Outcomes explicitly addressed by the assessment.

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 learnings; and to use their imaginations. (*Atlantic Canada English Language Arts Curriculum Guide: Grades 7-9, p. 157*)

Specific Curriculum Outcomes - Writing and Other Ways of Representing

SCO 8.1

Students will be expected to use a range of strategies in writing and representing:

- to extend ideas and experiences
- explore and reflect on their feelings, values and attitudes
- consider others' perspectives
- reflect on problems and responses to problems
- describe and evaluate their learning processes and strategies
- reflect on their growth as language learners and language users

(*Atlantic Canada English Language Arts Curriculum Guide: Grades 7-9, p. 157*)

SCO 8.4

make informed choices of language to create a range of interesting effects in imaginative writing and representing

(*Atlantic Canada English Language Arts Curriculum Guide: Grades 7-9, p. 158*)

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 7-9, p. 158*)

Specific Curriculum Outcomes - Writing and Other Ways of Representing

SCO 9.1

demonstrate facility in using a variety of forms of writing to create texts for specific purposes and audiences, and (represent their ideas in other forms including visual arts, music, drama to achieve their purposes)

(Atlantic Canada English Language Arts Curriculum Guide: Grades 7-9, p. 158)

SCO 9.2

consider and choose writing forms that match both the writing purpose (to define, report, persuade, compare) and the reader for whom the text is intended (understand why language choice, organization, and voice used in an essay differ from those used in a media advertisement)

(Atlantic Canada English Language Arts Curriculum Guide: Grades 7-9, p. 158)

SCO 9.3

demonstrate an awareness of the effect of context on writing and representing: make appropriate choices of form, style, and content for specific audiences and purposes

(Atlantic Canada English Language Arts Curriculum Guide: Grades 7-9, p. 159)

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 other ways of representing and media to enhance their clarity, precision, and effectiveness.

(Atlantic Canada English Language Arts Curriculum Guide: Grades 7-9, p. 159)

Specific Curriculum Outcomes - Writing and Other Ways of Representing

SCO 10.2

consistently use the conventions of written language in final products

build and rely upon a broad knowledge base of how words are spelled and formed; use such knowledge to spell unfamiliar words and expand vocabulary; regularly use resource texts to verify spelling; use punctuation and grammatical structures capably and accurately; use a variety of sentence patterns, vocabulary choices, and paragraphing with flexibility and creativity to engage readers

(Atlantic Canada English Language Arts Curriculum Guide: Grades 7-9, p. 159)

Procedure

The time frame is approximately 60 minutes (with introduction) per reading/writing passage. You may or may not require the full hour.

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.

The decision is left to teacher’s discretion.

Writing

Distribute the reading booklets. The students will complete their rough copy in this booklet.

Have students locate the writing activity in the back of the reading passages booklet.

Read the form of writing at the top of the page

Read the prompt to the students.

Have the students locate the **rubric**. Explain to students this is the tool that will be used to mark the writing component.

Explain to students there are 3 categories – **Ideas, Organization** and **Conventions**. Read the definition of each category (found under each heading in the rubric).

Read the “When you write, be sure to...” box to the students.

Ask the students to locate the planning space. Discuss how this space should be used (ideas, thoughts, web, notes, etc.) before they begin to write.

Teachers cannot do a brainstorming activity with the students prior to the writing assessment.

Read the prompt a second time.

Explain to students that they will be writing a rough copy today and then revising and editing for the good copy tomorrow.

Encourage the students to read the prompt themselves before they begin.

Students may use dictionaries, thesauri and graphic organizers during the writing assessment.

Teachers are not permitted to have actual exemplars of student writing on the walls.

Students should realize that this is a final copy which will be read by others and should be legible. **The teacher or other students cannot act as a dictionary.**

Students will write independently for the remainder of the time. There should be **no teacher or peer conferencing.**

Do not collect writing booklets from students until the allotted time is over. This may encourage students who finish early to revisit their writing.

Remember that adaptations may be used for individual students. **Verbatim scribing is not allowed for the writing component of this assessment. Please refer to the Exemptions and Adaptations Policy for adaptations that are appropriate for this type of assessment.**

Writing - Good Copy

Distribute the reading booklets and the student booklets.

Students will do a good copy of their writing. Space is provided in the front of student booklet for the good copy. The good copy in the student booklet will be the **only copy that will be marked**. Once the reading passages booklets (with the rough copy) are returned, they will be discarded. Please make sure students are aware of this.

Students can revise/edit and transfer their writing into the student booklet where space is provided.

Reminder - Only the good copy of the student writing will be marked.

Reading

Required Materials

- Reading Booklet (provided)
- Student Work Booklet (provided)
- Pencil / Eraser

Helpful Hints

Share with the students the chart/page entitled, “Types of Questions.” The chart is included in this administration guide. This chart includes sample questions in the format 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 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 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

Share with the students the chart entitled, “Tips for Answering Multiple Choice Questions” included in the student booklet.

Share with the students the chart entitled, “Tips for Answering Open-Response Questions” included in the student booklet.

Reading 1 and 2, 3 and 4

Have students locate the reading passage in the reading booklet and the question and answer section in the student booklet.

Have students locate the end of the section (11 questions per story). Explain that they should complete all of the questions up to question 11 and are not to work on any activities beyond the last question for that text.

Remind students that this is not a memory test and they are expected to interact with the text as they read and answer each of the questions. Looking back to the story is expected and will help to answer the questions correctly.

Tell the students they are to read independently and cannot have any words supplied by the teacher.

Students are required to read the questions as well as the text. Assistance cannot be given in completing the tasks beyond what is indicated in the next two bullets:

No help is to be given with vocabulary when reading the text.

The questions **cannot** be read to the students. Words related to the context of the text cannot be read or explained 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.

Dictionaries cannot be used during the reading comprehension assessment.

Collect the booklets at the end of the allotted time.

Remember that 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. *Please note the rules regarding the use of a scribe in the Exemptions and Adaptations Policy included at the end of this document.*

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. **Reading the text or the questions to the student is not an acceptable adaptation.**

After the Assessment

Teacher Information

When the assessment is completed, please follow these directions:

Packaging

Ensure that requested documentation (IEP, Modified, Adaptations) is attached. A photocopy of the first and second page of the IEP document, and the first page of the Modified Program is required. **Any assessments received without required documentation will not be processed until documentation is received.**

Ensure that all materials are returned to the School Contact.

School Contact Information

Prior to the Assessment Date

Locate a safe, secure (locked) storage space for the assessments.

Ensure there is an assessment booklet for each Grade 9 student in your school.

Assessments will arrive organized by class.

If you have new students to your school and there is not an assessment booklet with their name on it, please use one of the **three blank** assessments (per class) that have been provided. Please fill in their name, school number and student number on each booklet.

Schools that do not use any of the three blank assessments (per class) included must return all blank booklets with the rest of the assessments. Each booklet is coded and must be returned to the Department of Education and Early Childhood Development.

Assessment booklets should not be viewed prior to the day of the assessment. This helps with fairness and consistency across the province.

School Contact Information

Assessment Administration

On the day of the administration, deliver the assessments to each Grade 9 class.

Remind the teacher to ensure the Exemption / Adaptation form on the back of each student booklet is completed and documentation can be attached once the assessment is complete. It is the school contact's responsibility to ensure that all assessments requiring documentation is complete before sending the assessments back to the Department of Education and Early Childhood Development.

After each session, materials must be gathered and stored for secure reasons. Arrange a pick up time with each Grade 9 teacher. After each session, materials must be gathered and stored for secure reasons. Assessments should not sit in a classroom or on a teacher's desk unless it is during the assessment session. Arrange a pick up time with each Grade 9 teacher.

If a student is absent on any day during the assessment dates (April 14, 15, 21, 22), time should be given to the student to complete the assessment. Allow a few days for completion. Do not send the box of assessments until all assessments are complete.

Students must complete the full assessment. In the reading component, the four stories and questions are considered one assessment. Students who finish just two or three will not be marked with half marks.

If you have any questions, please contact Linda MacDonald, Achievement Coordinator, Department of Education and early Childhood Development at (902) 438-4901.

School Contact Information

After the Assessment

Collect all assessment material.

Ensure all assessments have been collected.

Ensure the Student Tracking Form is complete and you have accounted for each student booklet.

Once the assessments have been collected, take them to the school office and arrange for pick up. Contact the Department of Education and Early Childhood Development at 902-438-4887 for pick up.

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, 2014. 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 Achievement Unit. Please contact Linda MacDonald (lwmacdonald@edu.pe.ca / 902-438-4901).**

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 checks as these would compromise the validity of the assessment. Students can use spell-check if it is a **regular, documented adaptation for that student**.

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)



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