

Nova Scotia Examinations

# Information Guide

## Nova Scotia Examination: English 10



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# Introduction

The purpose of this information guide is to provide teachers with information about the Nova Scotia Examination (NSE) in English 10. Teachers are encouraged to share the contents of the guide with their students.

## Overview

The NSE English 10 is designed to evaluate student achievement in relation to selected curriculum outcomes. The examination results contribute 20% to students' final course mark.

All students registered in any form of English 10 will write the NSE English 10. This includes students in courses such as English 10 Plus, English 10 Pre-IB, and English 10 O2. Students who have an Individual Program Plan (IPP) in English Language Arts, and therefore work toward a different set of outcomes, do not participate in the examination.

The NSE English Advisory Group, comprised of high school English teachers representing all school boards in Nova Scotia assists in the development of examinations. The Advisory Group, under the guidance of department staff, follows the examination development procedures outlined in the Nova Scotia Assessment Development Model. All processes, examination development, administration, scoring, and reporting are facilitated by the Student Assessment and Evaluation division of the Department of Education and Early Childhood Development.

The NSE English 10 is constructed according to precise specifications. Questions are written to match curriculum outcomes and then are field-tested with students. Field-test results are then analyzed and items that meet provincial standards are approved for inclusion on examinations.

Scoring takes place at both the school and provincial levels. English 10 teachers score their students' exams using the *Marking Guide* provided by the Department of Education and Early Childhood Development. In addition, English teachers representing all school boards score all student examinations at a scoring session held in the summer. Results from the provincial scoring session are used to provide information to policy makers on the implementation of the course curriculum and on standards of student achievement in relation to expected learning outcomes. Individual student reports will provide information about students' performance in reading and writing. These results are used by teachers, together with classroom assessment information, to inform instructional decisions that are best suited to individual students.

## Curriculum Links

NSE English 10 is designed to reflect the Table of Specifications in this guide. The outcomes listed in Appendix A of this guide are the outcomes that can be addressed in this examination. These outcomes are found in the *Atlantic Canada English Language Arts Curriculum Guide: English 10–12*. Note that in any given year, the examination may not address all outcomes listed in the appendix.

Some examination questions will assess students' understanding of an individual outcome while others will assess a grouping of outcomes. The examination is comprised of a variety of question types including selected response and constructed response. Questions are developed to assess students' performance at different cognitive levels:

- **Literal Comprehension** questions are designed to elicit responses that indicate the student has comprehended explicit information in the text.
- **Non-literal Comprehension** questions are designed to elicit responses that indicate the student has comprehended implicit information in the text such as inferences, connotative meanings, idioms, and figurative language (e.g., simile and metaphor).
- **Analysis** questions are designed to elicit responses that indicate the student has thought critically about texts by analyzing, synthesizing, and evaluating the explicit and/or implicit information in the text.

The Information Guide will be revised as needed to reflect any changes in the examination process. Teachers will be notified as soon as possible when any changes occur. A copy of this guide is posted on the Student Assessment and Evaluation website: <http://plans.ednet.ns.ca>.

# Table of Specifications

## Examination Construction

The NSE English 10 is constructed in accordance with tables of specifications and the Nova Scotia Assessment Development Model. It includes questions (items) that have met the following criteria:

- rigorous content review by the provincial English 10 examination Advisory Group for alignment with outcomes as listed in the appendices and for possible bias and construction flaws;
- field-testing under monitored conditions in English 10 classrooms;
- statistical analysis of the students' responses following the field-testing to determine levels of difficulty, validity, and reliability of each question.

**Table 1: Exam Format**

Section	Number and Type of Questions	Points	Suggested Time
Reading: Prose	20 Selected Response	20 points	40–45 minutes
Writing: Persuasive Writing	1 Constructed Response	24 points	35–45 minutes
Reading: Poetry	10 Selected Response	10 points	20–25 minutes
Reading: Visual/Media Text	10 Selected Response	10 points	20–25 minutes
Reading/Writing: Reading Response	1 Constructed Response	20 points	35–40 minutes
<b>Total:</b>	<b>42 questions</b>	<b>84 points</b>	<b>150–180 minutes</b>

**Table 2: Specifications for Reading/Viewing**

Number of Reading Tasks	Type of Text	Points	Points per Cognitive Level: Literal Comprehension	Points per Cognitive Level: Non-Literal Comprehension	Points per Cognitive Level: Analysis
2–4	Prose*	20 points	5–8	5–8	5–8
1 or 2	Poetry	10 points	3–5	3–5	3–5
1 or 2	Visual/Media Text	10 points	3–5	3–5	3–5
	Reading Response**				
<b>Total: 44 points</b>					

\* Prose: short story, information text, essay, real-life narrative, and other types of prose writing.

\*\* Teacher scoring of the Reading Response will be based on the writing rubric provided in the *Marking Guide*. However, provincial scoring of the Reading Response task will include a score for the “Ideas 1” criterion in the Reading Response rubric that will count toward an analysis-level reading question on the *Nova Scotia Examination: English 10 – Individual Student Report*.

**Table 3: Specifications for Writing**

Writing Task	Number and Type of Questions
Persuasive Writing	Scored on a four level rubric using four criteria: Ideas (8 points) Organization (8 points) Language use (4 points) Conventions (4 points)  Total score out of 24.
Reading Response	Scored on a four level rubric using four criteria: Ideas 1 (4 points) Ideas 2 (4 points) Organization (4 points) Language use (4 points) Conventions (4 points)  Total score out of 20.
<b>Total: 44 points</b>	

# Security

Nova Scotia Examinations are secure. This means that once the examinations are scored at the school and results are recorded all examination materials must be returned to the Department of Education and Early Childhood Development, including all Marking Guides and examinations, both used and unused. Examination materials are numbered, and all booklets and Marking Guides sent to a school are tracked. No part of the examination, including student work, is to be reproduced in any form or by any means, electronic or mechanical, including photocopying, recording, scanning or by any other information storage or retrieval system. Teachers are not permitted to make use of the texts and the writing prompts from the examinations in their teaching.

Securing the NSE is critical to ensuring that the evaluation of student achievement is valid and fair. Users of the examination results draw conclusions about the achievement of students based on their scores. The Department of Education and Early Childhood Development will use assessment items from past examinations in subsequent examinations. Exposure to assessment tasks prior to the examination compromises the validity of the conclusions drawn about student ability. All involved must do their part to secure these examinations.



# Administration of Examination

The following examination materials are distributed to schools along with examinations prior to the administration date:

- English 10 Packing Slip (used to verify the materials sent to the school and to account for materials returned to the department)
- NSE Memo
- Student List (with corresponding booklet numbers)
- Quality Control Declaration form
- NSE English 10 Instructions to Teachers (invigilating directions)
- Duty to Report sheet
- *NSE English 10 Marking Guide(s)*
- *NSE English 10 Teacher Mark Record Form(s)*
- Return Canada Post Bill of lading(s)

Note: The School Assessment Coordinator should open the box(es) of examination materials as soon as possible after receipt and verify materials.

## Pre-Administration

The School Assessment Coordinator

- ensures that the examination venue does not display material that might advantage students in writing the examination.
- ensures that exams are scheduled according to the dates in the provincial assessment schedule.
- ensures that students with special needs will be accommodated.
- verifies the correctness and number of materials sent by the department.
- discusses exam protocol and specific instructions with invigilators, and distributes NSE English 10 Instructions to Teachers.
- maintains security of the examinations and ensures that neither students nor teachers have access to the examinations until the morning of the administration date.

## During Administration

- Teachers/invigilators ensure students are under supervision at all times.
- Teachers/invigilators ensure students work independently at all times.
- Teachers/invigilators ensure that students have access to a print dictionary and a print thesaurus.
- Teachers/invigilators allow up to three hours to write the examination. Students requiring additional time may be given up to 15 minutes in addition to the 3 hour examination period. (\*Note this does not apply to students with extra time as a documented adaptation; for these students, see page 8.)
- Students are required to stay in the examination room for at least one hour after the administration has begun (or longer, if required by school or board examination procedures).
- Teachers ensure that students receive the correct examination materials.
- Students are NOT to be given scrap paper; all work should be done in the student examination booklet. Work not done in the student examination booklet will NOT be evaluated.
- Teachers/invigilators collect all examination material from students before the students leave the examination room. All materials must be accounted for.

- Teachers/invigilators do not read questions to students or discuss examination questions with students.
- Students work at their own pace; however, they should be made aware of remaining time at half hour intervals.

## Post-Administration

- In the case of a student for whom adaptations were made in the writing of the examination, this must be indicated as described on the NSE English 10 Instructions to Teachers sheet.
- As soon as possible following the completion of the examination scoring, teachers must return to the School Assessment Coordinator all student examination materials and the *NSE English 10 Marking Guide(s)*. The School Assessment Coordinator accounts for (and, if necessary, follows up on) all materials sent to the school, completes the Quality Control Declaration form, and packages the required materials. Materials are to be returned to the Department of Education and Early Childhood Development using the return Canada Post Bill of Lading.
- The Nova Scotia Examinations are secure. Therefore all examination material received by the school, used and unused, must be accounted for and returned to the department. Under no circumstance is reproduction of any part of the examination permitted. This includes student work.

# Eligibility, Exemptions, and Adaptations

## Eligibility

All students registered in English 10 will write on the dates specified in the provincial assessment schedule. Students studying English 10 by correspondence will also write on these dates.

Students who are on Individual Program Plans (IPP) relating to English Language Arts will not write the NSE English 10. These students will be evaluated using other approved forms of assessment as outlined in the IPP documentation.

## Exemptions

The principal, in consultation with the student and/or parent/guardian, may grant an exemption to an individual student in the case of illness, bereavement, or other exceptional circumstances. In such cases, the student's mark will be determined by the English 10 teacher in consultation with the principal. Exceptional circumstances are determined on a case-by-case basis as professional judgment and consultation are required.

Exemptions are not granted on the basis of how challenging the examination might be for a particular student. The examination assesses the learning outcomes of the course, and it is a requirement for course completion.

Student Assessment and Evaluation has updated guidelines for exemptions for students who are English language learners and who are taking English 10: *Students whose first language is not English are expected to participate in the Nova Scotia Examination in English 10. However, principals (in consultation with parents/guardians and the student) may exempt a student from the NSE English 10 if the student has been learning English for one year or less. Adaptations may be provided to students whose first language is not English as long as these are adaptations documented in TIENET and do not compromise the validity of the assessment. Students whose first language is not English may use paper (not electronic) bilingual dictionaries or electronic translators if they translate only single words; translators with internet access, software programs, etc. may not be used.*

## Adaptations

Adaptations are strategies and/or resources to accommodate the learning needs of an individual student. They are planned, implemented, and evaluated with the goal of enabling a student to achieve the prescribed curriculum outcomes. Further information about adaptations may be found in the *Supporting Student Success: Resource Programming and Services* document on the Nova Scotia Department of Education and Early Childhood Development website at <http://studentservices.ednet.ns.ca/documents>. Adaptations are documented in the student's cumulative records (the *Student Records Policy* is available online at <http://studentservices.ednet.ns.ca/documents>).

It is important that the results of the examination accurately reflect what students know and can do independently in relation to learning outcomes. Adaptations used to support the student during classroom assessment should be available during the provincial examination. However, some adaptations may compromise or alter the validity of the examination. For example, if terms used on an examination are explained to a student, this alters the validity of the examination since there is no evidence that the student has independently learned the concepts and skills that are being assessed. Parents and guardians, through the program planning process, should be informed when an adaptation that has been provided to a student during regular schoolwork is not acceptable on a provincial examination.

Adaptations made available to the student during the examination must be

- in place before the administration of the examination
- documented in TIENET
- communicated to parents/guardians through the program planning process.

The following is a description of adaptations that may be used during Nova Scotia Examinations.

### **Alternate Format**

Alternate formats provided include large-print, black-and-white, and Braille versions of the examination as well as other formats on request. The adaptation must be documented in TIENET and the *Request for Alternate Formats (NSA and NSE)* form must be completed in TIENET by the deadline of November 15 for first semester course examinations and April 1 for second semester or full-year course examinations.

### **Additional Time**

Additional time can be given to a student during an examination if this adaptation has been documented in TIENET. This additional time does not refer to the extra 15 minutes that may be given as outlined in the administration procedures. A student eligible to receive an additional time adaptation can be given up to twice the allotted time for the examination with periodic, supervised breaks.

### **Alternate Setting**

A student may complete any part of the examination in a setting different from that of the other students in the class if this is an adaptation documented in TIENET. The invigilator must follow the guidelines for administration of the examination.

### **Assistive Technology**

If assistive technology (e.g., text-to-speech, speech-to-text, word processor, writing software) is an adaptation documented in TIENET and used regularly in the classroom, it can be provided to a student during the examination.

When using assistive technology during the examination, internet access and all grammar/spell check features and all word/sentence prompts or cueing systems must be turned off. Ensure that the student's name and provincial student ID# is included on the printed copy and place it inside the front cover of the student examination booklet. Do not use staples or paper clips. Once a hard copy of the writing has been printed, the computer file must be deleted. The type of assistive technology and its features that were disabled must be specified on the line provided on the back cover of the student examination booklet.

### **Verbatim Scribing (See Appendix D)**

A scribe may be made available to a student during the examination if the student has a visual or physical condition or a learning disability. This must be documented in TIENET. A student must use this adaptation on a regular basis in the classroom in order to be eligible for its use during an examination. A scribe may also be used in the case of physical injury that would limit a student's ability to write independently.

### **Verbatim Reading (See Appendix E) or use of Read-Aloud (audio CD)**

If verbatim reading is an adaptation documented in TIENET and used regularly in the classroom, it can be provided to a student during the English 10 examination upon request to the Department of Education and Early Childhood Development. The *Request for Read-Aloud Adaptation for NSE: English 10 and ENE : Français 10* form must be completed and finalized in TIENET by October 15 for first semester course examinations and by March 15 for second semester or full-year course examinations.

**Other**

Adaptations documented in TIENET other than those listed above may be provided to students if these adaptations do not compromise the validity of the examination. These adaptations must be used by the student on a regular basis in the classroom.

If you have further questions regarding the use of adaptations during a Nova Scotia Examination, please contact your Board Assessment Coordinator. The Department of Education and Early Childhood Development may contact the school for further clarification regarding the use of certain adaptations.

# Scoring and Reporting

## School Level

The exam is worth 20% of the student's course mark. Both the exam mark and the course mark are determined by the student's teacher. A *NSE English 10 Marking Guide* is provided to each English 10 teacher for use in marking the examinations. Teachers mark student exams using the guide, and follow the instructions for recording student marks on the *Teacher Mark Record form*, and these forms are to be retained at the school.

## Provincial Level

In addition to the school level marking described above, English teachers representing all school boards score all student examinations at a scoring session held in the summer. Results from the provincial scoring session are used to provide information to policy makers on the implementation of the course curriculum and on standards of student achievement in relation to expected learning outcomes. Individual student reports will provide information about students' performance in reading and writing. These results are used by teachers, together with classroom assessment information, to inform instructional decisions that are best suited to individual students.

During scoring sessions, table leaders lead a group of markers. Under the direction of a Department of Education and Early Childhood Development Literacy Evaluation Coordinator, table leaders meet prior to the scoring session to interpret scoring rubrics by selecting student pieces from among the examinations to serve as examples of each level of the rubric. The group then writes rationales using the language of the rubric to justify the consensus scores. This set of exemplars and their accompanying rationales are collated into a Scoring Guide. The Scoring Rubrics and the Scoring Guides are used as reference tools throughout the scoring session by all markers in order to ensure consistency in scoring.

Before beginning to score student work, markers are trained by table leaders in the use of the Scoring Rubrics and Scoring Guides. Following this initial training, reliability checks in which all markers score independently the same pre-scored paper are conducted periodically throughout the scoring session. These procedures ensure the reliability of the results that are produced.

## Procedures for requesting a re-score of a Nova Scotia Examination

The re-scoring of the NSE English 10 is the responsibility of the course teacher. If upon appeal of a result the school wishes to re-score an examination, the principal of the school must contact Student Assessment and Evaluation in order to arrange shipment of the student's examination back to the school.

Please note that once the examinations have been shipped to the department for the summer scoring session the booklets will not be available for a re-score until that scoring session has been completed.

# Appendix A: Outcomes as outlined in the English 10 Curriculum

Elements of the following curriculum outcomes that can be measured on large-scale assessments will be included on the Nova Scotia Examination: English 10.

## General and Specific Outcomes for Reading and Viewing

### **GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.**

Students will be expected to

- 4.1 read a wide variety of print texts which include drama, poetry, fiction and non-fiction from contemporary, pre-20<sup>th</sup> century Canadian and world writing
- 4.2 view a wide variety of media and visual texts, such as broadcast, journalism, film, television, advertising, CD-ROM, Internet, music videos
- 4.3 seek meaning in reading, using a variety of strategies such as cueing systems, utilizing prior knowledge, analyzing, inferring, predicting, synthesizing, and evaluating
- 4.5 demonstrate an understanding of the impact literary devices and media techniques (editing, symbolism, imagery, figurative language, irony, etc.) have on shaping the understanding of a text

### **GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources and technologies.**

Students will be expected to

- 5.2 select appropriate information to meet the requirements of a learning task
- 5.3 analyze and evaluate the chosen information
- 5.4 integrate chosen information, in a way that effectively meets the requirements of a learning task and/or solves personally defined problems

### **GCO 6: Students will be expected to respond personally to a range of texts.**

Students will be expected to

- 6.1 articulate personal responses to text by expressing and supporting a point of view about the issues, themes, and situations within texts, citing appropriate evidence
- 6.2 respond to the texts they are reading and viewing by questioning, connecting, evaluating and extending
- 6.3 make thematic connections among print texts, public discourse, and media

### **GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.**

Students will be expected to

- 7.1 examine the different aspect of texts (language, style graphics, tone, etc.) that contribute to meaning and effect
- 7.2 make inferences, draw conclusions, and make supported responses to content, form and structure
- 7.3 explore the relationships among language, topic, genre, purpose, context and audience
- 7.4 recognize the use and impact of specific literary and media devices (e.g. figurative language, dialogue, flashback, symbolism)
- 7.6 respond critically to a variety of print and media texts
- 7.7 demonstrate an awareness that texts reveal and produce ideologies, identities, and positions
- 7.8 evaluate ways in which both genders and various cultures and socio-economic groups are portrayed in media texts

## General and Specific Outcomes for Writing and Other Ways of Representing

**GCO 8: Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning; and to use their imagination.**

Students will be expected to

- 8.1 use writing and other ways of representing to
  - extend ideas and experiences
  - reflect on their feelings, values, and attitudes
  - describe and evaluate their learning processes and strategies
- 8.3 choose language that creates interesting and imaginative effects

**GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.**

Students will be expected to

- 9.1 demonstrate skills in constructing a range of texts for a variety of audiences and purposes
- 9.2 create an organizing structure appropriate to the purpose, audience and context of texts
  - Select appropriate form, style, and content for specific audiences and purposes
  - Use a range of appropriate strategies to engage the reader/viewer

**GCO 10: Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness.**

Students will be expected to

- 10.2 consistently use the conventions of written language in final products



## Appendix B: Analytic Rubric for Scoring Persuasive Writing (ENG 10)

<b>Ideas</b>	
7–8 points	A main idea is distinct and is developed through vivid and relevant details.
5–6 points	A main idea is clear and is developed through relevant details.
3–4 points	A main idea is evident and is somewhat developed through details, some of which may be irrelevant.
1–2 points	A main idea is not present, or a main idea is not developed with details, or writing does not address the prompt
<b>Organization</b>	
7–8 points	The writing is skillfully organized with skillful use of varied transitions.
5–6 points	The writing is organized with effective use of varied transitions.
3–4 points	The writing is somewhat organized with vague or mechanical transitions.
1–2 points	The writing is lacking organization; there is little or no evidence of transitions.
<b>Language Use</b>	
4 points	Language use contributes to vivid and skillful writing.
3 points	Language use contributes to clear and fluid writing.
2 points	Language use contributes to vague or mechanical writing.
1 point	Language use contributes to confusing writing, or there is little evidence of language use.
<b>Conventions</b>	
4 points	A variety of consistently correct conventions contribute to enhanced communication.
3 points	A variety of generally correct conventions contribute to effective communication.
2 points	Errors in conventions are noticeable, but communication is coherent.
1 point	Errors in conventions contribute to confusing communication, or there is little evidence of conventions.

## Appendix C: Analytic Rubric for Scoring Reading Response (ENG 10)

<b>Ideas (please note: Ideas includes Ideas 1 and Ideas 2)</b>	
<b>Ideas 1 – Quality of Text Comprehension</b>	
4 points	Demonstrates a thorough understanding of the text(s) offering an insightful response with strong support from the text(s).
3 points	Demonstrates a clear understanding of the text(s) offering a thoughtful response with relevant support from the text(s).
2 points	Demonstrates a limited understanding of the text(s) offering a simplistic response with vague and/or minimal support from the text(s).
1 point	Demonstrates a misreading or significant misunderstanding of the text(s) offering an irrelevant response with minimal or no support from the text(s).
<b>Ideas 2 – Quality of Writing</b>	
4 points	A main idea is distinct and is developed through vivid and relevant details.
3 points	A main idea is clear and is developed through relevant details.
2 points	A main idea is evident and is somewhat developed through details, some of which may be irrelevant.
1 point	A main idea is not present, or a main idea is not developed with details, or writing does not address the prompt.
<b>Organization</b>	
4 points	The writing is skillfully organized with skillful use of varied transitions.
3 points	The writing is organized with effective use of varied transitions.
2 points	The writing is somewhat organized with vague or mechanical transitions.
1 point	The writing is lacking organization; there is little or no evidence of transitions.
<b>Language Use</b>	
4 points	Language use contributes to vivid and skillful writing.
3 points	Language use contributes to clear and fluid writing.
2 points	Language use contributes to vague or mechanical writing.
1 point	Language use contributes to confusing writing, or there is little evidence of language use.
<b>Conventions</b>	
4 points	A variety of consistently correct conventions contribute to enhanced communication.
3 points	A variety of generally correct conventions contribute to effective communication.
2 points	Errors in conventions are noticeable, but communication is coherent.
1 point	Errors in conventions contribute to confusing communication, or there is little evidence of conventions.

## Appendix D: Verbatim Scribing Adaptation Information

This adaptation provides writing assistance to a student

- who has a scribe adaptation for examinations/assessments documented in TIENET, and
- who normally has all forms of assessment scribed, or
- who has a temporary condition (such as a broken arm) and is unable to write

A student requiring a scribe must complete the examination in a separate quiet area so that other students are not disturbed. The scribe should be an educator from the school or the school board.

A score will not be provided for writing conventions for students who use a scribe adaptation during the writing portion of a Nova Scotia Examination. In this case, “not enough evidence” will be reported for conventions since the use of a scribe does not provide enough evidence of a student’s independent use of writing conventions. However, ideas, organization, and language use will receive scores since the writing reflects a student’s independent use of these elements.

The scribe must

- write by hand or type exactly what the student dictates. Handwritten transcriptions must be made directly in the examination booklet. Typed transcriptions must include the student’s name and be inserted inside the front cover of the student’s examination booklet. Do not use staples or paper clips. Once a hard copy of the writing has been printed, the computer file must be deleted.
- show the student the transcription, after the student has finished dictating the work
- make any other modifications the student requests (the scribe may erase, cross out or insert the student’s corrections)
- fill in the circles on selected response questions, as directed by the student
- read the dictation back to the student, if requested

The scribe must not

- edit or alter the student’s dictation in any way without student request
- alert the student to mistakes
- prompt the student in any way
- initiate the use of test-taking strategies
- show any reaction to the student’s responses
- correct the student’s responses or computations
- engage in incidental conversation with the student or others during the administration of the examination

The use of the verbatim scribing adaptation must be indicated as described on the NSE English 10 Instructions to Teachers sheet.

The student must complete the examination in the allotted time, unless additional time is a documented adaptation used regularly in classroom assessment by the student.

## Appendix E: Verbatim Reading Adaptation Information

This adaptation provides reading assistance to a student

- who has a reader adaptation for assessments documented in TIENET and
- who normally has all forms of assessment read verbatim

The *Request for Read-Aloud Adaptation for NSE: English 10 and ENE : Français 10* form must be completed and finalized in TIENET by October 15 for first semester course examinations and by March 15 for second semester or full-year course examinations.

The reader should be an educator from the school or the school board. A student requiring a reader must complete the examination in a separate quiet area so that other students writing the examination are not disturbed.

The reader must

- read the examination verbatim (exactly as it appears in the examination)
- be aware of and obey all punctuation
- without leading the student, read in such a way that the student understands the use and purpose of punctuation, including the beginning and the end of each sentence
- repeat readings as often as necessary and read consistently in the same way each time

The reader must not

- add emphasis, inflection, or read in such a way as to prompt or guide the student
- ask leading questions, provide suggestions, provide interpretations, or word definitions of any kind
- alert the student to mistakes
- prompt the student in any way
- initiate the use of test-taking strategies
- show any reaction to the student's responses
- correct the student's responses or computations
- engage in incidental conversation with the student or others during the administration of the examination

The use of the verbatim reading adaptation must be indicated as described on the NSE English 10 Instructions to Teachers sheet.

The student must complete the examination in the allotted time, unless additional time is a documented adaptation used regularly in classroom assessment by the student.