



Provincial Literacy Assessment at Grade 2

**Information Bulletin
2008**

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PROVINCIAL LITERACY ASSESSMENT AT GRADE 2

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PROVINCIAL LITERACY ASSESSMENT AT GRADE 2 MAY 2008

OVERVIEW

The Department of Education administers a comprehensive Provincial Evaluation Program to monitor overall student achievement at particular points in the system. This provides important feedback at provincial and local levels about students' knowledge and skills.

Assessment Procedures

The Provincial Literacy Assessment at Grade 2 will be administered May 27-30, 2008.

The principal of each elementary school is responsible for the security of the assessment materials sent to his/her school and for ensuring that there is no unauthorized reproduction of these materials.

The *Administrative Guidelines* will be available on the portal and on the website at <http://www.gnb.ca/0000/anglophone-e.asp>. Teachers administering the assessment should read these guidelines carefully prior to the administration date. These guidelines clarify how the assessment is to be administered.

A checklist is provided on the Packing / Return Packing Slip to assist the principal in preparing materials for return to the Department of Education.

Assessment Description

Students in the English program will be tested in English; those in French Immersion, in French.

The Provincial Literacy Assessment at Grade 2 will be administered May 27-30. The assessment components will include writing and reading comprehension.

The assessment will take place over four sessions of approximately 45 minutes each, two sessions per component.

Reading Comprehension

The grade 2 reading comprehension component will consist of approximately eight reading passages and approximately 35 to 40 multiple-choice questions. Students will bubble their answers in their test booklets.

Classroom teachers will administer the reading component on a flexible schedule. The reading comprehension component will take approximately two sessions of 45 minutes. At the discretion of the teacher, these sessions may be subdivided into sessions of shorter length.

Reading Records

Teachers will complete reading records to determine each child's independent reading level. The Atlantic Canada Reading Assessment Resource for English classes and the Trousse d'appréciation de rendement en lecture M3 for French Immersion classes provide books for completing reading records. The texts used for reading records should not have been seen previously by students.

At the conclusion of the assessment period, teachers will indicate each student's independent reading level on the front of the appropriate test booklet.

Writing

The guidelines for writing are as follows:

- The writing component will take approximately 90 minutes to complete. At the discretion of the teacher, these sessions may be subdivided into sessions of shorter length. This will not be a closely timed test. **Writing is to be completed in the booklet.**
- Students may write a story, a description or a letter, or do a retelling (recount) of a personal experience or event. They are **not** to submit a poem, questions and answers, or a research report as these types of writing are more difficult to assess using a writing rubric.

The writing is intended to reflect the student's ability to write independently. Students should apply the strategies that they have learned and which were modeled throughout the year. They are expected to do their own individual brainstorming. Also, any edits or revisions will be initiated and completed by students with no teacher or student conferencing.

As the Atlantic Provinces work together under CAMET (Council of Atlantic Ministers of Education and Training), the following achievement levels will be used by the Department of Education as of January 2007 for scoring:

- **SA - strong achievement**
- **AA - appropriate achievement**
- **BAA – below appropriate achievement**

- **RE – rendement élevé**
- **RA – rendement approprié**
- **SNP – sous la norme provinciale**

Samples of student writing, as well as the Grade Two Writing Achievement Standards, are included in Appendix A (English) and Appendix B (French Immersion). For reference purposes, titles have been added to student writing which did not have titles; these titles are in quotation marks.

In order for a piece of writing to be scored as appropriate or strong, it must demonstrate the level of performance described for each of the five traits within the level. A student may exceed the performance described for one or two of the traits described under appropriate performance and still achieve appropriate performance as an overall assessment of his or her writing.

Classroom teachers are not required to assess the student writing pieces before returning them to the Department.

Exemptions

The Provincial Literacy Assessment at Grade 2 is compulsory for all students presently enrolled in the second grade in New Brunswick schools. The assessment is meant to be as inclusive as possible. However, the school principal may request an exemption for a student who is unable to respond with any degree of success to the assessment instrument or if participation would be harmful to the student. Modifications to administrative procedures may be considered to enable students with special needs to participate.

A recommendation for exempting an individual student or modification to administrative procedures should be provided using the appropriate form and bearing the required signature(s). Please refer to the document *Guidelines for Exemptions and Accommodations* at the following website:
<http://www.gnb.ca/0000/anglophone-e.asp>

Reporting of Results

All parts of the assessment will be scored by the Department of Education. Districts and schools will be provided provincial, district and school level information.

Student writing will be assessed at a provincial marking session. Scoring will take place in mid July. Experienced educators, primarily practising teachers, will be invited to score student work according to the provincial performance standards. Marking sessions will be organized and supervised by the Assessment and Evaluation Branch. Early in the new school year, results will be reported. Districts and schools will be provided provincial, district and school level information regarding reading comprehension. Districts will also be provided with provincial and district level writing performance scores.

Provincial Literacy Assessment at Grade 2

The Provincial Literacy Assessment at Grade 2 was administered for the fourth time in June 2007. It comprised three components: reading comprehension, reading records and writing. As a measurement of the Department of Education's commitment to early literacy, the assessment serves both as an indicator of individual student performance in reading and writing, and as a broad system measure of literacy achievement after three years of schooling.

The reading comprehension component for students in the English program consisted of questions from nationally normed standardized achievement tests. For the French Immersion population, the reading comprehension test materials were prepared by practicing teachers and district/Department of Education personnel. A number of French Immersion reading passages were also obtained from national tests. To complete running records, teachers assessed how students processed print by listening to them read orally. The writing task involved students producing a single short piece of writing over approximately four sessions.

Findings

- Approximately 5300 students participated in the Provincial Literacy Assessment at Grade 2.
- At the time of the assessment, 3930 grade 2 students were enrolled in the English program and 1407 in the French Immersion program.
- Results for English reading comprehension showed that 72% of students met the provincial reading standard for grade 2, including 19.8% who demonstrated strong performance. These results are up from 71% and 19% respectively in 2006. In French Immersion reading comprehension, 79% of the students met the standard, with 27.2% at the strong level. These results are also up from 74% and 22% respectively in the previous year.
- From the reading record analyses, 77% of students in the English program were reading at or above grade level while it was 79% for French Immersion students. Results from 2005 indicated 74% and 75% respectively.
- Students fared less well in writing; 57% of those in the English program met the provincial standard; results showed 71% for French Immersion students.
- Girls outperformed boys in reading comprehension: 76% of females met the standard in the English program, compared to 67% of males; the percentages were 75% and 73% respectively for French Immersion.
- For both programs, results in writing were a little better for girls than boys, with 67% of females meeting the writing standard in English and 73% in French Immersion.

APPENDIX A

Reading Achievement Standards – Grade Two

Appropriate Achievement	Strong Achievement
<p>Text Complexity Students read independently and understand a variety of fiction and nonfiction texts that include:</p> <ul style="list-style-type: none"> • a variety of sentences with descriptive language • a varying number of lines of text per page; text is consistently organized in paragraphs • a standard sized font with still some additional spacing between lines to support reading • illustrations/photographs that offer minimal word-solving support • language is familiar but with more uncommonly used-words and phrases than in earlier levels; some book language is beyond expressive language <p>Fiction</p> <ul style="list-style-type: none"> - multiple events related to a single plot with an easily recognized beginning, middle and ending; sometimes arranged in short chapters - plot is generally predictable - characters develop through dialogue and/or predictable events and actions, that require the reader to infer meaning <p>Nonfiction</p> <ul style="list-style-type: none"> - subheadings , pictures, captions and basic diagrams which support meaning - ideas are explicit; usually written in short paragraphs with a clear topic sentence - basic vocabulary with a few unknown words supported by context clues <p>Comprehension and Word-Solving Strategies Students</p> <ul style="list-style-type: none"> • monitor reading and self- correct when reading does not make sense, sound right and look right; employ “fix-up” strategies (e.g., reread, read on) • combine context clues, word/language structure (syntax), and phonics to decode unknown words • read an increasing variety of words with automaticity • read passages smoothly with appropriate phrasing and expression; hesitation may occur with unfamiliar words <p>Comprehension Responses Students</p> <ul style="list-style-type: none"> •answer many literal questions or comprehension tasks that are text specific •retell a text including many of the story elements or main points; may require verbal prompts or graphic organizers •use text features (e.g., title, table of contents, index, captions, labels) to gain additional information from the text; may require prompting •explain the meaning of words from a text, using background knowledge and obvious context clues •make simple inferences about a character’s feelings or actions, giving some general supporting details in their rationale •respond accurately to questions involving sequence of events when order of events is significant to the meaning of the text •make obvious predictions, interpretations or comparisons from textual information •make text-to-self, text-to-text and text-to-world connections •draw obvious conclusions about a significant event in a story •express preferences for and opinions about texts 	<p>Text Complexity Students read independently and understand a variety of fiction and nonfiction texts that include:</p> <ul style="list-style-type: none"> • a greater number of complex sentences providing more specific details to the reader • a varying number of lines of text per page; text is consistently organized in paragraphs • a standard-sized font with narrow word spacing. • illustrations/photographs that offer minimal, if any, word-solving support; text carries more of the meaning • some figurative language and more sophisticated vocabulary with more complex language structures <p>Fiction</p> <ul style="list-style-type: none"> - multiple events related to a complex plot; arranged in chapters that require sustained reading over a period of time - plot is expanded and requires some interpretation - character development is a central focus; subtleties in characters’ actions are important to understanding - a familiar theme which introduces more complex issues (loneliness, fairness) <p>Nonfiction</p> <ul style="list-style-type: none"> - contain subheadings, illustrations, charts and more detailed diagrams to augment comprehension - ideas are explored in greater depth and with more details - sophisticated and subject-specific vocabulary is introduced <p>Comprehension and Word-Solving Strategies Students</p> <ul style="list-style-type: none"> • monitor reading and self- correct when reading does not make sense, sound right and look right; employ “fix-up” strategies (e.g., reread, read on) • combine context clues, word/language structure, and phonics to decode new or difficult words • read an increasing variety of words with automaticity • read passage smoothly and in phrases with expression (fluency); hesitation may occur with unfamiliar words <p>Comprehension Responses Students</p> <ul style="list-style-type: none"> •answer almost all literal questions or comprehension tasks that are text specific •retell a text, with detail, including most of the story elements or main points; may require minimal verbal prompts or graphic organizers •use text features (e.g., title, table of contents, index, captions, labels) to gain additional information from the text •explain the meaning of words from a text, using context clues and background knowledge •make simple inferences about a character’s feelings or actions, giving relevant details in their rationale •respond accurately to questions involving sequence of events when order of events is significant to the meaning of the text; able to articulate cause and effect •make solid predictions, interpretations or comparisons from textual information •make text-to-self, text-to-text and text-to-world connections •draw reasonable conclusions about a significant event in a story justify preferences for and opinions about texts

Writing Achievement Standard – End of Grade Two

Appropriate Achievement	Strong Achievement
<p>Students</p> <p>Content</p> <ul style="list-style-type: none">• include ideas or events related to a topic; may wander off topic may include a few unrelated ideas or events• include some details to make the writing clearer; details or pieces of information may not always be relevant and there may be some gaps in details or information <p>Organization</p> <ul style="list-style-type: none">• show some awareness of purpose and audience• present ideas and/or events in a sequence that can be followed• link ideas with simple connecting words such as, and, then, so <p>A piece of narrative/imaginative writing designated appropriate achievement</p> <ul style="list-style-type: none">- has a beginning, middle and ending that may be abrupt or incomplete- usually identifies the characters and problem at the beginning of the story, but tends to be brief- may include dialogue- may be modeled on stories read, heard or viewed, or based on personal experiences <p>A piece of nonfiction writing designated appropriate achievement</p> <ul style="list-style-type: none">- shows some awareness of form (e.g., basic instructions, explanation, report)- opening introduces the topic; the closing or concluding statement may be omitted or abrupt- includes some details; these usually relate to obvious aspects of the topic (e.g., physical characteristics, basic procedures, simple chronology, quantities)- attempts some text features (e.g., titles, labels, diagrams) where appropriate <p>Word Choice</p> <ul style="list-style-type: none">• make many ordinary word choices, possibly some repetition• may include a few strong descriptive word choices <p>Sentence Structure</p> <ul style="list-style-type: none">•use mostly simple sentence structure; many are complete•include a few longer sentences and/or sentences which begin in different ways <p>Conventions</p> <ul style="list-style-type: none">•use correct end punctuation (e.g., periods, question marks) in many sentences; may attempt exclamation marks•use capital letters for proper names (e.g., people, days of the week, months, familiar place names), first word in sentences, and pronoun “I” in many cases; may capitalize some words unnecessarily•spell many high frequency words correctly; attempt to spell longer, more complex words using phonetic approximations•use many basic pronouns and verbs correctly; may make some errors (e.g., She maked a cake.)	<p>Students</p> <p>Content</p> <ul style="list-style-type: none">•include a series of ideas or events related to a topic; maintain focus on the topic•include details to make the writing clearer; most details and information are relevant and support the writer’s intent <p>Organization</p> <ul style="list-style-type: none">•show awareness of purpose and audience•present ideas/information in a logical sequence•link ideas in a variety of ways, creating some flow to the writing <p>A piece of narrative/imaginative writing designated strong achievement</p> <ul style="list-style-type: none">- has a good beginning, a logical middle and an ending- identifies the characters and problem within the story- often includes dialogue- demonstrates risk-taking in the creation and expression of ideas <p>A piece of nonfiction writing designated strong achievement</p> <ul style="list-style-type: none">- shows awareness of appropriate form (e.g., instructions, explanations, report)- opening introduces the topic; the closing or concluding statement is evident (where appropriate to the form)- includes relevant details and expands upon some of these- includes text features (e.g., titles, labels, diagrams) where appropriate <p>Word Choice</p> <ul style="list-style-type: none">• make ordinary word choices, with limited repetition of words• include a few strong word choices appropriate to the purpose <p>Sentence Structure</p> <ul style="list-style-type: none">•include some sentences of different lengths and sentences which begin in different ways•attempt more complex sentence structures; most sentences are complete <p>Conventions</p> <ul style="list-style-type: none">•use mostly correct end punctuation (e.g., periods, question marks; attempt exclamation marks; begin to use commas, apostrophes and quotation marks but not always correctly•use capital letters for proper names (e.g., people, days of the week, months, familiar place names), first word in sentences, and pronoun “I” in most cases, may capitalize a few words unnecessarily•spell most high frequency words correctly; spell longer, more complex words using phonetic approximations•use most basic pronouns and verbs correctly; may make a few errors

Rationale for Assessment of Writing

Going on a Picnic - Appropriate Achievement

Content

- Includes ideas or events related to a topic (going on a picnic)
- Includes some details to make the writing clearer (e.g. “One sunny July day...”, “...they went swimming at the cotig in the pool.”)

Organization

- Shows some awareness of purpose (retell of a picnic) and audience
- Presents ideas and/or events in a sequence that can be followed
- Links idea with simple connecting words (e.g. and, then)
- Shows some awareness of form (retell)
- Opening introduced the topic (“One sunny July day me and Lauren, Maria were going on a picnic with my mom and dad.”)
- Closing is effective (“Then everyone went home and had a grate time.”)
- Includes details about a picnic (“...we have the plats, cups, nepcins, bug sprag, cloths.”)

Word Choice

- Ordinary word choices, some repetition (e.g. then)
- Includes one stronger descriptive word (e.g. “swiftly ran”)

Sentence Structure

- Uses mostly simple sentence structure; many are complete (One complete sentence: “to have a picnic and to play than thay went swimming at the cotig in the pool.”)
- Includes some longer sentences (e.g. “So we swiftly ran into the house and got the food and paced everything up and went to the park.”)
- Sentences begin in a variety of ways (e.g. “So we...”, “Oh no...”, “Then we...”)

Conventions

- Uses mostly correct end punctuation (e.g. periods)
- Uses capital letters for proper names (e.g. July, Lauren, Maria)
- Spells many high frequency words correctly (exceptions are “than” for then, “thay”)
- Uses many basic pronouns and verbs correctly (e.g. me, we)

Going on a Picnic

One sunny July day me and Lauren, Maria were going on a picnic with my mom and dad. Then we packed the picnic basket. "Do we have everything" said mom. "Ummm we have the plates, cups, napkins, bug spray, cloths." "Oh no we forgot the food" said dad. So we swiftly ran into the house and got the food and packed everything up and went to the park. To have a picnic and to play than they went swimming at the cottage in the pool. Then everyone went home and had a grate time.

Rationale for Assessment of Writing

My Class - Appropriate Achievement

Content

- Ideas all related to the topic of the classroom e.g. “...lots of words and books...”; “Our teacher’s name is Mrs. Lee”.
- Includes some details to make the writing clearer, e.g. “...his name is Harry because he has a lot of hair”; “...two bollowns one for our birthdys and the other one is for student of the week...”

Organization

- Shows some awareness of purpose (describing the class) and audience.
- The ideas are presented in a sequence that can be followed (a compilation of items that describe the class is included).
- Ideas are linked with simple connecting words such as and, then, so (links are found *within* the sentences) e.g. “His name is Harry because he has a lot of hair”.
- Opening introduces the topic, e.g. “In our classroom there is...,” closing is omitted
- Details relate to obvious aspects of the topic: “...our teachr teaches us a lot of math. Mrs. Lee is the best teacher ever...”, “We are redying a chapter book it is called Charlotte’s wed it is a grat story.”

Word Choice

- Many ordinary word choices, with some repetition, e.g. lots of math, lots of words and books, a lot of hair, with a few stronger descriptive word choices, e.g. “...she is awesome” “there tricky.”

Sentence Structure

- Mostly simple sentence structure, e.g. “Our teachr teaches us a lot of math.”
- Includes a few longer sentences, e.g. “In our classroom we have a word wall to help us spell hard words that we do not no how to spell because there tricky.”
- Sentences begin in different ways; e.g. There are, Mrs. Lee.

Conventions

- Uses correct end punctuation (periods) in many cases.
- Capital letters are used for proper names, e.g. Mrs. Lee, Charlotte’s wed, the start of sentences, attempts apostrophes: Charlotte’s, Teacher’s.
- Many high frequency words are spelled correctly, with more complex words spelled with phonetic approximations, e.g. bollowns, chrیدن, cowed, peple.
- Uses many basic pronouns and verbs correctly, e.g. We have, he has.

My

Writing
Final Copy

Class

In our classroom there is lots of words and books. We do lots of math in our class. We do writing a lot too. Our teacher teaches us a lot of math. We have a friend his name is Harry his name is Harry because he has a lot of hair. He has two balloons one for our birthday's, the other one is for student of the week and their helper. There are 19 children in the class if we counted all the people in the class it would be 20 people in our class. Our teacher's name is Mrs. Lee. Mrs. Lee is the best

teacher ever. she is awesome. We are reading a chapter book it is called Charlotte's web it is a great story. In our classroom we have a word wall to help us spell hard words that we do not know how to spell because there tricky.

Rationale for Assessment of Writing

My Family - Rationale for Assessment of Writing

Content

- A series of ideas all related to the topic of the child's family, focus is maintained, e.g. "My family is so special!" "My Mum Darlene..." "The last person is me."
- Includes details to make the writing clearer, most details and information are relevant and support the writer's intent, e.g. "To work she wears..." "He milks the cows and he feeds the cows."

Organization

- Shows awareness of purpose (describing his family) and audience (appealing to the reader with extra, specific details)
- The ideas are presented in a logical sequence that can be followed (introducing each member of his family, including himself).
- Ideas are linked in a variety of ways, creating some flow to the writing, e.g. "After work she..." "At the daycare..." "The last person is me."
- Shows awareness of form (report describing his family)
- Opening introduces the topic, e.g. "My family is so special. Read on to see what each four of them do." Closing statement is evident: "I love my family and I hope I can write about them again soon."
- Includes relevant details and expands upon some of these, e.g. explaining mom's chores, what his parents wear to work, brother's hearing and seeing tests, examples of names and games.
- Title is the only text feature included, but appropriate to the form.

Word Choice

- Some ordinary word choices, e.g. love, play, alot
- A few strong word choices, e.g. special, chores, ironing, favorite, websites, enjoy, and some creative phrases, e.g. "Read on to see what each four of them do." "Normally at work she...", (all appropriate to the purpose)

Sentence Structure

- Includes some sentences of different lengths, with different beginnings, e.g. "My Mum Darlene works at JJ's diner and cooks a lot at home" "On her computer these are the websites..." "The last person is me."
- Complex sentence structure included, e.g. "After work she has lots of stories to tell my Dad." "Some of the chores my Mum does when she is home are doing the laundry, working in the garden, doing the dishes..."

Conventions

- Correct end punctuation, including periods and exclamation, with mostly correct use of commas, apostrophes, colons, and quotation marks for direct speech, e.g. "No I not!"
- Capital letters are used for proper names, the start of sentences, the pronoun "I", some are capitalized unnecessarily, e.g. Mum, Dad (not uncommon).
- High frequency words are spelled correctly, with more complex words attempted and spelled correctly, e.g. grammar group, elementary, computer, vacuum.
- Uses basic pronouns and verbs correctly, e.g. I go to, My Dad Andy works..., They have lots...

My Family

My family is so special!
Read on to see what each four
of them do.

My Mum Darlene works at
J J's Diner and cooks a lot at
home. She does lots of chores
too. To work she wears black dress
pants, a white blouse, a black dress
coat and black shoes. After work
she has lots of stories to tell
my Dad. Some of the chores
my Mum does when she is home
are doing the laundry, fold the
laundry, ironing the laundry, working
in the garden, doing the dishes,
sweep the floor and vacuum.
Normally at work she is in her

office sometimes she works at the front desk.

My Dad Andy works at my Nannie's and Papa's farm. He milks the cows and he feeds the cows. They have lots of cats at the barn that my dad feeds. The cats at the barn names are: Tiger, Scardee, Scamper, Rascal, Rufuss, Npriz, Lorig, and two other cats but I don't know their names. My dad wears da dirty clothes to the barn.

My little brother Isaac goes to daycare, a Grammar Group and he went for a hearing, and seeing test which he has to do again. At the daycare he goes to the kids names are: Nigel, Lana, Mia, Miya, and Spencer. His teachers names

are: Gail, Kathy and Katie.
His favorite sentence is "No I
not."

The last person is me. I
go to school at Norton
Elementary School. I enjoy
going over to my Aunt Donna's
house to play on her computer.
On her computer these are
the websites I go on: Barbie.com,
Bratz.com, Myscene.com, PollyPocket.com
and Kids CBC.ca.

I love my family and I hope
I can write about them again
soon.

Rationale for Assessment of Writing

Content

- Events are related to a topic (The Lacross Game)
- Maintains focus on the topic.
- Includes details to make the writing clearer (e.g. ‘Our coche called us over to the bench and gave us our posishons.’)
- Details and information are relevant and support the writer’s intent.

Organization

- Shows awareness of purpose (recount of events of a lacross game) and audience
- Opening introduces the topic (‘one sunny Sunday on June 23rd I had a lacross game at the Garmon)

Word Choice

- Limited repetition of words
- Includes some strong word choices (e.g. posishons, winning strek, defence)

Sentence Structure

- Includes sentences of different lengths and sentences which begin in different ways
- Attempts more complex sentence structures (e.g. ‘I said to my friend Ben “when is the game going to start?”’)

Conventions

- Uses mostly correct end punctuation (including periods, question marks and exclamation marks; attempts to use quotation marks)
- Uses capital letters for proper names (June, Ben); first word in sentences and pronoun ‘I’
- Spells most high frequency words correctly, spells longer, more complex words using phonetic approximations (minits, coche, strek)
- Uses most basic pronouns and verbs correctly

The Lacross Game!!

one sunny Sunday on June 23rd I had a lacross game at the Gormon. we drove to there ik and found my team in the changing room. I sat down and put on my gear. After that I went on the playing surface. I said to my friend Ben "when is the game going to start?" He said "in ten minutes?" Our coach called us over to the bench and gave us our positions. I was part that is center. I got the ball and ran up to the net. I took a power shot and got a goal! I took part I won the ball and ran up to the net I past it over to Ben. He took a shot and it went in!! we were on a winning streak! we went off to the bench. Then the others went

on for their shift..... Then we went back on I was cros that is defence they won the face off. I ster checked them out of our zone but a boy took his lacross stick and hit my arm really hard. I started to cry! My Dad came running over with the team Nurs. She said I broke my arm!! My Dad rushed me to the hospital and I got a cast for my arm. I got to choose the color for my cast. I chose red. After that we drove home. I said "Dad can I still play outside?" He said "maby" and when we were driving home I fell asleep. But I woke up when my Dad parked at the house. I opened up the door and my mom said what

happind, I said "I brok my ear" she
asked me if I was ok, I said "yes" she said
"you shod be more careful." Next I play
lacross I will try to be more careful.

APPENDIX B

Les normes de performance pour la compréhension écrite (lecture) – fin de la 2^e année

Rendement approprié

Caractéristiques du texte et de l'imprimé

L'élève sera capable de lire et de comprendre une gamme de textes

- formulés simplement sous forme narrative ou informative
- ayant des structures prévisibles, répétitives et familières
- ayant des illustrations et des photographies qui appuient le texte
- ayant une typographie (choix, grosseur et espacement des caractères) adaptée au niveau de lecture

Fiction (Texte narratif)

- histoires ayant plusieurs événements
- histoires ayant une situation de départ, un développement et une fin
- histoires qui permettent à l'élève d'établir facilement un lien entre les personnages et son expérience

Non-fiction (Texte informatif)

- texte informatif qui contient des titres et des sous-titres qui aident à la compréhension
- texte informatif qui présente parfois de l'information supplémentaire à l'aide d'appuis visuels (illustrations, étiquettes, tableaux, diagrammes, etc.)
- texte composé de phrases courtes et simples qui présentent clairement l'information

Stratégies

L'élève

- lit dans le but de comprendre le texte
- prédit ce qui arrivera et lit pour le confirmer
- s'écoute lire, vérifie et corrige ses erreurs
- utilise la relation entre les lettres et sons (grapho-phonétique), le contexte (sémantique) et les conventions de l'écrit (syntaxique) pour décoder des mots difficiles ou moins familiers
- reconnaît les mots fréquemment utilisés et plusieurs mots simples reliés à un thème spécifique
- respecte les pauses que nécessitent les signes de ponctuation
- fait des substitutions acceptables en français

Compréhension

L'élève

- raconte le texte et relève l'information importante dans un ordre chronologique en présentant l'idée principale, les personnages et les événements
- répond correctement aux questions qui exigent un repérage de mots, d'expressions ou de phrases directement relevés du texte
- répond correctement aux questions qui exigent une sélection d'information
- utilise ses connaissances antérieures pour comprendre un texte
- associe un texte à un autre

Les normes de performance pour la compréhension écrite (lecture) – fin de la 2^e année

Rendement élevé

Caractéristiques du texte et de l'imprimé

L'élève sera capable de lire et de comprendre une gamme de textes formulés sous forme narrative ou informative
ayant plus de phrases et moins d'illustrations par page
ayant des illustrations et des photographies qui lui offrent l'interprétation
ayant des structures moins prévisibles, répétitives et familières
ayant une typographie (choix, grosseur et espacement des caractères) adaptée au niveau de lecture

Action (Texte narratif)

histoires ayant plusieurs événements et une intrigue plus complexe
histoires ayant une situation de départ, un développement et une fin
histoires qui permettent à l'élève d'établir un lien entre les personnages et son expérience

Non-fiction (Texte informatif)

texte informatif qui contient des titres et des sous-titres qui aident à la compréhension
texte informatif qui présente parfois de l'information supplémentaire à l'aide d'appuis visuels (illustrations, étiquettes, tableaux, diagrammes, etc.)
texte composé de phrases plus complexes et parfois de paragraphes qui présentent clairement l'information

Stratégies

L'élève
lit dans le but de comprendre le texte et d'en retirer de l'information
relit pour confirmer ses prédictions
s'écoute lire, vérifie et corrige ses erreurs
utilise la relation entre les lettres et les sons (grapho-phonétique), le contexte (sémantique) et les conventions de l'écrit (syntaxique) pour décoder des mots difficiles ou moins familiers
reconnaît plusieurs mots simples et plus complexes reliés à un thème spécifique
respecte les pauses que nécessitent les signes de ponctuation et commence à lire avec aisance

Compréhension

L'élève
raconte clairement le texte et relève l'information importante dans un ordre chronologique en présentant l'idée principale, les personnages et les événements
répond correctement aux questions qui exigent un repérage de mots, d'expressions ou de phrases directement relevés du texte
répond correctement aux questions qui exigent une sélection d'information
répond correctement aux questions qui exigent une inférence
utilise dans de nouvelles situations l'information apprise
compare un texte à un autre

Les normes de performance pour l'écriture – fin de la 2^e année

Rendement approprié

L'élève

Contenu

- inclut une séquence d'idées et d'évènements reliés au sujet ; peut inclure quelques idées qui ne sont pas reliées ou de l'information inutile
- utilise quelques détails mais pas nécessairement reliés au sujet

Organisation

- peut utiliser quelques mots de liaison simples (p. ex. : et, ou, mais, parce que, aussi, après)
- démontre une séquence qui peut être suivie

Texte narratif et expressif

- a un début, un développement et une fin; la fin peut être abrupte
- identifie les personnages et le conflit au début de l'histoire, mais a tendance d'être bref
- peut inclure du dialogue
- peut être modelé à partir d'une histoire lue, entendue ou visionnée ou peut être basé sur des expériences personnelles

Texte informatif

- l'introduction présente le sujet; la fin peut être omise ou abrupte
- essaie d'utiliser quelques éléments clés de la forme (p. ex. : directives, explications et reportages)
- inclut des détails reliés aux sujets familiers (caractéristiques physiques, séquence, quantité)

Choix de vocabulaire

- utilise du vocabulaire de base
- utilise un langage descriptif simple (couleurs, grosseur, grandeur et émotions), peut être vague et répétitif

Structure de phrase

- utilise des structures de phrases simples; beaucoup des phrases sont complètes
- inclut peu de variété dans la longueur des phrases

Conventions

- utilise souvent le point à la fin de la phrase
- utilise souvent les majuscules pour les noms propres (p. ex. : les noms des personnes, les provinces, les villes et le premier mot de la phrase; peut utiliser la majuscule quand ce n'est pas nécessaire)
- peut orthographier quelques mots fréquents; essaie d'écrire des mots plus complexes en utilisant une approximation phonétique
- emploie quelques pronoms correctement; peut faire quelques erreurs (p. ex. : *moi* au lieu de *je*)

Rendement élevé

L'élève

Contenu

- inclut une séquence d'idées et d'événements reliés au sujet; le sujet est maintenu
- utilise des détails qui ajoutent de l'intérêt

Organisation

- utilise quelques mots de liaison (alors, ensuite, après, puis)
- démontre une séquence logique

Texte narratif et expressif

- a un début, un développement et une fin logique
- identifie les personnages et le conflit dans l'histoire
- inclut souvent du dialogue
- peut démontrer une prise de risques en présentant les idées d'une façon imagée

Texte informatif

- l'introduction présente le sujet; la fin est évidente (quand appropriée pour la forme)
- essaie d'utiliser des éléments clés de la forme (p. ex : directives, explications et reportages)
- inclut des détails pertinents

Choix de vocabulaire

- utilise du vocabulaire de base et peut inclure quelques choix de mots judicieux
- utilise un langage descriptif pour enrichir des idées (va au-delà des mots fréquents)

Structure de phrase

- utilise des structures de phrases simples mais peut se servir de quelques phrases complexes; la plupart des phrases sont complètes
- inclut une variété dans la longueur des phrases
- utilise un début de phrase varié

Conventions

- utilise le point à la fin de la phrase; commence à se servir d'autres formes de ponctuation (p. ex. : la virgule, le point d'exclamation, le point d'interrogation)
- utilise les majuscules pour les noms propres (les noms des personnes, les provinces, les villes) et le premier mot de la phrase.
- peut orthographier la plupart des mots fréquents; essaie d'écrire des mots plus complexes en utilisant une approximation phonétique
- emploie quelques pronoms correctement
- utilise correctement les déterminants usuels la plupart du temps

Justifications pour l'évaluation de l'écrit

Mon fantôme a moi – Rendement approprié

Contenu

- inclut une séquence d'idées et d'événements reliés au sujet (Fait la description de son fantôme)
- utilise quelques détails (Des fois il fait moi rire tellement fort que j'ai mal au ventre)

Organisation

- utilise quelques mots de liaison simples (et, que, pour).
- démontre une séquence qui peut être suivie (maintient l'idée que son fantôme est drôle du début jusqu'à la fin du texte.
- le sujet de ce texte créatif est présenté dès le début (Mon fantôme est très drôle).
- Inclut des détails reliés au sujet (Mon fantôme est blanc et transparent. Il a des yeux ronds.)

Choix de vocabulaire

- utilise du vocabulaire de base
- utilise un langage descriptif (gros: petit, couleur: blanc, forme: ronds)

Structure de phrase

- utilise des structures de phrases simples (Il a de petites oreilles.)
- utilise des phrases complètes (Mon fantôme est blanc et transparent.)
- utilise des phrases courtes la plupart du temps (J'aime mon fantôme.)

Conventions

- utilise le point à la fin de la phrase
- utilise la majuscule au début des phrases
- peut orthographier des mots fréquents (moi, très, tout, j'ai, mon, est)
- écrit des mots plus complexes en utilisant une approximation phonétique (réveille, dormir)
- emploie quelques pronoms correctement (« il » au lieu de fantôme)

Mon fantôme a moi.
Mon fantôme est très drôle.
Il fais moi rire tout le
temps. Des fois il fais moi
rire tellement fort que j'ai
mal au ventre. Mon fantôme
est blanc et transparent. Il a
des yeux ronds. Il a une bouche
en sourire. Il a des petits
oreilles. Il se cache sous mon
lit. Le soir il me réveille pour
dit les farses. Quand il dit les
farses je ne peur pas dormir.
J'aime mon fantôme.

Justifications pour l'évaluation de l'écrit

Les œufs perdus – Rendement approprié

Contenu

- inclut une séquence d'idées et d'événements reliés au sujet (La cane a perdu ses œufs et ses amis l'aident à les trouver)
- utilise quelques détails (couleur des œufs et le nombre d'œufs perdus)

Organisation

- utilise quelques mots de liaison simples (et, mais)
- démontre une séquence qui peut être suivie (La cane a perdu ses œufs. Ses amis l'aident à les trouver. La cane dit merci à ses amis parce qu'ils ont trouvé les œufs.)
- inclut un début, un développement et une fin à ce texte narratif
- identifie les personnages (la cane, la vache, le cochon, et le fermier)
- inclut du dialogue (Le fermier dit est-ce que la couleur du œuf est vert?)

Choix de vocabulaire

- utilise du vocabulaire de base
- utilise un langage descriptif (couleur : œuf vert, nombre : sept œufs, émotion : la cane pleur)

Structure de phrase

- utilise des structures de phrases simples (La cane pleur)
- utilise des phrases complètes (La vache et le cochon cherche pour les œufs mais ils ne pas trouvent.)

Conventions

- utilise le point à la fin de la phrase
- utilise la majuscule au début des phrases
- peut orthographier des mots fréquents (pour, mais, dans, J'ai, est, avec, moi, les)
- écrit des mots plus complexes en utilisant une approximation phonétique, parfois correcte (fermier, veins)
- emploie quelques pronoms correctement (« il » au lieu de fermier, « moi », « ils » au lieu des œufs)

Les œufs perdus

Un fois a une ferme des œuf du une
cane etat perdus! La cane pleur. La vache
et le conchon cherche pour les œufs
Mais ils ne pas trouver. Mais le conchon a
une idée il va dans la maison du fermier. Et le
fermier et moi et le conchon cherche dans la forêt.
J'ai trouver j'ai dit. Le fermier dit est-ce que la couleur du
œuf est vert? Oui j'ai dit. Et le fermier viens avec moi
et il a regardez les œufs et ils etait les œufs
de la cane! J'ai pris les sept œufs et on a allé
à la ferme. Et j'ai donner les œufs a la cane
et la cane dit merci.

Justifications pour l'évaluation de l'écrit

Ma maman – Rendement élevé

Contenu

- inclut une séquence d'idées reliées au sujet; le sujet est maintenu (il fait la description de sa maman)
- utilise des détails qui ajoutent de l'intérêt (Il y a un bébé dans son ventre. Quand elle est malade je fais du pain avec du miel pour elle.)

Organisation

- utilise quelques mots de liaison (Après, Quand, et)
- démontre une séquence logique (commence avec un brève description physique puis continue en parlant des préférences de sa mère)
- présente bien le sujet dans ce texte narratif; la conclusion est un peu simple mais adéquate
- utilise des détails pertinents au sujet (Elle aime faire de la bicyclette avec moi et Jack.)

Choix de vocabulaire

- utilise du vocabulaire de base
- utilise un langage descriptif pour enrichir des idées (Elle est la plus gentille maman du monde.)
- inclut plusieurs mots descriptifs (intelligente, mignonne, amusante, belle, gentille, beau, brun, longs)

Structure de phrase

- inclut une variété de débuts de phrases (Voici...Elle a...Nous allons...Sa fête....Quand elle est...J'aime...)
- utilise toujours des phrases complètes
- utilise des phrases de longueur variée

Conventions

- utilise correctement le point, la virgule et l'apostrophe
- utilise les majuscules pour les noms propres et le premier mot de la phrase
- respecte l'orthographe de plusieurs mots familiers et écrit aussi des mots plus complexes (mignonne, intelligente, bicyclette, miel)
- utilise les pronoms comme sujet (Elle est...Nous allons...J'aime) et comme complément d'objet direct (Elle m'aide à faire les devoirs)
- utilise correctement les déterminants usuels (le, la, les, ma, sa, du, des, son) la plupart du temps

Ma maman

Vici ma maman. Elle a des cheveux longs et brun. Elle a deux beaux yeux brun. Elle a un petit nez. Elle a des belle dents blanche. Il y a un bébé dans son ventre. Elle aime les pommes. Elle n'aime pas les rats. Elle aime faire de la bicyclette avec moi et Jack. Elle est belle, gentille, intelligente et mignonne. Elle est très très amusante. Elle m'aide à faire les devoirs. Elle est la plus gentille maman du monde. Sa fête est le 17 mai. Nous allons à la Delta pour dîner. Elle aime le bûfé. Elle aime les cartes et les fleurs qu'on donne à elle. Après on va à la maison. Mon grand-père vient pour de la gâteau au M^ccains. Quand elle est malade je fais du pain avec du miel pour elle. Elle aime sa et après elle va bien. J'aime beaucoup ma maman.

Justifications pour l'évaluation de l'écrit

Au printemps – Rendement élevé

Contenu

- inclut une séquence d'idées reliées au sujet (le printemps), lequel est très bien maintenu
- utilise des détails qui ajoutent de l'intérêt (ce qu'on peut observer et faire)

Organisation

- utilise quelques mots de liaison (comme, et, ou, pour)
- démontre une séquence logique (décrit ce qu'on peut observer au printemps : les bourgeons, les insectes, les oiseaux, ainsi que des activités qu'on peut faire : conduire sa bicyclette, jouer dehors, porter des shorts, nettoyer sa communauté)
- inclut un début, un développement et une fin logique (c'est la plus belle des saisons)
- présente les idées d'une façon imagée (les insectes qui volent dans le ciel et les oiseaux qui font leur nid dans les arbres)

Choix de vocabulaire

- utilise du vocabulaire de base mais inclut plusieurs mots plus recherchés (bourgeons, tiges, communauté, déchets, poussent, planter, sol, ramasser)
- utilise un langage descriptif pour enrichir les idées (regarder les bourgeons qui poussent sur les arbres et sur les tiges, jouer dehors pour des heures et des heures)

Structure de phrase

- utilise des phrases simples et d'autres plus complexes, toujours complètes
- inclut une variété de longueurs de phrases
- inclut une certaine variété de débuts de phrase (Au printemps, il y a...; Je peux conduire...; Au printemps l'école est...)

Conventions

- Utilise le point à la fin de la phrase, ainsi que la virgule
- Utilise les majuscules en début de phrase et pour les noms propres
- orthographe correctement les mots fréquents, ainsi que plusieurs mots plus complexes (printemps, bourgeons, bicyclette, insectes, ciel, oiseaux, sandales, pique-nique, piscine, dehors, communauté, ramasser, déchets, saisons)
- Emploie correctement les pronoms il y a, je, tu)
- utilise correctement les déterminants usuels (les, ma, des, les, leur, mes, le)

Au printemps

Au printemps, il y a beaucoup de choses à faire comme regarder les bourgeons qui poussent sur les arbres et sur les tiges. Je peux conduire ma bicyclette sur la rue avec mes amis et mes parents. Je peux jouer dehors pour des heures et des heures. Je peux voir les insectes qui volent dans le ciel et les oiseaux qui font leur nid dans les arbres pour leur petits. Au printemps, l'école est presque fini, et ça veut dire que tu peux porter des sandales dehors au parc à Quispamsis. On peut porter des shortes dehors à la maison et un t-shirt aussi. Je peux planter des fleurs dans le sol ou dans un jardin. Je peux aller à un pique-nique et nager dans une piscine dehors. Je peux aider ma

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APPENDIX C

Exemptions and Accommodations

Eligibility: PROVINCIAL LITERACY ASSESSMENT AT GRADE 2 (MAY 2008)

Exemptions

The Provincial Literacy Assessment at Grade 2 is compulsory for all students presently enrolled in the second grade in New Brunswick schools. The assessment is meant to be as inclusive as possible. The school principal should consider requesting an exemption for a student only if it is not conceivable for the student to respond with at least minimal success to the assessment instruments or if participation would be harmful to the student. Any decision to exempt a student must be made in conjunction with that student's parents or guardians. Exemption from the Grade Two Literacy Assessment will be allowed for students who have been identified with exceptionalities and have current Special Education Plans which document the need for exemption.

A recommendation for exempting an individual student should be provided using the appropriate form and bearing the principal's signature. Exemptions from the reading component and/or the writing component of the assessment are completed on the same form (*Request for Exemption*).

Exemption forms should be forwarded to the Director of Education for the school district. Otherwise, the student's Grade Two Literacy Assessment report will show an INCOMPLETE, confirming that the candidate was not officially excused.

Completed exemption forms are sent to the district Director of Education for confirmation and signature. The Director of Education will then forward them to the Assessment and Evaluation Branch.

Accommodations

Altering the administration procedures may be considered to enable students who require accommodations to participate. Generally, the Guidelines for Accommodations should be followed. For students who have physically handicapping conditions or specific Learning Disabilities, it may be necessary to provide accommodations. These students may use any special equipment they are accustomed to using at school. **Additional working time may be provided.** The form is provided for registering such students and describing the special provisions made.

Notwithstanding these guidelines, any assistance provided to students must be restricted to clarifying directions and procedures and helping students to record their responses. Students must not receive assistance in understanding the content or in constructing their response.

Completed forms are to be faxed to the Assessment and Evaluation Branch with copies sent to the district Director of Education.

PROVINCIAL LITERACY ASSESSMENT AT GRADE 2 (MAY 2008)

Guidelines for Accommodations

1. School Principals are responsible for identifying students who will require accommodations in order to write this Provincial Assessment.
 2. Once the students who require accommodations are identified, they must be registered on the enclosed form; one student per form.
 3. In most cases, only persons who have been previously identified by the school district as exceptional students can qualify for accommodations.
 4. The following assistive technology or procedures may be requested to allow special needs students to complete the assessment:
 - A. Large print tests
 - B. Braille versions
 - C. Personal FM systems
 - D. Interpreter 'signing'
 - E. Any electronic communication device currently used by a test candidate that they are accustomed to using at school
 - F. Extended time
 - G. Other*
- *Other forms of assistance may be required depending on the particular needs of the student. Determination of the use of other types of assistive technology or procedures will be made on an individual basis by the school principal in cooperation with the Director of the Assessment and Evaluation Branch, Department of Education.
5. The use of scribes is not considered appropriate for an assessment of the writing abilities of young children.
 6. For reading assessments, verbatim reading of directions only. Reading comprehension passages and questions accompanying them may not be read out loud to students.
 7. Students on a Special Education Plan who require additional time to write an assessment shall have it. The amount of time beyond one hundred percent extra will be determined on an individual basis by the school in cooperation with the Director of the Assessment and Evaluation Branch, Department of Education.

PROVINCIAL LITERACY ASSESSMENT AT GRADE 2



Request for Exemption

PRINCIPAL

I recommend that _____ (Name of Student) _____ (Student #)

- be granted an exemption from the reading component of the Provincial Literacy Assessment at Grade 2
- be granted an exemption from the writing component of the Provincial Literacy Assessment at Grade 2

REASON:

COMMENTS:

SCHOOL: _____ DISTRICT #:

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 SCHOOL #:

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PRINCIPAL'S NAME (Please print): _____

PRINCIPAL'S SIGNATURE: _____ DATE: _____

SIGNATURE OF PARENT OR GUARDIAN: _____

Please submit completed form to your Director of Education.

I confirm that a Special Education Plan and documentation exist to support this exemption.

Director of Education

SPECIAL REGISTRATION

PROVINCIAL LITERACY ASSESSMENT AT GRADE 2

Request for Accommodations

Name: _____

Student #: _____

School: _____

District #:

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School Phone Number: _____

School #:

--	--	--	--

Accommodations Required: (Please check appropriate box.)

Large print
 Braille

Personal FM system
 Extra time

Alternate location
 Other

Please add details below:

Completed by: _____

Principal's Signature

Please submit by fax to the Assessment and Evaluation Branch at 457-6906.

Please send a copy to your Director of Education.

