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## Administration Guide



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## Introduction

These administrative guidelines should be read carefully prior to the administration of the Intermediate Mathematics 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 area prior to and after the assessment. Assessment materials are confidential. Photocopying of assessment materials is not permitted.

Contact Laura Brake (438-4900) at the Department of Education and Early Childhood Development concerning any questions.

## Administrative Date

June 22, 2015, in the morning.

## Excluded, Adapted or Modified Students

Following the guidelines (see page 13), please ensure that requested documentation (Individualized Education Plan [IEP], Modifications, Adaptations) are attached to the Multiple-Choice booklets for students with special needs. A photocopy of the first page of the document is required.

## Information for School Contacts

### Prior to the Assessment Date

**The box of materials for your school should include:**

- Multiple-Choice Booklets
- Non-calculator Booklets
- Bubble Sheets
- Student List
- Scoring Key
- School Contact Report
- Classroom Marking Sheets

## **Upon receipt of the shipment containing assessment materials:**

- Verify the contents.
- Fill out the *Prior to the Assessment* section of the School Contact Report.
- Contact the Department of Education and Early Childhood Development at 438-4887, if:
  - you are missing Multiple-Choice Booklets, Non-calculator Booklets, or Bubble Sheets for any student; or
  - you require additional blank booklets or bubble sheets.

## **Prior to the Assessment**

- Acquaint yourself with all assessment materials.
- Locate a safe and secure storage space for the assessments until the administration day.
- Organize the assessments by class. The Multiple-Choice Booklets and Non-calculator Booklets are specifically assigned to each student.
- Assessment Materials should not be viewed by anyone prior to the day of the assessment. This helps with fairness and consistency across the province.
- Classroom Marking Sheets are provided to assist in the marking of assessments. Do not return these to the department.
- The Non-calculator section of the Intermediate Mathematics Assessment will be completed during the week prior to the administration of the Multiple-Choice section which takes place on June 22, 2015. As a staff, choose a day during the week of June 15 on which all students will complete the Non-calculator Booklet (30 minutes). Each student has a specifically assigned booklet. On the morning of the chosen day, pass out the Non-calculator Booklets to classroom teachers. Non-calculator Booklets are to be returned to a secure location upon completion.
- Pass out the Bubble Sheets to classroom teachers. Most school information can be filled in on the Bubble Sheets prior to the assessment date. However, Student Number and School Number will be filled in on the day of the assessment as the students will need to copy these numbers from the cover of the Multiple-Choice Booklets (see page 5 for directions).
- Room preparation: remove or cover all math materials such as, but not limited to, wall charts; math word walls, and, fact tables.

## **On the Day of the Assessment**

- Deliver assessment materials to each Grade 9 math teacher on the morning of June 22.
- Remind teachers to complete the Teacher Report (sample page 16) on back cover of the Multiple-Choice Booklet.
- Remind teachers to attach a photocopy of the first page of the IEP, Adapted or Modified Program document to the inside of the back cover of the Multiple-Choice Booklet.
- Ensure that teachers are aware that each student has an assigned Multiple-Choice Booklet.

## **After the Assessment – Checklist**

- Pass out a Scoring Key to each teacher so they can mark assessments to determine the students' score and the 10% value.
- Once teachers finish marking the assessments, collect all the assessment materials including the Scoring Key.
- Verify that all Exemptions/Adaptations documentation have been attached to the Multiple Choice Booklets.
- Complete the *After Administration* section of the School Contact Report (see page 17).
- Once the information on the School Contact Report has been verified, both you and your principal are to sign off in the designated space on the form.
- Ensure the Bubble Sheet is placed inside the Multiple-Choice Booklets.
- Place Multiple-Choice Booklets in the box in numerical order.
- Place Non-calculator Booklets on top of the Multiple- Choice Booklets in the box in numerical order.
- Place the completed School Contact Report on top of the Non-calculator Booklets.
- Place student list on top of the School Contact Report.
- Once materials are boxed, take them to the school office. Make sure they are kept in a secure place (i.e., the principal's office until pickup).
- Contact 438-4887 to arrange pick up of the assessments.
- Let the school secretary know about the location of the boxes and the pickup arrangements.

**Students who are absent may write the assessment on Tuesday, June 23 or Wednesday, June 24.**

## Information for Teachers

- Acquaint yourself with all materials and the script.
- Fill out Teacher Report on back of the Multiple-Choice Booklet for ALL students.
- Identify those students in the class who should be exempted from the assessment.
- Attach required documentation (photocopy of the first page of the IEP, Adapted or Modified Program) to the Multiple Choice Booklet.
- Note which students will be using an adaptation to write the assessment, as per the adaptations listed. (Place a check mark in the appropriate box or boxes.)
- Each student has an assigned Multiple-Choice Booklet and Non-calculator Booklet.
- Students will complete the Non-calculator Booklet during the week of June 15. Schools can decide on a date between June 15 and June 19 when students will complete this Non-calculator section. ALL classes within one school are to write the Non-calculator section on the same day.
- Have students fill in the Bubble Sheets prior to the assessment date (see page 7 for directions). Please note that the Student Number and School Number will be filled in on the day of the assessment as the students will need to copy these numbers from the cover of the Multiple-Choice Booklets.
- Classroom Marking Sheets are not to be returned. Students do not fill in the Classroom Marking Sheets.

# Script to be read for the Administration of the Non-calculator Section of the Assessment (for all teachers)

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

The unshaded text is background information and instructions for the test administrator.

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

## 1. Introducing the test

*Introduce yourself if the students do not know you. Then say,*

Good morning/afternoon. Today you are going to work on ten Non-calculator math questions as part of a common assessment for all Grade 9 math students in PEI. As the assessment materials are being distributed, please keep the documents face down on your desk, until I tell you to begin the assessment.

## 2. Distribution of Materials: Students each receive their copy of the following document:

- Non-calculator Booklet
- 2 sharpened HB pencils
- A quality eraser
- A ruler

*Pencil must be used.*

**A. Say,**

Everyone should have two sharpened pencils and an eraser. Please check that your name is on your Non-calculator Booklet.

Open your Non-calculator Booklet. There are ten questions in this section of the assessment. Space is provided in the booklet for you to work out your answers. Be sure to put your answer in the blank provided. You will have 30 minutes to complete this section. I will tell you when you have 5 minutes left.

*When there are 5 min left say,*

You have 5 minutes left.

*After the full 30 minutes say,*

How many people would like more time?

**If students need more time, give them an additional 5 minutes.**

**Collect all Non-calculator Booklets and return to secure place.**

## Directions for Filling in the Information on the Bubble Sheets Prior to the Assessment Date

Pass out a bubble sheet to each student. Be sure to collect Bubble Sheets after students have filled in the information and keep in secure area until assessment day.

*Say,*

Everyone should have a sharpened pencil and an eraser.

You must be careful of the way you handle the Bubble Sheet. The Bubble Sheets will be scored by a computer, and they must not be bent, torn or have any stray marks on them anywhere. You must use a pencil to fill out the Bubble Sheet as the scanner cannot read pen.

1. Print the name of your school at the top of the Bubble Sheet.
2. Put your name in the blocks, letter by letter, at the top left of the Bubble Sheet, printing your last name first. The letters should be printed in the blocks, and the correct corresponding circle should be shaded below each letter. This is very important. If the first letter of your name is “A”, print an “A” in the first block and shade the “A” under it. If the second letter is “D”, write a “D” in the second block, and shade a “D” under it. And so on. If there is not enough room for your last name, put in as many letters as you can. Do the same thing with your first name.

***[Pause and check.]***

3. In the Birth date box, put your Birth date in the blocks beginning with the month, then the year. Shade in the corresponding circle. If you were born in December write 1 in the first block, and then 2 in the second, because December is the 12<sup>th</sup> month of the year. Then shade in circle 1 and circle 2.

***[Pause and check.]***

4. In the Gender box:
  - if you are a female, shade in circle F.
  - if you are a male, shade in circle M.

***[Pause and check]***

5. In the Program box:
  - If you are in the regular English program, shade in circle 1 beside the letters ENG.
  - If you receive math instruction in French, in the French Immersion program, shade in circle 2 beside the letters FI.
  - If you are in the regular French First Language program, shade in circle 3 beside the word FRENCH.

***[Pause and check]***

6. In the Subject box shade in the circle beside the word MATH.

7. In the Grade box shade in the circle 9.

8. In the Form box, no shading is required. Leave it blank.

**Please note:**

The Student Number and the School Number will be filled in on the day of the assessment.

# Script to be read for the Administration of the Assessment (for all teachers)

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

The unshaded text is background information and instructions for the test administrator.

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

## 1. Introducing the test

Introduce yourself if the students do not know you. Then say:

Good morning. The test that you are about to write is a common assessment for all Grade 9 math students in PEI. It is important that you give your best effort. The results of this assessment will count 10% towards your final grade. As the assessment materials are being distributed, please keep the documents face down on your desks, until I tell you to begin the assessment.

## 2. Distribution of materials: Students each receive their copy of the following document:

- Multiple-Choice Booklet
- Bubble Sheet

Ensure that students have the necessary supplies: two sharpened HB pencils, a quality eraser, and a ruler prior to beginning the assessment. Pencil must be used as the scanner will not read pen.

## 3. Beginning the test session

Everyone should have a sharpened pencil and a spare, an eraser, and a ruler.

**A. Say,**

Everyone should have a sharpened pencil and a spare, an eraser, a ruler, and a calculator.

Please check that your name is on the Multiple-Choice Booklet and the Bubble Sheet.

You must be careful of the way you handle the Bubble Sheet. The Bubble Sheets will be scored by a computer, and they must not be bent, torn or have any stray marks on them anywhere.

You will now finish filling in the Student Number and the School Number on your Bubble Sheets. Both these numbers are located on the cover of the Multiple-Choice Booklet.

1. Copy your Student Number into the blocks in the STUDENT NUMBER box. The correct corresponding circle should be shaded below each number.
2. Copy the School Number into the blocks in the SCHOOL NUMBER box. The correct corresponding circle should be shaded below each number.

**Then say,**

Open your Multiple-Choice Booklet and listen while I read aloud the contents of the following sections:

- Instructions for students
- Test-taking Strategies

I can only answer questions about the instructions, or the test-taking strategies, not about the specific items on the test. Are there any questions?

Now turn to page 1 and begin the assessment. You have two hours to complete the assessment. Use your time carefully. Please begin.

**Use your watch or clock to time the session.**

**Monitor the students.**

**As the session progresses, please take some time to examine each student's Bubble Sheet for complete and correct coding of their name and other information required.**

***B. After 90 minutes say***

You have about 30 minutes left to finish the test. Use your time carefully.

As the end time approaches, watch for students who appear to have finished and remind them to check their work. Once you are satisfied that a student has finished all that he or she can do, you may give him or her a book, magazine, or other reading materials to read.

***C. After 30 more minutes, for a total of 120 minutes, say:***

How many people would like some more time? Please raise your hand.

**If students need more time, give them up to 10 additional minutes.**

**4. After the Assessment (For all teachers)**

- Thank the students.
- Ask students to insert the Bubble Sheet inside his/her Multiple-Choice Booklet with the edge of the Bubble Sheets with the black marks toward the inside of the booklet.
- After you have accounted for all assessment materials for every student, dismiss the students according to the policy of the school.
- Obtain the Scoring Key from the School Contact Person.
- Correct the assessments using the Classroom Marking Sheet as a guide. Determine each student's mark out of 10 for report card purposes only.
- Insert each student's Bubble Sheet inside his/her Multiple-Choice Booklet.
- Place Multiple-Choice Booklets in numerical order, by class set.
- Return all assessment materials including the Scoring Key to the School Contact Person. Classroom Marking Sheets are not to be returned.

# 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 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, 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, 2005, p. 73).

# Guidelines for Identifying Students Eligible for Total Exemptions, Adaptations/Accommodations and English as 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 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) and/or Modified Program in place as of January 31, 2015. The Multiple- Choice Booklet, Bubble Sheet, and Non-calculator 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 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 Answer Sheet before returning it 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 Multiple Choice 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 Multiple-Choice 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 a 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 Answer Sheet 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 Answer Sheet when it 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 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 the Assessment Unit at the Department of Education and Early Childhood Development at 438-4887 if you have scenarios which do not fall into the categories outlined in these guidelines.**

# 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.**

# School Contact Report

**Sample**

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

School Name: \_\_\_\_\_

School Contact Person: \_\_\_\_\_

		<u>Fill Out Prior to Administration</u>	<u>Fill Out After Administration</u>	<u>Department of Education Use Only</u>	
	<u>Sent</u>	<u>Received</u>	<u>Returned</u>	<u>Chief Marker</u>	<u>Checker</u>
<u>Number of Multiple-Choice Booklets</u>					
<u>Number of Non-calculator Booklets</u>					
<u>Number of Bubble Sheets</u>					
<u>Number of Scoring Keys</u>					

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

	<u>School Use</u>		<u>Department of Education Use Only</u>	
	<u>School Contact</u>	<u>Principal</u>	<u>Chief Marker</u>	<u>Checker</u>
<u>Sign Off</u>				
<u>Date</u>				
<u>Time</u>				





