



Administration Guide

Table of Contents

Introduction.....	1
Overview	1
Administrative Dates	1
Eligibility.....	1
Security	2
Information for School Contacts	2
School Contact Checklist.....	3
Teacher Checklist.....	4
Rules for Supervising the Elementary Mathematics Assessment Sessions	6
Script for Administering the Assessment	7
Department of Education, Early Learning and Culture Exemption and Adaptation Guide	17
Sample School Contact Report	22
Sample Teacher Report	24

Introduction

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

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

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

If you have any questions, please contact Ted Johnston (902-438-4900) at the Department of Education, Early Learning and Culture.

Overview

The Elementary Mathematics Assessment will be administered to Grade 6 students in **June 2019**. It will assess students' knowledge and skills in mathematics to the end of Grade 6. The assessment will take place over two days.

Administration Dates

The Elementary Mathematics Assessment will be administered on **June 5th and June 6th, 2019**.

Eligibility

All Grade 6 students will participate in the assessment. Students who have documented Individualized Plans (IEPs), who do not follow the prescribed curriculum, will not participate in this assessment. Students who require adaptations in their regular schoolwork will participate with their documented acceptable adaptations in place.

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

Security

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

Information for School Contacts

Prior to the Assessment Date:

The box of materials for your school should include:

- Student Booklets
- Student list
- School Contact Report (*see sample on page 22 of this guide*)
- Envelopes with math facts/ CDs

Upon receipt of the shipment containing the assessment materials:

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

School Contact Checklist

On the Day of Assessment

- Deliver assessment materials to each grade 6 math teacher on the morning the assessment is to be administered.
- Remind teachers to complete the Teacher Report (*see sample on page 24 of this guide*) on the back covers of the Student Booklets.
- Remind teachers to attach a photocopy of the first two pages of the Adapted or IEP document to the inside of the back cover of the Student Booklet if applicable.
- Ensure that teachers understand that each student has an assigned Student Booklet.

After the Assessment

- Collect all the assessment materials.
- Verify that all Exemptions/Adaptations documentation has been attached inside the back cover of the Student Booklets.
- Check that the Teacher Report on the back cover of the Student Booklet has been filled out for **ALL** students.
- Complete the After Administration section of the School Contact Report.
- Once the information on the School Contact Report has been verified, both you and your Principal sign off on the designated space on the form.
- Place Administration Guide(s) in the bottom of the bin.
- Place Student Booklets on top of the Administration Guide(s) **according to booklet number** with the lowest booklet number on the top (by class set).
- Place the completed School Contact Report on top of the Student Booklets.
- Place the student list on top of the School Contact Report.
- Once materials are packed, take them to the school office. Make sure they are kept in a secure place (i.e., the Principal's office) until pick-up.
- Students who are absent may write the assessment on **June 7th and 10th**. This information must be reported on the School Contact Report.
- The Elementary Math Assessments will be picked-up at your school by **June 12th**.

Please call Lorna Underhill (902-438-4887) for assessments to be picked up. Ensure they are kept in a secure place until pick up. Let the principal and admin assistant know where they are being kept.

Teacher Checklist

Prior to Assessment:

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

Assessment Day:

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

After Assessment:

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

Rules for Supervising the Elementary Mathematics Assessment Sessions

- Take time to review with students your expectations for cooperative and respectful behavior during the assessment period. Remind students that they must have books to read at their desk if they finish early.
- Ensure that all students understand what to do and how to record their answers. If students cannot read a word or question, you may quietly read that word or question verbatim to that student (without elaborations or explanations).
- You cannot answer questions about the content of the items. Encourage students to do their best with the question. Tell them: “If you have tried your best, it is fine to move on to the next question”.
- While students are working, circulate about the room to ensure that students are following directions and answering questions in the appropriate part of the Student Booklet.
- Students who are absent for all or part of the assessment can write the assessment on **June 7th and June 10th**.
- Students are not permitted the opportunity to cross communicate during the assessment (i.e. recess break or group bathroom break).

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

Elementary Mathematics Assessment – Day 1

Script for Administering the Assessment

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

Preparation and Introductions

(up to 10 minutes)

Teacher Directions

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

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

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

Introducing the test:

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

- Good morning/good afternoon. Today we are taking part in an important math assessment for all Grade 6 students in Prince Edward Island.
- It is important that you do your best work, so we get the best possible information. While I talk to you about today's activities and questions, I would like for you to be quiet, stay in your seats, and listen carefully.
- Now I will pass out your booklets.
- Please DO NOT open them until I tell you to do so.

- Distribute Student Booklets, rulers, protractors, and tracing paper. Read the name on each booklet and give it to that student.
- Please ensure that students have two sharpened pencils and an eraser.
- Do not allow the students to open the booklets until you tell them to do so.

- If a student is absent, put that booklet aside or place it on a desk for potential latecomers. Do not give it to anyone else, as the booklets are each marked for a specific student. Students who are absent during the administration dates may complete the assessment on **June 7th** and **June 10th**.
- After the booklets are passed out, **say:**

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

Math Facts

(3 – 5 minutes)

Say:

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

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

Then Say:

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

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

Working on My Own

(Up to 60 – 85 minutes)

Then say:

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

- At the beginning of Working on My Own:

Record the time _____

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

At 75 minutes, **Say:**

- Please raise your hand if you need more time.

Record the number of students needing additional time _____

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

After the 10 minutes say

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

Record the number of students needing more time _____

Then say:

- If you have completed and checked your assessment, raise your hand and I will collect your booklet.
 - If you need more time, please continue.
-
- Collect the booklets that have been completed.
 - Use a paper clip around the Day 1 section of each Student Booklet to ensure students do not return to Day 1 questions on Day 2.
 - Once all booklets have been collected for the day, please place in bins and return to the secure location.

END OF DAY 1

Elementary Mathematics Assessment

Day 2

Teacher Directions

- Pass out Student Booklets, rulers, protractors, and tracing paper. Read the name on each booklet and give it to that student.
- Please ensure that students have 2 sharpened pencils and an eraser.
- Do not allow the students to open the booklets until you tell them to do so.
- If a student is absent, put that booklet aside or place it on a desk for potential latecomers. Do not give it anyone else, as the booklets are each marked for a specific student. Students who are absent during the administration dates may complete the assessment on **June 7th** and **June 10th**.
- After the booklets are passed out, **say:**

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

Math Facts

(3 – 5 minutes)

Say:

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

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

Then Say:

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

Working on My Own

(Up to 60 – 85 minutes)

Then say:

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

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

Record the time _____

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

At 75 minutes, **say:**

- Please raise your hand if you need more time.

Record the number of students needing additional time _____

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

After the 10 minutes **say:**

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

Record the number of students needing more time _____

Then say:

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

- Collect the booklets that have been completed.

Once all booklets have been collected for the day:

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

Thank you for your cooperation.

**Department of Education, Early Learning and Culture Common
Assessment Program
Exemptions and Adaptations**

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

All students are expected to write the Provincial Assessments.

NOTE: Prior to administering the Provincial Assessment, principals will need to review the students who are recommended for exemption. While exemption rates will vary from school to school, provincial exemption rates would typically be 5%. If the number of students recommended for exemption (per grade level, per language), within a school is greater than 5%, the principal will contact their Administrator Support Leader (ASL) to collaborate in a review of the list of students being recommended for exemption.

Students who do not have the skills necessary to read and/or understand instructions within the provincial assessment may be considered for exemption status.

When a teacher has identified students who are recommended for exemption, the teacher shall consult with the school-based student services team, along with the Principal, to make final decisions regarding exemptions in alignment with the Provincial Common Assessment Exemption Guide Criteria.

A. 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.

Individualized Education Plan (Academic) (I.E.P.)

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.

Exemptions will be allowed for students who have been identified with exceptionalities and have an Individual Education Plan (IEP) in place as of January 1, 2019. The entire booklet for those students must be returned to the Department of Education, Early Learning and Culture with documentation attached, i.e., a photocopy of the first two pages of the IEP.

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, Early Learning and Culture.

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.

It is recommended that EAL students who have received a level "3" in their language proficiency test **participate** in Provincial Assessment.

EAL students who have received a level "1" or "2" in their language proficiency test are **eligible for an exemption**.

Medical

Specific medical circumstances may prevent a student from participating in the assessment.

Documentation is required.

Example:

- **Long-term illness** – student was unable to write the assessment during the designated time frame.

Other

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

- **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 appropriate documentation must be attached to the student’s assessment booklet before returning to the Department of Education, Early Learning and Culture.

Documentation is required.

B. Partial Exemptions

Partial exemptions from the assessment should be considered for those students currently identified with exceptionalities and have an Individual Education Plan (IEP). 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 (first two pages) and completed Adaptation/Accommodation form and/or documentation for Medical or Other before returning to the Department of Education, Early Learning and Culture.

Adaptations

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.

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, Early Learning and Culture. Students currently working with adaptations are not eligible for exemption.

- ***Acceptable Adaptations/Accommodations***

Additional Time:

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

Verbatim Scribing:

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

Verbatim Reading:

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

Alternate Setting:

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

Assistive Technology:

Students with a visual or physical impairment, injury, or learning disability, for whom “assistive technology” is a documented adaptation may participate. The type of assistive technology (and software) used must be specified on the documented adaptation that is attached to the Student Booklet when it is returned to the Department of Education, Early Learning and Culture.

Personal FM:

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

English Foreign Language Dictionary:

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

If you have scenarios which do not fall into the categories outlined in these guidelines, please contact Ted Johnston at the Assessment Unit of the Department of Education, Early Learning and Culture at 902-438-4900.



Education, Early Learning and Culture

School Contact Report

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

School Name: _____

School Contact Person: _____

	Sent	Fill Out <u>Prior</u> to Administration	Fill Out <u>After</u> Administration	Department Use Only	
		Received	Returned		
Number of Administration Guides			n/a		
Number of Student Booklets					
Number of CDs					
Paper copy of math facts	1				

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

	School Use		Department Use Only	
	School Contact	Principal		
Signature				
Date				
Time				

Please call for assessments to be picked up. Ensure they are kept in a secure place until pick up. Let your principal and admin assistant know where they are being kept.

Feedback:

Please place this completed sheet in the bin, on top of the packaged materials.

Thank you

Teacher Report

Completed

- Student completed the assessment with no adaptations or modifications

Adapted

(supporting documentation must be attached)

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

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

Exempted

(supporting documentation must be attached)

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

- Individualized Education Plan (I.E.P.)
- EAL
- Medical
- Other _____

This student booklet will not be marked.

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

Adaptations and Exemptions

For guidelines on which students qualify for an exemption or adaptation, please refer to the Exemption/Adaptation Guide in the Administration Guide. **Appropriate documentation must accompany this Student Booklet. Please staple it to the inside of this back cover.**