

# Administration Guide

2023–2024 Nova Scotia Assessment:  
**Reading, Writing, and Mathematics in Grade 8**

2023–2024 Nova Scotia Assessment:  
**Reading, Writing, and Mathématiques in Grade 8**



Le masculin est employé dans ce document afin d'en alléger le texte.

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Teachers interested in attending the Nova Scotia Assessment: Writing in Grade 8 Scoring Session are encouraged to submit their Expression of Interest online at

<http://plans.ednet.ns.ca/professional-opportunities>

Nova Scotia Assessment: Reading, Writing, and Mathematics/Mathématiques in Grade 8 website:

<http://plans.ednet.ns.ca/grade8>

## General Overview

### Administering the Nova Scotia Assessment: Reading, Writing, and Mathematics/Mathématiques in Grade 8

A consistent format for administering the assessment is necessary to ensure fairness for all students in the province. Prior to administering the assessment, it is important to become familiar with this Administration Guide and the Nova Scotia Assessments: Information Guide. The procedures and teacher script outlined in this Administration Guide need to be used during the assessment.

### Security

Nova Scotia Assessments are secure documents, so the following rules apply:

- All assessment materials must be kept secure before, during, and after the administration.
- No part of the assessment, including student work, may be reproduced or photographed.
- Teachers must not use Nova Scotia Assessment questions, texts, or writing prompts in their teaching.
- Students who are not eligible to participate in the assessment must be in an alternate location while the assessment is being written (e.g., combined classes, students on an IPP not participating in the assessment).
- Technology should be used only when students require an assistive technology adaptation or when the teacher provides a supervised, shared electronic dictionary/thesaurus.
- Teachers are to ensure that copies of student work written using assistive technology are deleted from all locations once printed.
- No copies of assessments are provided for the teacher's use, with the exception of French immersion mathématiques teachers, who are provided a single English student booklet to assist students, as needed, during the assessment of mathématiques (see Information Guide, Questions and Answers, question 3).
- After administration is complete, all secure assessment materials must be returned to the Department of Education and Early Childhood Development (the department) as outlined in the School Assessment Coordinator Checklist (included in the shipment of materials and available online at [plans.ednet.ns.ca](http://plans.ednet.ns.ca)).

### Academic Honesty

- Students who copy work from another student, use the Internet and/or Artificial Intelligence to generate a piece of writing or answer questions will receive "Not Enough Evidence" on their individual student report. It is expected that teachers circulate around the room during administration sessions to ensure students are independently completing the assessment.

## Roles and Responsibilities

### Principal

- Ensure that students with documented adaptations have access to the adaptations required during the assessment. For students requiring assistive technology for verbatim reading using the Nova Scotia Assessment: Read-aloud (NSA-RA) platform, registration must be completed by May 1, 2024 (see Information Guide, Appendix).
- Ensure that the *Information for Parents and Guardians* pamphlet is distributed to parents and guardians of participating students during the week before the assessment.
- Be familiar with the assessment administration, make-up session(s), scoring, and reporting procedures.
- Oversee the administration of the assessment.
- Minimize any interruptions during the assessment administration timeframe (e.g., announcements, bells).
- Ensure that assessment materials are returned to the department on or before the deadline.

### School Assessment Coordinator (checklist included in the shipment of materials and online at [plans.ednet.ns.ca](https://plans.ednet.ns.ca))

- Ensure all required assessment materials have been received as outlined on the packing slip.
- Distribute materials to teachers as outlined on the School Assessment Coordinator Checklist.
- Work with teachers to arrange make-up session(s).
- Ensure that assessments remain secure at all times.
- Work with administration to minimize any interruptions during the assessment administration timeframe (e.g., announcements, bells).
- After the assessment, verify that the applicable circle on the back cover of the student booklet is bubbled in for each student who required the use of an adaptation (as documented in TIENET) during the assessment or did not participate or is on an Individual Program Plan (IPP).
- Return all secure materials to the department on or before the deadline.

### Teacher (checklist included in the shipment of materials and online at [plans.ednet.ns.ca](https://plans.ednet.ns.ca))

- Register students with documented read-aloud adaptations who require the Nova Scotia Assessment: Read-aloud (NSA-RA) platform by September 30, 2023 for grade 6, and by May 1, 2024 for grade 3 and grade 8 using the NSA-RA Registration form (see Appendix).
- Ensure that the Information for Parents and Guardians pamphlet is distributed to parents and guardians of participating students during the week before the assessment.
- Administer the Sample Questions sometime prior to the assessment administration dates so students can be familiar with the format and types of questions on the assessment.
- Provide students registered for the NSA-RA platform with the opportunity to use the platform when completing Sample Questions so they can become familiar with it before the assessment (see Appendix).
- Prepare the classroom as outlined in the Teacher Checklist.
- Ensure that students with documented adaptations have access to the adaptations required during the assessment.
- Ensure that each student receives the correct assessment materials.
- Administer the assessment according to the procedures and teacher script outlined in this Administration Guide.
- Record student participation/attendance on the class list to track students needing to participate in make-up sessions.
- Arrange make-up assessment sessions for absent students.

- After the assessment, complete the back cover of student assessment booklets for students who have an IPP, students who used adaptations during the assessment, or for students who did not participate in the assessment.
- Ensure that copies of student work written using assistive technology are deleted from all locations once printed.

## Teacher Checklist

The School Assessment Coordinator has provided you with the Nova Scotia Assessments: Information Guide and Administration Guide prior to the assessment. English language arts teachers will receive student booklets on the morning of their school's Reading and Writing Day 1 administration. Mathematics/Mathématiques teachers will receive student booklets and formula sheets on the morning of their school's Mathematics Day 1/Mathématiques Jour 1 administration date.

### Before the Assessment (RW8: English language arts teachers; M8: mathematics/mathématiques teachers)

RW8	M8	Task
<input type="checkbox"/>	<input type="checkbox"/>	Familiarize yourself with the Nova Scotia Assessments: Information Guide, particularly the section on adaptations.
<input type="checkbox"/>	<input type="checkbox"/>	Review the procedures and teacher script outlined in the Administration Guide (also available online at <a href="http://plans.ednet.ns.ca/grade8/documents">http://plans.ednet.ns.ca/grade8/documents</a> ).
<input type="checkbox"/>	N/A	Distribute the <i>Information for Parents and Guardians</i> pamphlets to your students to take home one week prior to the assessment administration.
<input type="checkbox"/>	<input type="checkbox"/>	Distribute and complete the sample questions with students during the weeks prior to the assessment to familiarize students with the format and types of questions on the assessment (also available online at <a href="http://plans.ednet.ns.ca/grade8/documents">http://plans.ednet.ns.ca/grade8/documents</a> ).
<input type="checkbox"/>	<input type="checkbox"/>	If applicable, provide students registered for the NSA-RA platform the opportunity to use the platform when completing Sample Questions so they can become familiar with it before the assessment (see Information Guide, Appendix).
<input type="checkbox"/>	N/A	Ensure students have access to dictionaries and thesauri for only assessments of reading and writing. Paper or electronic dictionaries and/or thesauri may be used; personal electronic devices may not be used. Students may take turns using a teacher-monitored device (computer, chromebook, iPad, etc.) to access an electronic dictionary and/or thesaurus. The computer monitor must be large enough to be visible by the teacher.
N/A	<input type="checkbox"/>	Ensure that French Immersion teachers have a single English student booklet to assist students, as needed, during the assessment of mathématiques.
N/A	<input type="checkbox"/>	Gather the following required materials and mathematics/mathématiques manipulatives: <ul style="list-style-type: none"> <li>• Pencils, erasers, metric rulers and tracing paper (for each student)</li> <li>• Alge-tiles (at least one set for each student)</li> <li>• Sets of fraction pieces, fraction circles, fraction strips, fraction factory or pattern blocks (for each student, as necessary)</li> </ul>
N/A	<input type="checkbox"/>	Ensure that all students have access to a standard or scientific calculator (not a feature on a cell phone or other technological device) for <b>only</b> Mathematics Day 2/Mathématiques Jour 2 of the assessment.
<input type="checkbox"/>	<input type="checkbox"/>	Prepare the classroom: <ul style="list-style-type: none"> <li>• Arrange seating so students can have privacy during the assessment.</li> <li>• Reading, Writing, and Mathematics/Mathématiques materials (posters and charts) may remain on walls and desks. However, addition, subtraction, and multiplication tables should be removed. Please do not put previous or new mathematics support materials up on the classroom walls.</li> <li>• Ensure that students have a book to read or a quiet activity to complete after they have finished their work. Use of electronic devices is not considered an acceptable quiet activity.</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	Confirm that there is a student assessment booklet for every student in your class. Use a non-personalized booklet for any student for whom there is no personalized booklet. (Do not use a personalized booklet for a different student.) Write the student's full legal name, date of birth, and provincial student ID# on the non-personalized booklet cover.
<input type="checkbox"/>	<input type="checkbox"/>	Confirm the participation status of students with an Individual Program Plan (IPP) in the subject area being assessed as of the date of the assessment as they may or may not be eligible to

		participate per the Student Planning Team’s decision. Complete the back cover IPP section for these students. (See the Information Guide for more detail.)
<input type="checkbox"/>	<input type="checkbox"/>	Make arrangements for students who need to use acceptable documented adaptations during the assessment. (See the Information Guide for more detail.)
<input type="checkbox"/>	<input type="checkbox"/>	Ensure that the Principal and/or School Assessment Coordinator has made arrangements for students who are not participating in the assessment (e.g., students not in the grade being assessed, students with an IPP who are not participating in the assessment).
<input type="checkbox"/>	<input type="checkbox"/>	Keep the assessment booklets secure at all times.

### During the Assessment

RW8	M8	Task
<input type="checkbox"/>	N/A	Administer the Reading and Writing portions of the assessment according to the procedures and teacher script outlined in the Administration Guide, and note: <ul style="list-style-type: none"> <li>• Students will have a 5–15 minute stretch break in the middle of the assessment session as outlined in the Administration Guide.</li> <li>• Students are not to begin the writing section until after the stretch break, when students may briefly discuss (3–5 minutes) in partners and/or as a whole class the writing prompt prior to planning their writing.</li> </ul>
N/A	<input type="checkbox"/>	Administer the Mathematics/Mathématiques portion of the assessment according to the procedures and teacher script outlined in the Administration Guide, and note: <ul style="list-style-type: none"> <li>• French immersion students must receive Mathématiques administration instructions in French (see Mathématiques Jour 1 and Mathématiques Jour 2 in the Administration Guide).</li> <li>• Students will have a 5–15 minute stretch break in the middle of the assessment session as outlined in the Administration Guide.</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	Take note of student participation/attendance for each day of the assessment. Upon return, previously absent students will write the same part of the assessment as the rest of the class. Previous day(s) missed can be made up during a make-up session(s).

### After the Assessment

RW8	M8	Task
<input type="checkbox"/>	<input type="checkbox"/>	If applicable, complete the back cover of the student booklet for the following students: <ul style="list-style-type: none"> <li>• <b>Section 1:</b> Participation of a student on an Individual Program Plan (IPP)</li> <li>• <b>Section 2:</b> Student used adaptations as documented in TIENET during the assessment (record only those adaptations that the student used during the assessment)</li> <li>• <b>Section 3:</b> Student did not participate in the assessment (for reasons other than an IPP)</li> </ul>
<input type="checkbox"/>	N/A	Print student writing for students who have used Assistive Technology and confirm that the student’s name and provincial student ID# are included on each piece of writing. Place the printed copies of student writing inside the front cover of the student’s assessment booklet. Ensure that the electronic files of student writing are deleted from all locations once printed.
<input type="checkbox"/>	<input type="checkbox"/>	With the School Assessment Coordinator, arrange make-up sessions for absent students to complete the RWM8 assessment on or before <b>June 4, 2024</b> . Students should complete only one section of the assessment per day. All days of the assessment are to be completed. Be sure that the back cover accurately reflects students’ participation.
<input type="checkbox"/>	N/A	English language arts teachers return the following materials to the School Assessment Coordinator immediately after the school’s Reading and Writing Day 2 administration: <ul style="list-style-type: none"> <li>• All student assessment booklets (all completed, unused, and alternate format booklets). Be sure to complete the information on the back cover for students who did not complete some or all of the assessment, students with an IPP, and students who used adaptations as documented in TIENET during the assessment.</li> </ul>



<b>N/A</b>	<input type="checkbox"/>	<p>Mathematics/Mathématiques teachers return the following materials to the School Assessment Coordinator immediately after the school's Mathematics Day 2/Mathématiques Jour 2 administration:</p> <ul style="list-style-type: none"><li>• All student assessment booklets (all completed, unused, and alternate format booklets). Be sure to complete the information on the back cover for students who did not complete some or all of the assessment, students with an IPP, and students who used adaptations as documented in TIENET during the assessment.</li></ul>
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## **Supervising Reading, Writing, and Mathematics/Mathématiques in Grade 8 Sessions**

Regardless of who administers the assessment, it is critical that the teacher is familiar with the purpose of the assessment, the Information Guide, administration procedures and scripts prior to the administration. The procedures and teacher script outlined in this Administration Guide need to be used during the assessment.

Assessment periods may be scheduled any time during the morning that is most convenient for your school. For example, students could complete the first section of the assessment before morning break, participate in their morning break, and complete the remainder of the assessment after the break. The day's schedule may need to be adjusted, as needed, to accommodate the stretch breaks.

Observe the following procedures during the administration:

- This assessment is to be completed in the mornings of your school's four administration dates between May 21–June 4, 2024:
  - Reading and Writing Day 1 and Day 2: students will have 45 minutes to complete each of the Reading and Writing sections with a stretch break of 5-15 minutes (duration at the discretion of the teacher) in between those sections.
  - Mathematics Day 1 and Day 2/Mathématiques Jour 1 and Jour 2: students will have 60 minutes to complete the Mathematics/Mathématiques component each day with a stretch break of 5–15 minutes (duration at the discretion of the teacher) in the middle of the session.
- With a two-week administration period, schools have the flexibility to administer the assessment over non-consecutive days. However, schools that administer the assessment over non-consecutive days must still administer the assessment in the same order as the booklet (e.g., Reading and Writing Day 1 and Day 2 followed by Mathematics Day 1 and Day 2/ Mathématiques Jour 1 and Jour 2).
- Follow the teacher script for each day of the assessment.
- Ensure that students complete only one section of the assessment per day. Students are permitted to look at only the section of the booklet being completed that day; they are not permitted to revisit sections from a previous day or look ahead at a future day's section.
- Although students must show their work in the assessment booklets, remind students not to make unnecessary marks in the booklets. Scrap paper is not permitted.
- Ensure that students have a book to read or a quiet activity to complete after they have finished their work until all other students are done. Use of electronic devices is not considered an acceptable quiet activity.
- Ensure that all students understand what they are to do and how to record their answers. You may answer students' questions about these matters.
- If students need to change a selected response answer completed in pencil, students should completely erase the original answer and fill in the circle to represent their final answer. If students need to change a selected response answer completed in pen during the reading portion of the assessment, students should mark an "X" through the original answer and fill in the circle to represent their final answer.
- Do not answer questions about the content of the assessment questions. Do not provide specific information, answers, or instructions about any question.
- If students have difficulty reading a word or question during an assessment of Mathematics/Mathématiques, teachers may quietly read verbatim an individual word or question that students request (no elaboration or explanations). During an assessment of Reading and Writing, teachers may quietly read verbatim an individual word, but they may not read whole texts or questions unless the student has a documented adaptation for verbatim reading.
- An English assessment booklet is provided to French immersion teachers in case a student has difficulty reading a question during the administration of Mathématiques. The teacher can then show the English booklet to the student, so the student can read the question in English.

- While students are working, circulate around the room to ensure that students are following directions and answering questions in the appropriate part of the booklet. Students can be encouraged to go back and check the work they have done on that day only. If students finish early, they may silently read a book or complete a quiet activity at their desk.
- If necessary, students—individually, or as a group—may be given up to 15 minutes more than the allotted time to complete each day’s tasks. (This additional 15 minutes is not considered an adaptation, so it does not need to be documented.)
- It is recommended that students do not leave the assessment session unless there is an emergency. If a student cannot complete a session (e.g., because the student becomes ill), collect the student’s booklet. Record on the booklet cover the reason the student left the session. If a student leaves the session and returns, record the time the student left and returned on the booklet cover. Return the booklet to the student and allow the student to continue with the assessment for the maximum time limit of the assessment as well as an additional 15 minutes, if needed.
- Take note of student participation/attendance for each day of the assessment. Upon return, previously absent students will write the same part of the assessment as the rest of the class. The previous day(s) missed can be made up during a make-up session(s). No more than one day’s tasks of the assessment may be completed on any single day.
- Collect all assessment booklets at the end of each day’s tasks and keep the booklets in a secure location until they are returned to the School Assessment Coordinator after the assessment has been completed.
- Make note of any problems encountered during the administration. Refer any questions to the School Assessment Coordinator.
- If a student becomes upset during any reading or mathematics/mathématiques question of this assessment, suggest the student moves on to the next reading passage or mathematics/mathématiques question. If the student continues to express concern, or is upset during a writing task, ask the student to close the assessment booklet and silently read a book or complete a quiet activity.
- Ensure that copies of student work written using assistive technology are deleted from all locations once printed.

### **Latecomers Policy**

If a student arrives late but within the first half hour of the assessment, it is at the teacher’s discretion whether the student completes that part of the assessment upon arrival or during a make-up session. It is important that the student is given the allotted time (+ brief stretch break) to complete the assessment. If the student arrives beyond the first half hour of the assessment, the student will have to write that day of the assessment during a make-up session.

## Reading and Writing Day 1: Administration and Teacher Scripts

Reading and Writing Day 1 will assess students' independent reading and writing skills.

### Total Time for Reading and Writing Day 1:

- Reading: 45 minutes
- Stretch Break: 5–15 minutes (at the teacher's discretion)
- Writing: 45 minutes
- 15 additional minutes, if needed, at the end of the session, to be used for either Reading or Writing according to individual student choice

### Teacher instructions:

- Make sure students are quietly seated, with access to the necessary materials (dictionary, thesaurus, pen or pencil and eraser). Paper or electronic dictionaries and/or thesauri may be used; personal electronic devices may not be used. Students may take turns using a teacher-monitored device (computer, chromebook, iPad, etc.) to access an electronic dictionary and/or thesaurus. The computer monitor must be large enough to be visible by the teacher.
- Please ensure students are using sharpened pencils to improve the readability of their answers and writing tasks.
- Have all student booklets ready to distribute.
- Read the following script to students verbatim. Use an encouraging tone. A positive, relaxed atmosphere will help students do their best work:

#### Teacher Script:

- This assessment will provide teachers with important information about what you know and can do as a reader and writer.
- Please try your best when completing this assessment.
- There are four sections in this booklet: Reading and Writing Day 1 and Day 2, and Mathematics Day 1 and Day 2/Mathématiques Jour 1 et Jour 2. Today, you will complete only Reading and Writing Day 1. You will complete a reading section and a writing section, with a brief stretch break in between those sections.
- Dictionaries and thesauri are available for your use during the reading and writing portions of the assessment.
- No scrap paper or extra paper is to be used. All work must be done in your student assessment booklet.
- I will now hand out the booklets. Please do not open the booklet until I tell you, so we may all start together.

### Teacher instructions:

- Read the student name on each booklet and give it to that student. Do not allow the students to open booklets until you tell them to. If a student is absent, put that booklet aside. Do not give it to anyone else, as the booklets are personalized for specific students. Use a non-personalized booklet for any student for whom there is no personalized booklet. Write the student's full name, date of birth, and provincial student ID# on the non-personalized booklet cover.
- Students who are absent for Reading and Writing Day 1 must complete Day 1 during a make-up session. If they return during the standard administration days, they should complete the same section of the assessment as the rest of the class. The previously missed day(s) should be completed on or before June 4, 2024 when assessments are returned to the department. No more than one day of the assessment may be written on a single day.

- After the booklets are distributed, say the following to students:

**Teacher Script:**

- Check to see if your name is on the cover.
- You will have 45 minutes to read and answer questions on your own for the reading portion of today's tasks. Try to manage your time so that you can attempt every question in the reading section.
- Open your booklet to page 1 and follow along while I read the Notes to Student:
  - Today you will read and answer questions, and then complete a writing activity.
  - Use a pencil or a pen.
  - Read all choices carefully before choosing the best answer.
  - Completely fill in the circle that represents your answer (for example, ●).
  - You may use a dictionary or thesaurus at any time.
  - Stop at the stop sign.
  - You may not look ahead in the booklet.
- Do your best to answer all questions. If you are unsure of an answer, select your best answer and move on to the next question. Don't spend too much time on any one question. If you finish early, you may go back and review your answers for today's tasks.
- If you want to change an answer, erase your previous answer completely if you used pencil. If you used pen and want to change an answer, mark an "X" through your previous answer.
- Remember to select only one answer for each question.
- When you get to the stop sign at the end of today's reading section, check your work. Do not work beyond this page. Close your booklet and silently read a book [or complete a quiet activity] at your desk until I announce the stretch break.
- You will also have an extra 15 minutes at the end of today's session to continue working on either the reading or writing section, if needed.
- Do you have any questions?
- You may begin.

**Teacher instructions:**

- Begin timing the 45 minutes for the Reading section of Day 1.
- Circulate around the room to make sure students are following directions and are at the correct place in their booklets.
- Encourage any students who finish the reading section early to check their work and silently read a book or complete a quiet activity at their desks until break is announced.
- When the 45 minutes are up or earlier if all students have finished, announce the stretch break (5–15 minutes, duration is at the teacher's discretion):

**Teacher Script:**

- Please close your assessment booklet and leave it on your desk. We will take a brief stretch break. After the break, we will begin the writing activity. Once you have completed the writing task, you may return to today's reading section to complete any unanswered questions, if needed.

**Teacher instructions:**

- After a maximum break of 15 minutes, students should return to their desks and be prepared to begin the writing section of the assessment.
- After students read the prompt on page 17, they may briefly discuss their ideas about the prompt in partners and/or as a whole class (3–5 minutes) prior to planning their writing. Students using adaptations for writing should have the opportunity to participate in this pre-writing discussion even if they may use an alternate location to complete the writing task.
- Please ensure students' pencils are sharp to improve the readability of their writing.
- When students are ready to begin the writing section of the assessment, say the following:

**Teacher Script:**

- Please open your assessment booklet to the Day 1 writing section on page 17.
- Read the prompt. Think about what you want to write about in relation to the prompt. Let's briefly share some of your ideas before you begin planning your writing on your own.

**Teacher instructions:**

- After 3–5 minutes of discussion, say the following:

**Teacher Script:**

- Thank you for sharing your ideas about the prompt.
- There is a planning page available for you to use before you begin writing.
- You will have 45 minutes to write a single draft on the pages provided. You do not need to double-space your work. After you have completed your writing, please read it carefully and make any necessary edits to your writing.
- After reviewing your writing, you may review your work from today's reading section, if you have not already done so.
- Once you have reviewed your work for Day 1, close your assessment booklet on your desk, and silently read a book [or complete a quiet activity] until the end of the assessment session.

**Teacher instructions:**

- Circulate around the room to make sure students are following directions and are at the correct place in their booklets.
- The purpose of the writing prompt is to elicit student writing, but students are not penalized if they do not adhere to the prompt. While circulating around the room, if you see a student who is unable to engage with the prompt, encourage them to write on a topic of their choice and if needed, you may suggest a topic known to be of interest to that student for them to write about.
- After 45 minutes, students should be finished the writing section of the assessment.
- If students need more time for the Day 1 reading and/or writing sections, they may have an additional 15 minutes. (The additional 15 minutes is not an adaptation and does not need to be recorded on the back cover of the student assessment booklet.)
- The rest of the students may continue to silently read until all students have completed the assessment.
- When the 45 minutes are up or earlier if all students have finished, announce that the assessment session is over for today and collect the booklets:

**Teacher Script:**

- The time for the writing section has ended. However, students who have not already finished can continue working for another 15 minutes on the Day 1 reading and/or writing sections. If you have completed Reading and Writing Day 1, you can use this time to review your work. Make sure you have attempted all of the reading questions and your writing is complete.

- Once you have finished reviewing your work for today, silently read a book [or complete a quiet activity] so the room remains quiet for those still working.
- I will now collect the booklets from students who have finished.

**Teacher instructions:**

- Collect student booklets from those students who are finished reviewing their work for today.
- For students who are making use of the additional 15 minutes (not an adaptation and does not need to be recorded on the back cover of the student assessment booklet), say the following once the time is up:

**Teacher Script:**

- Our time is up for today. Great job, everyone! I will now collect the booklets.

**Teacher instructions:**

- Collect the remaining student booklets.
- Print student writing for students who have used Assistive Technology and confirm that the student's name and provincial student ID# are included on each piece of writing. Place the printed copy of student writing inside the front cover of the student's assessment booklet. Ensure that the electronic files of student writing are deleted from all locations once printed.
- Complete the back cover of student assessment booklets to reflect any adaptations that were used.
- Keep all student booklets in a secure location until they are required for Reading and Writing Day 2.
- Arrange a make-up assessment session for students who missed Reading and Writing Day 1.
- Please note that the Nova Scotia Assessment: Reading, Writing, and Mathematics/Mathématiques in Grade 8 is a secure form. No part of the assessment, including student work, is to be copied by any means.

## Reading and Writing Day 2: Administration and Teacher Scripts

Reading and Writing Day 2 will assess students' independent reading and writing skills.

### Total Time for Reading and Writing Day 2:

- Reading: 45 minutes
- Stretch Break: 5–15 minutes (at the teacher's discretion)
- Writing: 45 minutes
- 15 additional minutes, if needed, at the end of the session, to be used for either Reading or Writing according to individual student choice

### Teacher instructions:

- Make sure students are quietly seated, with access to the necessary materials (dictionary, thesaurus, pen or pencil and eraser). Paper or electronic dictionaries and/or thesauri may be used; personal electronic devices may not be used. Students may take turns using a teacher-monitored device (computer, chromebook, iPad, etc.) to access an electronic dictionary and/or thesaurus. The computer monitor must be large enough to be visible by the teacher.
- Please ensure students are using sharpened pencils to improve the readability of their answers and writing tasks.
- Have the student booklets ready to distribute.
- Read the following script to students verbatim. Use an encouraging tone. A positive, relaxed atmosphere will help students do their best work:

#### Teacher Script:

- This assessment will provide teachers with important information about what you know and can do as a reader and writer.
- Please try your best when completing this assessment.
- There are four sections in this booklet: Reading and Writing Day 1 and Day 2, and Mathematics Day 1 and Day 2/Mathématiques Jour 1 et Jour 2. Today, you will complete only Reading and Writing Day 2. You will complete a reading section and a writing section, with a brief stretch break in between those sections.
- Dictionaries and thesauri are available for your use during the reading and writing portions of the assessment.
- No scrap paper or extra paper is to be used. All work must be done in your student assessment booklet.
- I will now hand out the booklets. Please do not open the booklet until I tell you, so we may all start together.

### Teacher instructions:

- Read the student name on each booklet and give it to that student. Do not allow the students to open booklets until you tell them to. If a student is absent, put that booklet aside. Do not give it to anyone else, as the booklets are personalized for specific students. Use a non-personalized booklet for any student for whom there is no personalized booklet. Write the student's full name, date of birth, and provincial student ID# on the non-personalized booklet cover.
- Students who are absent for Reading and Writing Day 2 must complete Day 2 during a make-up session. If they return during the standard administration days, they should complete the same section of the assessment as the rest of the class. The previously missed day(s) should be completed on or before June 4, 2024 when assessments are returned to the department. No more than one day of the assessment may be written on a single day. After the booklets are distributed, say the following to students:



**Teacher Script:**

- Check to see if your name is on the cover.
- You will have 45 minutes to read and answer questions on your own for the reading portion of today's tasks. Try to manage your time so that you can attempt every question in the reading section.
- Open your booklet to page 21 and follow along while I read the Notes to Student:
  - Today you will read and answer questions, and then complete a writing activity.
  - Use a pencil or a pen.
  - Read all choices carefully before choosing the best answer.
  - Completely fill in the circle that represents your answer (for example, ●).
  - You may use a dictionary or thesaurus at any time.
  - Stop at the stop sign.
  - You may not look ahead in the booklet, and you may not go back to work on a previous day's tasks.
- Do your best to answer all questions. If you are unsure of an answer, select your best answer and move on to the next question. Don't spend too much time on any one question. If you finish early, you may go back and review your answers for today's tasks.
- If you want to change an answer, erase your previous answer completely if you used pencil. If you used pen and want to change an answer, mark an "X" through your previous answer.
- Remember to select only one answer for each question.
- When you get to the stop sign at the end of today's reading section, check your work. Do not work beyond this page. Close your booklet and silently read a book [or complete a quiet activity] at your desk until I announce the stretch break.
- You will also have an extra 15 minutes at the end of today's session to continue working on either the reading or writing section, if needed.
- Do you have any questions?
- You may begin.

**Teacher instructions:**

- Begin timing the 45 minutes for the Reading section of Day 2.
- Circulate around the room to make sure students are following directions and are at the correct place in their booklets.
- Encourage any students who finish the reading section early to check their work and silently read a book or complete a quiet activity at their desks until break is announced.
- When the 45 minutes are up or earlier if all students have finished, announce the stretch break (5–15 minutes, duration is at the teacher's discretion):

**Teacher Script:**

- Please close your assessment booklet and leave it on your desk. We will take a brief stretch break. After the break, we will begin the writing activity. Once you have completed the writing task, you may return to today's reading section to complete any unanswered questions, if needed.

**Teacher instructions:**

- After a maximum break of 15 minutes, students should return to their desks and be prepared to begin the writing section of the assessment.
- After students read the prompt on page 37, they may briefly discuss their ideas about the prompt in partners and/or as a whole class (3–5 minutes) prior to planning their writing. Students using adaptations for writing should have the opportunity to participate in this pre-writing discussion even if they may use an alternate location to complete the writing task.
- In an effort to be responsive to students’ experiences with reading and writing, there is a brief survey on page 41 of the student assessment booklet. Please encourage students to complete this, as we value their feedback. Thank you.
- Please ensure students’ pencils are sharp to improve the readability of their writing.
- When students are ready to begin the writing section, say the following:

**Teacher Script:**

- Please open your assessment booklet to the Day 2 writing section on page 37.
- Read the prompt. Think about what you want to write about in relation to the prompt. Let’s briefly share some of your ideas before you begin planning your writing on your own.

**Teacher instructions:**

- After 3–5 minutes of discussion, say the following:

**Teacher Script:**

- Thank you for sharing your ideas about the prompt.
- There is a planning page available for you to use before you begin writing.
- You will have 45 minutes to write a single draft on the pages provided. You do not need to double-space your work. After you have completed your writing, please read it carefully and make any necessary edits to your writing.
- After reviewing your writing, you may review your work from today’s reading section, if you have not already done so.
- Once you have reviewed your work for today, please complete the feedback survey on page 41 of your booklet.
- After you have completed the feedback survey, please close your assessment booklet on your desk, and silently read a book [or complete a quiet activity] until the end of the assessment session.

**Teacher instructions:**

- Circulate around the room to make sure students are following directions and are at the correct place in their booklets.
- The purpose of the writing prompt is to elicit student writing, but students are not penalized if they do not adhere to the prompt. While circulating around the room, if you see a student who is unable to engage with the prompt, encourage them to write on a topic of their choice and if needed, you may suggest a topic known to be of interest to that student for them to write about.
- After 45 minutes, students should be finished the writing section of the assessment.
- If students need more time for the Day 2 reading and/or writing sections, they may have an additional 15 minutes. (The additional 15 minutes is not an adaptation and does not need to be recorded on the back cover of the student assessment booklet.)
- The rest of the students may continue to silently read a book or complete a quiet activity until all students have completed the assessment.
- When the 45 minutes are up or earlier if all students have finished, announce that the assessment session is over for today and collect the booklets:

**Teacher Script:**

- The time for the writing section has ended. However, students who have not already finished can continue working for another 15 minutes on either the Day 2 reading and/or writing sections. If you have completed Reading and Writing Day 2, you can use this time to review your work. Make sure you have attempted all of the reading questions and your writing is complete.
- Once you have finished reviewing your work for today, please provide your feedback on page 41 of your booklet. Your feedback will help inform future reading and writing assessments.
- After you have answered the survey questions, please silently read a book [or complete a quiet activity] so the room remains quiet for those still working.
- I will now collect the booklets from students who have finished.

**Teacher instructions:**

- Collect student booklets from those students who are finished reviewing their work for today.
- For students who are making use of the additional 15 minutes (not an adaptation and does not need to be recorded on the back cover of the student assessment booklet), say the following once the time is up:

**Teacher Script:**

- Our time is up for today. Great job, everyone! I will now collect the booklets.

**Teacher instructions:**

- Collect the remaining student booklets.
- Print student writing for students who have used Assistive Technology and confirm that the student's name and provincial student ID# are included on each piece of writing. Place the printed copy of student writing inside the front cover of the student's assessment booklet. Ensure that the electronic files of student writing are deleted from all locations once printed.
- Complete the back cover of student assessment booklets, if applicable (IPP, adaptations, student did not participate).
- Arrange a make-up assessment session for students who missed Reading and Writing Day 2.
- Return all student booklets to the Student Assessment Coordinator so they may be kept in a secure location until they are distributed to the students' Mathematics/Mathématiques teacher(s) on the morning of Mathematics Day 1/ Mathématiques Jour 1.
- Please note that the Nova Scotia Assessment: Reading, Writing, and Mathematics/Mathématiques in Grade 8 is a secure form. No part of the assessment, including student work, is to be copied by any means.

# Mathematics Day 1: Administration and Teacher Scripts

**Note for French immersion teachers: Please see page 20 for Mathématiques Jour 1: instructions et textes pour l'enseignant.**

Mathematics Day 1 of the assessment will assess students' independent mathematical skills.

## **Total Time for Mathematics Day 1:**

- Write for 30 minutes
- Stretch break (5–15 minutes at the discretion of the teacher)
- Write for 30 minutes
- 15 additional minutes, if needed

## **Teacher instructions:**

- Gather and organize the following required materials and manipulatives:
  - Pencils, eraser, metric ruler and tracing paper for each student;
  - Alge-tiles (at least one set for each student);
  - Sets of fraction pieces, fraction circles, fraction strips, fraction factory or pattern blocks (for each student, as necessary).

The **only text** to be read to students is in the below Teacher Script boxes and must be read word for word.

- Read the below script to the students carefully and clearly.
- Use an encouraging tone when administering the assessment. Teachers should ensure that the assessment is approached as routinely as possible and not as a major event. A positive, relaxed atmosphere will help your students do their best work.
- Make sure students are quietly seated at their individual desks.
- No scrap paper is to be used. All work must be done in the student assessment booklets.
- Neither dictionary or calculator are not permitted on Mathematics Day 1 of the assessment.
- Have the student booklets and the formula sheets ready to distribute to students.
- Read the following script to students:

### **Teacher Script:**

- This assessment will provide teachers with important information about what you know and can do in mathematics.
- Please try your best when completing this assessment.
- Today, you will complete only Mathematics Day 1.
- Manipulatives are available. If you want to use them, please raise your hand and I will bring them to you.
- Please use the formula sheet provided to help you.
- All work must be done in your student assessment booklet. Do not use scrap paper.
- You are not permitted to use a calculator. Therefore, you should use your estimation skills and knowledge of friendly numbers to help you solve certain problems.
- I will now hand out the booklets and formula sheets. Please do not open the booklet until I tell you, so we may all start together.

**Teacher instructions:**

- Read the student name on each booklet and give it to that student. Do not allow the students to open booklets until you tell them to. If a student is absent, put that booklet aside. Do not give it to anyone else, as the booklets are personalized for specific students. Use a non-personalized booklet for any student for whom there is no personalized booklet. Write the student's full name, date of birth, and provincial student ID# on the non-personalized booklet cover.
- Students who are absent for Mathematics Day 1 of the assessment must complete this Day 1 during a make-up session. If they return during the standard administration days, they should complete the same section of the assessment as the rest of the class. The previously missed day(s) should be completed on or before June 4, 2024 when assessments are returned to the department. Only one day of the assessment may be written on a single day.
- After the booklets and formula sheets are distributed, say the following to the students:

**Teacher Script:**

- Check to see if your name is on the cover.
- Check if your name is on your formula sheet.
- You will read and answer all Mathematics Day 1 questions on your own.
- Do your best to answer all questions. If you are unsure of an answer, select your best answer and move on to the next question. Don't spend too much time on any one question. If you finish early, you may go back and review your answers for today's tasks.
- Open your booklet to page 43 and follow along while I read the Notes to Student:
  - Today you will answer mathematics questions.
  - Use a pencil only.
  - Do not use a calculator at any time.
  - Do not use a protractor.
  - Do not use a dictionary or a thesaurus.
  - The diagrams are not to scale.
  - Completely fill in the circle that represents your answer (for example, ●).
  - Show your work in the space provided in your booklet.
  - Stop at the stop sign.
  - You may not go back to work on a previous day's tasks.
- If you must change an answer, cross out (X) or erase your previous answer completely.
- Remember to select only one answer for each question.
- You will have 60 minutes to complete Mathematics Day 1 and an extra 15 minutes, if needed.
- There will be a stretch break after 30 minutes.
- You may not see the 'STOP' sign before the stretch break; it only appears at the end of the questions for Mathematics Day 1.
- When you get to the 'STOP' sign, make sure you have answered all questions on every page and close your booklet. Do not work beyond this page or go back to work on a previous day's task. Please read a book silently or complete a quiet activity at your desk.
- Do you have any questions?
- You may begin.

**Teacher instructions:**

- Begin timing the first 30 minutes for Mathematics Day 1. Post on the board the remaining time at intervals to be determined at your discretion.
- Move around the room to make sure students are following directions and are at the correct place in their booklets. Offer students a brief stretch break of 5–15 minutes (duration is at your discretion) after 30 minutes. This break could be scheduled to align with morning break (if applicable), so students may participate in their regular activities during this time.

- After 30 minutes have passed, say the following:

**Teacher Script:**

- Please close your assessment booklet and leave it on your desk. We will take a brief stretch break. Afterward, you will have 30 minutes to complete Mathematics Day 1 of the assessment.

**Teacher instructions:**

- After the break, students should return to their desks and be prepared to complete Mathematics Day 1 of the assessment.

**Teacher Script:**

- Please pick up where you left off before the break and continue working on Mathematics Day 1 of the assessment.
- Once you have reviewed your work for today, close your assessment booklet on your desk, and silently read a book, or complete a quiet activity, until the end of the assessment session.

**Teacher instructions:**

- Once the break is over, begin timing the remaining 30 minutes.
- Encourage any students who finish early to check their work for Mathematics Day 1.
- If students need more time for Mathematics Day 1, they may have an additional 15 minutes. (The additional 15 minutes is not an adaptation and does not need to be recorded on the back cover of the student assessment booklet.)
- The rest of the students may continue to silently read or work on an activity until all students have completed the assessment.
- If all students have finished before the end of the assessment period, announce that the assessment session is over for today and collect the booklets.
- After 30 minutes have passed, you can say:

**Teacher Script:**

- The assessment session has ended for today. If you need additional time to complete the assessment, you may continue working for another 15 minutes.
- I will now collect the booklets from students who have finished. Place your formula sheet in your booklet because you will need it to complete Mathematics Day 2 of the assessment.
- Please silently read a book, or complete a quiet activity, so the room remains quiet for those still working.

**Teacher instructions:**

- If applicable, when the 15 minutes of extra time has passed, say:

**Teacher Script:**

- Our time is up for today. Great job, everyone!
- I will collect the booklets and the formula sheets.

- Collect all student booklets.
- Complete the back cover of student assessment booklets to reflect any adaptations that were used.
- Keep all student booklets in a secure location until they are required for Mathematics Day 2.
- Arrange a make-up assessment session for students who missed Mathematics Day 1.
- Please note that the Nova Scotia Assessment: Reading, Writing, and Mathematics in Grade 8 is a secure form. No part of the assessment, including student work, is to be copied by any means.

# Mathématiques – Jour 1 : instructions et textes pour l’enseignant

Lors de Mathématiques – Jour 1, les élèves montreront de façon autonome leurs connaissances en mathématiques.

## Temps accordé pour faire Mathématiques – Jour 1 :

- Écriture pour 30 minutes
- Pause d’étirement (de 5 à 15 minutes à la discrétion de l’enseignant)
- Écriture pour 30 minutes
- 15 minutes de temps supplémentaire, au besoin

## Instructions pour l’enseignant :

- Rassemblez le matériel et le matériel de manipulation requis suivants :
  - crayons, gomme à effacer, règle métrique et papier calque pour chaque élève;
  - carreaux algébriques (au moins un ensemble pour chaque élève);
  - ensembles de cercles fractionnaires, de bandes fractionnaires, de blocs-formes ou des réglettes Cuisenaire (pour chaque élève, au besoin).

Le **seul texte** à lire aux élèves se trouve dans les boîtes grises et doit être lu mot pour mot.

- Lisez le texte de l’enseignant soigneusement et clairement.
- Utilisez un ton encourageant lors du déroulement de l’évaluation. Les enseignants devraient s’assurer que l’évaluation est abordée de façon routinière et non comme un événement majeur. Le fait d’adopter une attitude positive et détendue aidera vos élèves à obtenir de meilleurs résultats.
- Assurez-vous que les élèves sont assis tranquillement, avec les matériaux nécessaires à chaque pupitre (crayons, gomme à effacer, règle métrique, papier calque...).
- Le papier brouillon n’est pas permis. Les élèves doivent faire leur travail dans le cahier.
- L’utilisation d’un dictionnaire ou d’une calculatrice n’est pas permise lors de l’évaluation de Mathématiques – Jour 1.
- Ayez tous les cahiers de l’élève et les feuilles de formules en main avant de lire le texte.
- Lisez le texte suivant aux élèves :

### Texte de l’enseignant :

- Cette évaluation fournira des informations importantes concernant vos connaissances et vos aptitudes en mathématiques.
- Faites de votre mieux pour répondre à chaque question.
- Aujourd’hui, vous allez seulement faire Mathématiques – Jour 1 de l’évaluation.
- Du matériel de manipulation est disponible sur cette table. Si vous voulez utiliser n’importe lequel, levez la main et je l’apporterai à votre pupitre.
- Utilisez la feuille de formules fournie pour vous aider.
- Tout le travail doit être fait dans le cahier. Il est interdit d’utiliser du papier brouillon.
- Vous n’avez pas le droit d’utiliser une calculatrice. Cependant, vous devriez utiliser vos compétences en estimation et vos connaissances pour résoudre certains problèmes.
- Je vais distribuer les cahiers et les feuilles de formules. Laissez votre cahier fermé jusqu’à ce que je vous permette de l’ouvrir. Il est important que tout le monde commence en même temps.

### Instructions pour l'enseignant :

- Lisez le nom de l'élève sur le cahier et remettez ce cahier à l'élève. Ne laissez pas les élèves ouvrir leur cahier avant que vous leur donniez la permission. Si un élève est absent, placez son cahier à part. Il ne faut pas le donner à un autre élève, car chaque cahier est personnalisé pour un élève particulier. Utilisez un cahier non personnalisé pour les élèves qui n'ont pas de cahier avec leur nom. Écrivez le nom complet de l'élève, sa date de naissance et son numéro d'identification provincial sur la page couverture du cahier non personnalisé.
- Les élèves absents lors de Mathématiques – Jour 1 de l'évaluation devront faire la section lors d'une session de rattrapage. S'ils reviennent pour Mathématiques – Jour 2 de l'évaluation, ils doivent faire la même section de l'évaluation que les autres élèves (Mathématiques – Jour 2). La section de l'évaluation qui n'a pas été faite devrait être faite lors de la session de rattrapage, au plus tard le 4 juin 2024. Les élèves ne doivent pas faire plus qu'une journée de l'évaluation par jour.
- Une fois les cahiers et les feuilles de formules distribués, lisez le texte de l'enseignant :

#### Texte de l'enseignant :

- Vérifiez si votre nom est écrit sur le cahier.
- Écrivez votre nom sur la feuille de formules.
- Vous allez lire et répondre de façon autonome à chaque question de Mathématiques – Jour 1.
- Faites de votre mieux pour répondre à chaque question. Si vous ne trouvez pas la réponse à une question, passez à la suivante. Ne passez pas trop de temps sur une question en particulier. Si vous terminez tôt, vous pouvez revenir en arrière et revoir vos réponses pour les tâches d'aujourd'hui.
- Ouvrez votre cahier à la page 43 et suivez avec moi pendant que je lis les Notes pour l'élève :
  - Aujourd'hui, tu vas répondre à des questions de mathématiques.
  - Utilise un crayon seulement.
  - L'utilisation d'une calculatrice est strictement interdite.
  - N'utilise pas de rapporteur d'angle.
  - N'utilise pas de dictionnaire ni de dictionnaire de synonymes.
  - Les schémas ne sont pas à l'échelle.
  - Noircis entièrement le cercle correspondant à ta réponse (par exemple : ●).
  - Montre ton travail dans l'espace prévu dans ton cahier.
  - Arrête-toi au panneau « Arrêt ». Il est interdit de regarder ce qui suit dans le cahier et il est interdit de revenir sur le travail d'une journée précédente pour modifier les réponses.
- Si vous voulez changer votre réponse, effacez complètement votre première réponse ou faites un « X » sur la réponse que vous voulez changer et noircissez le cercle de la réponse de votre choix. Choisissez seulement une réponse pour chaque question.
- Vous aurez 60 minutes pour compléter l'évaluation et 15 minutes de temps supplémentaire, au besoin.
- Il y aura une pause d'étirement après 30 minutes.
- Il se peut que vous ne voyiez pas le panneau « ARRÊT » avant la pause d'étirement; le panneau apparaît seulement à la fin des questions pour Mathématiques – Jour 1.
- À la fin de cette section du cahier, vous allez voir un panneau qui dit « ARRÊT ».  
Ne continuez pas plus loin. Si vous terminez avant la fin, relisez votre travail d'aujourd'hui et ensuite fermez votre cahier. Puis lisez un livre ou complétez une activité en silence afin de ne pas déranger les autres qui travaillent.
- Avez-vous des questions?
- Vous pouvez commencer.



**Instructions pour l'enseignant :**

- Commencez à chronométrer les 30 premières minutes pour Mathématiques – Jour 1. Affichez au tableau le temps restant à des intervalles dont la détermination est laissée à votre discrétion.
- Déplacez-vous dans la salle de classe pour vous assurer que les élèves suivent les instructions données et travaillent dans la bonne section du cahier. Veuillez offrir aux élèves une courte pause d'étirement de 5 à 15 minutes (la durée est à votre discrétion) après 30 minutes. Le cas échéant, cette pause pourrait être prévue à la récréation du matin. De la sorte, les élèves pourraient participer à leurs activités régulières pendant ce temps.
- Une fois que les 30 minutes se sont écoulées, dites :

**Texte de l'enseignant :**

- Fermez vos cahiers et laissez-les sur votre table. Nous allons prendre une courte pause d'étirement. Après la pause, vous aurez 30 minutes pour compléter Mathématiques – Jour 1 de l'évaluation.

**Instructions pour l'enseignant :**

- Après la pause, encouragez les élèves à retourner à leur table pour compléter le Jour 1 – mathématiques de l'évaluation.

**Texte de l'enseignant :**

- Vous avez 30 minutes pour compléter Mathématiques – Jour 1 de l'évaluation.
- Lorsque vous aurez terminé de réviser votre travail d'aujourd'hui, fermez vos cahiers et laissez-le sur votre table. Lisez silencieusement votre livre, ou faites calmement une activité, jusqu'à ce que la période de l'évaluation soit terminée.

**Instructions pour l'enseignant :**

- Une fois la pause terminée, commencez à chronométrer les 30 minutes restantes.
- Encouragez les élèves qui terminent avant la fin de relire leur travail pour Mathématiques – Jour 1.
- Vous pouvez accorder 15 minutes de temps supplémentaire aux élèves qui n'ont pas terminé les exercices du Jour 1. (Ces 15 minutes ne sont pas considérées comme des adaptations. Il n'est donc pas nécessaire de les signaler au dos du cahier de l'élève.)
- Les élèves qui terminent tôt et qui ont relu leur travail peuvent lire un livre silencieusement ou faire une activité calmement à leur place.
- Si tous les élèves terminent avant la fin des 30 minutes, vous pouvez annoncer la fin de cette séance d'évaluation.
- Après les 30 minutes, vous pouvez dire :

**Texte de l'enseignant :**

- La séance d'évaluation est terminée pour aujourd'hui. Si vous avez besoin de plus de temps, vous avez 15 minutes de temps supplémentaire pour finir.
- Je vais ramasser les cahiers des élèves qui ont terminé. Placez la feuille de formules dans votre cahier parce que vous en aurez besoin pour compléter Mathématiques – Jour 2 de l'évaluation.
- Lisez silencieusement votre livre, ou faites calmement une activité, afin de ne pas déranger les élèves qui complètent l'évaluation.

**Instructions de l'enseignant :**

- Le cas échéant, lorsque les 15 minutes de temps supplémentaires se sont écoulées, dites :

**Texte de l'enseignant :**

- La séance d'évaluation est terminée. Bravo!
- Je vais ramasser les cahiers et les feuilles de formules.

**Instructions pour l'enseignant :**

- Ramassez les cahiers de l'élève.
- Toutes les adaptations utilisées lors des évaluations provinciales doivent être indiquées au dos du cahier de l'élève.
- Rangez le tout dans un endroit sécurisé jusqu'à Mathématiques – Jour 2.
- N'oubliez pas d'organiser une session de rattrapage pour les élèves qui n'ont pas fait Mathématiques – Jour 1.
- Veuillez noter que l'Évaluation de la Nouvelle-Écosse : lecture, écriture et mathématiques en 8<sup>e</sup> année est une évaluation sécurisée. Aucune reproduction des cahiers ou du travail des élèves n'est autorisée.

## Mathematics Day 2: Administration and Teacher Scripts

**Note for French immersion teachers: Please see page 28 for Mathématiques Jour 2 : instructions et textes pour l'enseignant.**

Mathematics Day 2 will assess students' independent mathematical skills.

### Total Time for Mathematics Day 2:

- Write for 30 minutes
- Stretch break (5–15 minutes at the discretion of the teacher)
- Write for 30 minutes
- 15 additional minutes, if needed
- Additional time to complete the survey as needed

### Teacher instructions:

- Gather and organize the following required materials and manipulatives:
  - pencils, eraser, metric ruler and tracing paper for each student;
  - alge-tiles (at least one set for each student);
  - calculator (one for each student);
  - sets of fraction pieces, fraction circles, fraction strips, fraction factory or pattern blocks (one set for each student, as necessary).

The **only text** to be read to students is in the below Teacher Script boxes and must be read word for word.

- Read the below script to the students carefully and clearly.
- Use an encouraging tone when administering the assessment. Teachers should ensure that the assessment is approached as routinely as possible and not as a major event. A positive, relaxed atmosphere will help your students do their best work.
- Make sure students are quietly seated, with the necessary materials (pencils, eraser, metric ruler and tracing paper) at their individual desks.
- No scrap paper is to be used. All work must be done in the student assessment booklets.
- Dictionaries are not permitted on Mathematics Day 2.
- Calculators are permitted on Mathematics Day 2.
- Have the student booklets and formula sheets ready to distribute to students.
- Read the following script to students:

#### Teacher Script:

- This assessment will provide teachers with important information about what you know and can do in mathematics.
- Please try your best when completing this assessment.
- Today, you will complete only Mathematics Day 2.
- Manipulatives are available. If you want to use them, please raise your hand and I will bring them to you.
- Please use the formula sheet provided to help you.
- All work must be done in your student assessment booklet. Do not use scrap paper.
- You are permitted to use a calculator for today's tasks.
- I will now hand out the booklets and formula sheets. Please do not open the booklet until I tell you, so we may all start together.

**Teacher instructions:**

- Read the student name on each booklet and give it to that student. Do not allow the students to open booklets until you tell them to. If a student is absent, put that booklet aside. Do not give it to anyone else, as the booklets are personalized for specific students. Use a non-personalized booklet for any student for whom there is no personalized booklet. Write the student's full name, date of birth, and provincial student ID# on the non-personalized booklet cover.
- Students who are absent for Mathematics Day 2 must complete that day during a make-up session. If they return during the standard administration days, they should complete the same section of the assessment as the rest of the class. The previously missed day(s) should be completed on or before June 4, 2024 when assessments are returned to the department. No more than one day of the assessment may be written on a single day.
- After the booklets and formula sheets are distributed, say the following to the students:

**Teacher Script:**

- Check to see if your name is on the cover.
- Check if your name is on your formula sheet.
- You will read and answer all Mathematics Day 2 questions on your own.
- Do your best to answer all questions. If you are unsure of an answer, select your best answer and move on to the next question. Don't spend too much time on any one question. If you finish early, you may go back and review your answers for today's tasks.
- Open your booklet to page 57 and follow along while I read the Notes to Student:
  - Today you will answer mathematics questions.
  - Use a pencil only.
  - You may use a calculator.
  - Do not use a protractor.
  - Do not use a dictionary or a thesaurus.
  - The diagrams are not to scale.
  - For solutions requiring the value of  $\pi$  (pi), use 3.14.
  - Completely fill in the circle that represents your answer (for example, ●). If you must change an answer, cross out or erase your previous answer completely.
  - Show your work in the space provided in your booklet.
  - Stop at the stop sign.
  - You may not go back to work on a previous day's tasks.
- If you must change an answer, cross out (X) or erase your previous answer completely.
- Remember to select only one answer for each question.
- You will have 60 minutes to complete the assessment and an extra 15 minutes, if needed.
- There will be a stretch break after 30 minutes.
- You may not see the 'STOP' sign before the stretch break; it only appears at the end of the questions for Mathematics Day 2.
- At the end of today's tasks, you will see a 'STOP' sign. At this point you should review your work for Mathematics Day 2 and ensure you have answered the survey on page 72.
- After you have completed the survey, please close your assessment booklet on your desk, and silently read a book, or complete a quiet activity, until the end of the assessment session.
- Do you have any questions?
- You may begin.

**Teacher instructions:**

- Begin timing the first 30 minutes for Mathematics Day 2. Post on the board the remaining time at intervals to be determined at your discretion.
- Move around the room to make sure students are following directions and are at the correct place in their booklets.

- Offer students a brief stretch break of 5–15 minutes (duration is at your discretion) after 30 minutes. This break could be scheduled to align with morning break (if applicable), so students may participate in their regular activities during this time.
- After 30 minutes have passed, say the following:

**Teacher Script:**

- Please close your assessment booklet and leave it on your desk. We will take a brief stretch break. Afterward, you will have 30 minutes to complete the assessment.

**Teacher instructions:**

- After the break, students should return to their desks and be prepared to complete the assessment.

**Teacher Script:**

- Please pick up where you left off before break and continue working on Mathematics Day 2 of the assessment.
- At the end of today’s tasks, you will see a stop sign. At this point you should review your work for Mathematics Day 2 and ensure you have answered the survey on page 72.
- After you have completed the survey, please close your assessment booklet on your desk, and silently read a book, or complete a quiet activity, until the end of the assessment session.

- Once the break is over, begin timing the remaining 30 minutes.
- Encourage any students who finish early to check their work for Mathematics Day 2.
- In an effort to be responsive to student interests and their daily math experiences, there is a brief survey on page 72 of the student assessment booklet. Please encourage students to complete this, as we value their opinions. Thank you.
- If students need more time for Mathematics Day 2, they may have an additional 15 minutes. (The additional 15 minutes is not an adaptation and does not need to be recorded on the back cover of the student assessment booklet.)
- The rest of the students may continue to silently read or complete an activity until all students have completed the assessment.
- If all students have finished before the end of the assessment period, announce that the assessment session is over for today and collect the booklets.
- You can say:

**Teacher Script:**

- The assessment session has ended for today. If you need additional time to complete the assessment, you may continue working for another 15 minutes.
- I will now collect the booklets from students who have finished.
- Please silently read a book, or complete an activity, so the room remains quiet for those still working.

**Teacher instructions:**

- If applicable, when the 15 minutes of extra time has passed, say:

**Teacher Script:**

- Our time is up for today. Great job, everyone!
- I will now collect the booklets.

**Teacher instructions:**

- Collect all student booklets.
- Complete the back cover of student assessment booklets, if applicable (IPP, adaptations, student did not participate).
- Arrange a make-up assessment session for students who missed Mathematics Day 2.
- Keep all student booklets in a secure location until they are returned to the School Assessment Coordinator.
- Please note that the Nova Scotia Assessment: Reading, Writing, and Mathematics in Grade 8 is a secure form. No part of the assessment, including student work, is to be copied by any means.

## Mathématiques – Jour 2: instructions et textes pour l’enseignant

Lors de Mathématiques – Jour 2, les élèves montreront de façon autonome leurs connaissances en mathématiques.

### Temps accordé pour faire Mathématiques – Jour 2 :

- Écriture pour 30 minutes
- Pause d’étirement (de 5 à 15 minutes à la discrétion de l’enseignant)
- Écriture pour 30 minutes
- 15 minutes de temps supplémentaire, au besoin
- Au besoin, 10 minutes pour répondre au sondage vers la fin du cahier de l’élève

### Instructions pour l’enseignant :

- Rassemblez le matériel et le matériel de manipulation requis suivants :
  - crayons, gomme à effacer, règle métrique et papier calque pour chaque élève;
  - carreaux algébriques (au moins un ensemble pour chaque élève);
  - calculatrice (pour chaque élève);
  - ensembles de cercles fractionnaires, de bandes fractionnaires, de blocs-formes ou des réglettes Cuisenaire (un ensemble pour chaque élève, au besoin).

Le **seul texte** à lire aux élèves se trouve dans les boîtes grises et doit être lu mot pour mot.

- Lisez le texte de l’enseignant soigneusement et clairement.
- Utilisez un ton encourageant lors du déroulement de l’évaluation. Les enseignants devraient s’assurer que l’évaluation est abordée de façon routinière et non comme un événement majeur. Le fait d’adopter une attitude positive et détendue aidera vos élèves à obtenir de meilleurs résultats.
- Assurez-vous que les élèves sont assis tranquillement, avec les matériaux nécessaires à chaque pupitre (crayons, gomme à effacer, règle métrique...).
- Le papier brouillon n’est pas permis. Les élèves doivent faire leur travail dans le cahier.
- L’utilisation d’un dictionnaire n’est pas permise lors de l’évaluation de Mathématiques – Jour 2.
- L’utilisation de la calculatrice est permise lors de l’évaluation de Mathématiques – Jour 2.
- Ayez tous les cahiers de l’élève et les feuilles de formules en main avant de lire le texte.
- Lisez le texte suivant aux élèves :

#### Texte de l’enseignant :

- Cette évaluation fournira des informations importantes concernant vos connaissances et vos aptitudes en mathématiques.
- Faites de votre mieux pour répondre à chaque question.
- Aujourd’hui, vous allez seulement faire Mathématiques – Jour 2 de l’évaluation.
- Du matériel de manipulation est disponible sur cette table. Si vous voulez utiliser n’importe lequel, levez la main et je l’apporterai à votre pupitre.
- Utilisez la feuille de formules fournie pour vous aider.
- Tout le travail doit être fait dans le cahier. Il est interdit d’utiliser du papier brouillon.
- Vous avez le droit d’utiliser une calculatrice aujourd’hui.
- Je vais distribuer les cahiers et les feuilles de formules. Laissez votre cahier fermé jusqu’à ce que je vous permette de l’ouvrir. Il est important que tout le monde commence en même temps.

### Instructions pour l'enseignant :

- Lisez le nom de l'élève sur le cahier et remettez ce cahier à l'élève. Ne laissez pas les élèves ouvrir leur cahier avant que vous leur donniez la permission. Si un élève est absent, placez son cahier à part. Il ne faut pas le donner à un autre élève, car chaque cahier est personnalisé pour un élève particulier. Utilisez un cahier non personnalisé pour les élèves qui n'ont pas de cahier avec leur nom. Écrivez le nom complet de l'élève, sa date de naissance et son numéro d'identification provincial sur la page couverture du cahier non personnalisé.
- Les élèves absents lors de Mathématiques – Jour 2 de l'évaluation devront faire la section lors d'une session de rattrapage. S'ils reviennent pour Mathématiques – Jour 2 de l'évaluation, ils doivent faire la même section de l'évaluation que les autres élèves (Mathématiques – Jour 2). La section de l'évaluation qui n'a pas été faite devrait être faite lors de la session de rattrapage, au plus tard le 4 juin 2024. Les élèves ne doivent pas faire plus qu'une journée de l'évaluation par jour.
- Une fois les cahiers et les feuilles de formules distribués, lisez le texte de l'enseignant :

### Texte de l'enseignant :

- Vérifiez si votre nom est écrit sur le cahier.
- Vérifier si votre nom est sur la feuille de formules.
- Vous allez lire et répondre de façon autonome à chaque question de Mathématiques – Jour 2.
- Faites de votre mieux pour répondre à chaque question. Si vous ne trouvez pas la réponse à une question, passez à la suivante. Ne passez pas trop de temps sur une question en particulier. Si vous terminez tôt, vous pouvez revenir en arrière et revoir vos réponses pour les tâches d'aujourd'hui.
- Ouvrez votre cahier à la page 57 et suivez avec moi pendant que je lis les Notes pour l'élève :
  - Aujourd'hui, tu vas répondre à des questions de mathématiques.
  - Utilise un crayon seulement.
  - L'utilisation d'une calculatrice est permise.
  - N'utilise pas de rapporteur d'angle.
  - N'utilise pas de dictionnaire ni de dictionnaire de synonymes.
  - Les schémas ne sont pas à l'échelle.
  - Dans tes calculs, utilise 3,14 pour la valeur de  $\pi$  (pi).
  - Noircis entièrement le cercle correspondant à ta réponse (par exemple : ●).
  - Montre ton travail dans l'espace prévu dans ton cahier.
  - Arrête-toi au panneau « ARRÊT ».
  - Il est interdit de revenir sur le travail d'une journée précédente pour modifier les réponses.
- Si vous voulez changer votre réponse, effacez complètement votre première réponse ou faites un « X » sur la réponse que vous voulez changer et noircissez le cercle de la réponse de votre choix.
- Choisissez seulement une réponse pour chaque question.
- Vous aurez 60 minutes pour compléter l'évaluation et 15 minutes de temps supplémentaire, au besoin.
- Il y aura une pause d'étirement après 30 minutes.
- Il est possible que vous ne voyiez pas le panneau « ARRÊT » avant la pause d'étirement; il n'apparaît qu'à la fin des questions pour Mathématiques – Jour 2.
- À la fin de cette section du cahier, vous allez voir un panneau qui dit « ARRÊT ». À ce point-ci, vous devriez revoir votre travail pour Mathématiques – Jour 2 et vous assurer que vous avez répondu au sondage à la page 72.
- Lorsque vous aurez répondu au sondage, veuillez fermer votre cahier d'évaluation sur votre bureau et prenez un livre et lisez-le silencieusement ou faites calmement une activité jusqu'à la fin de la période d'évaluation.
- Avez-vous des questions?
- Vous pouvez commencer.



**Instructions pour l'enseignant :**

- Commencez à chronométrer les 30 premières minutes pour Mathématiques – Jour 2. Affichez au tableau le temps restant à des intervalles dont la détermination est laissée à votre discrétion.
- Déplacez-vous dans la salle de classe pour vous assurer que les élèves suivent les instructions données et travaillent dans la bonne section du cahier.
- Veuillez offrir aux élèves une courte pause d'étirement de 5 à 15 minutes (la durée est à votre discrétion) après 30 minutes. Le cas échéant, cette pause pourrait être prévue à la récréation du matin. De la sorte, les élèves pourraient participer à leurs activités régulières pendant ce temps.
- Une fois que 30 minutes se sont écoulées, dites :

**Texte de l'enseignant :**

- Fermez vos cahiers et laissez-les sur votre table. Nous allons prendre une courte pause d'étirement. Après la pause, vous aurez 30 minutes pour compléter Mathématiques – Jour 2 de l'évaluation.

**Instructions pour l'enseignant :**

- Après la pause, encouragez les élèves à retourner à leur table pour compléter ce Jour 2 de l'évaluation.

**Texte de l'enseignant :**

- Veuillez poursuivre votre travail là où vous vous étiez arrêté avant la pause et continuer à travailler sur les tâches du Mathématiques – Jour 2.
- Vous avez 30 minutes pour compléter ce Jour 2 de l'évaluation.
- Lorsque vous aurez terminé les tâches du jour 2, vous allez voir un panneau qui dit « ARRÊT ». À ce point-ci, vous devriez revoir votre travail pour le jour 2 des mathématiques et vous assurer que vous avez répondu au sondage à la page 72.
- Lorsque vous aurez terminé de répondre au sondage, fermez vos cahiers et laissez-le sur votre bureau. Prenez un livre et lisez-le silencieusement ou faites calmement une activité jusqu'à ce que la période de l'évaluation soit terminée.

**Instructions pour l'enseignant :**

- Une fois la pause terminée, commencez à chronométrer les 30 minutes restantes.
- Encouragez les élèves qui terminent avant la fin de relire leur travail pour Mathématiques – Jour 2.
- Afin de mieux comprendre les intérêts des élèves et leurs expériences quotidiennes en mathématiques, nous avons inclus un court sondage à la page 72 du cahier d'évaluation des élèves. S'il vous plaît encourager-les à bien y répondre, car nous apprécions leurs opinions. Merci.
- Une fois les 30 minutes se sont écoulées, vous pouvez accorder 15 minutes de temps supplémentaire aux élèves qui n'ont pas terminé les exercices de ce Jour 2. (Ces 15 minutes ne sont pas considérées comme des adaptations. Il n'est donc pas nécessaire de les signaler au verso du cahier de l'élève.)
- Les élèves qui terminent tôt et qui ont relu leur travail peuvent lire silencieusement ou faire calmement une activité à leur place.
- Si tous les élèves terminent avant la fin des 30 minutes, vous pouvez annoncer la fin de cette séance d'évaluation.

- Une fois les 30 minutes écoulées, vous pouvez dire :

**Texte de l'enseignant :**

- La séance d'évaluation est terminée pour aujourd'hui. Si vous avez besoin de plus de temps, vous avez 15 minutes de temps supplémentaire pour finir.
- Je vais ramasser les cahiers des élèves qui ont terminé.
- Lisez silencieusement votre livre, ou faites calmement une activité, afin de ne pas déranger les élèves qui complètent l'évaluation.

**Instructions de l'enseignant :**

- Lorsque la séance d'évaluation est terminée, dites :

**Texte de l'enseignant :**

- La séance d'évaluation est terminée. Bravo!
- Je vais maintenant ramasser vos cahiers.

**Instructions pour l'enseignant :**

- Ramassez les cahiers de l'élève.
- N'oubliez pas de remplir le verso du cahier de l'élève, si nécessaire (PPI, adaptations, élève qui n'a pas participé pour des raisons autres que PPI).
- Rangez le tout dans un endroit sécurisé jusqu'au moment où vous le donnerez au coordonnateur de l'école.
- N'oubliez pas d'organiser une session de rattrapage pour les élèves qui n'ont pas fait Mathématiques – Jour 2.
- Veuillez noter que l'évaluation est sécurisée. Aucune reproduction des cahiers ou du travail des élèves n'est autorisée.