



# Framework for Provincial Assessments

# Assessment Framework

New Brunswick Department of Education and Early Childhood Development (2011)  
Assessment and Evaluation Branch, Anglophone Sector  
Place 2000, 250 King Street, P.O. Box 6000  
Fredericton, New Brunswick, Canada E3B 5H1  
Phone 506-453-2744 • Fax 506-457-6906

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# Section 1

*“The teaching profession is a calling, a calling with the potential to do enormous good for students. Although we haven’t traditionally seen it in this light, assessment plays an indispensable role in fulfilling our calling. Used with skill, assessment can motivate the unmotivated, restore the desire to learn, and encourage students to keep learning, and it can actually create – not simply measure – increased achievement.”*

~ Stiggins et al.(2007)

## Assessment: An Introduction

### A Balanced Assessment Program

Student assessment and evaluation is an integral component of the teaching and learning process. The primary purpose of assessment is to improve student learning. In measuring success, there must be a balance between systemic assessments (which measure the progress on the academic achievement goals of the system) and individual and on-going student assessment (which measure and ensure individual improvement). The focus of the Assessment and Evaluation Branch, as outlined in *The Framework for Provincial Assessments*, is to measure the achievement of students in literacy (English and French Immersion/Intensive French), numeracy, and science.

### Reasons to Assess and Evaluate

Assessment is ongoing and fundamental to student learning at all levels within education: provincial, district, and school. Assessment enables teachers to gather data to determine the needs of their students, and to address those needs adequately in order to tailor instruction. Large-scale data gathered through provincial assessment programs enables policy makers to make programming decisions at the provincial, district or school level. Assessment strategies vary according to the purpose and may yield summative and/or formative information.

### Assessment for Learning

*Formative assessment* practices include frequent, interactive assessments of student progress and understanding. Often defined as assessment *for* learning, formative assessment is an ongoing, dynamic process. Formative assessment takes place during the learning process when both the teacher and the student can make decisions towards promoting further learning.

In 1998, Paul Black and Dylan William surveyed over 500 research studies focusing on assessment practices. From their research they concluded, “All these studies show that innovations that include strengthening the practice of formative assessment *produce significant and often substantial learning gains*” (p.140). In addition, the research showed that improvement was most significant for low achievers, therefore reducing the range of achievement and raising achievement overall (p.141).

In *Formative Assessment: Improving Learning in Secondary Classrooms* (2006), the OECD researched the successful integration of formative assessment in eight international educational systems, including Canada. The

researchers found when teachers focused on integrating formative assessment practices, the end result was a powerful new framework for teaching and learning. The key elements of this framework are as follows:

- a classroom culture that encourages interaction and use of assessment tools,
- establishing learning goals and tracking individual student progress toward those goals,
- use of varied instructional methods to meet diverse student needs,
- feedback on student performance and adaption of instruction to meet identified needs, and
- active involvement of students in the learning process.

The researchers found that each of these elements, "...is important to raising levels of student achievement, helping to close achievement gaps, and building students' ability to learn new skills" (OECD, 2006, p. 51).

## Assessment of Learning

*Summative assessment* is conducted after completion of a program and serves as a summary of performance. Often defined as *assessment of learning*, summative assessment is used to make a judgement, such as what grade a student will receive, or to determine whether a particular program was effective.

Provincial assessments are summative in nature. Large-scale provincial assessments provide a broad picture of student achievement at the provincial, district, and school levels. Some assessments also generate individual student results. Provincial assessments provide longitudinal data to inform policy and programming and are not a substitute for ongoing student assessment and evaluation by classroom teachers.

### Note

No single assessment approach is 'better' than another. Sound assessment practice is centered on appropriateness of purpose. The purpose (the why) and the process (the how), to some degree, determines whether the assessment is formative or summative. Provincial assessments, while summative in nature (systems check), are used in a formative way when the data generated from the assessment is analysed for trends over time. Historical and longitudinal data provide information that may inform policy, professional development, and/or strategies to improve instructional practice. The link between the two forms of assessment is the consistency in how the assessment is applied throughout the system, as well as the goals for which the system is collectively aiming. All assessment practices are essential for a well-rounded assessment program. However, as previously noted, significant and substantial learning gains are achieved through ongoing, dynamic formative assessment practices in the classroom.

# Balanced Assessment

Assessment is a process, not a single event. As such, it involves several steps leading to important decisions impacting students and classroom processes. A balanced assessment program involves ongoing formative assessment (continuous information on each student's progress towards meeting specific targets), and summative assessment (summary evidence indicating success at meeting targets at given points in time). A balanced assessment program meets the information needs of all stakeholders.

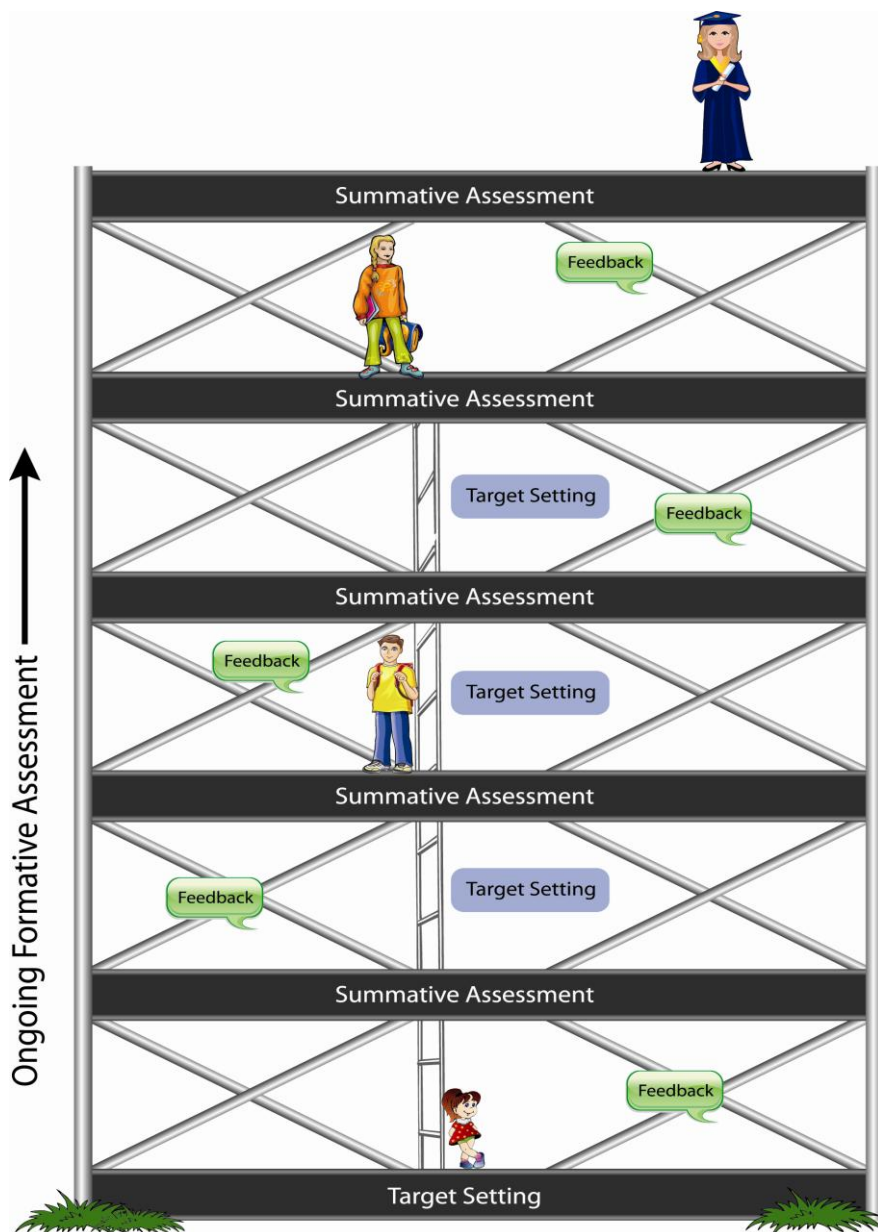


Figure 1.1

Diagram modified from: Stiggins, R. (2009)

# New Brunswick Assessment Program (NBAP): Roles and Responsibilities

Assessment in the Province of New Brunswick, as in other jurisdictions, is a multi-levelled process. The responsibilities within a comprehensive assessment program are in part determined by the role of each contributor in the education process. These responsibilities within the Province of New Brunswick are outlined as follows:

## Minister

The role of the Minister is outlined in the New Brunswick Education Act "The Minister...may prescribe or approve (i) instructional organization, programs, services, and courses, including special education programs and services, and evaluation procedures for such instructional organization, programs, services and courses, including special education programs and services." "The Minister... (b.1) may conduct tests and examinations in any grade or level" (Chap. E-1.12; 6 b).

The Minister directs policy on assessment at a provincial level both through overseeing the provincial assessment program (summative assessments), as well as guiding programs through school improvement initiatives. These policies develop teaching and learning and the formative assessment practices taking place within classrooms.

## Educators

Educators, as with all stakeholders in education in New Brunswick, are committed to the same goals as outlined in the When kids come first policy. It is the role of educators to ensure formative assessment practices are employed in their classrooms. Formative assessment practice in the classroom provides an opportunity for in-depth analysis of individual students' abilities and areas of need.

With regards to provincial assessments, the Education Act outlines the responsibilities of educators stating, "Tests and examinations shall be administered by such persons on such dates and according to such schedules as are determined by the Minister annually and shall be conducted in schools designated by the Minister as achievement testing stations" [Chap. E-1.12/97-150;37(2)].

As administrators of provincial assessments, educators are also responsible for maintaining the integrity of assessment instruments and protocols. The Education Act [Chap. E-1.12/97-150;37(3)] states, "The principal of each school designated as an achievement testing station shall be responsible for the administration of tests and examinations to ensure that the Minister's instructions are followed".

## Districts

School districts develop and monitor programming at the district level. Data gathered through provincial assessments enables districts to highlight successful practice and isolate areas in need at the district level. Provincial and district data are used to inform District Improvement Plans [Chap. E-1.12, 36.9(1)] and performance reports [Chap. E-1.12,36.9(5)(c)]. District Education Councils are required by the Education Act to participate in, "accountability measures for evaluating pupil achievement, monitoring school district performance and monitoring the achievement of strategic objectives [Chap. E-1.12, 36.9(2)(c)].

## MACTE\*

The Education Act outlines the establishment of a Minister's advisory committee, composed of representatives of organisations involved in public education [Chap. E-1.12/97-150;38(1)]. The committee is established, "for the purposes of consultation, advice, liaison and communication with respect to the provincial testing and evaluation programs".

MACTE provides the Minister with information and advice necessary to guide decision making at all levels of assessment practice.

## Assessment and Evaluation Branch

The Assessment and Evaluation Branch is responsible for evaluating the effectiveness of educational programs at particular points in the New Brunswick Anglophone K-12 system, as determined by the Minister. As well, the branch coordinates student participation in international and pan-Canadian assessments.

The purpose of these assessments is to gather large scale data. These are summative assessments as they are a snapshot of achievement at a particular time. Provincial assessments provide longitudinal data to inform policy and programming and are not a substitute for ongoing student evaluation by classroom teachers.

The Assessment and Evaluation Branch serves policy makers as well as educators and must maintain an operational standard of independence and transparency as per the New Brunswick Protocol (Section 4).

## Department of Education

Through the Assessment and Evaluation Branch, the department monitors programming on a provincial scale. The different branches within the department collaborate to ensure assessments address curriculum outcomes and department initiatives.

The data gathered through large-scale assessments enables other branches within the department, as well as schools and districts, to highlight successful practice and isolate areas in need of assistance. Data produced by the Assessment and Evaluation Branch provides policy makers with specific targets, or areas of concern, and enables them to address specific needs through professional development initiatives and program development.

\* MACTE: Minister's Advisor Council on Testing and Evaluation

# Section 2

"Assessment is fundamental to the improvement of education; it provides measures of success for students' learning, for educators' leadership, and for continuous evaluations of instructional programs."

~ A Framework for Authentic Literacy Assessment (1992)

## Making the Link

In order to function as a coherent education system, assessment, evaluation, and instruction must be aligned from the classroom, district and provincial levels. Although the purposes for assessment and evaluation vary between classroom and province, advancement of student learning is the common goal.

Large-scale assessments, which are summative in nature, are important because of their impact on classroom practices, as well as, on program quality and policy decisions. Not all requirements of classroom assessments can apply directly to large-scale assessments, and vice-versa. However, the essential premise, that assessment practices must support improved student learning, holds true for both classroom and large-scale assessments.

## Assessment in the Classroom

Classroom-based assessment and evaluation provides an opportunity for in-depth analysis of students' abilities and areas of need. Teachers must be well versed in high quality assessment techniques and understand best practices for timely intervention.

"Thinking about assessment as a major facilitator of learning is likely to be one of the most significant changes in classroom practice. This change will challenge many educators' fundamental beliefs about their work and about education, and it will require of them new knowledge and skills."

~ *Rethinking Classroom Assessment (2006)*

Assessment *of* learning and assessment *for* learning serve valuable but different purposes. It is not always easy, however, achieving a balance. If we want to enhance learning for all students, the role of assessment *for* learning takes on a much higher profile than assessment *of* learning. In New Brunswick, we have the expectation that all teachers will employ formative assessment practices in the classroom. This is documented in the revised *NB Provincial Look-Fors* document and, as such, it is the expectation that formative assessment practices will be observed in the classroom.

## District and Department Participation

In order to initiate and sustain consistent use of classroom assessment strategies, targeted and on going in-service, with regular support to teachers, is required. Sustained and consistent use of classroom assessment strategies places a focus on the individual student's learning needs and toward individual learning goals. This requires professional development focused on formative assessment practice. Specific areas for professional development include:

- identifying purpose,
- deciding what to assess,
- choosing appropriate methods,
- ensuring quality,
- interpreting evidence, and
- using the assessment for the intended purpose.

# The Assessment and Evaluation Branch

The Assessment and Evaluation branch provides data from large-scale assessments as a systems check and longitudinal monitoring of programs. While Provincial assessments do provide one snapshot at the individual student level, it is the responsibility of the teacher, school and district to monitor individual student progress using regular formative assessment practices.

## Background

The Assessment and Evaluation Branch was established in the Anglophone sector of the Department of Education and Early Childhood Development, in 1975, in response to a decision by post-secondary institutions to eliminate the use of standardized test results (SATs) as the criteria for admission of high school graduates. A more comprehensive systems check was required.

There have been various changes over the years to the Assessment and Evaluation Branch and to the actual assessment program. Over the past thirty years, assessments have been administered at various grade levels, on different subject area, and curricula. Criteria and methods have evolved and the use of technology has led to changes in assessment theory and practice.

Currently, large-scale assessment programs in New Brunswick are managed by the Assessment and Evaluation Branch of the Strategic Initiatives Division of the Department of Education and Early Childhood Development. The Assessment and Evaluation Branch is responsible for administering all provincial assessments, as well as international and pan-Canadian assessment programs.

## Mission

The mission for the Provincial Assessment and Evaluation Branch is to inform all stakeholders of student achievement by constructing valid educationally beneficial assessments of achievement at critical points in the system.

### The New Brunswick Assessment Program (NBAP)

The purpose of the NBAP is to:

- determine if students demonstrate the skills and concepts outlined in New Brunswick curriculum documents,
- report provincially on how well students have achieved provincial standards at given points in their schooling,
- assist schools, districts, and the province in monitoring student learning,
- coordinate the administration of national and international assessments.

# NB Assessment Program: Overview

*Standardized testing, particularly, is justified as one resource to aid learning and should not be mistaken for a comprehensive verdict on learning or school quality.*

~ Peter Grimmer & Paul Shaker

Before children can read to learn, they have to learn to read. Children who haven't acquired the basics by the end of Grade 5 are likely to experience difficulties throughout the rest of their schooling. For this reason, provincial programming places a strong focus on helping learners who struggle in the early grades and provincial assessments in the province of New Brunswick are focused on the early grades. Results of provincial assessments provide feedback at provincial, district, school, and individual student levels regarding students' knowledge and skills and give us the type of information we need to be able to intervene urgently to help those at risk. While focussing on the basics of literacy, numeracy, and science in the early grades is essential, it is no less important that these areas continue to be emphasized in the later grades. We are committed to a provincial testing program at various grade levels to help us understand whether our children are acquiring the skills they need to learn, and to ensure that we produce graduates who are literate and numerate. Provincial assessments are administered annually in both English and French Immersion Programs, and occur at the following points in the K-12 system:

## Scope

Kindergarten	School Readiness
Grade 2 (English Prime)	Literacy: Reading and Writing
Grade 3 (English, French Immersion)	Mathematics
Grade 4 (English, French Immersion)	Literacy: Reading and Writing
Grade 5 (English, French Immersion)	Mathematics
Grade 5 (Intensive French)	Literacy: Oral Proficiency Writing (20% random sample)
Grade 6 (English, French Immersion)	Science
Grade 7 (English)	Literacy: Reading and Writing
Grade 8 (English, French Immersion)	Mathematics
Grade 9 (English)	English Language Proficiency Assessment (ELPA)
Grade 11 and 12 (English)	Reassessment English Language Proficiency
Grade 10 (FSL)	Oral Proficiency Assessment (biennial 10% random sample)
Grade 10 (French Immersion)	Literacy: Reading and Writing
Grade 12 (FSL)	Oral Proficiency Assessment

## Scope of Inclusion

As a leader in inclusive practices, the province believes in the principle that all students can learn given the appropriate support. All students are given the opportunity to participate in provincial assessments, to the best of their ability. If necessary, exemptions and accommodations are provided after consultation with parents, teachers, administrators, district and department specialists. Total exemptions are provided when participation would render the assessment inappropriate and/or emotionally harmful to the student. Students requiring exemptions from provincial assessments participate in assessment programs at the school and district level. For specific guidelines on provincial assessment exemptions and accommodations, please see the *Protocols for Accommodations and Exemptions* located on the Department of Education and Early Childhood Development website, Assessment and Evaluation link: <http://www.gnb.ca/0000/publications/eval/AssessmentProtocols.pdf>

# Literacy Assessment Program

New Brunswick conducts literacy assessments at critical points in a student's education. Reading and writing assessments are conducted at the elementary level (end of grade 2 and grade 4), middle level (fall of grade 7), and high school (January of grade 9).

## Elementary Literacy

At grades 2 and 4, reading and writing are assessed in the program of instruction (English or French Immersion). Reading passages are teacher selected from a pool of items developed by curriculum specialists and data quality teams at the Canadian Test Centre (CTC). These test items were administered to over 44 000 students across Canada to collect national normative data. The population surveyed included representative samples of all provinces, social economic groups, urban/rural populations, and special populations. The reading passages selected are at grade level, although easy and difficult passages at each level are included to facilitate differentiation. Assessment content reflects core Canadian values and is screened for racial, ethnic, gender and social class stereotypes. Reading passages include a variety of texts from traditional and contemporary writing, and include prose (fiction and non-fiction), drama, and poetry. The passages vary in length, subject matter, and style. Questions include the various types: literal, inferential, analytical, and critical/evaluative. Students read the passages and indicate their responses in the assessment booklet which is later machine scored. Reading assessments receive a final score of BAA (Below Appropriate Achievement), AA (Appropriate Achievement), or SA (Strong Achievement). In French Immersion programming, students receive a final score of S (rendement sous la norme), A (rendement approprié) and É (rendement élevé).

Writing topics are not assigned for grade 2 and 4 students; students choose a topic independently or may be prompted with teacher assistance. Writing is marked by a committee of teachers from across the province using the New Brunswick Writing Standards. Each piece of writing is marked independently a minimum of two times. If a discrepancy occurs, the piece of writing goes for a third independent marking. In addition, each piece is scored according to the Achievement Standards for Writing as: BAA (below appropriate achievement), AA (appropriate achievement), or SA (strong achievement). Some pieces of writing are referred to a committee for further analysis.

At grade 5, students in the Intensive French program, are also assessed (random 20% sample) in oral proficiency and writing.

The Writing Standards (see appendices) are developed by Educational Programs and Services in conjunction with CAMET (Council of Atlantic Ministers of Education and Training). These Writing Achievement Standards measure achievement levels for the end of each grade (the New Brunswick Provincial Elementary Reading and Writing Standards are available at: <https://portal.nbed.nb.ca/tr/lr/Elementary%20School%20English%20Lang/Pages/default.aspx> ). The pieces of writing must meet appropriate achievement in all trait areas in order to receive an overall score of AA. Writing assessments receive a final score of BAA (Below Appropriate Achievement), AA (Appropriate Achievement), or SA (Strong Achievement). In French Immersion programming, students receive a final score of S (rendement sous la norme), A (rendement approprié) and É (rendement élevé).

The scores from the marking committee are scanned and inputted for compilation along with the reading scores. Writing pieces receive a final score of BAA (Below Appropriate Achievement), AA (Appropriate Achievement), or SA (Strong Achievement), based upon the traits of writing.

## Middle Level Literacy

### Overview

The Grade 7 Provincial Literacy Assessment is an assessment of students' literacy abilities based on the *Atlantic Canada English Language Arts Curriculum Outcomes (Grade 6)* and the *Provincial Achievement Standards in Reading and Writing (End of Grade 6)*. It is comprised of a Reading Comprehension Component and a Writing Component. Students receive a reading score and a writing score; the components are not blended into an overall literacy score.

## Reading Comprehension

The Reading Comprehension Component consists of 50 selected response (multiple choice) items based on a selection of literary and information texts. Students read the passages and indicate their responses in the assessment booklet which is later machine scored. Students have 90 minutes to complete this component with up to 100% extra time available as a universal accommodation. Texts and items for the assessment are selected by a committee of New Brunswick educators based on the *ELA Curriculum Outcomes (Grade 6)* and the *Provincial Reading Achievement Standards (End of Grade 6)*.

The provincial standards outline two specific categories of text: literary and information. Three levels of comprehension response are detailed within the provincial standards: literal, inferential/interpretive, and personal/critical/evaluative. Item selection committees choose questions that measure students' abilities to respond to both categories of text on all of these levels. This allows individual results to be reported based on achievement in each level of response as well as overall.

The Grade 7 Provincial Literacy Assessments aligns with the provincial standards as follows:

	Literary Texts		Information Texts	
	Continuous Prose (1-2 passages)	Non-Continuous Prose and Poetry (1-2 passages)	Continuous Information Text (1-2 passages)	Non-Continuous Information Text (1-2 passages)
Literal Responses (20%)	5 items		5 items	
Inferential/ Interpretive Responses (60%)	15 items		15 items	
Personal/ Critical/ Evaluative Responses (20%)	5 items		5 items	
Total	25 items		25 items	

### Literary Texts

**Continuous Prose** may include short stories, myths, legends, drama, etc.

**Non-Continuous Prose and Poetry** may include poems, song lyrics, comics, excerpts from graphic novels, etc.

### Information Texts

**Continuous Information Text** may include articles, descriptive reports, short biographies, etc.

**Non-Continuous Information Text** may include charts, graphs, maps, recipes, schedules, advertisements, graphic hybrid texts, etc.

## Writing

In the Writing Component, students independently complete a piece of writing in response to a prompt they have selected from a variety of prompts provided. Students have 90 minutes to complete the Writing Component with up to 100% extra time available as a universal accommodation. Writing prompts are developed by a committee of New Brunswick educators based on the *ELA Curriculum Outcomes (Grade 6)* and the *Provincial Writing Achievement Standards (End of Grade 6)*. In addition to specific prompts, students are also given the option of selecting a topic of their own choice.

Students' writing is scored by a committee of NB educators based on the traits of writing outlined within the provincial standards: content, organization, word choice, voice, sentence structure, and conventions. Because the provincial standards specify that students must demonstrate control of each trait in order to meet the standards, each trait is given equal weight and students are expected to achieve a rating of at least appropriate (AA) in each trait in order to pass the Writing Component. This allows individual results to be reported based on achievement in each trait of writing as well as overall.

## High School Literacy

### Overview

The English Language Proficiency Assessment/Reassessment (ELPA/R) is an assessment of students' literacy abilities based on the *Atlantic Canada English Language Arts Curriculum Outcomes (grade 8)* and the *New Brunswick Provincial Achievement Standards in Reading and Writing (end of grade 8)*. This aligns with the Organization for Economic Co-operation and Development (OECD) definition of functional literacy.

### ELPA

The English Language Proficiency Assessment (ELPA) is comprised of a Reading Comprehension Component and a Writing Component. It is written by all students in grade 9 and is a Graduation Requirement unless an exemption is sought. Both components are scored separately and students must obtain a minimum score of Appropriate Achievement (AA) in both components in order to meet this requirement. The ELPA is administered during the January examination period.

### ELPR

The English Language Proficiency Reassessment (ELPR), which is identical to the ELPA, is written by students in grades 11 and 12 who have previously scored Experiencing Difficulty (ED) in one or both components of the ELPA or ELPR unless an exemption is sought. Students rewrite only those components in which they have not obtained a minimum score of AA. The ELPR is administered during the January examination period.

Cases in which students have previously obtained a literacy credential on a high school provincial literacy assessment from another province will be considered. The appropriate documentation must be forwarded to the Assessment and Evaluation Branch for approval. Literacy credentials from outside Canada will not be considered.

### Reading Comprehension

The Reading Comprehension Component consists of 50 selected response (multiple choice) items based on a selection of literary and information texts. Students read the passages and indicate their responses in the assessment booklet which is later machine scored. Students have 90 minutes to complete this component with up to 100% extra time available as a universal accommodation. Texts and items for the assessment are selected by a committee of New Brunswick educators based on the *ELA Curriculum Outcomes (Grade 8)* and the *Provincial Reading Achievement Standards (End of Grade 8)*.

The provincial standards outline two specific categories of text: literary and information. Three levels of comprehension response are detailed within the provincial standards: literal, inferential/interpretive, and personal/critical/evaluative. Item selection committees choose questions that measure students' abilities to respond to both categories of text on all of these levels. This allows individual results to be reported based on achievement in each genre and level of response as well as overall.

The ELPA/ELPR aligns with the provincial standards as follows:

	Literary Texts		Information Texts	
	Continuous Prose (2 passages)	Non-Continuous Prose and Poetry (2 passages)	Continuous Information Text (2 passages)	Non-Continuous Information Text (2 passages)
Literal Responses (20%)	5 items		5 items	
Inferential/ Interpretive Responses (60%)	15 items		15 items	
Personal/ Critical/ Evaluative Responses (20%)	5 items		5 items	
Total	25 items		25 items	

### Literary Texts

**Continuous Prose** may include short stories, myths, legends, drama, etc.

**Non-Continuous Prose and Poetry** may include poems, song lyrics, comics, excerpts from graphic novels, etc.

### Information Texts

**Continuous Information Text** may include articles, descriptive reports, short biographies, etc.

**Non-Continuous Information Text** may include charts, graphs, maps, recipes, schedules, advertisements, graphic hybrid texts, etc.

## Writing

The Writing Component of the ELPA/R consists of two sections, Writing I and Writing II. In each section, students independently complete a piece of writing in response to a writing prompt they have selected from a variety of prompts provided. Students have 60 minutes to complete each section with up to 100% extra time available as a universal accommodation. Writing prompts are developed by a committee of New Brunswick educators based on the *ELA Curriculum Outcomes (Grade 8)* and the *Provincial Writing Achievement Standards (End of Grade 8)*. In both Writing I and Writing II students are also given the option of selecting a topic of their own choice.

Students' writing is scored by a committee of New Brunswick educators based on the traits of writing outlined within the provincial standards: content, organization, word choice, voice, sentence structure, and conventions. Because the provincial standards specify that students must demonstrate control of each trait in order to meet the standard, each trait is given equal weight and students are expected to achieve a rating of at least Appropriate Achievement (AA) in each trait in order to pass the Writing Component. This allows individual results to be reported based on achievement in each trait of writing as well as overall. Writing I and Writing II are both assessed. The stronger of the two pieces is scored according to the traits of writing and receives the final evaluation.

## Grade 10 French Immersion Literacy Assessment

The Grade 10 FSL reading and writing assessment was first administered as a pilot in 2006 for all grade 10 French Immersion students in the province. By definition, these students must have received at least fifty percent of their instruction in French, as stipulated in Policy 309. The reading comprehension component consists of nine passages of various lengths, subject matter, and style, and includes both fiction and non-fiction. The reading comprehension section is followed by approximately fifty-five selected-response questions. The reading section is machine scored.

The writing component is completed in two sixty-minute sessions. Students choose their topic from a selection of prompts. This assessment is intended to reflect the student's ability to write independently. Student performance in writing is scored using the Provincial Achievement Standards for Grade 10 French Immersion. Teachers from across the province form the marking committee for student writing. The writing scores are then sent for scanning and computer compilation.

## Grade 10 Oral Proficiency Assessment

A French oral proficiency assessment of grade 10 students is conducted every two years from a random sample chosen from all students in grade 10. These students are assessed on the *New Brunswick Oral Proficiency Scale\**, which comprises 9 levels of proficiency:

- Unratable
- Novice
- Basic
- Basic Plus
- Intermediate
- Intermediate Plus
- Advanced
- Advanced Plus
- Superior

\*See Appendix B for the New Brunswick Oral Proficiency Scale performance descriptors.

This assessment serves to chart progress towards the goal of having 70% of all students reach the Intermediate level or higher oral proficiency in French. District results are generated, individual student and school level results are not.

## Grade 12 Oral Proficiency Assessment

Students in grade 12, who are enrolled in a French language course, either Core French or Immersion, or who are enrolled in a subject course taught in French, are eligible for an oral proficiency assessment. Provincial evaluators visit schools each semester. Students are scheduled for an assessment during the semester in which they take their last grade 12 French course. An individual student may be evaluated only once. Students are assessed based on the New Brunswick Second Language Oral Proficiency Scale (see Appendix B). Following each round of assessments, the Department of Education and Early Childhood Development issues a Certificate of Oral Proficiency in the name of the individual student attesting to the level he or she achieved on the New Brunswick Oral Proficiency Scale. In addition to generating individual student scores, results are also reported at the school, district and provincial levels, by program of study (i.e., Core French, Early Immersion and Late Immersion).

# Numeracy Assessment Program

Large-scale data gathered through the provincial assessment program enables policy makers to make programming decisions at the provincial, district or school level. Historical and longitudinal data provide information that may inform policy, professional development, and/or strategies to improve instructional practice. The provincial mathematics assessment program makes every effort to provide information on the goals of the New Brunswick Mathematics Curriculum (2010), which includes preparing students to:

- use mathematics confidently to solve problems,
- communicate and reason mathematically,
- appreciate and value mathematics,
- make connections between mathematics and its applications,
- commit themselves to lifelong learning,
- become mathematically literate adults,
- use mathematics to contribute to society (p. 3).

## Content

Numeracy assessments are conducted at grade 3 (pilot), grade 5 and grade 8 in both the English Prime and French Immersion programs. The assessments require students to respond independently to selected-response items, and to generate answers to open-response questions. Each question is selected or created by New Brunswick educators and are aligned to the New Brunswick Mathematics Curriculum.

The areas for assessment are based upon the General Curriculum Outcomes of the New Brunswick Mathematics Curriculum:

Strand	Percentage of Assessment*
<b>Number</b> <ul style="list-style-type: none"><li>• Number Sense</li></ul>	40 - 50%
<b>Patterns and Relations</b> <ul style="list-style-type: none"><li>• Patterns</li><li>• Variables and Equations</li></ul>	10 - 15%
<b>Shape and Space</b> <ul style="list-style-type: none"><li>• Measurement</li><li>• 3-D Objects and 2-D Shapes</li><li>• Transformations</li></ul>	20 - 30%
<b>Statistics and Probability</b> <ul style="list-style-type: none"><li>• Data Analysis</li><li>• Chance and Uncertainty</li></ul>	10 - 15%

\* Percentages reflect the range within each of the different grade level curricular outcomes.

## Competencies

A sound mathematical understanding is central in preparing our students for life in modern society. It is thus important to ensure students are adequately prepared to apply mathematical knowledge and to communicate mathematically when solving problems. To ensure the mathematics assessment program provides information on the mathematical literacy of our students, all questions are aligned to measure competency in knowledge, problem solving and communication. Each of these competencies are defined as follows:

**Knowledge:** The ability to recall factual and procedural knowledge with accuracy.

**Problem Solving:** The ability to extend prior knowledge to understand and solve problems. To make connections between and within the different strands of mathematics (number, patterns and relations, shape and space, statistics and probability) and to employ efficient, methodical and organized thought processes to reach reasonable solutions.

**Communication:** The ability to use precise mathematical language, units, symbolic notation, models and graphic representations to communicate with clarity.

## Marking and Reporting

Open-response items are marked by a committee of teachers selected from across the province. Prior to provincial marking sessions, committees of numeracy leads, teachers and specialists gather to establish consistent standards for marking based on a rubric and selected student exemplars. There are two forms of the rubric: a General Rubric, which can be applied to problem-solving responses in all grade levels, and Specific Rubrics which are adaptations of the General Rubric and are tailored specifically to measure the competencies demonstrated in response to specific problems. An Information Bulletin is published annually and contains sample rubrics and exemplars. The Information Bulletin is available on the Portal at: <https://portal.nbed.nb.ca/tr/AaE/Pages/default.aspx>. Upon completion of the marking sessions, the booklets are sent for scanning and computer compilation. The results are reported per strand and competency and are reported at the school, district and provincial level.

# Science Assessment Program

## Middle Level Science

The Provincial Science Assessment at Grade 6 was initially piloted provincially in June, 2007 and continued in pilot format, Phase II and III, for 2008 and 2009. The assessment moved out of pilot in June 2010.

The assessment consists of four sections: Student Survey, Selected Response, Constructed Response, and Open Response. Each section is completed independently of the others and schools have several scheduling options to consider when administering the assessment. Special care has been taken to ensure that assessment items are placed in real-life contexts that require students to apply science processes and the use of higher-level thinking to solve.

Survey statements and assessment items are created by New Brunswick teachers from the student outcomes contained within each of the following sections of the Atlantic Canada Science Curriculum at Grade 6:

- Common Framework of Science Learning Outcomes K to 12 Attitude Outcome Statements
- Life Science: Diversity of Life
- Physical Science: Electricity
- Physical Science: Flight
- Earth and Space Science: Space

The assessment reflects the four strands of science represented in the Atlantic Canada Science Curriculum at Grade 6: Attitudes, STSE (Science-Technology-Society-Environment), Skills, and Knowledge. The Attitude statements are contained within the Student Survey section while the STSE, Skills, and Knowledge strands are represented throughout the remaining sections proportionally to how they are found in the curriculum document.

Unit	Percentage of Assessment*
Life Science: Diversity of Life	25%
Physical Science: Electricity	25%
Physical Science: Flight	25%
Earth and Space Science: Space	25%
	100%

\* Percentage of Assessment is approximate and subject to modification

Strand	Percentage of Assessment*
STSE (Science-Technology-Society-Environment)	24%
Skills	32%
Knowledge	44%
	100%

\* Percentage of Assessment is approximate and subject to modification

# International and National Assessment Programs

New Brunswick participates in both international and national assessment programs: the Programme for International Student Assessment (PISA) and the Pan-Canadian Assessment Program (PCAP).

## Programme for International Student Assessment (PISA)

Under the auspices of the Organization for Economic Cooperation and Development (OECD), the Programme for International Student Assessment is a cyclical survey of the knowledge and skills of 15-year-olds. The purpose is to assess student performance near the end of compulsory education in reading, mathematics, and scientific literacy. Data is also collected on contextual factors that influence the development of these skills, both in the home and at school, with a view to informing policy development.

The first PISA administration in 2000 focused on reading, while in 2003 the major focus was on mathematics. The 2006 PISA assessment focused on scientific literacy and included fifty-eight countries. Approximately 1 800 randomly selected 15 year-olds participated in New Brunswick. The next PISA assessment is planned for 2009.

Results from PISA are made available to the provinces through the Council of Ministers of Education, Canada (CMEC).

In Canada, PISA is carried out through a partnership of the following organizations: Provincial Ministries and Departments of Education in all provinces and territories, Human Resources and Social Development Canada (HRSDC), Council of Ministers of Education Canada (CMEC), and Statistics Canada. For more information on PISA, see: <http://www.pisa.oecd.org>.

## Pan-Canadian Assessment Program (PCAP)

In 2003, the provincial and territorial ministers of education, through the Council of Ministers of Education, Canada (CMEC), agreed to develop the Pan-Canadian Assessment Program (PCAP) to replace its School Achievement Indicators Program (SAIP). This new program will assess at regular intervals the reading, science, and mathematics knowledge and skills of 13-year-old students from across Canada. The major component of each PCAP assessment will be one of these areas of learning, but every assessment will include minor components of the others.

PCAP also includes questionnaires for students, teachers, and school principals. These questionnaires generate valuable information about factors that influence student achievement.

The first PCAP assessment was administered in the spring of 2007. The major domain for this first round was Reading. Over 30 000 students from more than 1 500 schools across Canada took part in this assessment. In New Brunswick Anglophone schools, over 2 500 students participated. For more information on PCAP, see: <http://www.cmec.ca/Programs/assessment/pancan/Pages/default.aspx>.

# Section 3

## Measuring Understanding

Measuring student understanding is complex and includes a multitude of variables for consideration. For example, test designers must consider the sample population, test conditions, the item content, and its relation to established criteria of ability. Measuring understanding is complex, but isolating the variables, and knowing limitations, helps test designers ensure they are consistently measuring outcomes as accurately as possible. Generally, the type of skill test designers want to measure determines the statistical method used.

### Norm-Referenced Tests

Norm-referenced tests compare an individual student's performance with that of his or her peers. When these tests are developed, the questions are given to a large population, or sample, and norms are established using statistical measurement techniques. For example, when establishing norms for the Canadian Achievement Tests (items used for the reading portion of the grades 2, 4, 7 and ELPA/R literacy assessments), psychometricians sampled 44 000 Canadian students to ensure there was a representative sample of the provinces, genders, urban/rural, aboriginal and minority populations.

### Criterion-Referenced Tests

Criterion-referenced tests assess student mastery of specific goals or objectives. These are less global than norm-referenced tests and are closely linked to a curriculum or a set of competencies. For example, specialist teachers and ministry staff develop questions on the provincial assessments in mathematics to align with specific curriculum outcomes and competencies, as outlined in the Atlantic Canada Mathematics Curriculum.

## Cut-Points

Cut-points, or minimum passing scores, are the minimum percentages required to achieve a passing score. There are many different statistical methods and models available that assist in accurately measuring ability and establishing cut-points and often it is necessary to combine techniques. The Assessment and Evaluation Branch has used a number of different techniques over the years to establish the minimum passing rates of our assessments. Again, the method used is dependent on the type of skill measured and have included:

### Normal Distribution

Cut-points can be based on a normal distribution, or the bell curve, if the score distribution is not positively or negatively skewed. Between -1 and +1 standard deviations (or -.75 and +.75) is the acceptable range. Below and above these values ranges are the "need improvement" and "doing well". For assessments measured using the bell curve, the accuracy of the initial classification scheme was validated using discriminate analysis which provided a probability value for classification into a given group.

## Standard Setting Approach

Using this method, groups of teachers looked at multiple-choice assessment items to determine the cut-points for very good, acceptable and needs improvement. This technique allowed teachers to take into consideration the difficulty level of each item. Some short-answer, open response, type questions might be amenable to this method; longer, open-ended, response type questions, and essay answers are not.

## Item-Response Theory

Item-response theory was developed by psychometricians to address shortcomings of classical measurement practices and provides a useful framework for solving a wide variety of measurement problems. Item response theory assists in building test items, identifying potential bias, equating scores longitudinally, and reporting.

# Accountability

As part of the education plan, specific targets have been established for literacy, numeracy, and science. They include:

- 90% of students reach the reading standard at Grade 2 and again at Grade 4; 20% exceed it.
- 90% of students reach the numeracy standard at Grade 3 and again at Grade 5; 20% exceed it.
- 85% of students reach or exceed the standard in grades 6-12 on provincial assessments of literacy, numeracy, and science.
- 70% of high school graduates are able to function effectively in speaking their second official language.

To ensure the system is improving on the goals and standards set by the Minister in the Education Plan, provincial assessments measure the progress on these targets over time.

Monitoring and reporting on these targets is an important part of the overall accountability framework. All provincial, district, and school results on provincial assessments are publicly released. To increase public awareness of how the system is performing, Progress Reports with provincial, district, and school level data are provided to parents annually.

# Bringing it Together

The Department of Education and Early Childhood Development Assessment and Evaluation Branch is committed to providing timely, useful feedback on the status of teaching and learning in the Province of New Brunswick. We strive to ensure that assessments are valid and reliable measures, and that our reporting assists policy makers and educators to improve student learning and programming. As part of this process, we are guided by the following protocol:

## NBAP Assessment Protocol

- Make available to all stakeholders (administrators, teachers, students, parents/guardians) information regarding assessments.
- Design and describe procedures for developing or choosing the methods of assessment and administering the assessment materials. Define target age and grade level of participating students; or where sampling is used, the method of selecting participating students.
- Document the process by which assessments were developed. Include a description of the theoretical rationale for selection of grade level, content, procedures, and derivation of scores.
- Provide potential users with administrative guidelines, samples of questions/tasks with rationales, and guidelines for accommodations and exemptions.
- Review printed assessment methods and related materials for content or language generally perceived to be sensitive, offensive, or misleading.
- Ensure that an assessment translated into a second language is validated for use in the second language.
- Make available appropriate adaptations for students with documented special needs.
- Identify consequences for any misuse of the assessment or infringement of the Administrative Guidelines so as to maintain the integrity and validity of the assessment.
- Document procedures for scoring, reporting, storing, and accessing assessment results. Provide reports and explanations of results that can be readily understood by the intended audience(s).
- Report the performance of special student populations as mandated by departmental policy and initiatives.

~ Adapted from: Joint Advisory Committee (1993).



# Appendices



# Appendix A

## Writing Achievement Standards:

## End of Grade 2

	Appropriate Achievement	Strong Achievement
	<b>Students</b>	<b>Students</b>
<b>Content</b> overall topic, degree of focus, and related details	<ul style="list-style-type: none"> <li>choose a general topic; communicate message predominantly through written words</li> <li>include ideas/events (may not be explicitly stated), usually based on personal experiences, simple opinions or basic information</li> <li>include some supporting details to expand upon the ideas/events; may have some “gaps” or irrelevant information</li> </ul>	<ul style="list-style-type: none"> <li>choose and expand upon a general topic; usually able to sustain focus</li> <li>include a series of ideas/events, usually based on personal experiences, opinions or background information; these key ideas/events may be stated explicitly as connecting sentences</li> <li>include supporting details to expand the ideas/events; most are relevant and support the writer’s intent</li> </ul>
<b>Organization</b> structure and form, dependent on purpose and audience	<ul style="list-style-type: none"> <li>decide upon a general purpose</li> <li>include a simple beginning that identifies the topic</li> <li>present ideas/events in a basic sequence</li> <li>link ideas with simple connecting words (e.g., and, then, so)</li> <li>attempt a conclusion but may be abrupt</li> </ul>	<ul style="list-style-type: none"> <li>decide upon a general purpose</li> <li>introduce topic with an attempt to engage or orient the reader</li> <li>present ideas/events in an appropriate sequence</li> <li>link ideas in a variety of ways (first, next, finally, because), creating some flow to the writing</li> <li>include an apparent conclusion; often simply restating purpose, feeling or opinion</li> </ul>
<b>Word Choice</b> vocabulary, language, and phrasing	<ul style="list-style-type: none"> <li>make many ordinary word choices, possibly some repetition</li> <li>may include a few descriptive words or phrases</li> </ul>	<ul style="list-style-type: none"> <li>add to ordinary word choices with a few interesting words or phrases</li> <li>include a few interesting descriptive words (e.g., adjectives, active verbs)</li> </ul>
<b>Voice</b> evidence of author’s style, personality, and experience <b>(Not Assessed in the Grade 2 Literacy Assessment)</b>	<ul style="list-style-type: none"> <li>begin to show some awareness of audience according to purpose (e.g., write a letter “to” someone)</li> <li>demonstrate some basic knowledge of and/or interest in subject</li> <li>show a glimpse of personal feeling or style (e.g., bold punctuation, stylized letters, speech bubbles)</li> </ul>	<ul style="list-style-type: none"> <li>show some awareness of audience according to purpose; some attempt to consider reader</li> <li>demonstrate some specific knowledge of and/or personal interest in subject</li> <li>convey a personal feeling or individual style</li> </ul>
<b>Sentence Structure</b> variety and complexity of sentences	<ul style="list-style-type: none"> <li>use mostly simple and compound sentence structures; many are complete</li> <li>include a few longer sentences and/or sentences which begin in different ways (e.g., nouns, pronouns, phrases)</li> </ul>	<ul style="list-style-type: none"> <li>attempt a few complex structures with use of phrases; most sentences are complete</li> <li>include some sentences that vary in length and beginnings (e.g., nouns, pronouns, phrases)</li> </ul>
<b>Conventions</b> spelling, punctuation, capitalization, and usage (grammar)	<ul style="list-style-type: none"> <li>use correct end punctuation (e.g., periods, question marks, exclamation marks) in many sentences</li> <li>use capital letters for proper nouns (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</li> <li>spell many high-frequency words correctly; attempt to spell longer, more complex words using phonetic approximations</li> <li>use many basic pronouns and verbs correctly; may make some errors (e.g., She maked a cake.)</li> </ul>	<ul style="list-style-type: none"> <li>use mostly correct end punctuation (e.g., periods, question marks, exclamation marks)</li> <li>begin to use commas, apostrophes and quotation marks but not always correctly</li> <li>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</li> <li>spell most high-frequency words correctly; spell longer, more complex words using phonetic approximations</li> <li>use simple grammatical structures correctly (i.e., use most basic pronouns and verbs correctly)</li> </ul>

	Appropriate Achievement	Strong Achievement
	Students	Students
<b>Content</b> overall topic, degree of focus, and related details	<ul style="list-style-type: none"> <li>begin to narrow topic to a main idea; this central message may not be readily apparent</li> <li>include a series of related ideas/events, usually based on relevant personal experiences, opinions or accurate information</li> <li>include relevant details to support the ideas/events; a few details may lack clarity and/or pertinence</li> </ul>	<ul style="list-style-type: none"> <li>determine a main idea and generally sustain this central message</li> <li>include a series of related ideas/events, usually based on relevant personal experiences, supported opinions or complete/accurate information</li> <li>include relevant details to support the ideas/events; some details add interest or originality</li> </ul>
<b>Organization</b> structure and form, dependent on purpose and audience	<ul style="list-style-type: none"> <li>establish a purpose and select an appropriate form</li> <li>include an introduction, with a title or heading where appropriate; provide minimal context for the reader</li> <li>present most ideas/events in a logical order</li> <li>link ideas with a variety of ordering and connecting words and phrases to create some smooth transitions</li> <li>group key ideas/events; showing some evidence of conventional paragraphing</li> <li>include a conclusion but may not sum up ideas/events</li> </ul>	<ul style="list-style-type: none"> <li>establish a purpose and select an appropriate form</li> <li>include an effective introduction and, where appropriate, a title or heading; provide context and attempt to engage the reader</li> <li>generally present ideas/events in a logical order</li> <li>link ideas with a variety of words and phrases to make some purposeful and smooth transitions</li> <li>use paragraphs for most related information or events</li> <li>include a clear conclusion that briefly sums up key ideas/events</li> </ul>
<b>Word Choice</b> vocabulary, language, and phrasing	<ul style="list-style-type: none"> <li>include a few precise or interesting words, technical language, or creative phrases</li> <li>include a few descriptive words (e.g., adjectives, adverbs) and make varied verb choices</li> </ul>	<ul style="list-style-type: none"> <li>include a variety of precise or interesting words, technical language or creative phrases</li> <li>include descriptive words (e.g., adjectives, adverbs) and some well-chosen verbs</li> </ul>
<b>Voice</b> evidence of author's style, personality, and experience	<ul style="list-style-type: none"> <li>show some awareness of audience according to purpose (e.g., letter, report, recount, persuasive writing); attempts appropriate tone</li> <li>demonstrate knowledge of and interest in subject</li> <li>convey general feeling/mood or personal style</li> </ul>	<ul style="list-style-type: none"> <li>show awareness of audience according to purpose; tone is suitable and takes reader into consideration</li> <li>demonstrate engagement with the subject</li> <li>convey an identifiable feeling/tone or an individual style; some risk-taking and originality are evident</li> </ul>
<b>Sentence Structure</b> variety and complexity of sentences	<ul style="list-style-type: none"> <li>include a variety of mostly complete sentence types and structures; may be some run-on/incomplete sentences in complex structures</li> <li>include sentences with variations in length and beginnings (e.g., nouns, pronouns, phrases) resulting in a few effective transitions</li> </ul>	<ul style="list-style-type: none"> <li>include a variety of sentence types and structures (run-on/incomplete sentences may occur occasionally)</li> <li>include sentences that vary in length and beginnings creating an easy-to-read flow</li> </ul>
<b>Conventions</b> spelling, punctuation, capitalization, and usage (grammar)	<ul style="list-style-type: none"> <li>use correct end punctuation for the majority of sentences</li> <li>use commas and apostrophes correctly in most instances (e.g., series, dates, contractions, singular possessives)</li> <li>use quotation marks in many instances of direct speech; may lack internal punctuation and capitalization</li> <li>consistently use capital letters for proper nouns (e.g., people, days of the week, months, common place names), first word of a sentence, and the pronoun "I"; generally use capital letters for common holidays and titles; may capitalize a few words unnecessarily</li> <li>spell many familiar words correctly; use visual/sound patterns to make close approximations of unfamiliar words</li> <li>generally use basic grammatical structures correctly (e.g., common subject/verb agreements, regular verb tenses, use of pronouns – <i>Joe and I</i>)</li> </ul>	<ul style="list-style-type: none"> <li>use commas and apostrophes consistently and correctly (e.g., series, dates, contractions, singular possessives)</li> <li>use quotation marks in most instances of direct speech; the quote generally shows internal punctuation and capitalization, but split quotations may not be accurately punctuated and capitalized</li> <li>correctly use capital letters for proper names (e.g., people, days of the week, months, common place names), first word of a sentence, pronoun "I"; and in most cases, for common holidays and titles</li> <li>spell most familiar words correctly; use visual/sound patterns to make close approximations of unfamiliar words</li> <li>use basic grammatical structures correctly in most cases (e.g., common subject/verb agreements, regular verb tenses, use of pronouns – <i>Joe and I</i>)</li> </ul>

# Normes de compétence en écriture – à la fin de la 4<sup>ème</sup> année

Rendement Approprié l'élève	Rendement Élevé l'élève
<p><b>Contenu</b></p> <ul style="list-style-type: none"> <li>• commence à développer une idée principale ou un thème</li> <li>• inclut une séquence d'idées et d'événements reliés au sujet et qui en général ne s'en éloignent pas</li> <li>• inclut des détails ou renseignements qui expliquent le sujet ou appuient l'idée principale</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• se montre conscient du but visé et du type de texte</li> <li>• présente généralement les idées et les renseignements dans un ordre logique; la séquence est claire</li> <li>• peut inclure un titre ou des sous-titres, si convenable</li> <li>• montre une certaine capacité de d'organiser les idées en paragraphes</li> <li>• utilise divers mots charnières pour relier les idées</li> </ul> <p><b>Vocabulaire</b></p> <ul style="list-style-type: none"> <li>• inclut certains mots descriptifs efficaces</li> <li>• choisit différents verbes</li> </ul> <p><b>Voix</b></p> <ul style="list-style-type: none"> <li>• démontre le début d'une touche personnelle</li> <li>• commence à se montrer conscient du lecteur</li> <li>• démontre un certain engagement envers le sujet</li> </ul> <p><b>Structure de la phrase</b></p> <ul style="list-style-type: none"> <li>• inclut une variété de débuts de phrases</li> <li>• inclut des phrases de divers types et de diverses longueurs</li> <li>• nécessite parfois une relecture</li> <li>• tente de varier la structure des phrases (manque parfois d'éléments de transition dans une tentative de créer une phrase complexe, ou se manifeste en expressions boiteuses)</li> <li>• tente de respecter les structures françaises (peut conserver quelques calques de l'anglais)</li> </ul> <p><b>Conventions</b></p> <ul style="list-style-type: none"> <li>• utilise généralement la ponctuation appropriée: les divers types de point (.?! ) à la fin de la phrase; les virgules dans des séries; les apostrophes dans l'éllision des mots; les guillemets ou les tirets dans les citations directes</li> <li>• utilise généralement de façon correcte les majuscules pour les noms propres (noms de personnes et de lieux), le premier mot d'une phrase, pour des jours fériés et des titres (parfois une utilisation inutile des majuscules)</li> <li>• respecte l'orthographe de nombreux mots usuels et fréquents; essaie d'écrire les mots plus complexes en utilisant une approximation phonétique</li> <li>• accorde le verbe avec son sujet la plupart du temps, lorsqu'il utilise des verbes usuels (<i>avoir, être, aller</i> et les verbes réguliers en « -er » au présent)</li> <li>• utilise généralement de façon correcte les pronoms-sujet et les déterminants usuels (articles, possessifs, démonstratifs)</li> </ul>	<p><b>Contenu</b></p> <ul style="list-style-type: none"> <li>• développe une idée principale ou un texte et tente de s'y rattacher</li> <li>• inclut une séquence d'idées et d'événements reliés au sujet et qui ne s'en éloignent pas</li> <li>• inclut suffisamment de détails ou renseignements pertinents pour expliquer le sujet ou appuyer l'idée principale</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• se montre conscient du lecteur cible, du but visé et du type de texte</li> <li>• présente les idées et renseignements dans un ordre logique; démontre une certaine capacité de transition harmonieuse entre les idées</li> <li>• peut inclure un titre ou des sous-titres efficaces, si convenable</li> <li>• démontre généralement la capacité d'organiser des idées en paragraphes</li> <li>• utilise efficacement divers mots charnières (enfin, le jour suivant, etc.)</li> </ul> <p><b>Vocabulaire</b></p> <ul style="list-style-type: none"> <li>• inclut une variété de mots ou d'expressions descriptifs</li> <li>• peut inclure quelques verbes recherchés, quoique parfois mal conjugués</li> </ul> <p><b>Voix</b></p> <ul style="list-style-type: none"> <li>• inclut des détails qui créent un style personnel ou un ton souhaitable selon le texte</li> <li>• démontre une conscience du lecteur</li> <li>• démontre de l'engagement envers le sujet</li> </ul> <p><b>Structure de la phrase</b></p> <ul style="list-style-type: none"> <li>• inclut une certaine variété intéressante de débuts de phrases</li> <li>• inclut des phrases efficaces de divers types et de diverses longueurs</li> <li>• se lit bien</li> <li>• inclut une variété de structures de phrases qui peuvent parfois être incomplètes</li> <li>• respecte généralement la syntaxe française</li> </ul> <p><b>Conventions</b></p> <ul style="list-style-type: none"> <li>• utilise la ponctuation appropriée la plupart du temps: les divers types de point (.?! ) à la fin de la phrase; les virgules dans des séries; les apostrophes dans l'éllision des mots; les guillemets ou les tirets dans les citations directes (pas nécessairement dans les citations tronquées)</li> <li>• utilise correctement les majuscules pour les noms propres (noms de personnes et de lieux), le premier mot d'une phrase, pour des jours fériés et des titres (dans la plupart des cas)</li> <li>• respecte l'orthographe de la plupart des mots familiers;</li> <li>• accorde presque toujours le verbe avec son sujet lorsqu'il utilise des verbes usuels (<i>avoir, être, aller</i> et les verbes réguliers en « -er » au présent)</li> <li>• la plupart du temps, utilise correctement les pronoms-sujet et les déterminants usuels (articles, possessifs, démonstratifs)</li> </ul>

# Normes de Performance: Approprié et Élevé

## Grade 5 Intensive French

	ACCURACY / FLUENCY Students who demonstrate <b>appropriate</b> performance in accuracy / fluency in writing:	ACCURACY / FLUENCY Students who demonstrate <b>strong</b> performance in accuracy / fluency in writing:
<b>Ideas</b>	<ul style="list-style-type: none"> <li>• Include a series of ideas/information or events related to a topic /subject (F)</li> <li>• Include details to begin to develop or expand on a topic (may have some gaps in information) (F)</li> <li>• Include details that are relevant to the writer's intent (F)</li> </ul>	<ul style="list-style-type: none"> <li>• Include enough details to make the topic clear (F)</li> <li>• Include only details and information that are relevant and support the writer's intent (F)</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>• Use a few liaison words, connectors or transitional phrases to connect ideas (F)</li> <li>• Present ideas/information or events in a sequence that may be followed relatively easily (A)</li> <li>• Demonstrate at least two of the three concepts of beginning, middle and ending in their writing (A)</li> <li>• Present ideas generally in one paragraph (A)</li> </ul>	<ul style="list-style-type: none"> <li>• Use liaison words, connectors or transitional phrases to connect ideas and create some flow to the writing (F)</li> <li>• Present ideas/information or events in a logical sequence (A)</li> <li>• Include a beginning, middle and ending (A)</li> <li>• Groups ideas in paragraphs (A)</li> </ul>
<b>Sentence</b>	<ul style="list-style-type: none"> <li>• Generally use short, detached sentences (F)</li> <li>• May use some compound and/or complex sentences (F)</li> <li>• May demonstrate some risk taking in the creation of new sentences, ideas and word choices (F)</li> <li>• Demonstrate some ability to adapt language functions to a new context(F)</li> <li>• Sentence structure is generally appropriate for French (A)</li> </ul>	<ul style="list-style-type: none"> <li>• Often use compound and/or complex sentences (F)</li> <li>• Demonstrate some risk taking in the creation of new sentences, ideas and word choices(F)</li> <li>• Create new sentences adapted to context with considerable accuracy (F)</li> <li>• Sentence structure is predominantly French (A)</li> </ul>
<b>Word Choice</b>	<ul style="list-style-type: none"> <li>• Demonstrates some variety in word choice (e.g. adjectives, adverbs, verbs) (F)</li> </ul>	<ul style="list-style-type: none"> <li>• Include some judicious word choices (e.g. adjectives, adverbs, strong verb choices) (F)</li> </ul>
<b>Conventions</b>	<ul style="list-style-type: none"> <li>• Generally use correct punctuation and capitalization (A)</li> <li>• Spell majority of familiar words correctly (A)</li> <li>• May often spell words using phonetic approximations (A)</li> <li>• Demonstrate an emerging understanding of the concept of gender and number (A)</li> <li>• Demonstrate an emerging understanding of subject-verb agreement (A)</li> <li>• May demonstrate concept of past or future verb tenses, but use is not accurate (A)</li> <li>• Occasional use of subject pronouns and possessive adjectives (A)</li> </ul>	<ul style="list-style-type: none"> <li>• Use predominantly correct punctuation and capitalization (A)</li> <li>• Spell familiar words correctly (A)</li> <li>• May spell complex or less familiar words using phonetic approximations (A)</li> <li>• Demonstrate some understanding of the concept of gender and number (A)</li> <li>• Demonstrate some understanding of subject-verb agreement (A)</li> <li>• May use past or future verb tenses, without total accuracy (A)</li> <li>• Use some subject pronouns and possessive adjectives with relative accuracy (A)</li> </ul>
<b>Voice</b>	<ul style="list-style-type: none"> <li>• Shows evidence of emerging voice (F)</li> </ul>	<ul style="list-style-type: none"> <li>• Enthusiasm for subject is evident (F)</li> </ul>

	Appropriate Achievement	Strong Achievement
	Students	Students
<b>Content</b> overall topic, degree of focus, and related details	<ul style="list-style-type: none"> <li>select a specific topic that establishes the purpose and audience</li> <li>include straightforward and predictable ideas/events</li> <li>support the ideas with relevant details</li> </ul>	<ul style="list-style-type: none"> <li>introduces a specific topic with a main idea that establishes a clear purpose and definite audience</li> <li>include some original/thoughtful ideas</li> <li>develop ideas/information by including relevant details</li> </ul>
<b>Organization</b> structure and form, dependent on purpose and audience	<ul style="list-style-type: none"> <li>select an appropriate form and establish the purpose in the introduction</li> <li>show evidence of logical sequencing</li> <li>show control of paragraph divisions</li> <li>provide an obvious conclusion</li> </ul>	<ul style="list-style-type: none"> <li>establish a clear purpose and provide an effective introduction</li> <li>use a logical sequencing structure (e.g., chronological, cause and effect, compare and contrast)</li> <li>create smooth transitions between paragraphs</li> <li>provide a definite conclusion</li> </ul>
<b>Word Choice</b> vocabulary, language, and phrasing	<ul style="list-style-type: none"> <li>include precise/interesting words and/or technical language</li> <li>include descriptive words (adjectives, adverbs, strong verbs, strong nouns)</li> </ul>	<ul style="list-style-type: none"> <li>use strong verbs and nouns (e.g., plunged instead of dove, and patriarch instead of father)</li> <li>use descriptive vocabulary/phrases to strengthen meaning</li> </ul>
<b>Voice</b> evidence of author's style, personality, and experience	<ul style="list-style-type: none"> <li>show awareness of audience</li> <li>demonstrate engagement with subject</li> <li>include glimpses of personal feeling, energy, and individuality</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate a confident awareness of audience</li> <li>show a sincere engagement with subject</li> <li>include personal feeling, energy, and individuality</li> </ul>
<b>Sentence Structure</b> variety and complexity of sentences	<ul style="list-style-type: none"> <li>include different kinds of sentences, with a variety of complex structures (occasional errors)</li> <li>include a variety of sentence lengths and beginnings to establish rhythm and create interest</li> </ul>	<ul style="list-style-type: none"> <li>show confident use of different kinds of sentences and structures (minimal errors)</li> <li>create interesting rhythm through variety in sentence lengths and beginnings</li> </ul>
<b>Conventions</b> spelling, punctuation, capitalization, and usage (grammar)	<ul style="list-style-type: none"> <li>use correct end punctuation and capitalization</li> <li>include internal punctuation (commas, quotation marks, and apostrophes) and paragraphing of dialogue with some competence</li> <li>spell familiar and commonly used words correctly with close approximations for more complex words (may make a few homophone mistakes)</li> <li>follow correct tense, subject/verb agreement, and grammatically correct pronouns (e.g., <i>Give it to Tom and me.</i>)</li> </ul>	<ul style="list-style-type: none"> <li>show control with a range of internal punctuation (e.g., dashes, brackets, colons, hyphens, ellipses)</li> <li>punctuate most split dialogue correctly</li> <li>use common homophones correctly (e.g., you're-your, there-their-they're, hour-our)</li> <li>show overall control with grammatical structures and spelling</li> </ul>

	Appropriate Achievement	Strong Achievement
	<b>Students</b>	<b>Students</b>
<b>Content</b> overall topic, degree of focus, and related details	<ul style="list-style-type: none"> <li>select a specific topic with a main idea that supports the purpose and audience</li> <li>include thoughtful ideas/events relevant to the topic</li> <li>include relevant/well-researched details to enhance the ideas</li> </ul>	<ul style="list-style-type: none"> <li>introduce a specific topic with a main idea that clearly defines the purpose and engages the audience</li> <li>include original and thoughtful ideas</li> <li>support the strong main idea with relevant details and examples</li> </ul>
<b>Organization</b> structure and form, dependent on purpose and audience	<ul style="list-style-type: none"> <li>select an appropriate form and clearly establish the purpose in the introduction</li> <li>use an underlying structure to present information (e.g., temporal sequence, cause and effect, compare and contrast)</li> <li>use transitions between and within paragraphs to show sequencing and connections</li> <li>provide an adequate conclusion</li> </ul>	<ul style="list-style-type: none"> <li>begin with an engaging lead that establishes the purpose and form</li> <li>vary the organizational structures to enhance interest (e.g., hybrids, flashback, story within a story)</li> <li>use a variety of ways to focus the topic (e.g., time structures, theme)</li> <li>provide an effective/creative conclusion</li> </ul>
<b>Word Choice</b> vocabulary, language, and phrasing	<ul style="list-style-type: none"> <li>include interesting words and/or technical/subject-specific language to enhance meaning (strong nouns and verbs, colourful adjectives and adverbs)</li> <li>use figurative language (e.g., metaphor, analogy, symbolism)</li> </ul>	<ul style="list-style-type: none"> <li>effectively include vivid descriptive vocabulary/precise technical words (strong nouns and verbs, colourful modifiers)</li> <li>use figurative language effectively</li> </ul>
<b>Voice</b> evidence of author's style, personality, and experience	<ul style="list-style-type: none"> <li>skilfully connect the audience to the topic</li> <li>show care and commitment to the topic</li> <li>generate strong feeling, energy, and individuality</li> </ul>	<ul style="list-style-type: none"> <li>skilfully connect with the audience by sharing thoughts, feelings, inner conflict, and convictions</li> <li>demonstrate a strong commitment to the topic</li> <li>develop ideas in a unique or unusual way, revealing the writer's perspective</li> </ul>
<b>Sentence Structure</b> variety and complexity of sentences	<ul style="list-style-type: none"> <li>include different kinds of sentences, with a variety of complex structures</li> <li>include a variety of sentence lengths and beginnings to create fluidity</li> </ul>	<ul style="list-style-type: none"> <li>use a striking variety of complex sentence structures and types</li> <li>connect ideas with smooth transitions to add flair</li> </ul>
<b>Conventions</b> spelling, punctuation, capitalization, and usage (grammar).	<ul style="list-style-type: none"> <li>include internal punctuation (e.g., commas, semi-colons, colons, dash, hyphen, parentheses, apostrophes) and paragraphing of dialogue</li> <li>correctly spell almost all words; use spelling support (e.g., dictionary, spell checker); correctly use homophones</li> <li>use standard grammatical structures (subject/verb agreement, verb tense, all parts of speech, numbers, contractions, plurals)</li> <li>use a range of print characteristics and layout to enhance the meaning (e.g., headings, visuals, white space, italics, bold, font size, and style)</li> </ul>	<ul style="list-style-type: none"> <li>Use conventions skilfully to enhance meaning and voice</li> <li>make informed decisions about text layout and print characteristics to enhance meaning (e.g. headings, visuals, white space, italics, bold, font size, and style)</li> </ul>

## Normes de Rendement – à la fin de la 10<sup>ème</sup> année (Immersion)

**Un niveau de rendement approprié désigne une rédaction qui :**

### **CONTENU**

- comprend une idée principale exprimée clairement
- présente des détails appropriés qui se rapportent à l'idée principale

### **ORGANISATION**

- contient une introduction claire et efficace ainsi qu'une conclusion adéquate
- respecte la structure du type de texte
- comprend la division du texte en paragraphes logiques ainsi que des mots charnières et des transitions

### **VOIX/STYLE**

- adopte un ton convenable à l'intention d'écriture
- ajoute du dynamisme au texte
- démontre l'émergence d'un style personnel selon les exigences du texte

### **VOCABULAIRE**

- emploie un vocabulaire bien choisi qui rend le texte clair

### **STRUCTURE DE LA PHRASE**

- présente des phrases généralement bien construites
- peut offrir une variété de structures, de longueur, de complexité et de types de phrases
- tente généralement de respecter la structure française et la syntaxe

### **CONVENTIONS LINGUISTIQUES**

- respecte généralement la grammaire de base (accords sujet-verbe, genre et nombre, et la conjugaison des verbes)
- respecte l'orthographe usuelle
- applique généralement les conventions linguistiques

**Un niveau de rendement fort désigne une rédaction qui :**

### **CONTENU**

- comprend une idée principale exprimée clairement, et appuyée par des détails et des exemples judicieux
- se concentre sur le sujet en fournissant, selon le type de texte, des arguments démontrant un bon raisonnement

### **ORGANISATION**

- contient une introduction suscitant l'intérêt du lecteur ainsi qu'une conclusion efficace respectant le type de texte
- est cohérente et respecte la structure du type de texte facilitant ainsi la compréhension
- comprend la division du texte en paragraphes logiques ainsi que des mots charnières bien choisis et des transitions fluides

### **VOIX/STYLE**

- marie le ton et l'intention d'écriture avec souplesse
- ajoute du dynamisme au texte
- fait preuve d'un style personnel selon les exigences du texte

### **VOCABULAIRE**

- emploie un vocabulaire précis et bien choisi ou nuancé

### **STRUCTURE DE LA PHRASE**

- présente des phrases bien construites
- offre une variété de structures, de longueur, de complexité et de types de phrases
- respecte généralement la structure française et la syntaxe

### **CONVENTIONS LINGUISTIQUES**

- respecte bien la grammaire de base (accords sujet-verbe, genre et nombre, et la conjugaison des verbes)
- respecte assez bien l'orthographe
- applique bien les conventions linguistiques

# Appendix B

## New Brunswick Second Language Oral Proficiency Scale Performance Descriptions

<b>UNRATEABLE</b>	No functional ability in the language.
<b>NOVICE</b>	Able to satisfy immediate needs using rehearsed phrases. No real autonomy of expression, flexibility, or spontaneity. Can ask questions or make statements with reasonable accuracy but only with memorized phrases. Vocabulary is very limited.
<b>BASIC</b>	Able to create with the language by combining and recombining learned elements. Can satisfy minimum courtesy requirements and maintain very simple face-to-face interaction with native speakers accustomed to dealing with second language learners. Almost every utterance contains fractured syntax and grammatical errors. Vocabulary is adequate to express most elementary needs.
<b>BASIC PLUS</b>	Able to initiate and maintain predictable face-to-face conversations and satisfy limited social demands. Shows some spontaneity in language production, but fluency is very uneven. There is emerging evidence of connected discourse, particularly for simple narration and/or description, but range and control of language structures are limited.
<b>INTERMEDIATE</b>	Able to satisfy routine social demands and limited requirements in school/work settings. Can provide information and give explanations with some degree of accuracy, but language is awkward. Can handle most common social situations, including introductions and casual conversations about events in school and community; able to provide autobiographical information in some detail. Can give directions from one place to another; can give accurate instructions in a field of personal expertise. Has a speaking vocabulary sufficient to converse simply, with some paraphrasing. Accent, though often quite faulty, is intelligible. Uses high frequency language structures accurately, but does not have a thorough or confident control of grammar. In certain situations, diction would probably distract a native speaker.
<b>INTERMEDIATE PLUS</b>	Able to satisfy the requirements of a broad variety of everyday, school, and work situations. Can discuss concrete topics relating to special fields of competence as well as subjects of current public interest. Normally does not have to grope for words. Often shows a significant degree of fluency and ease in speaking, yet, under pressure, may experience language breakdown. May exhibit good control of language structures, but be limited in overall language production; or, conversely, may demonstrate ample speech production, but have uneven control of structures. Some misunderstandings will still occur.
<b>ADVANCED</b>	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal, and in all informal conversations, on practical, social, and academic or work-related topics. Can describe in detail and narrate accurately. Can discuss abstract topics and ideas as well as events; can support opinions and hypothesize. Accent may be obvious but never interferes with understanding. Control of grammar is good and speech is fluent. Sporadic errors still occur, but they would not distract a native speaker or interfere with communication.
<b>ADVANCED PLUS</b>	Able to speak the language with sufficient structural and lexical accuracy that participation in conversations in all areas poses no problem. Accent may be noticeable and the speaker occasionally exhibits hesitancy which indicates some uncertainty in vocabulary or structure.
<b>SUPERIOR</b>	Able to use the language fluently and accurately on all levels normally pertinent to personal situation (academic, social, work-related). Can understand and participate in any conversation within the range of personal experience with a high degree of fluency and precision of vocabulary. Accent is good, but the speaker would not necessarily be taken for a native speaker.



# Appendix C

## Assessment and Evaluation Branch Annual Calendar

Assessment	Frequency	Administration Date	Results Available*
Grade 2 Literacy (Prime)	Annual	May - June	September
Grade 3 Mathematics (Eng/FI)	Annual	May - June	September
Grade 4 Literacy (Eng/FI)	Annual	May - June	September
Grade 5 Mathematics (Eng/FI)	Annual	May - June	September
Grade 5 Literacy (Intensive French)	Annual (20% sample)	Jan – Feb	April - May
Grade 6 Science (Eng/FI)	Annual	June	September
Grade 7 Literacy	Annual	October	January
Grade 8 Mathematics (Eng/FI)	Annual	June	September
Grade 9 ELPA	Annual	January	April
Grade 11 and 12 ELPA Reassessment	Annual	January	April
Grade 10 FSL Oral	Biennial	February & March	June
Grade 10 Literacy (FI)	Annual	April	September
Grade 12 FSL Oral	Annual	Semester 1 (Nov/Dec) Semester 2 ( Apr/May)	January June
PISA (International)	Triennial	April-May	Following Year
PCAP (National)	Triennial	April-May	Following Year

\* Results Available: Target Dates

Note: The Ministers Advisory Council on Testing and Evaluation meets once in the autumn, once in the winter, and once again in the spring. Additional meetings take place on a needs basis.



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