



Administration Guide

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Introduction

The administration guidelines are to be read carefully prior to the administration of the Primary 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 Primary Mathematics Assessment will be administered to Grade 3 students in **June 2019**. It will assess students' knowledge and skills in mathematics to the end of Grade 3. The assessment will take place over two days.

Administration Dates

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

Eligibility

All Grade 3 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 p. 22 of this guide*)
 - Dictated numbers and CDs

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 **Ted Johnston** if you require additional booklets
- 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. Student Booklets are labelled 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.

School Contact Checklist

On the Day of the Assessment

- Deliver assessment materials to each Grade 3 math teacher on the morning the assessment is to be administered.
- Remind teachers to complete the Teacher Report (*see sample on p. 24 of this guide*) on the back cover 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.
- Ensure each teacher has an LCD projector in their classroom.

After the Assessment

- Collect all the assessment materials.
- Verify that all Exemptions/Adaptations documentation have 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 in the designated space on the form.
- Place Administration Guides in the bottom of the bin.
- Place Student Booklets on top of the Administration Guides **according to booklet number**.
- Place the completed School Contact Report on top of the Student Booklets.
- Place the student list on top of the School Contact Report.
- Once materials are packed, take them to the school office. Make sure they are kept in a secure place (i.e., the principal's office) until pick-up.
- The Primary Math Assessments will be picked-up at your school on **June 12th**.
- Students who are absent may write the assessment on **June 7th and June 10th**. Record this on the back cover of the Student Booklet.

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 the Assessment

Gather documentation (**copy of first two pages of IEP**) for students who will be exempted from the assessment; and, for students who will be using an acceptable adaptation (p. 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, and a metric ruler for each student

Manipulatives including:

- Base-10 blocks: thousand cubes, hundreds flats, tens and ones units.
- 2D polygons: square, rectangle, triangle, pentagon, hexagon, octagon.
- 3D geometric shapes: sphere, cylinder, cone, cube, rectangular prism, square-based pyramid, triangular-based pyramid.

Room Preparation:

- Remove or cover all math materials such as wall charts 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.

Assessment Day:

- Acquaint yourself with all materials: administration guide; student booklets; Mental Math materials; dictated numbers; CDs.
- Be aware that each student has a specifically assigned Student Booklet.
- Ensure students have a block of uninterrupted time to complete the assessment on each day.

After the Assessment:

- Fill out the **Teacher Report on the back cover** of each Student Booklet.
- On back cover of Student Booklet, indicate specific acceptable adaptations **used during the assessment**.
- 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 Primary Mathematics Assessment Sessions

Take time to review with students your expectations for cooperative and respectful behaviour during the assessment. Remind students that they must have books to read at their desk if they finish early.

- Ensure 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 (with no elaborations or explanations).
- You cannot answer questions about the content of the items. Encourage students to do their best with the question. Tell them that, “When 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**.

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

Script for Administering the Assessment

Script to Be Read for the Administration of the Assessment (for All Teachers)

Primary Mathematics Assessment – Day 1

Preparation and Introduction (up to 10 minutes)

Teacher Directions:

- 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.
- When asking students to turn to a particular page, you will refer to the question number. There are no page numbers on the assessment booklet.

Record the current time: _____

Begin reading the teacher script.

Say,

- Good Day, today we are taking part in an important assessment for all Grade 3 students in Prince Edward Island.
- You will be doing some math activities and questions. I would like you to try your best to answer all of the questions and complete all of the activities. It will help us find out what students your age on Prince Edward Island know about mathematics.
- It is important that you try to 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 you to be quiet, stay in your seats and listen carefully.
- We will work together for some activities and you will work on your own for other questions and activities.
- Now I will pass out your booklets.
- Please DO NOT open them until I tell you to do so.

Teacher Directions:

- Pass out student booklets. Read the name on each booklet and give it to that student.
- 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 the following to the students:

Say,

- Turn your booklet over and open it to the first page titled Dictated Numbers. I will give the instructions. Follow my directions.
- Please remember that there can be no comments, questions, or interruptions during these first activities.
- You will notice boxes at the bottom of each page. Do not mark in these. They will be used when checking your answers.

Part 1 – Mental Math (Dictated Numbers Sheet and CDs)**Dictated Numbers (1-2) minutes****Teacher Directions:**

- Use the Dictated Numbers Sheet

Say,

- There are six questions in the activity. I will say a number aloud and then you are to write the number on the line in the box. I can only say the number once.
- I will wait a bit before moving on to the next question.
- If you cannot answer the question, move on to the next one with me.
- Make sure you answer in the correct box.

Teacher Directions:

- Silently count one thousand, two thousand, three thousand after each Dictated Number.

Say,

- Let's do an example. In the box that says "example" write the number that I say. "Twenty-five". (*Count to **three** silently.*)
- If you wrote 25 in the box, you are right. Now we will begin.
- Find letter '**A**'. In the box beside letter '**A**' write the number that I say. (*Count to **three** silently.*)
- Find letter '**B**'. In the box beside letter '**B**' write the number that I say. (*Count to **three**.*)
- Find letter '**C**'. In the box beside letter '**C**' write the number that I say. (*Count to **three**.*)
- Find letter '**D**'. In the box beside letter '**D**' write the number that I say. (*Count to **three**.*)
- Find letter '**E**'. In the box beside letter '**E**' write the number that I say. (*Count to **three**.*)
- Find letter '**F**'. In the box beside letter '**F**' write the number that I say. (*Count to **three**.*)

Math Facts (3-4) minutes

Say,

- Let's continue on the next page, Math Facts.
- There are 12 questions in the activity. I will read the problem to you only once and SHOW it to you as well. Then you are to write the number on the line in the box.
- You are to write only the answer on the page. You must calculate the problem in your head and write the answer on the line in the box. You are not to write down the question on the page.
- You may find some questions easy and others a bit more difficult. Do your best to answer all the questions. I will wait a bit before moving on to the next question. If you cannot answer the question, move on to the next one with me.
- Make sure you answer in the correct box.

Teacher Directions:

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

Say,

- Let's do an example. In the box that says "Example" write the answer to this question. (*Say and Show the Example question on the overhead/LCD. Count to **five** silently as instructed.*) If you wrote **5** 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. (*Say and Show question "A" on the overhead/LCD. Count to **five** silently as instructed.*)
- Find letter '**B**'. In the box beside letter '**B**' write the answer to this question. (*Say and Show question "B" and count silently to **five**.*)
- Find letter '**C**'. In the box beside letter '**C**' write the answer to this question. (*Say and Show the question and count to **five**.*)
- Find letter '**D**'. In the box beside letter '**D**' write the answer to this question. (*Say and Show the question and count to **five**.*)
- Find letter '**E**'. In the box beside letter '**E**' write the answer to this question. (*Say and Show the question and count to **five**.*)
- Find letter '**F**'. In the box beside letter '**F**' write the answer to this question. (*Say and Show the question and count to **five**.*)
- Find letter '**G**'. In the box beside letter '**G**' write the answer to this question. (*Say and Show the question and count to **five**.*)
- Find letter '**H**'. In the box beside letter '**H**' write the answer to this question. (*Say and Show the question and count to **five**.*)
- Find letter '**I**'. In the box beside letter '**I**' write the answer to this question. (*Say and Show the question and count to **five**.*)
- Find letter '**J**'. In the box beside letter '**J**' write the answer to this question. (*Say and Show the question and count to **five**.*)
- Find letter '**K**'. In the box beside letter '**K**' write the answer to this question. (*Say and Show the question and count to **five**.*)
- Find letter '**L**'. In the box beside letter '**L**' write the answer to this question. (*Say and Show the question and count to **five**.*)

Day 1 Part 2 – Working on My Own (Up to 60-70 minutes)

Teacher Directions:

Please have the following manipulatives available to students during this part of the assessment (p. 4 of this Administration Guide):

- Base-10 blocks
- 2D polygons
- 3D geometric shapes

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.
- In this part you do **not** have to spend much time on drawings. Simple drawings save you time. If you want to draw a person, a simple stick person will do.
- In this part you may use manipulatives if you wish. Please use them quietly so you do not distract others.
- You will be asked to answer different types of questions like the ones we practised together.
- Some of the questions will be followed by choices. Choose one answer and fill in the circle by that answer.
- If you change an answer, erase it completely. Mark only one answer for each question.
- There is enough space throughout your booklet for you to do your work.
- You will have 60 minutes to work in 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. Do not spend too long on any one question.

Teacher Directions:

At the beginning of Part 2: Working on My Own:

Record the time _____

Say,

- Open your booklet to Question 1.
- Please begin.

Teacher Directions:

- Begin timing the 60 minutes.
- Make sure all students begin working on the correct page.
- Circulate the room to make sure students are following directions.

After 25 minutes:

Say,

- Put down your pencils and turn your booklets over. Let's stand and have a stretch break (*model some stretching*). (1-2 minutes)
- Please sit back down, turn your booklets over, and work to the end of your booklet.

Teacher Directions:

- Record the time: _____
- After 30 additional minutes have passed, say the following.

Say,

- You have five minutes left. Make sure you try to finish answering all of the questions in this part of your booklet.

Teacher Directions:

- Encourage any students who finish early to check their work.
- Any students who finish early may read silently at their desks.

After the last five minutes have passed say the following:

Say,

- Please raise your hand if you need more time. You may have extra time to finish the assessment or look over your answers.

Teacher Directions:

Record the time _____

- If students need more time, give them an additional 15 minutes.
- The rest of the students may continue to read silently.
- **Indicate the number of students needing additional time:** _____.
- After the extra time has passed say the following:

Say,

- Please raise your hand if you need more time.

Teacher Directions:

- Allow extra time if students are still working productively.
- **Indicate the number of students needing additional time:** _____.

- When all students have completed the assessment, say the following:

Say,

- TERRIFIC WORK everyone!
- Please close your booklets and put your pencils down. Do not write any more.
- I will now collect your booklets.

Teacher Directions:

- After the assessment session, collect all the Student Booklets.
- Thank the students.
- After you have accounted for all the booklets, continue with the rest of your school day.
- Use a paperclip around the Day 1 section of each Student Booklet to ensure students do not return to Day 1 questions on Day 2.
- **Keep booklets in a secure place until the next morning.**

Script for Administering the Assessment

(For All Teachers)

Primary Mathematics Assessment – Day 2

Preparation and Introduction (up to 10 minutes)

Teacher Directions:

Please have the following manipulatives available to students during this part of the assessment (listed on page 4 of this Administration Guide):

- Base-10 blocks
- 2D polygons
- 3D geometric shapes

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.

Begin reading the teacher script.

Say,

- Today you will continue to do some math activities and questions. I would like you to try your best to answer all of the questions and complete all of the activities.
- 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 you to be quiet, stay in your seats and listen carefully.
- I will pass out your booklets.
- Please DO NOT open them until I tell you to do so.

Day 2 – Part 2: Working on Your Own (Up to 60-70 minutes)

Teacher Directions:

- Pass out the Student Booklets. Read the name on each booklet and give it to that student.
- 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 the following to the students:

Say,

- A paperclip has been placed to hold the work you completed yesterday. Please do not remove the paperclip. You are not to go back and work on the questions from yesterday.
- Turn your booklet over and open it to question 21.
- 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.
- In this part you do **not** have to spend much time on drawings. Simple drawings save you time. If you want to draw a person, a simple stick person will do.
- In this part you may use manipulatives if you wish. Please use them quietly so you do not distract others.
- You will be asked to answer different types of questions like the ones we practised together.
- Some of the questions will be followed by choices. Choose one answer and fill in the circle by that answer.
- If you change an answer, erase it completely. Mark only one answer for each question.
- There is enough space throughout your booklet for you to do your work.
- You will have 60 minutes to work in 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. Do not spend too long on any one question.

Teacher Directions:

- Begin timing the 60 minutes. Record the time: _____.
- Make sure all students begin working on the correct page.
- Circulate the room to make sure students are following directions.

After 30 minutes:

Say,

- Put down your pencils and turn your booklets over. Let's stand and have a stretch break (*model some stretching*). (1-2 minutes)
- Please sit back down, turn your booklets over, and work to the end of your booklet.

Teacher Directions:

Record the time: _____

After 25 additional minutes have passed, say the following.

Say,

- You have five minutes left. Make sure you try to finish answering all of the questions in this part of your booklet.

Teacher Directions:

- Encourage any students who finish early to check their work.
- Any students who finish early may read silently at their desks.
- After the last five minutes have passed say the following

Say,

- Please raise your hand if you need more time. You may have extra time to finish the assessment or look over your answers.

Teacher Directions:

Record the time: _____

- If students need more time, give them an additional 15 minutes.
- The rest of the students may continue to read silently.
- **Indicate the number of students needing additional time:** _____.
- After the extra time has passed say the following:

Say,

- Raise your hand if you need more time.

Teacher Directions:

- Allow extra time if students are still productively working.
- **Indicate the number of students needing additional time:** _____.
- When all students have completed the assessment, say the following:

Say,

- TERRIFIC WORK everyone! You are all finished!
- Please close your booklets and put your pencils down. Do not write any more.

REFER TO THE TEACHER CHECKLIST ON PAGE 4 TO COMPLETE THE “AFTER ASSESSMENT” PORTION.

**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

Please provide the following information and return this report with your school materials.

School Name: _____

School Contact Person: _____

		Fill Out <u>Prior</u> to Administration	Fill Out <u>After</u> Administration	Department Use Only	
	Sent	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.)
- Medical
- EAL
- 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.**