



Provincial Mathematics Assessment at Grade 5

**Information Bulletin
2007-2008**

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INTRODUCTION

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.

What is the purpose of a provincial mathematics assessment at the end of grade 5?

The Provincial Mathematics Assessment at Grade 5 is an important component of the Provincial Evaluation Program. It focuses on student achievement at the end of kindergarten through grade 5.

Classroom teachers will administer the 2007-2008 Mathematics Assessment to grade 5 students between June 4 and 10, 2008.

What is the nature of the Provincial Mathematics Assessment at Grade 5?

The assessment is specific to the learning outcomes identified in provincial mathematics curriculum documents. It reflects an emphasis on the elements of problem solving, communication, reasoning and connections.

Where does the assessment come from?

New Brunswick educators construct assessment items and design the assessment format. This work is supported by an advisory committee of educational stakeholders, which includes elementary teachers, administrators and district office personnel as well as parents, and representatives of the University of New Brunswick and the Department of Education.



Who will participate?

The Provincial Mathematics Assessment at Grade 5 is compulsory for all students presently enrolled in the fifth 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 to the assessment instrument with any degree of success or if participation would be harmful to the student.

Modifications to administrative procedures may be considered to enable students with special needs to participate. Although parts of the mathematics assessment may be read to students with reading difficulties, help cannot be given with the interpretation, solution or approach to a question. For details regarding accommodations, see Eligibility: Elementary Assessments in the Appendix to this document.

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*.
<http://www.gnb.ca/0000/publications/eval/guidelin.pdf>

What is the format of the Provincial Mathematics Assessment at Grade 5?

The Provincial Mathematics Assessment at Grade 5 will be administered by classroom teachers on a flexible schedule between June 4 and 10, 2008.

The assessment will take approximately two 45-minute sessions to complete. Each student will be required to complete approximately 40 multiple-choice, 10 open-response and 12 mental mathematics questions.

French Immersion students will have bilingual versions of the assessment and may respond in either French or English.

Administrative Guidelines for the Provincial Mathematics Assessment at Grade 5 will be provided prior to the assessment.

What will the assessment questions be like?

Sample questions that are tied to curriculum strands and outcomes are presented in this document. They reflect the nature and complexity of questions that will appear in the Provincial Mathematics Assessment at Grade 5. Teachers are encouraged to familiarize students with the types of questions used by having them work through these samples and/or similar items.



Sample items may also be found in previous Provincial Assessment at Grade 5 Information Bulletins and online at <http://www.gnb.ca/0000/anglophone-e.asp#4>.

Current curriculum documents and support resources provide additional assessment models and suggestions. Such references include:

- Elementary Mathematics Curriculum Guide
- Foundation for the Atlantic Canada Mathematics Curriculum

PLEASE NOTE: All assessment materials are confidential. Photocopying or any other means of reproducing provincial assessment material is strictly prohibited.

How will the Provincial Mathematics Assessment at Grade 5 be scored?

Prior to the marking sessions, committees of teachers, supervisors and departmental consultants will develop marking criteria and select representative models of student responses for training purposes. Scoring will take place in early July. Experienced educators, primarily practising teachers, will be invited to score student work according to established marking criteria. Marking sessions will be organized and supervised by the Assessment and Evaluation Branch.

How will results be reported?

Early in the new school year, results will be reported. Districts and schools will be provided provincial, district and school level information as well as individual student results.

How can students be helped to prepare for this assessment?

If assessment results are to demonstrate, as accurately as possible, what students know and can do under given conditions, then the assessment situation and the type of tasks should be familiar to students. By knowing the expected curriculum outcomes and helping students attain them, teachers (K-5) will, in the regular course of their classroom instruction, help students prepare for an assessment of this nature. Certainly, the use of the support references cited previously will assist in clarifying curriculum expectations for students and the school community as a whole.

Students may benefit from experiences that focus on various strategies for approaching open-ended and multiple-choice questions. Suggestions on how to approach individual questions will vary, but could form the basis for discussion as students work through samples.



PROVINCIAL MATHEMATICS ASSESSMENT AT GRADE 5, 2007: FINDINGS

Background

The Provincial Assessment at Grade 5 was administered in June 2007 and highlighted student achievement in mathematics at the end of six years of schooling. Results were reported in terms of Strong Achievement, Appropriate Achievement, and Below Appropriate Achievement which, in turn, were linked to the percentage of items answered correctly. Overall results by General Curriculum Outcomes (strands) were also provided.

Findings

- Five thousand eight hundred seventy-three (5 873) students participated in the assessment, with an exemption rate of 2.5%.
- Sixty-seven (67) percent of students performed at appropriate or better levels, thereby meeting the provincial standard in mathematics.
- Gender differences were minimal with females performing slightly better than males (68.0% met the standard compared to 66.5%).
- Twenty-four (24) percent of the student population was enrolled in the French Immersion program and seventy-six (76) percent in the English program.



MATHEMATICS**Conceptual Framework**

The table below shows the conceptual framework for the mathematics component:

Strand	Percentage of Assessment
Number Concepts / Number and Relationship Operations (Number)	15%
Number Concepts / Number and Relationship Operations (Operations)	30%
Patterns and Relations	10%
Shape and Space (Measurement)	15%
Shape and Space (Geometry)	15%
Data Management & Probability (Data Management)	10%
Data Management & Probability (Probability)	5%
	100%



Mathematics Outcomes

Number Concepts / Number and Relationship Operations (Number)

- A1 • Represent whole numbers to the millions
- A2 • Interpret and model decimal tenths, hundredths and thousandths
- A3 • Interpret, model and rename fractions
- A4 • Demonstrate an understanding of the relationship between fractions and division
- A5 • Explore the concepts of ratio and rate informally
- A6 • Read and represent numbers to millions
- A7 • Read and represent numbers to thousandths
- A8 • Compare and order large numbers
- A9 • Compare and order decimals
- A10 • Compare and order fractions using conceptual methods
- A11 • Recognize and find factors of numbers

Number Concepts / Number and Relationship Operations (Operations)

- B1 • Find sums and differences involving decimals to thousandths
- B2 • Multiply 2-, 3- and 4- digit numbers by 1-digit numbers
- B3 • Find the product of two 2-digit numbers
- B4 • Divide 2-, 3- and 4-digit numbers by single-digit divisors and investigate division by 2-digit divisors
- B5 • Find simple products of whole numbers and decimals
- B6 • Divide decimal numbers by single-digit whole numbers
- B7 • Determine whether an open sentence is always, sometimes, or never true
- B8 • Solve and create addition and subtraction problems involving whole numbers and/or decimals
- B9 • Solve and create multiplication and division problems involving whole numbers and/or decimals
- B10 • Estimate sums and differences involving decimals to thousandths
- B11 • Estimate products and quotients of two whole numbers
- B12 • Estimate products and quotients of decimal numbers by single-digit whole numbers
- B13 • Perform appropriate mental multiplications with facility
- B14 • Divide numbers mentally when appropriate
- B15 • Multiply whole numbers by 0.1, 0.01 and 0.001 mentally

Patterns and Relations (Patterns)

- C1 • Use place value patterns to extend understanding of the representation of numbers to millions
- C2 • Recognize and explain the pattern in dividing by 10, 100, and 1000 and in multiplying by 0.1, 0.01 and 0.001



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- C3** • Solve problems using patterns
 - C4** • Rearrange factors to make multiplication simpler
 - C5** • Recognize and explain how a change in one factor affects a product or quotient
 - C6** • Predict how a change in unit affects an SI measurement
 - C7** • Manipulate the dimensions of a rectangle so that the area remains the same
 - C8** • Demonstrate an understanding that the multiplicative relationship between numerators and denominators is constant for equivalent fractions
 - C9** • Represent measurement relationships using tables and two-dimensional graphs

Shape and Space (Measurement)

- D1** • Solve simple problems involving the perimeters of polygons
- D2** • Calculate areas of irregular shapes
- D3** • Determine the measure of right, acute and obtuse angles
- D4** • Demonstrate an understanding of the relationship among particular SI units
- D5** • Develop formulas for areas and perimeters of squares and rectangles
- D6** • Solve simple problems involving volume and capacity
- D7** • Estimate angle size in degrees
- D8** • Determine which unit is appropriate in a given situation and solve problems involving length and area

Shape and Space (Geometry)

- E1** • Draw a variety of nets for various prisms and pyramids
- E2** • Identify, describe and represent the various cross-sections of cubes and rectangular prisms
- E3** • Make and interpret isometric drawings of shapes made from cubes
- E4** • Explore relationships between area and perimeter of squares and rectangles
- E5** • Predict and construct figures made by combining two triangles
- E6** • Recognize, name, describe and represent perpendicular lines/segments, bisectors of angles and segments, and perpendicular-bisectors of segments
- E7** • Recognize, name, describe and construct right, obtuse and acute triangles
- E8** • Make generalizations about the diagonal properties of squares and rectangles and apply them
- E9** • Make generalizations about the properties of translations and reflections and apply them
- E10** • Explore rotations of one-quarter, one-half and three-quarter turns, using a variety of centres
- E11** • Make generalizations about the rotational symmetry properties of squares and rectangles and apply them
- E12** • Recognize, name and represent figures that tessellate
- E13** • Explore how figures can be dissected and transformed into other figures



Data Management and Probability (Data Management)

- F1** • Use double bar graphs to display data
- F2** • Use bar graphs to display and interpret data
- F3** • Use coordinate graphs to display data
- F4** • Create and interpret line graphs
- F5** • Group data appropriately and use stem-and-leaf plots to describe the data
- F6** • Recognize and explain the effect of changes in data on the mean of that data
- F7** • Explore relevant issues for which data collection assists in reaching conclusions

Data Management and Probability (Probability)

- G1** • Conduct simple experiments to determine probabilities
- G2** • Determine simple theoretical probabilities and use fractions to describe them



Sample Mathematics Items

The following types of mathematics sample items are provided: multiple-choice, open-response and mental mathematics questions. The correct answers for the multiple-choice questions are highlighted in bold. Statistical information on provincial student performance is given for sample items.

The sample mathematics items in this booklet focus on questions that illustrate the outcomes with which students have most often experienced difficulty. Teachers are asked to refer to the information bulletins from the years 2000 to 2007 to view sample items of varying levels of difficulty.

The mathematics questions on the 2007-2008 assessment will be similar in nature to those given in the 2006-2007 assessment.

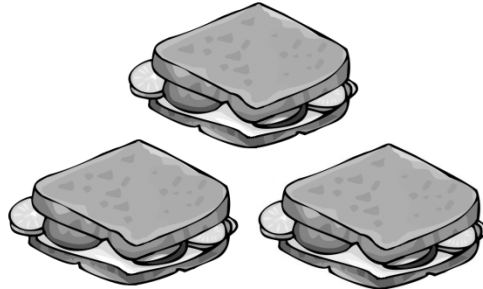
The time limit for the Mental Mathematics portion of the assessment is 3 minutes.



Multiple-Choice Questions 2007

1. If 2 children share 3 sandwiches fairly, what fraction of the sandwiches does each child get?

- A. $\frac{2}{3}$
B. $\frac{3}{2}$
C. $\frac{2}{5}$
D. $\frac{5}{2}$



*GCO: A4	A. 37%	B. 51%	C. 9%	D. 3%
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2. How many hundred dollar bills would it take to make \$ 1 million?

- A. 100 000
B. **10 000**
C. 1 000
D. 100

GCO: A1	A. 26%	B. 42%	C. 19%	D. 13%
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*GCO – General Curriculum Outcome



3. Which answer is about 60?

- A. $4872 \div 78$
- B. $2300 \div 32$
- C. $2241 \div 51$
- D. $125 \div 22$

GCO: B11	A. 36%	B. 22%	C. 19%	D. 23%
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4. How much more would you pay for 24 pencils at \$0.25 each than for 24 pencils at \$0.15 each?

- A. \$1.50
- B. **\$2.40**
- C. \$2.50
- D. \$4.60

GCO: B9	A. 25%	B. 50%	C. 13%	D. 12%
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5. Multiplying a number by 0.01 is the same as

- A. multiplying by 100.
- B. multiplying by 10.
- C. **dividing by 100.**
- D. dividing by 10.

GCO: B15	A. 22%	B. 15%	C. 48%	D. 15%
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6. Which is shortest?

- A. 0.05 m
- B. 0.5 m
- C. 55 cm
- D. 400 mm

GCO: C6	A. 42%	B. 12%	C. 15%	D. 31%
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7. You divide a number by 10 and the answer is 4.23.
What is the number?

- A. 42.3
- B. 423
- C. 0.423
- D. 0.042 3

GCO: C2	A. 62%	B. 20%	C. 16%	D. 2%
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8. The length of a rectangle is 10 cm.
Its area is 50 cm^2 .
What is its perimeter?

- A. 30 cm
B. 40 cm
C. 60 cm
D. 500 cm

GCO: D8	A. 51%	B. 19%	C. 16%	D. 14%
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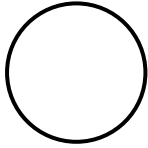
9. 125 metres is equal to:

- A. 125 000 cm
B. 12 500 cm
C. 1 250 cm
D. 12.5 cm

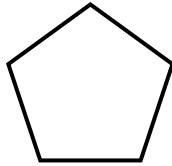
GCO: D4	A. 32%	B. 39%	C. 18%	D. 11%
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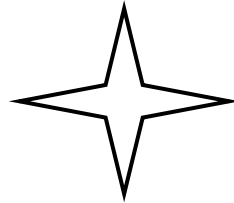
10. Which shape tessellates by itself?



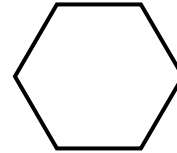
A.



B.



C.



D.

GCO: E12	A. 14%	B. 12%	C. 16%	D. 58%
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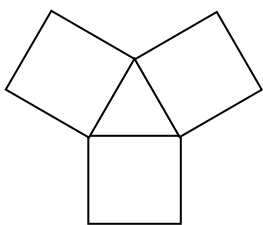
11. A pyramid has 6 faces.
What shape is the base?

- A. a triangle
- B. a square
- C. a pentagon
- D. a hexagon

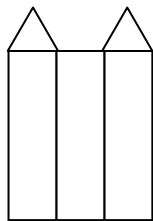
GCO: E1	A. 9%	B. 23%	C. 32%	D. 36%
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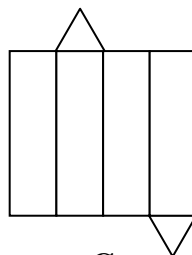
12. Which is the net for a triangular prism?



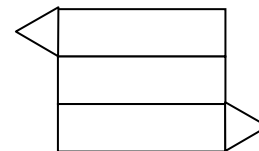
A.



B.



C.



D.

GCO: E1	A. 16%	B. 3%	C. 20%	D. 61%
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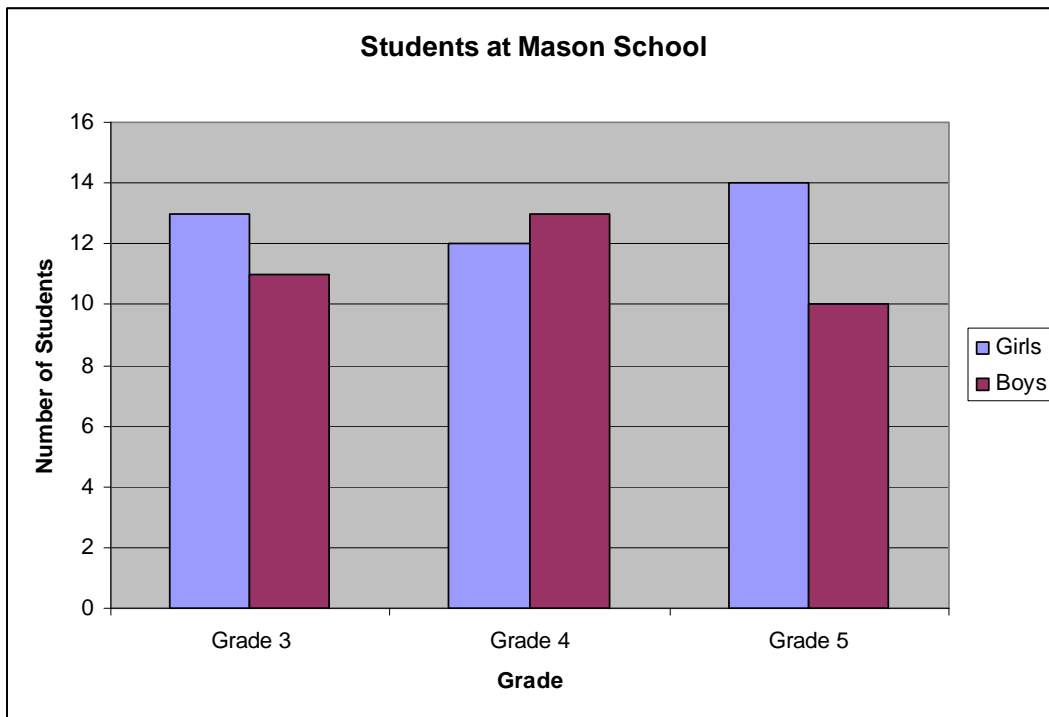
13. Which data has the same mean (average) as (5, 10, 15)?

- A. (6, 10, 16)
- B. (6, 11, 14)
- C. (6, 10, 14)
- D. (6, 11, 16)

GCO: F6	A. 18%	B. 6%	C. 59%	D. 17%
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14. Look at the graph below.



How many more girls than boys go to Mason School?

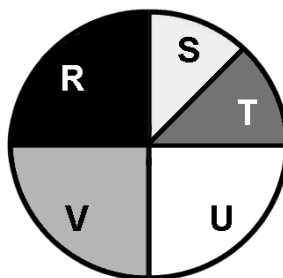
- A. 5
- B. 6
- C. 7
- D. 8

GCO: F2	A. 65%	B. 18%	C. 9%	D. 8%
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15. What is the probability of spinning an “S” on this spinner?

- A. $\frac{1}{8}$
B. $\frac{1}{4}$
C. $\frac{1}{5}$
D. $\frac{1}{2}$



GCO: G2

A. 58%

B. 7%

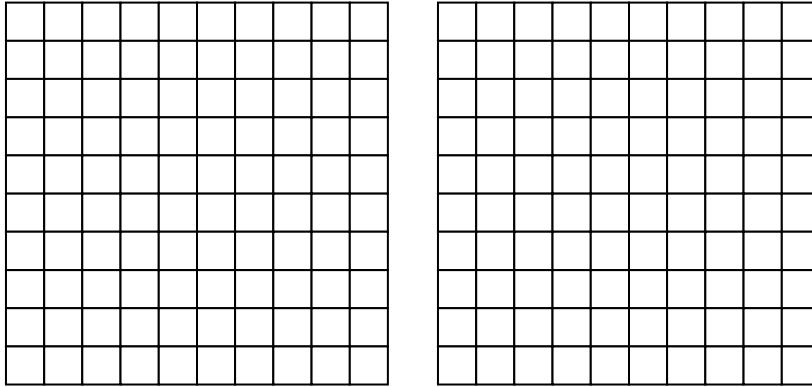
C. 32%

D. 3%



Constructed-Response Questions 2007

1.



- a. Shade 0.2 of the first grid.
- b. Shade 0.03 of the second grid.
- c. One of these numbers is greater than the other.
How much greater?

Maximum Value: 2 points

- | | |
|----------------|--|
| 1 point | correctly shading 0.2 <u>and</u> 0.3 |
| 1 point | answer of 0.17 OR 17/100 OR 17 hundredths (in words). |

Comments:

- Answers like “17” or “17 squares” were NOT accepted as they do not indicate an understanding of the mathematical concept being measured.

GCO: A2	Mean = 27%
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2. $4 \overline{)5625}$

Maximum Value: 1 point

1 point 1406 R1, 1406 r1, $1406\frac{1}{4}$, 1406.25, 1406 with remainder evident in calculations

Comments

- Common errors include 1406.1 and 140.61.
- Some students appeared not to know how to deal with the zeros

GCO: B4	Mean = 43%
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3. You add 3 numbers in a row (consecutive) and the answer is 2637.
What are the numbers?

Maximum Value: 1 point

1 point: 878, 879, 890

Comments

- Common errors include 2000, 600, 37 (very common), no attempt (fairly common). Students did not appear to understand the concept of *consecutive*.

GCO: B8	Mean = 28%
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Mental Mathematics 2007

		Answer	% Correct
1.	$6 \times 9 =$	<u>54</u>	85%
2.	$30 \times 40 =$	<u>1200</u>	77%
3.	$4 \times 521 =$	<u>2084</u>	72%
4.	$48.5 \div 10 =$	<u>4.85</u>	52%
5.	$800 - 298 =$	<u>502</u>	55%
6.	$2016 \div 4 =$	<u>504</u>	27%
7.	$26 \times 11 =$	<u>286</u>	57%
8.	$38 + 74 + 62 + 10 =$	<u>184</u>	57%
9.	$4.98 + 3.99 =$	<u>8.97</u>	52%
10.	$4 \times 16 \times 25 =$	<u>1600</u>	45%
11.	Double 825	<u>1650</u>	72%
12.	$18 \times 50 =$	<u>900</u>	41%



Réponses choisies 2007

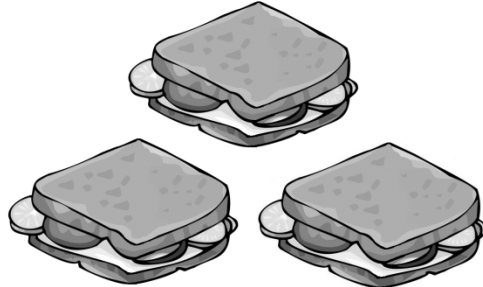
1. Si 2 enfants se partagent également 3 sandwichs, quelle fraction de sandwich chacun reçoit-il?

A. $\frac{2}{3}$

B. $\frac{3}{2}$

C. $\frac{2}{5}$

D. $\frac{5}{2}$



*RAP: A4	A. 31%	B. 57%	C. 8%	D. 4%
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2. Combien de billets de cent dollars faut-il pour faire 1 million de dollars?

A. 100 000

B. **10 000**

C. 1 000

D. 100

RAP: A1	A. 19%	B. 44%	C. 20%	D. 17%
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*RAP – Résultats d'apprentissage du programme



3. Quelle opération a un résultat approximatif de 60?

- A. $4872 \div 78$
- B. $2300 \div 32$
- C. $2241 \div 51$
- D. $125 \div 22$

RAP: B11	A. 41%	B. 25%	C. 18%	D. 16%
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4. De combien le coût de 24 crayons à 0,25 \$ chacun est-il supérieure au coût de 24 crayons à 0,15\$ chacun?

- A. 1,50 \$
- B. **2,40 \$**
- C. 2,50 \$
- D. 4,60 \$

RAP: B9	A. 18%	B. 57%	C. 13%	D. 12%
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5. Multiplier un nombre par 0,01 correspond à

- A. multiplier par 100.
- B. multiplier par 10.
- C. **diviser par 100.**
- D. diviser par 10.

RAP: B15	A. 19%	B. 12%	C. 51%	D. 18%
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6. **Quelle est la plus petite mesure?**

- A. **0,05 m**
- B. **0,5 m**
- C. **55 cm**
- D. **400 mm**

RAP: C6	A. 46%	B. 7%	C. 12%	D. 35%
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7. **Tu obtiens 4, 23 lorsque tu divises un nombre par 10.
Quel est ce nombre?**

- A. **42,3**
- B. **423**
- C. **0,423**
- D. **0,042 3**

RAP: C2	A. 60%	B. 15%	C. 22%	D. 3%
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8. La longueur d'un rectangle est de 10 cm. Son aire mesure cm^2 .
Quel est son périmètre?

- A. 30 cm
- B. 40 cm
- C. 60 cm
- D. 500 cm

RAP: D8	A. 56%	B. 16%	C. 13%	D. 15%
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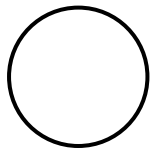
9. 125 mètres correspondent à :

- A. 125 000 cm
- B. 12 500 cm
- C. 1 250 cm
- D. 12.5 cm

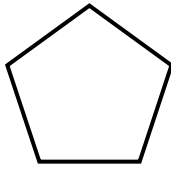
RAP: D4	A. 29%	B. 50%	C. 14%	D. 7%
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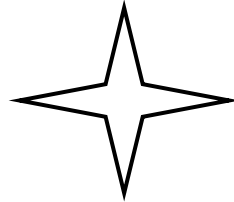
10. Avec quelle figure peut-on former un dallage?



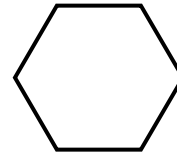
A.



B.



C.



D.

RAP: E12	A. 6%	B. 13%	C. 11%	D. 70%
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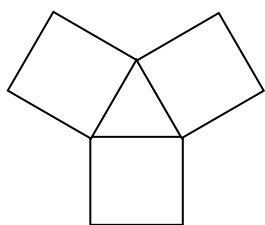
11. Une pyramide a 6 faces. Quelle figure correspond à sa base?

- A. un triangle
- B. un carré
- C. **un pentagone**
- D. un hexagone

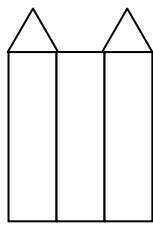
RAP: E1	A. 8%	B. 21%	C. 34%	D. 37%
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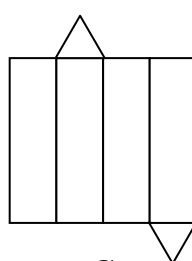
12. Parmi le développements suivants, lequel correspond a un prisme a base triangulaire?



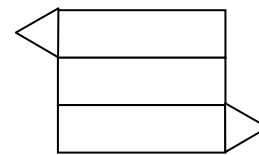
A.



B.



C.



D.

RAP: E1

A. 21%

B. 3%

C. 4%

D. 62%

13. Quelles données ont la même moyenne que (5, 10, 15)?

A. (6, 10, 16)

B. (6, 11, 14)

C. (6, 10, 14)

D. (6, 11, 16)

RAP: F6

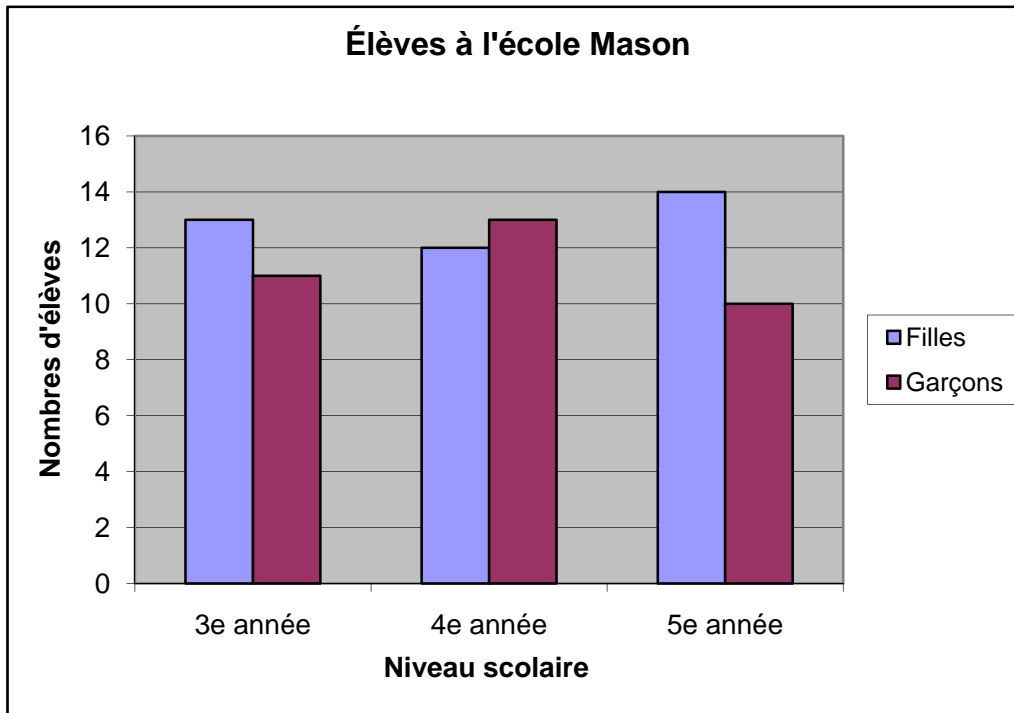
A. 16%

B. 5%

C. 60%

D. 19%

14. Observe le diagramme ci-dessous.



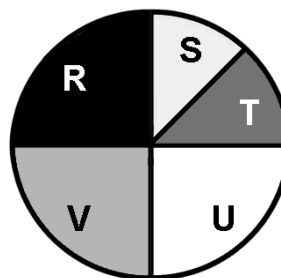
À l'école Mason, les filles sont plus nombreuses que les garçons.
De combien sont-elles plus nombreuses ?

- A. 5
- B. 6
- C. 7
- D. 8

RAP: F2 A. 65% B. 21% C. 9% D. 5%

15. Quelle est la probabilité d'obtenir la lettre « S » avec cette roulette ?

- A. $\frac{1}{8}$
- B. $\frac{1}{4}$
- C. $\frac{1}{5}$
- D. $\frac{1}{2}$



RAP: G2

A. 69%

B. 6%

C. 24%

D. 1%



Réponses construites 2007

1.

- a. Fais une partie ombrée représentant 0,2 de la première grille.
- b. Fais une partie ombrée représentant 0,3 de la deuxième grille.
- c. L'un de ces nombres est plus grand que l'autre.
De combine est-il plus grand ? _____

Maximum Value: 2 points

1 point correctly shading 0.2 and 0.3
 1 point answer of 0.17 OR 17/100 OR 17 hundredths (in words).

Comments:

- Answers like “17” or “17 squares” were NOT accepted as they do not indicate an understanding of the mathematical concept being measured.

RAP: A2	Moyenne = 29%
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2. $4\overline{)5625}$

Maximum Value: 1 point

1 point 1406 R1, 1406 r1, $1406\frac{1}{4}$, 1406.25, 1406 with remainder evident in calculations

Comments

- Common errors include 1406.1 and 140.61.
- Some students appeared not to know how to deal with the zeros

RAP: B4	Moyenne = 51%
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3. Tu obtiens 2 637 lorsque tu additionnes trios nombres consécutifs (qui se suivent). Quels sont ces nombres ?

Maximum Value: 1 point

1 point: 878, 879, 890

Comments

- Common errors include 2000, 600, 37 (very common), no attempt (fairly common). Students did not appear to understand the concept of *consecutive*.

RAP: B8	Moyenne = 33%
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Le calcul mental 2007

		Réponse	Pourcentage de réponses exactes
1.	$6 \times 9 =$	<u>54</u>	85%
2.	$30 \times 40 =$	<u>1200</u>	77%
3.	$4 \times 521 =$	<u>2084</u>	72%
4.	$48,5 \div 10 =$	<u>4,85</u>	52%
5.	$800 - 298 =$	<u>502</u>	55%
6.	$2016 \div 4 =$	<u>504</u>	27%
7.	$26 \times 11 =$	<u>286</u>	57%
8.	$38 + 74 + 62 + 10 =$	<u>184</u>	57%
9.	$4,98 + 3,99 =$	<u>8,97</u>	52%
10.	$4 \times 16 \times 25 =$	<u>1600</u>	45%
11.	Double 825	<u>1650</u>	72%
12.	$18 \times 50 =$	<u>900</u>	41%



Appendix

Eligibility: Elementary Assessments

Total Exemptions

Total exemptions from an Elementary Assessment should be considered for those students who have a cognitive deficit, multiple handicapping conditions or a specific learning disability to such a degree as would render the assessment inappropriate and/or emotionally harmful to them. Exemptions will be allowed for students who have been identified with exceptionalities and have current Special Education Plans, which document the need for exemption.

Partial Exemptions

Partial exemptions may be considered for students who are unable to attempt specific components of the assessments.

Accommodations

Teachers and principals should make every effort to enable students with special needs to participate in the assessment to the best of their ability. Appropriate accommodations should be provided to preserve students' self-respect and sense of belonging. Schools are encouraged to include as many students in the assessment as possible.

Scribes: Scribes may be allowed when appropriate for constructed responses on mathematics assessments. Scribes should be provided with the [Guides for Scribes](#) sheet, and should receive training beforehand.

A scribe should write exactly what the student dictates; interventions are not appropriate. A scribe should not ask leading questions, offer advice, nor in any way suggest changes or elaboration to the student's responses. As a general rule, a scribe for a student should not be a parent or immediate family member.



Additional time: The elementary assessments are not timed tests in the way that many of those later in the school system are. By and large, all students can take the time they need to finish the various parts of the assessment, excluding the Mental Math portion. Additional time may be requested for students who need it, such as those with identified processing difficulties.

Alternate setting: An alternate individual or small group setting may be provided for students whose learning difficulties make concentration a problem, or whose behavior may distract other students.

Provision of test in different format, e.g., large print, Braille.

Use of Sign Language or personal FM system.

Verbatim scribing of responses. (See Scribes.)



Process

Total and Partial Exemptions

The required forms should be completed by the Resource teacher in consultation with appropriate teachers and the school principal, and signed by the principal and a parent or guardian.

Completed forms should be 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

The required forms should be completed by the classroom teacher or Resource teacher and signed by the principal.

Completed forms should be returned to the Assessment and Evaluation Branch with copies sent to the Director of Education.



