



Administration Guide

2016

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GENERAL INFORMATION

These administrative guidelines should be read carefully prior to the administration of the Secondary 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.

Contact Laurie Callbeck (902-438-4833) at the Department of Education and Early Childhood Development concerning any questions.

Overview

Provincial assessments are developed, administered, and marked in collaboration with classroom teachers who are knowledgeable and experienced in teaching the subject and grade level being assessed.

These criterion-based tests are intended to provide pertinent information about each student's knowledge and skills in relation to learning outcomes as set out in provincial curriculum documents. They count for 25% of students' final course grades in Foundations of Mathematics 11 (MAT521A) and Pre-Calculus Mathematics 11 (MAT521B).

To ensure the validity, reliability, and fairness of the provincial assessments, the following efforts have been made:

- The content is consistent with the learning outcomes set out in the provincial curriculum documents (content validity).
- The method used to collect information about student performance and the strategies used to evaluate student responses are applied consistently. Tests are constructed to reflect consistency in content, form, and standards (reliability).
- All students are given an equal opportunity to demonstrate what they know and can do as part of the assessment process. Adaptations to test materials and administration procedures are available for students, including those with learning or physical disabilities, to allow them to demonstrate their knowledge and skills, provided the adaptations do not jeopardize the integrity or content of the test. Every reasonable effort is made to develop and administer tests that are free from bias related to gender, culture, and other characteristics that are extraneous to the purpose of assessment (fairness).

Administration Dates

January 25, 2016 at 9:00-11:30 am (Alternate date is February 11, 2016)

June 10, 2016 at 9:00-11:30 am (Alternate date is June 24, 2016)

POLICIES

Security

Prince Edward Island provincial assessments are secure. This means all materials must be kept in a secure area prior to and after the assessment. After students write the Secondary Mathematics Assessment, all examination materials must be returned to the Department of Education and Early Childhood Development. This includes all student materials including the Formula Sheets. All examination materials are numbered, personalized, and tracked. No part of the examination, including student work, is to be reproduced in any form or by any means, electronic or mechanical, including photocopying, recording, or by any other information storage or retrieval system. In addition, teachers must not make use of the exam questions in their teaching.

Securing the PEI Provincial Assessments is critical to ensuring that the evaluation of student achievement is valid and fair. Users of the examination results draw conclusions about the achievement of students based on their scores.

The Department of Education and Early childhood Development will use assessment items from past (secured) examinations in subsequent examinations. Exposure to assessment tasks prior to the examination compromises the validity of the conclusions drawn about student ability. **All involved must do their part to secure these examinations.**

The use of particular examination questions on a subsequent examination is an important part of ensuring that different examinations render reliable and valid information about student achievement over time. Through the use of a number of anchor questions, two different mathematics examinations can be equated, meaning that we can calculate the degree to which one examination is easier or harder than another, and then make appropriate adjustments to equate the two administrations. In this way, we can assert with greater confidence that changes in results over a period of time represent real changes in the standard of student performance and not variation in the examinations themselves.

Adaptations

The Department of Education and Early Childhood Development recognizes its responsibility to provide reasonable accommodation to students with identified exceptionalities. The following guidelines (see page 3), are to be used for identifying students who are eligible for adaptations/accommodations. Please ensure that requested documentation (Individualized Education Plan [IEP], Adaptations) is attached to the Examination Booklets for students with special needs. A photocopy of the first page of the document is required.

Adaptations

Definitions:

Individualized Education Plan (IEP)

An IEP is 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).

Adaptation

An adaptation is 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 Adaptations/Accommodations and English as Additional Language (EAL)

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 Examination 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 Examination Booklet before returning it to the Department of Education and Early Childhood Development.

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 that 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.

Dedicated English Foreign Language Dictionary:

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

Please contact the Achievement Unit at the Department of Education and Early Childhood Development at (902) 438-4887 if you have scenarios which do not fall into the categories outlined in these guidelines.

Administration

Writing Time

Students must write the Secondary Mathematics Assessment within the specified time (2.5 hours) and may not hand in the Examination Booklet until at least 1.5 hours into the examination period. An additional one-half hour of writing time is available to every student for the Secondary Mathematics Assessment. Additional writing time as an accommodation will only apply if a student requires more than the one-half hour of additional time provided for all students.

Late Arrivals

Students who arrive more than one hour after the assessment has started will NOT be allowed to write the assessment. Students who arrive late, but within the first hour of administration, may be allowed to write at the discretion of the principal. In this case, the principal may allow the student additional time – corresponding to the amount by which the student was late – to complete the examination. The names of the late students must be recorded on the School Contact Report.

Leaving the Room

Students are expected to remain in the room until the early dismissal 1.5 hours into the examination period. However, students may need to leave before that time in exceptional circumstances such as illness. Any student who must temporarily leave the room must be accompanied by a replacement supervisor.

Student Absences

The Secondary Mathematics Assessment (SMA) is a mandatory provincial assessment. Students who are absent on the day of the assessment or who are unable to complete (all or part of) the test due to circumstances beyond their control (e.g., sudden illness, death in the family, family crisis, incapacity resulting from an accident) are required to have documentation explaining the absence. In the case of illness, a doctor's note will be required. Absences are to be indicated on the back of the student's Examination Booklet. Documentation will be required. Contact Laurie Callbeck (902) 438-4833 for direction. Please note that students with an excused absence will write another version of the SMA on the alternate date (see Administration Dates for details).

Students with an excused absence or who formally refuse to write the assessment (by their own choice or by parental choice) will receive an INC or NHI code for their SMA in the online gradebook (SAS). Students assigned an INC due to an excused absence will have the opportunity to write the assessment at a later date. Students who have an unexcused absence will be assigned an NHI. An NHI calculates the value of the assessment as a zero (0%).

Decisions regarding the legitimacy of reasons for being absent or late are administered locally and should follow board and provincial policy and practice.

School Closures/Delays

In the event of an Island wide school closure, the assessment will occur on the next day at the same time. If schools or families of schools are delayed an hour, the assessment in those schools will begin an hour later.

If one family of schools is closed for the day, then the administration of the provincial exam will be delayed for one day.

Test Disruptions

If, for any reason, there is an emergency interruption of the assessment, the Department of Education and Early Childhood Development must be notified immediately and a decision will be made by Department officials on how to proceed.

Reread Eligibility

Any student participating in the Secondary Mathematics Assessment may request a reread of his/her assessment. A reread involves a panel of three qualified subject matter expert markers comprised of curriculum specialists, instructional development specialists and/or subject level teachers. The panel will review the assessment to ensure the marking standard originally intended has been appropriately applied. A clerical re-check of the mark calculation is also carried out.

It is the parent/guardian's responsibility to request a reread on the student's behalf. Further details regarding application and fees, can be found under the Secondary Mathematics Assessment link on the government website <http://www.gov.pe.ca/eecd/studentassessment> or by contacting Lorna Underhill at (902) 438-4887.

The reread appeal must be submitted in writing within 30 days of writing the assessment and the results of the appeal will be released to the schools two weeks after the appeal deadline.

Academic Dishonesty

Any candidate who, intentionally or unintentionally, obtains improper access to examination papers prior to writing, or who impersonates another candidate or allows someone to impersonate him/her, or who communicates electronically through phones, email, or file sharing, or who engages in any other form of copying, cheating, or academic dishonesty in the Secondary Mathematics Assessment, will be dismissed from the examination.

The candidate in question will receive an INC and will be required to rewrite the assessment at a later day. It is the responsibility of the ELSB to investigate allegations of academic dishonesty and to judge whether such a case has occurred. Cases must be reported by the principal to the Department of Education and Early Childhood Development immediately with a follow-up letter explaining the details.

Calculator Policy

Due to the number of calculator models on the market, the Department of Education and Early Childhood Development cannot provide a list of individual models of approved calculators. Rather than listing specific models that are appropriate for student use, this policy provides a list of required features and describes the calculator functions that are restricted.

Students should be made aware of the calculator policy from the beginning of the course and informed that it is their responsibility to ensure that they are in compliance with the guidelines.

Only dedicated calculators are allowed

Calculators must be hand-held devices designated primarily for mathematical computations involving logarithmic and trigonometric functions. Other electronic devices such as cell phones, .mp3 players, translators, electronic dictionaries, personal digital assistants, computers, calculators with QWERTY keyboards and electronic writing pads **are not allowed**. Students must not bring any external devices (peripherals) to support calculators, such as manuals, printed or electronic cards, printers, memory expansion chips or cards, CD-ROMs, libraries, or external keyboards. Students may have at most two calculators available during the examination. Calculators **must not** be shared and **must not** have the ability to either transmit or receive electronic signals.

Calculators must not have any additional information programmed into the memory

A calculator that contains information that would be unacceptable in paper form is prohibited. Calculators containing built-in notes, definitions, or student constructed programs are unacceptable for use. Calculators with this capacity should be cleared prior to the examination or an alternate calculator should be provided. Calculators must be inspected by a knowledgeable proctor prior to the examination session.

Students must not use a calculator model that has graphing capability or that actively uses Computer Algebraic System (CAS)

Until such a time when all students are required to have a graphing calculator, assessment questions are designed to only assess students' algebraic solutions to problems and thus graphing capabilities on the calculator interfere with the measurement of this outcome and not allowed to be used during the assessment. Some examples include: TI-83 (plus), TI-84 (plus), TI-Nspire, Casio CFX 9850 Plus, Casio FX 9860AU, Casio FX 9750 Plus, Casio FX 9860G (SD), Casio CFX 9950 Plus, Casio Graph Plus series.

A CAS system is a software program that facilitates symbolic mathematics. The core functionality of a CAS manipulation allows mathematical expressions in symbolic form. For the purposes of this regulation, CAS software is any software that allows students to type a problem to be solved for which the calculator then displays an algebraic solution, thereby allowing students to copy the solution to the problem. Calculators that factor algebraic expressions, convert linear equations from general form to slope intercept form, or expand a binomial expression are all examples of CAS features, and, therefore, are unacceptable. Some examples include: Casio Classpad 300, HP-40G, HP-48G, TI-Nspire CAS, TI-86, TI-89.

TEACHER RESPONSIBILITIES

School Contact

Prior to the Assessment Date

The box of materials for your school should include:

- Examination Booklets
- Bubble Sheets
- Student List
- School Contact Report

Upon receipt of the shipment containing assessment materials:

- Verify the contents.
- Fill out the *Prior to the Assessment* section of the School Contact Report.

NOTE: Contact the Department of Education and Early Childhood Development at (902) 438-4887, if:

- you are missing Examination Booklets, or Bubble Sheets for any student;
- if a student is missing from the list;
- if a student is on the list but no longer attends your school; or
- you require additional blank Examination Booklets or Bubble Sheets.

Prior to the Assessment

- Acquaint yourself with all assessment materials. Please note that you can speed up the clerical process on the day of the assessment by having students fill in their bubble sheets with their personal information prior to the assessment date. See page 12 (steps 1-7) of the Administration Guide for instructions and the script.
- Locate a safe and secure storage space for the assessments until the administration day. Assessment materials should not be viewed by anyone prior to the day of the assessment. This helps with fairness and consistency across the province.
- Organize the assessments by class. The Examination Booklets are specifically assigned to each student.
- Room preparation: remove or cover **all math materials** such as, but not limited to, wall charts, math word walls, fact tables, and anchor charts.

On the Day of the Assessment

- Deliver assessment materials to each Grade 11 math teacher on the morning of the assessment.
- Remind teachers to complete the Teacher Report (sample page 15) on back cover of the Examination Booklet.
- Remind teachers to attach a photocopy of the first page of the IEP, or Adapted Program document to the inside of the back cover of the Examination Booklet.
- Ensure that teachers are aware that each student has an assigned Examination Booklet.

After the Assessment

- Collect all the assessment materials including the Formula Sheets.
- Verify that all adaptations/accommodations documentation has been attached to the Examination Booklets.
- Complete the *After Administration* section of the School Contact Report (see page 15).
- 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 and Formula Sheets are placed inside the Examination Booklets.
- Identify all Examination Booklets of Grade 12 students and put them in a separate envelope marked “Potential Graduates”.
- Place all Grade 11 Examination Booklets in the box in numerical order.
- Place the Potential Graduates envelope on top of the Grade 11 Examination Booklets.
- Place the completed School Contact Report on top of the Potential Graduates envelope.
- Place the 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 (e.g., the principal’s office) until pickup.
- Contact (902) 438-4887 to arrange pick up of the assessments.
- Let the school secretary know about the location of the boxes and the pickup arrangements.

Classroom and Supervising Teachers

Prior to the Assessment

- Acquaint yourself with all materials and the script.
- Prepare the examination room by removing/covering **all math materials** such as, but not limited to, wall charts, math word walls, fact tables, and anchor charts.
- Identify those students in the class who are potential graduates. Pass this information on to the School Contact.
- Notify students that they are required to bring two pencils, an eraser, a ruler, and a scientific (non-programmable, non-graphing) calculator to the assessment. See Calculator Policy (page 7).
- Notify students of the time, location, and duration of the assessment session.
- Review with students the Instructions for Students and Test-Taking Strategies as provided in the Sample Booklet.
- Inform students that they will each have an assigned Examination 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 on the Examination Booklet for that student.)

Script for Administering the Assessment

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.

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 students in PEI that are taking this course. It is important that you give your best effort. The results of this assessment will count 25% 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 documents:

- Examination Booklet
- Bubble Sheet

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

3. Beginning the test session

Everyone should have at least two sharpened pencils, an eraser, a ruler, and an approved calculator.

A. *Say,*

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 12th 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, shade in circle 1 beside the letters ENG.

[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 11.

Your Student Number and the School Number are located on the cover of the Examination Booklet.

8. Copy your Student Number into the blocks in the STUDENT NUMBER box starting on the left. The correct corresponding circle is to be shaded below each number. Please double check that you have filled in your student number correctly as it is important for accurately relaying your grade.
9. Copy the School Number into the blocks in the SCHOOL NUMBER box. The correct corresponding circle is to be shaded below each number.

Then say,

At this time, make sure your cell phone is shut off.

Everyone should have at least two sharpened pencils, an eraser, a ruler, and an approved calculator.

Please check that your name is on the Examination Booklet.

Open your Examination Booklet and listen while I read aloud the contents of the following sections (refer to Appendix A-521A, B-521B, or K-521K):

- Instructions for Students and 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?

Before you begin, locate the Formula Sheets at the centre of the Examination Booklet, then fold and carefully tear along the perforated edge

You have two and a half hours to complete the assessment. Use your time carefully. I will address the class again as we approach the time for early dismissal. Now turn to page 1 and begin the assessment.

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. As the time for early dismissal approaches, watch for students who appear to have finished and remind them to check their work.

B. After 90 minutes say

You have about 60 minutes left to finish the test. However, if you are finished now and would like to pass in your Examination Booklet, you may do so. I require that you insert your formula sheet(s) and the Bubble Sheet inside your Examination Booklet with the edge of the bubble Sheets with the black marks toward the inside of the booklet.

Please ensure that all your examination materials are passed in and then you may leave the examination area.

For those that are not finished, you have 60 minutes left to finish the test. Remember to take time to check your work. You may pass in your examination materials when you are finished.

Thank the students as they leave the examination room.

C. After 60 more minutes, for a total of 2 hours and 30 minutes, say:

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

If students need more time, give them up to 30 additional minutes.

After the Assessment (For all teachers)

- Thank the students as they leave.
- Ask student to insert the Formula Sheets and Bubble Sheet inside his/her Examination Booklet with the edge of the Bubble Sheet with the black marks toward the **inside** of the booklet.
- Dismiss the students according to the policy of the school.
- Attach required documentation (photocopy of the first page of the IEP, or Adapted Program) to the Examination Booklet.
- Fill out the Teacher Report on back of the Examination Booklet for ALL students.
- Place the Examination Booklets in numerical order.
- Pull-out the Examination Booklets that belong to potential graduates and place them on top of the other Examination Booklets.
- Return all assessment materials to the School Contact Person.

Teacher Report

Student completed the assessment with no adaptations

Adaptations/Accommodations

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. Please 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.

Adapted (documentation 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

Absent (documentation attached)

Student **did not write** the assessment due to:

- Unexcused Absence (reason: _____)
- Excused Absence (reason: _____)

School Contact Report

Sample

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

School Name: _____

School Contact Person: _____

SMA-A	Fill Out <u>Prior</u> to Administration		Fill Out <u>After</u> Administration	Department of Education Use Only	
	Sent	Received	Returned	Chief Marker	Checker
Number of Examination Booklets					
Number of Bubble Sheets					

SMA-B	Fill Out <u>Prior</u> to Administration		Fill Out <u>After</u> Administration	Department of Education Use Only	
	Sent	Received	Returned	Chief Marker	Checker
Number of Examination Booklets					
Number of Bubble Sheets					

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

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

-
1. List the students who were late but still wrote the assessment (arrived within one hour of the start time).

<hr/>	<hr/>

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

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

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

APPENDIX A – INSTRUCTIONS FOR STUDENTS

Description

This test includes 29 Selected Response and 7 Constructed Response questions. Each Selected Response has a value of 1. The value for each Constructed Response is given at the bottom of the page in the right-hand corner.

The questions are from the following strands:

- Geometry
- Logic and Reasoning
- Measurement
- Relations and Functions
- Statistics

This test was developed to be completed in two and half hours; however, you may take an additional thirty minutes to complete the test.

Instructions

- During the test session, do not proceed until instructed to do so.
- If you receive a damaged or misprinted booklet, raise your hand and the exam supervisor will give you a new one.
- You are expected to remain in the room for the first hour and a half of the test session. You may only leave before that time for exceptional circumstances, such as illness. Should you need to temporarily leave the room, you will be accompanied by a teacher.
- To write the test you should only have the test materials, a pencil, an eraser, a foreign language dictionary (if required), a ruler, and an approved calculator.
- All work must be completed in the Examination Booklet. Tear-out Formula Sheets are provided in your Examination Booklet.
- You may not discard any materials. The Examination Booklets with the exception of the Formula Sheets, must remain intact.
- You may not leave the room with any test materials.
- You will not receive assistance from, nor give assistance to, another student. If you require something during the test, raise your hand and the exam supervisor will come to you.
- During the test, the exam supervisor can only help you with the directions, not the test questions.
- Electronic communication through phones, email, or file sharing during the test is strictly prohibited. Turn off your cell-phones and other prohibited electronic devices at this point.

Selected Response

- You must use a pencil to fill in the bubbles on the Bubble Sheet. Make sure that the question number from the Examination Booklet corresponds with the same number on the Bubble Sheet. Shade only one circle for each question. If you want to change an answer, completely erase the shaded circle and fill in your new choice.
- Although you are encouraged to show your work for the Selected Response questions in your Examination Booklet, **only the answers on the Bubble Sheet will be recorded and marked.**
- Remember to attempt all Selected Response questions. Marks will not be deducted for incorrect responses.

Constructed Response

- For the Constructed Response questions, all work must be done in the Examination Booklet and points are earned for correct work so ensure that you show all your work.
- The value for each Constructed Response is given at the bottom of the page in the right-hand corner.
- The Answer Box is reserved for your final answer and/or summary statement. Use the blank space to show your calculations and process.
- When units are used in a question, it is expected that you include units in your answer.
- The word “solve” implies solving algebraically; “prove” means proving deductively.
- When instructed to do so, round off appropriately.

Test-Taking Strategies

- Remember that diagrams are not necessarily drawn to scale.
- Always read each question carefully.
- Study the diagrams and graphs, paying particular attention to measures, markings, and relationships before attempting to answer.
- Draw a picture or diagram to help you solve some problems.
- If you get stuck on a question, go on to the next question. Come back to any skipped questions at the end.
- Re-read the question if necessary.
- Answer every question, even if you are unsure that you are correct.
- Use any extra time to check your answers.
- Ensure that your calculator is in degrees.

APPENDIX B – INSTRUCTIONS FOR STUDENTS

Description

This test includes 27 Selected Response and 10 Constructed Response questions. Each Selected Response has a value of 1. The value for each Constructed Response is given at the bottom of the page in the right-hand corner. The questions are from the following strands:

- Algebra and Number
- Relations and Functions
- Trigonometry

This test was developed to be completed in two and half hours; however, you may take an additional thirty minutes to complete the test.

Instructions

- During the test session, do not proceed until instructed to do so.
- If you receive a damaged or misprinted booklet, raise your hand and the exam supervisor will give you a new one.
- You are expected to remain in the room for the first hour and a half of the test session. You may only leave before that time for exceptional circumstances, such as illness. Should you need to temporarily leave the room, you will be accompanied by a teacher.
- To write the test you should only have the test materials, a pencil, an eraser, a foreign language dictionary (if required), a ruler, and an approved calculator.
- All work must be completed in the Examination Booklet. Tear-out Formula Sheets are provided in your Examination Booklet.
- You may not discard any materials. The Examination Booklets with the exception of the Formula Sheets, must remain intact.
- You may not leave the room with any test materials.
- You will not receive assistance from, nor give assistance to, another student. If you require something during the test, raise your hand and the exam supervisor will come to you.
- During the test, the exam supervisor can only help you with the directions, not the test questions.
- Electronic communication through phones, email, or file sharing during the test is strictly prohibited. Turn off your cell-phones and other prohibited electronic devices at this point.

Selected Response

- You must use a pencil to fill in the bubbles on the Bubble Sheet. Make sure that the question number from the Examination Booklet corresponds with the same number on the Bubble Sheet. Shade only one circle for each question. If you want to change an answer, completely erase the shaded circle and fill in your new choice.
- Although you are encouraged to show your work for the Selected Response questions in your Examination Booklet, **only the answers on the Bubble Sheet will be recorded and marked.**
- Remember to attempt all Selected Response questions. Marks will not be deducted for incorrect responses.

Constructed Response

- For the Constructed Response questions, all work must be done in the Examination Booklet and points are earned for correct work so ensure that you show all your work.
- The value for each Constructed Response is given at the bottom of the page in the right-hand corner.
- The Answer Box is reserved for your final answer and/or summary statement. Use the blank space to show your calculations and process.
- When units are used in a question, it is expected that you include units in your answer.
- The word “solve” implies solving algebraically.
- When instructed to do so, round off appropriately.

Test-Taking Strategies

- Remember that diagrams are not necessarily drawn to scale.
- Always read each question carefully.
- Study the diagrams and graphs, paying particular attention to measures, markings, and relationships before attempting to answer.
- Draw a picture or diagram to help you solve some problems.
- If you get stuck on a question, go on to the next question. Come back to any skipped questions at the end.
- Re-read the question if necessary.
- Answer every question, even if you are unsure that you are correct.
- Use any extra time to check your answers.
- Ensure that your calculator is in degrees.

APPENDIX K – INSTRUCTIONS FOR STUDENTS

Description

This test includes 33 Selected Response and 4 Constructed Response questions. Each question has a value of 1. The questions are from the following strands:

- Geometry
- Number
- Algebra
- Statistics

This test was developed to be completed in two and half hours; however, you may take an additional thirty minutes to complete the test.

Instructions

- During the test session, do not proceed until instructed to do so.
- If you receive a damaged or misprinted booklet, raise your hand and the exam supervisor will give you a new one.
- You are expected to remain in the room for the first hour and a half of the test session. You may only leave before that time for exceptional circumstances, such as illness. Should you need to temporarily leave the room, you will be accompanied by a teacher.
- To write the test you should only have the test materials, a pencil, an eraser, a foreign language dictionary (if required), a ruler, and an approved calculator.
- All work must be completed in the Examination Booklet. Tear-out Formula Sheets are provided in your Examination Booklet.
- You may not discard any materials. The Examination Booklets with the exception of the Formula Sheets, must remain intact.
- You may not leave the room with any test materials.
- You will not receive assistance from, nor give assistance to, another student. If you require something during the test, raise your hand and the exam supervisor will come to you.
- During the test, the exam supervisor can only help you with the directions, not the test questions.
- Electronic communication through phones, email, or file sharing during the test is strictly prohibited. Turn off your cell-phones and other prohibited electronic devices at this point.

Selected Response

- You must use a pencil to fill in the bubbles on the Bubble Sheet. Make sure that the question number from the Examination Booklet corresponds with the same number on the Bubble Sheet. Shade only one circle for each question. If you want to change an answer, completely erase the shaded circle and fill in your new choice.
- Although you are encouraged to show your work for the Selected Response questions in your Examination Booklet, **only the answers on the Bubble Sheet will be recorded and marked.**
- Remember to attempt all Selected Response questions. Marks will not be deducted for incorrect responses.

Constructed Response

- For the Constructed Response questions, all work must be done in the Examination Booklet and points are earned for correct work so ensure that you show all your work.
- The Answer Box is reserved for your final answer and/or summary statement. Use the blank space to show your calculations and process.
- When units are used in a question, it is expected that you include units in your answer.
- When instructed to do so, round off appropriately.

Test-Taking Strategies

- Remember that diagrams are not necessarily drawn to scale.
- Always read each question carefully.
- Study the diagrams and graphs, paying particular attention to measures, markings, and relationships before attempting to answer.
- Draw a picture or diagram to help you solve some problems.
- If you get stuck on a question, go on to the next question. Come back to any skipped questions at the end.
- Re-read the question if necessary.
- Answer every question, even if you are unsure that you are correct.
- Use any extra time to check your answers.
- Ensure that your calculator is in degrees.