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GENERAL INFORMATION

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

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

Contact Linda MacDonald (902-438-4901) at the Department of Education, Early Learning and Culture concerning any questions.

Overview

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 Date 2018

January 17, 2018 at 9:00-11:30 (Three Oaks Senior High)

January 24, 2018 at 9:00-11:30

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 Literacy Assessment, all assessment materials must be returned to the Department of Education, Early Learning and Culture. This includes all student materials including blank student booklets. All assessment materials are numbered, personalized, and tracked. No part of the assessment, 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 assessment results draw conclusions about the achievement of students based on their scores.

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

The use of particular assessment questions on a subsequent assessment is an important part of ensuring that different assessments render reliable and valid information about student achievement over time. Through the use of a number of anchor questions, two different Literacy assessments can be equated, meaning that we can calculate the degree to which one assessment 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 assessments themselves.

Adaptations

The Department of Education, Early Learning and Culture 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], Modified Program, Adaptations) is attached to the Assessment Booklets for students who require accommodations, etc. 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 Assessment Booklet before returning it to the Department of Education, Early Learning and Culture. 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 Assessment Booklet before returning it to the Department of Education, Early Learning and Culture.

**** It is recommended that EAL students complete EAL 701D before writing the SLA.**

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 accommodation may participate. If a scribe is required, the scribe does not read any portion of the assessment, he/she only writes exactly what the student dictates. Scribes do not read, edit or proofread student responses, nor do they advise, suggest, or imply that changes are required.

Documentation of this accommodation must be provided.

Verbatim Reading:

Students for whom “verbatim reading” is a documented accommodation may have things read to them by the teacher, or through the use of assistive technology, or through sign language. Documentation of this accommodation must be provided.

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 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 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, Early Learning and Culture (Linda MacDonald) at (902) 438-4901 if you have scenarios which do not fall into the categories outlined in these guidelines.

Administration

Writing Time

Students must write the Secondary Literacy Assessment within the specified time (2.5 hours) and may not hand in the Assessment Booklet until at least 1.5 hours into the assessment period. An additional one-half hour of writing time is available to every student for the Secondary Literacy 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 assessment.

Leaving the Room

Students are expected to remain in the room until the early dismissal 1.5 hours into the assessment 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 Literacy Assessment (SLA) is a mandatory provincial assessment. In subsequent years the rules for absences will be addressed. For SLA 2018, our standard setting year, students who are absent on the day of the assessment will not be required to write at a later date.

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 assessment will be delayed for one day.

Test Disruptions

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

Academic Dishonesty

Any candidate who, intentionally or unintentionally, obtains improper access to assessment 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 Literacy Assessment, will be dismissed from the assessment.

TEACHER RESPONSIBILITIES

School Contact

Prior to the Assessment Date

The box of materials for your school should include:

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

Upon receipt of the shipment containing assessment materials:

- Verify the contents.
- Ensure each homeroom class has the allotted blank copies for students not on their list.
- Remind homeroom teachers who assign a blank copy to a student to fill out the student information on the assessment booklet.

NOTE: Contact the Department of Education, Early Learning and Culture at (902) 438-4887 if you require extra assessment booklets (you don't have enough blank copies).

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.
- 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.
- Room preparation: remove or cover any materials on the walls that give students direct instruction on “how to.” For example: a chart that describes in detail how to write a persuasive essay, how to answer particular types of questions, etc.

On the Day of the Assessment

- Deliver assessment materials to each Grade 10 homeroom teacher on the morning of the assessment.
- Remind teachers to complete the Teacher Report (see sample on p. 13) on back cover of the Assessment 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 Assessment Booklet.
- Ensure that teachers are aware that each student has an assigned Assessment Booklet.

After the Assessment

- Collect all the assessment materials.
- Verify that all adaptations/accommodations documentation has been attached to the Assessment Booklets.
- Complete the *After Administration* section of the School Contact Report.
- Place all Grade 10 Assessment Booklets in the box in order (by homeroom).
- Place the completed School Contact Report and the completed Student List on top of the student booklets.
- 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.

Classroom and Supervising Teachers

Prior to the Assessment

- Acquaint yourself with all materials (booklets, bubble sheets, administration guide).
- Notify students that they are required to bring two pencils and an eraser.
- 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 this guide P.16).
- Inform students that they will each have an assigned Assessment Booklet.
- Note which students will be using an adaptation/accommodation to write the assessment, as per the adaptations/accommodations listed. (Place a check mark in the appropriate box or boxes on the Assessment Booklet for that student and attach documentation).

Administering the Assessment

1. Introducing the test

Inform students that this assessment is a cross-curricular literacy assessment. It will measure reading and writing skills.

Tell the students that some of the answers will be recorded using the Bubble Sheet and other questions will require them to use the student booklet.

2. Distribution of materials

Students each receive their copy of the following documents:

- Assessment Booklet
- Bubble Sheet

Ensure that students have the necessary supplies: two sharpened HB pencils and a quality eraser. **A Pencil must be used** as the scanner will not read pen.

3. Beginning the test session

Bubble Sheets

It is very important that students fill in the bubble sheet correctly. Taking the students through each step is recommended. Students must use pencil as the scanner will not read pen.

STEPS:

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 HOW DO YOU IDENTIFY YOURSELF box:
 - if you identify as a female, shade that circle.
 - if you identify as a male, shade that circle.
 - if you identify yourself in another way, shade that circle.
 - if you would prefer not to say, shade that circle.

[Pause and check]

7. In the GRADE box shade in the circle 10.

Your Student Number and the School Number are located on the cover of the Assessment 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.
9. Copy the School Number into the blocks in the SCHOOL NUMBER box. The correct corresponding circle is to be shaded below each number.

As Students begin to write the assessment, please remind them that this is an independent activity which means they must complete the work on their own.

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.

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

After the Assessment (For all teachers)

- Ask student to insert the Bubble Sheet inside the front cover of his/her Assessment 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, Modified or Adapted Program) to the inside cover of the back of the Assessment Booklet.
- Fill out the Teacher Report on back of the Assessment Booklet for ALL students.
- Place the Assessment Booklets in numerical order.
- Return all assessment materials to the School Contact Person.

Teacher Report

- Student is exempted** (documentation attached)
- Student completed the assessment with adaptations/accommodations**

Adaptations/Accommodations

Please refer to the Department of Education, Early Learning and Culture Exemption/Adaptation Policy (in the Administration Guide) for guidelines on which students qualify for an exemption or adaption. 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)/accommodations during the assessment:

- Additional Time
- Alternate Setting
- Verbatim Scribing (Multiple Choice Reading/Writing Questions, Short Answer Reading Only)

Assistive Technology

<input type="checkbox"/> Computer (typed answers only)	<input type="checkbox"/> Computer – text to speech
	<input type="checkbox"/> Computer – speech to text
	<input type="checkbox"/> Computer – text to speech and speech to text

- Personal FM
- Foreign Language Dictionary

School Contact Report

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

School Name: _____

School Contact Person: _____

SLA		Fill Out <u>Prior</u> to Administration	Fill Out <u>After</u> Administration	Department of Education Use Only
	Sent	Received	Returned	Checker
Number of Assessment Booklets				
Number of Bubble Sheets				

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

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 report at the top of the packaged box of assessment materials.

INSTRUCTIONS FOR STUDENTS

Description

This assessment includes both Selected Response and Constructed Response questions. The answers to the Selected Response questions must be recorded on the Bubble Sheet provided. The Constructed Response questions require you to record your answers in the assessment booklet.

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 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, and an eraser.
- All work must be completed in the Assessment Booklet and or Bubble Sheet.
- You may not discard any materials. The Assessment Booklets 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 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 Assessment 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.
- **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 Assessment Booklet. Please follow the directions in the booklet.

Test-Taking Strategies

- Always read each question carefully.
- 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.

Tips for Answering Multiple-choice Questions

1. Reread parts of the story, if necessary.
2. Reread the question, if necessary.
4. Choose the best answer for each question.
5. Fill in only one circle for each question.
6. Go on to the next question if you get stuck on an answer.
You should come back to the question at the end.
7. Answer every question, even if you are not sure.
8. Use any extra time to check your answers.

Tips for Answering Open-response Questions

1. Reread parts of the story, if necessary.
2. Reread the question, if necessary.
3. Print or write as neatly as you can.
4. Include as much information as you can when you are asked to explain something.
5. Go on to the next question if you get stuck on an answer. Remember to come back.
6. Answer every question, even if you are not sure.
7. Use any extra time to check your answers.
8. Reread your answers. Ask yourself:
 - Do my answers say what I mean?
 - Do my answers make sense?