2026–2027

Nova Scotia Assessment

Reading
Writing
Mathematics
Mathématiques
6

Assessment Handbook

Student Assessment

v02.10.2026

NOVA SCOTIA
NOUVELLE-ÉCOSSE

Contacts and Important Dates

Student Assessment: 902.424.7746, plans@novascotia.ca
Canada Post: 1.888.550.6333

Assessment Schedule: plans.ednet.ns.ca
Reading, Writing, and Mathematics in Grade 6 website: plans.ednet.ns.ca/grade6
Online version of this handbook and user guides: plans.ednet.ns.ca/grade6/documents
Professional Opportunities: plans.ednet.ns.ca/professional-opportunities

September 1–11	Administrator or resource teacher: request Alternate Formats for eligible students (page 10) at https://plans.ednet.ns.ca/alternate-format-requests by September 11.
September 21–28	Administrator or delegate: receive school packages through Canada Post. If packages have not arrived by September 28, please check with your local Canada Post outlet. Administrator and teachers: become familiar with the schedules, procedures, and scripts outlined in this handbook and the online student assessment user guides for teachers and administrators.
September 24–October 2	Within the online assessment platform: • complete technical readiness checklist (administrator) • manage class sections/groupings (administrator, teachers) • verify and setup adaptations and participation status (administrator, teachers)
September 28–October 18	Teachers and administrators: if interested, submit an Expression of Interest to participate in the Writing in Grade 6 Scoring Session (online) at plans.ednet.ns.ca/professional-opportunities.
October 5–23	Teachers: • administer Sample Assessments using the online platform. • distribute the Provincial Assessments in Grade 6 flyer to students to take home to their families/guardians.
October 26–November 17	Teachers: administer the main assessment using the online platform. Administrator or delegate: if applicable, mail alternate format packages by November 17 to the Department of Education and Early Childhood Development (EECD).
November 26–December 3*	Scoring Session: Writing in Grade 6 New for 2026–2027, the session will consist of self-paced training and scoring within these dates. **Session will be extended if necessary.*

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About the Assessment

The assessment is designed and developed with Nova Scotia teachers. It reflects a selection of Nova Scotia curriculum outcomes in reading, writing, and mathematics that students have been learning throughout their school careers and that are appropriate for large-scale assessments. The assessment expectation is based on what students should know and be able to do independently by the end of Grade 5.

Nova Scotia Assessments provide valid and reliable evidence about student performance. The assessment results help:

- Students, parents, and guardians understand how a student is doing.
- Teachers plan next steps for instruction.
- Schools, regions/CSAP, and the Department of Education and Early Childhood Development make informed decisions to support learning.

To make the results meaningful and fair for everyone across the province, all schools must follow the same procedures, schedules, and scripts. This ensures every student has a consistent assessment experience.

Roles and Responsibilities

The **administrator** is responsible for:

- Preparing for and overseeing the administration of provincial assessments.
- Ensuring teachers follow the schedules, procedures, and scripts outlined in this handbook.
- Supporting a calm, positive, and respectful assessment environment.
- Ensuring student information, including participation decisions and adaptations, is complete and accurate in the online platform.
- Reporting any breaches in assessment security or administration procedures to Student Assessment, Department of Education and Early Childhood Development.

The **teacher** is responsible for:

- Preparing for the assessment, including administering the Sample Assessment so students are familiar with the assessment platform and question formats.
- Administering the assessment according to the schedules, procedures, and scripts in this handbook to ensure a consistent and fair experience for all students.
- Maintaining a calm, positive, and supportive environment during the assessment.
- Supervising students to ensure they work independently.
- Protecting the security and confidentiality of the assessment and student work.
- Reporting any breaches of assessment security or administration procedures to Student Assessment, Department of Education and Early Childhood Development.

Student Assessment contact: 902.424.7746 or plans@novascotia.ca.

Empowering Students for Success on Nova Scotia Assessments

Schools will ensure students experience…

Ongoing	• Quality teaching and learning, including daily reading, writing, and mathematics lessons, with embedded opportunities to work independently. • A positive and relaxed learning environment.
The month before administration	• Reassurance about the assessment and its purpose (i.e., assessment results help teachers and schools support student learning). • Reassurance that everything they have been learning in school has prepared them for the assessment.
1–2 weeks before administration	• The online assessment platform and question formats by participating in the Sample Assessment. • Opportunities to discuss and share thinking strategies involved in responding to questions.
During the administration	• A calm and supportive environment (consider incorporating well-being strategies such as physical activity, relaxation techniques, healthy snacks). • A consistent administration where all protocols and scripts are followed per this handbook.

Assessment Security

The assessment content is confidential. Keeping its contents secure helps ensure fair comparisons from year to year. To protect the integrity of the assessment:

- Shred any scrap paper used by students.
- Delete all digital files created using specialized assistive technology once the work has been submitted in the online platform.
- Do not print, copy, or photograph any part of the assessment or student responses.
- Keep paper-based alternate format assessments secure before, during, and after administration, and return them by the due date. Other materials can be disposed of at the school.
- Do not permit students to use personal electronic devices during the assessment.

Academic Honesty

Students are expected to complete the assessment **independently**. This means:

- They should not copy from others.
- They should not use the internet or Artificial Intelligence (AI) tools to generate answers or writing.

If a student uses outside help or AI, their results will show “Not Enough Evidence.”

Teachers play an important role in maintaining academic honesty by:

- Circulating during the assessment to ensure students are working on their own;
- Reporting any concerns using the Report an Issue button in the online platform.

Administrator Checklist

Administrators can add or designate school personnel to assist with these steps.

Before the assessment

❑	Share key dates	Inform the school community of assessment dates and timelines.
❑	Plan resources	Organize staffing, device availability, and alternate settings.
❑	Alternate formats	Ensure alternate formats have been ordered by **September 11** (page 10).

Support materials arrive (September 21–28)

❑	Check shipment	Verify all materials on the packing slip; if items are missing, contact 902.424.7746 or plans@novascotia.ca.
❑	Confirm alternate formats	Ensure ordered alternate formats have arrived; these may come in a separate package (page 10).
❑	Read guides	Review this Handbook and the Administrator User Guide for procedures and requirements.
❑	Distribute materials to teachers	Provide to teachers: • Assessment Handbook; • Teacher User Guide; • Instructions for administering sample assessments (RW or M); • Flyers to be sent home.
❑	Ensure teachers are ready	Confirm teachers have: • Read the Handbook, Teacher User Guide, and Sample Assessment Teacher Instructions. • Scheduled dates and prepared the classroom for administration.

Set up the online platform (September 24–October 2)

Refer to the Administrator User Guide.

❑	Add admins (optional)	Add school personnel (e.g., VP, School Assessment Coordinator) as administrators to assist with the tasks below, if needed.
❑	Complete Technical Readiness checklist	Ensure technical setup is complete (network, devices, browser settings, etc.). For assistance, public schools should contact regional tech support; non-public schools should contact school's IT support.
❑	Manage groupings	Confirm classes and alternate locations; create or adjust groupings.
❑	Manage teachers/ invigilators	Assign or confirm teachers/invigilators for each grouping; add or remove teachers.
❑	Manage students	Add or remove students; ensure information about student adaptations/supports and participation is updated (by administrators or teachers).

Sample and main assessment (October 5–November 17)

Sample assessment Administer October 5–23	Ensure teachers: • Administer the mandatory Sample Assessment using the Sample Assessment Teacher Instructions. • Use the Teacher User Guide for technical steps. • Support students with documented adaptations.
Main assessment Administer October 26–November 17	Ensure teachers: • Administer the Main Assessment using the scripts and procedures in this handbook. • Use the Teacher User Guide for technical steps. • Support students with documented adaptations. • Maintain a calm and positive assessment environment.
❑ Monitor progress	• Monitor session progress in the online platform (see Administrator User Guide). • Conduct walk-throughs to confirm a smooth administration.
❑ Support troubleshooting	Help teachers navigate technical or scheduling challenges.

After the assessments

❑ Confirm student information	Ensure participation status and adaptation/support details are updated for all students.
❑ Verify session submissions	Verify all sessions, including make-ups, have been submitted in the online platform.
❑ Return alternate formats	Return alternate formats (paper-based, Braille) by the due date. • Use the pre-paid Canada Post shipping label that was provided. • Drop off at your local post office, or if in an on-demand pickup area, call 1.888.550.6333.

Teacher Checklist: Before the Assessment

Planning and preparation (September 24–October 2)

❑	Receive support materials	Ensure you receive the Assessment Handbook, Teacher User Guide, Sample Assessment Teacher Instructions, and flyers.
❑	Review procedures	Read the Handbook and Teacher User Guide to understand processes, scripts, timing, and using the online assessment platform.
❑	Set schedule	Set your assessment schedule following handbook guidelines (page 7).
❑	Confirm alternate formats	Ensure any Braille, enlarged print, or B&W formats have arrived (page 10).
❑	Plan alternate locations	• Plan for students with an assessment adaptation for alternate setting or another adaptation requiring an alternate setting. • Plan for students who are not participating in the assessment.
❑	Send flyers home	Provide families/guardians with Provincial Assessments in Grade 6 flyer.
❑	Prepare quiet tasks	Have quiet (non-screen) activities ready for students who finish early. Allowing screen time may incentivize students to rush.

❑	Prepare the classroom	• Arrange seating for privacy and independent work.
		• Check walls/desks for posted materials.
		  ○ Refer to Appendix A (page 32) for detailed guidance.
		  ○ Leave: word walls, editing checklists, operations charts.
		  ○ Cover or remove: examples, step-by-step strategies, problem-solving guides, math definitions.

Gather materials (September 24–October 2)

❑	Prepare devices	Ensure a class set of charged laptops/Chromebooks is configured.
❑	Provide headphones	Supply headphones for students using read-aloud adaptations.
❑	Gather Reading & Writing materials	• Scrap paper and pens or pencils for planning writing. • (Optional) a paper-based dictionary and/or thesaurus, an electronic version on a teacher-monitored device, or the online assessment platform's built-in dictionary/thesaurus tool.
❑	Gather Mathematics materials	• Scrap paper and pencils for calculations. • Regularly used manipulatives (e.g., base-ten, pattern blocks, 3D solids).

Set Up the Online Platform — Refer to the Teacher User Guide.

❑	Verify groupings	• Check and update class sections/groupings in the platform. • Your administrator can add or remove groupings and invigilators.
❑	Verify class lists	• Confirm class lists are accurate for each grouping. • Your administrator can add or remove students.
❑	Record adaptations	• Update students' adaptations and supports. • Record separately for Reading/Writing & Mathematics.
❑	Record participation	• Record IPPs, exemptions for students as needed. • Record separately for Reading/Writing & Mathematics. • Note: Absences will be recorded on the day of administration.

Teacher Checklist: Sample and Main Assessment

Sample assessment
October 5–23

- Administer using the Sample Assessment Teacher Instructions.
- Use the Teacher User Guide for technical steps.

Main assessment
October 26–November 17

- Administer using the scripts and procedures in this handbook.
- Use the Teacher User Guide for technical steps.

Starting each assessment session

❑ Create session	• Create an assessment session in the online platform.
❑ Help students log in	• Display access code for logging in (e.g., on whiteboard). • Ensure students log in using Access Code, Student Number, and Date of Birth. This information can be printed from the Session Page. • Confirm student online status in the Session Page.
❑ Adaptations/supports	• Ensure students with adaptations/supports can access them.
❑ Start session	• Unlock session when ready.

During the session

❑ Follow written procedures	• Sample Assessment: use Teacher Instructions. • Main Assessment: use handbook procedures. Use scripts verbatim.
❑ Monitor session using the Session Page	• Monitor student status, progress, and time used. • Lock/unlock, pause, adjust time. • Get help by using Report an Issue button on the Session Page.
❑ Maintain classroom environment	• Move around the room to invigilate and encourage independent work. • Monitor students with lockdown exceptions. • Maintain a calm, quiet, and supportive environment.
❑ Track attendance, manage lates/absences	• Record attendance and participation in the platform. • Follow handbook guidance, arrange make-ups as needed (page 8).

After the session

❑ End session	• Ensure students have submitted their work. • Lock the session. • Refer to Teacher User Guide for submitting sessions.
❑ Manage assistive technology (AT), alternate formats and scribed work	• Ensure AT-generated work is submitted online; delete local copies. • Ensure scribed work is labelled “scribed.” • Main assessment: Collect alternate format assessments and handwritten scribed work. After completing all four parts of the assessment, return them to your administrator for return to the EECD.
❑ Update student information	• Note all adaptations/supports used during the assessment. • Finalize absent/exempt notes in the platform.
❑ Shred scrap paper	• Scrap paper contains secure material (e.g., planning or calculations).
❑ Arrange make-ups	• Administer make-ups before the end of the assessment window.

Scheduling the Assessment

New in 2026: The assessment is divided into shorter parts to give schools scheduling flexibility. Classes may write at different times, in the morning or afternoon. Classes may write during their regular ELA or Mathematics class period.

Sample Assessments
Administer each sample assessment, Reading & Writing and Mathematics or *Mathématiques*, over one or two class periods between October 5 and 23.

Main Assessment
Administer each assessment between October 26 and November 17.

Reading & Writing

4 parts, 45 minutes each:

- Part 1: Reading
- Part 2: Writing
- Part 3: Reading
- Part 4: Writing

Mathematics/*Mathématiques*

4 parts, 30 minutes each:

- Part 1
- Part 2
- Part 3
- Part 4

Students may use up to 15 extra minutes on each part as needed.

Scheduling Guidelines

To support a smooth experience for students:

- Follow the order of parts within each subject (Part 1 → Part 2 → Part 3 → Part 4).
  - Students who miss a part should join their class for the next part and complete the missed one(s) at a different time.
- Each part should be completed in one continuous sitting.
- You can leave days between parts if that works best for the school schedule.
- Students may complete one or two parts in a day (in the same subject or different subjects). If completing two parts consecutively, ensure students have a stretch break between parts.
- Refer to Appendix B (page 36) for scheduling examples.

Plan with student needs in mind:

- Schedule at times that work for the school and students.
- Be mindful of religious holidays, cultural events, or school-wide activities.
- If the regular classroom teacher is away, another teacher who is familiar to the students may administer the assessment. A substitute can cover the other class.
- Students should participate in a familiar environment such as their classroom. Do not schedule all students together in a gymnasium, for example.
- Students who are not participating (e.g., exemptions, combined classes) should work in an alternate location during assessment time.
- Do not schedule more than two parts per day, including make-up sessions.

Student Participation

Most students are expected to participate in Nova Scotia Assessments. Use the guidelines below to determine student participation. Use the Administrator and Teacher User Guides to record this information in the online assessment platform.

Absences and Make-up Sessions

Absences

- Students who miss a part should continue with their class for remaining parts.
- Schedule a make-up session before the assessment window closes.

Arriving Late or Leaving Early

- The teacher may decide to schedule a make-up session for these students, if appropriate.
- The teacher may decide whether a late student can start the session late. The student must receive the full allotted time to complete the assessment session.

Make-up Sessions

- Offer make-up sessions for all missed parts before the assessment window ends.
- Students may complete up to two parts per make-up day.
- If time is limited, prioritize completing a full subject (e.g., Mathematics parts 1–4).

➢ **Actions:** Record absences in the Session Page of the online platform. Schedule make-up sessions.

English or French as an Additional Language (EAL or FAL)

EAL/FAL students should participate in the assessment if they have enough English or French proficiency to work independently: the student has enough proficiency in the language of the assessment to complete the reading, writing, and mathematics tasks on their own, without relying on extensive translation or outside help. If a student's language proficiency may prevent them from participating independently, the Principal—together with the student's teachers, the student, and their family—should determine if an exemption is appropriate.

A student should only be exempted if they are not able to participate independently with the permitted supports (refer to Adaptations and Supports).

➢ **Action:** Record exemptions and/or supports in the online platform.

Exemptions

Possible reasons for exemption include:

- Student Planning Team determines participation is inappropriate.
- Student is home-schooled and not following the Public School Program.

➢ **Action:** Record exemptions in the online platform.

French Immersion

These students participate in the Reading and Writing 6 in English and *Mathématiques* 6 in French.

Individual Program Plans (IPPs)

Students with an academic IPP in language arts or mathematics are not required to participate in the corresponding parts of the assessment.

They may participate if the Student Planning Team decides it is appropriate. If a student with an IPP does participate, the student will receive a Student Assessment Report and the student's results will be included in overall school, region/CSAP, and provincial results.

➢ **Action:** Record participation status for these students in the online platform.

Not Enrolled at the School

Ensure class lists are correct by removing students who have moved or are not enrolled at the school.

➢ **Action:** Administrator de-enrolls the student in the online platform.

Other Circumstances Impacting Participation

Students who are:

- **absent for the entire assessment window:** record "Extended absence" in the online assessment platform.
- **enrolled in the Nova Scotia International Student Program (NSISP**) are expected to participate.
- **exhibiting heightened emotional state**
    - *before the assessment:* exemption may be considered by the principal on a case-by-case basis. This decision should be made in consultation with parents/guardians and the student.
    - *during the assessment:* offer support and encouragement if appropriate. If student cannot continue, schedule a make-up session or consult the administrator regarding an exemption. This decision should be made in consultation with parents/guardians and the student.
- **learning at alternate locations** (e.g., hospital school, long-term care) are usually expected to participate. Confirm the appropriateness with your Regional Assessment Lead.
- **home-schooled** may participate only if they follow the PSP and are registered at their local school. Fully withdrawn home-schooled students do not participate.
- **in combined classes** (e.g., non-grade-level students present): only Grade 6 students participate. Non-participating students must be in another location.
- **repeating Grade 6** should take the assessment again.
- **suspended** are expected to participate, in school, ideally at the same time as their class (in-school or out-of-school suspension).

For unique cases or exceptional circumstances, contact your Regional Assessment Lead.

Adaptations and Supports

- Students may use adaptations that are documented in TIENET and used regularly in class.
- EAL students are entitled to additional supports (see below).
- These adaptations and/or supports should be used both on the **sample and main** assessments.
- Some adaptations and supports compromise the validity of the assessment and are not permitted (page 16).
- Students completing the assessment with adaptations and/or supports must complete it in the allotted time unless they have an adaptation for additional time or are learning EAL/FAL.
- Use the guidelines below to support student adaptations and/or supports.

➢ **Action:** Record adaptations and/or supports in the online assessment platform. Record separately for Reading/Writing and Mathematics/*Mathématiques*. Refer to the Administrator and Teacher User Guides for instructions.

Additional Time

A student with a documented adaptation, or learning English or French as an Additional Language, may use up to double time, with supervised breaks. This is separate from the additional 15 minutes allocated to all students.

➢ **Action:** Enable this adaptation in advance in the online platform.

Alternate Formats

- Alternate formats, including paper-based assessment forms, enlarged print, and Braille, are provided only for students who have a documented adaptation and regularly use that format in the classroom.
- Visit https://plans.ednet.ns.ca/alternate-format-requests by **September 11** to request alternate formats. Be prepared to provide:
    - Your contact information (name, phone and email):
    - School:
    - Student name and ID:
    - Format needed:
- In the online assessment platform, record that the student will be using an alternate format.
- Store securely, monitor use, and return alternate formats by the end of the assessment window (use prepaid Canada Post label).
- If the alternate format required is not listed above, or if more information is needed, contact Student Assessment at plans@novascotia.ca or 902.424.7746.

➢ **Actions:** Request alternate format by **September 11** and record it as an adaptation in the online platform.

Alternate Setting

A student may complete any part of the assessment in a different location if they have this documented adaptation or another adaptation requiring an alternate setting (e.g., Speech-to-Text).

The administering teacher must:

- Bring a printed copy of the handbook;
- Follow all scripts and procedures;
- Ensure the student participates in the class's pre-writing activity unless multiple students in the alternate room choose to remain there to have the discussion.

The administrator may assign an additional invigilator for these students corresponding to the alternate location (e.g., Learning Centre teacher). The administrator may also set up a separate grouping for an alternate location complete with a different teacher.

➢ **Action:** Record this adaptation in the online platform.

English or French as an Additional Language (EAL or FAL)

The following supports may be made available, if needed, without a documented adaptation for EAL/FAL students:

- Additional time: up to double time, in a continuous sitting, with periodic supervised breaks.
- Translation supports for words or short phrases (3–4 words).
  - These include but are not limited to: the built-in, one-way translator tool in the online assessment platform and two-way translation supports such as bilingual dictionaries, glossaries, and other translation tools like Google Translate.
  - Students may use other translation supports whether or not their first language is represented in the built-in tool in the online assessment platform.
  - iPads or other devices can be used as long as they are teacher-monitored and not personal devices. Note that increased supervision is necessary if students can access the internet.
  - Translations of up short phrases (3–4 words) in the student's first language can be read aloud if required, without elaboration.
  - For online assessments, students may also have a lockdown exception enabled to access external translation. Increased supervision will be necessary as these students will be able to access the internet.

Translation supports that are **not** permitted include:

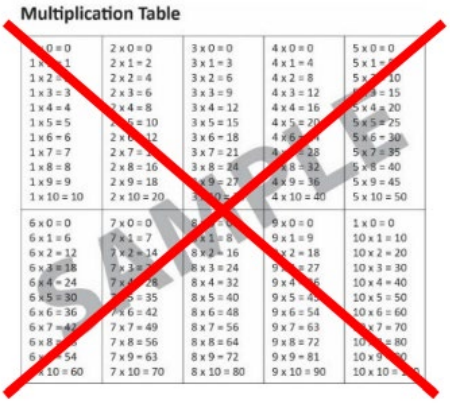
- Scanning, photographing, or reproducing large amounts of text from the assessment.
- Using the photo feature of a translation support.
- Translating large chunks of the assessment at a time.
- Translating student written responses (for example, completing the writing in another language then translating it to English or French).
- Using personal devices.
- In mathematics, using dictionaries that provide definitions.

A student should be exempted if they are not able to participate independently with the permitted supports (refer to Participation, page 8).

➢ **Action:** Record exemptions, adaptations, and/or supports in the online platform.

Operation Charts in Mathematics

- Operation charts (e.g., addition, multiplication) are permitted if the student has a documented adaptation.
- Operation tables are not permitted.
- Below are sample operation charts for addition and multiplication:



➢ **Action:** Record this adaptation in the online assessment platform.

Read-Aloud

Students with documented read-aloud adaptations may use either:

1. The built-in Listen tool in the online platform
2. A human reader, or
3. The student's Assistive Technology (AT) if required.

1. Read-Aloud: Built-in Listen Tool

- Enable the read-aloud adaptation in the platform before the assessment.
- Students should use headphones/earbuds in class.
- Encourage students to explore the Listen tool during the Sample Assessment.
- No extra supervision is required beyond regular invigilation.

➢ **Action:** Enable the Read-aloud: built-in Listen tool adaptation in advance in the online platform.

2. Read-Aloud: Human Reader

The student should write in a quiet alternate location. Refer to the Administrator User Guide for managing groupings and adding invigilators for alternate locations.

The reader must:

- Read the assessment exactly as it appears (verbatim);
- Read abbreviations as they would be spoken (e.g., "ten grams" for 10 g);
- Be aware of and follow punctuation—read in such a way that the student understands the use and purpose of punctuation, including the beginning and ending of each sentence;
- Repeat readings as often as necessary and read consistently, 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 or provide suggestions, interpretations, or word definitions;
- Alert the student to mistakes or show any reaction to the student's responses;
- Prompt the student in any way;
- Initiate the use of test-taking strategies;
- Correct the student's responses or computations;
- Engage in incidental conversations with the student, or with others, during the assessment.

➢ **Action:** Indicate the Read-aloud: human reader adaptation in advance in the online platform.

3. Read-Aloud: Student's Assistive Technology

- May include specialized text-to-speech tools used regularly in class.
- Students work in class with headphones/earbuds unless they require an alternate setting.
- Must be enabled ahead of time and requires a lockdown exception, which allows the device to leave the secure browser.
- Extra supervision is required as students may freely navigate away from the assessment.
- Students should not use the internet or Artificial Intelligence (AI) tools to generate answers or writing.
- Report the use of AI tools or other outside help using Report a Problem button in the Session Page (refer to Teacher User Guide). Any use of AI tools or outside help invalidates results and produces a "Not Enough Evidence" report.

➢ **Action:** Enable the Read-aloud: student's AT Lockdown Exception adaptation in advance in the online platform.

Verbatim Scribe

A scribe may be used for:

- students with a documented adaptation, or
- students with temporary injury or condition impacting writing (e.g., broken arm).

The scribe must have a printed copy of this handbook and the Teacher User Guide and follow all administration scripts and procedures.

Conventions

For scribed writing tasks, students receive "Not Enough Evidence" for Conventions, but they receive results for all other writing criteria.

Alternate setting

Students must work in a quiet alternate location but join their class for pre-writing discussions.

(Continue to the next page for Guidelines for Scribes.)

Guidelines for Scribes

The scribe must:

- Enter responses in the online platform (log in with the student credentials).
- Enter selected-response answers exactly as directed.
- Transcribe the student's writing responses exactly as dictated and type "scribed" at the top of the writing response.
- Show or read aloud the transcription to the student.
- Make any corrections or modifications directed by the student.
- Delete or insert text as directed by the student.
- Label any paper copies as "scribed" (if the student is using an alternate format assessment) and return them to the teacher or administrator.

The scribe must not:

- Edit or alter the student's dictation in any way without student request.
- Alert the student to mistakes or show any reaction to the student's responses.
- Prompt the student in any way.
- Initiate the use of test-taking strategies.
- Correct the student's responses or computations, except as directed by the student.

➢ **Action:** Record this adaptation in the online platform.

Writing: Student's Assistive Technology

Most students will complete the Writing in the online platform. When required and with a documented adaptation, students may use specialized Assistive Technology (AT) such as Read&Write for Google for composing and reviewing writing.

Students with an adaptation may access grammar, spell-check, word prediction, thesaurus, and definition features for Writing, but if Co:Writer is used, the "Predict Ahead" feature must be turned off.

Lockdown exception

- The Writing: student's AT adaptation must be enabled ahead of time in the assessment platform. This triggers a "lockdown exception," which allows the student to leave the secure assessment browser to use their AT.
- Extra supervision is required as students may freely navigate away from the assessment.
- Report the use of AI tools or other outside help using Report an Issue button in the Session Page (refer to Teacher User Guide). Any use of AI tools or outside help invalidates results and produces a "Not Enough Evidence" report.

Alternate setting

If student will be using Speech-to-text, they should complete the writing in a quiet alternate setting, but should still participate in the main class pre-writing discussion.

Submitting writing

- If completed outside the platform, writing tasks should be copied and pasted into the student's online assessment and submitted in the online platform.
- If AT output cannot be pasted into the platform: print, label with student name and ID, and return to the EECD. Contact plans@novascotia.ca to arrange return.
- All digital copies outside the platform (e.g., Google Drive) must be deleted after submission.

➢ **Action:** Enable Writing: student's AT Lockdown Exception adaptation in advance in the online platform.

Other Adaptations and Supports

Other classroom adaptations may be used if:

- They are documented in TIENET.
- They are used regularly.
- They do not compromise the assessment's validity.
- They are recorded in the online platform.

Any adaptation or support that prevents the measurement of independent skills will compromise the validity of the assessment and is not permitted. The Student Planning Team should decide whether it is appropriate for the student to write the assessment without the adaptation or support or to be exempted.

If an adaptation or support is used that is not permitted, the student will receive "Not Enough Evidence." For more information on adaptations and supports that are not permitted, refer to Administration Instructions on page 16 and Guidance for Displaying Support Materials (Appendix A) on page 32.

Contact your Regional Assessment Lead or Student Assessment (plans@novascotia.ca or 902.424.7746) for guidance.

➢ **Action:** Record these adaptations and/or supports in the online platform.

Administration Instructions

Provincial assessments, including sample assessments, must be administered by a teacher—even when given in alternate settings. Teachers must have a printed copy of this handbook and the Teacher User Guide, and they must follow all schedules, procedures, and scripts exactly as written.

Supports may be used if they maintain the validity of the assessment and show what students can do on their own. Supports cannot be used if they interfere with students demonstrating their independent learning.

Teachers must:

- Create a calm, positive environment so students can focus and do their best.
- Follow the script exactly for each session.
- Ensure students know how to log in, navigate, and submit their work.
- Answer questions about the format, purpose, and timing of the assessment.
- Circulate often to monitor student progress and ensure independent work.
- Encourage students who finish early to review their work before submitting it.
- Use the Session Page to observe login status, timing, warnings, and student progress (see User Guide).
- Address issues using troubleshooting steps in the User Guide or get technical help using the Report an Issue button in the system.

Teachers must not:

- Explain, rephrase, or clarify any assessment content or question.
- Edit student work.
- Define curriculum concepts.
- Read Reading/Writing texts or questions to a student unless the student has a documented read-aloud adaptation.
- Prompt, give hints, teach strategies, or guide student thinking in any way.

Permitted supports:

- Bilingual dictionary, glossary or built-in translator for EAL/FAL students (must be enabled in advance).
- Privacy screens or study carrels (as long as no prohibited materials are displayed).

Reading/Writing:

- Teacher may read a single word exactly as written, with no explanation.
- Dictionary and thesaurus (built-in tools, paper copies, or teacher-monitored devices).

Mathematics:

- Teacher may read a word or question aloud verbatim.
- Teachers may offer a synonym/brief description for a non-math word.
- In French Immersion, teachers may translate the word only after trying other supports in order to keep French as the language of instruction.

Supports that are not permitted:

- Assistance that leads, guides, interprets, explains, or otherwise reduces the cognitive demand of the task.
- Personal electronic devices like phones or smartwatches.
- Operations tables, cognitive credit cards, cue cards, worked examples, or strategy charts—even with a documented adaptation. See Appendix A (page 32) for guidance.
- Dictionaries or thesauri during Mathematics assessments.
- Calculators.

Reading: Teacher Instructions and Scripts (Parts 1 & 3)

Overview

- The Reading & Writing assessment has four parts.
- Students have 45 minutes to finish each part, with up to 15 extra minutes if needed.
- Follow the Teacher Checklists (pages 5 and 6) to prepare for and administer the assessment.
- Review the Teacher User Guide before starting the assessment.
- Follow the scripts and instructions below to keep the administration consistent and fair.

Step 1 **Teacher Instructions**

- Read the following Teacher Scripts to students for both Reading Parts 1 and 3.
- Where **bolded in parentheses**, read as directed for the corresponding part.
- Do not read Teacher Instructions or information in square brackets aloud to students.
- Use a calm, encouraging tone. Students will do their best in a positive, relaxed atmosphere.

Step 2 Teacher Script

- This is (Part 1/Part 3) of the Reading and Writing assessment.
- This part focuses on Reading. You will read some texts and answer questions about them. This will help us understand what you can do independently as a reader so we can support your learning.
- You may find some parts of the assessment more challenging than others. That's on purpose and helps show the different skills you're learning. All we ask is that you try your best.

Step 3 **Teacher Instructions**

- If not distributed already, distribute laptops or Chromebooks to students.
- Display the session Access Code (refer to the Teacher User Guide).
- Optional: distribute Student Number cards (print from the Session Page).

Step 4 Teacher Script

[If students are using Chromebooks, read the following.]

- Open Chrome and go to: https://nsa.vretta.com
- Select the Student log-in option.

[If students are using other laptops or desktops, read the following.]

- Double-click the 'PNS SEB Policy Document' icon.
  If it asks you to close other apps, click 'Yes.'

[Continue with the script.]

- Log in with the Access Code, your student number, and your date of birth.
- You'll see the assessment landing page. You won't be able to start until I unlock the session.
- A few notes:
  - This session includes four reading passages with questions.
  - Take the time to read each passage and question carefully.
  - You can hover over the blue text in a passage for additional information.
  - Don't spend too long on one question. If you are unsure, pick your best answer and move on.
  - You can flag a question to return to it later.
  - Your work saves automatically every 60 seconds.
  - You may use a dictionary or thesaurus.
- You have 45 minutes, plus 15 extra minutes if you need more time.
- Make sure you have answered all the questions before submitting your work.
- [Part 1 only] When you're done, you can work on a quiet activity at your desk.
- [Part 3 only] When you're done, you'll complete a short survey and then work on a quiet activity at your desk.

[Teacher can specify the quiet activity. Avoid screen-based options, as they may incentivize students to rush.]

- Do you have any questions?
- I'm going to unlock the session now. Click the Assessment button to begin.
- You will see a Welcome page and then Tools and Navigation instructions. Take some time to review these before you start the assessment.

Step 5 **Teacher Instructions**

- Unlock the session.
- Circulate to ensure students are logged in and the session is running smoothly.
- Manage the session online:
  - Record absences.
  - Monitor student progress and time remaining on the Session Page.
  - Confirm adaptations are working properly.
  - Watch for lockouts.
  - Report technical issues, if needed, using the Report an Issue button on the Session Page.
- Encourage early finishers to review their work and then do a quiet activity.

Step 6 Teacher Script

- 45 minutes have passed.
- If you're not finished, you may keep working for another 15 minutes.
- If you are finished, check over your work before submitting it. Then work on your quiet activity.

Step 7 **Teacher Instructions**

- You may extend time past 60 minutes, if needed (use your professional judgment).
- If needed, provide students with the confidential password (found in the User Guide) to close the secure browser.

Step 8 Teacher Script

- Our time is up.
- Please log out and close your laptops/Chromebooks.
- Great work!

Step 9 **Teacher Instructions**

- Ensure students have submitted their work.
- Lock the session.
- Refer to Teacher User Guide for submitting sessions.
- Arrange make-up sessions for absent students (refer to page 8).
- Collect any paper-based alternate-format materials and handwritten scribed work. After completing all four parts of the Reading & Writing assessment, return them to your administrator for return to the EECD.

The Nova Scotia Assessment is a secure form.
Do not copy or retain any part of the assessment, including student work.

Writing: Teacher Instructions and Scripts (Parts 2 & 4)

Overview

- The Reading & Writing assessment has four parts.
- Students have 45 minutes to finish each part, with up to 15 extra minutes if needed.
- Follow the Teacher Checklists (pages 5 and 6) to prepare for and administer the assessment.
- Review the Teacher User Guide before starting the assessment.
- Follow the scripts and instructions below to keep the administration consistent and fair.

Step 1 **Teacher Instructions**

- Read the following Teacher Scripts to students for both Writing Parts 2 and 4.
- Where **bolded in parentheses**, read as directed for the corresponding part.
- Do not read Teacher Instructions or information in square brackets aloud to students.
- Use a calm, encouraging tone. Students will do their best in a positive, relaxed atmosphere.

Step 2 Teacher Script

- This is (Part 2/Part 4) of the Reading and Writing assessment.
- This part focuses on writing and you will complete a writing activity.
- This will help us learn what you know and can do independently as a writer so we can support your learning.

Step 3 **Teacher Instructions**

- If not distributed already, distribute laptops or Chromebooks to students.
- Display the session Access Code (refer to the Teacher User Guide).
- Optional: distribute Student Number cards (print from the Session Page).

Step 4 Teacher Script

[If students are using Chromebooks, read the following.]

- Open Chrome and go to: https://nsa.vretta.com
- Select the Student log-in option.

[If students are using other laptops or desktops, read the following.]

- Log in and double-click the 'PNS SEB Policy Document' icon.
  If it asks you to close other apps, click 'Yes.'

[Continue with the script]

- Log in with the Access Code, your student number, and your date of birth.
- You'll see a landing page. You won't be able to start until I unlock the session.

Step 5 **Teacher Instructions**

- Confirm students are able to log in.

Step 6 Teacher Script

- I'm going to unlock the session in a moment.
- When it opens, click Assessment to begin.
- You'll see the Welcome page first. Click Next and wait on the Pre-Writing Activity page. We will complete this activity together.

Step 7 **Teacher Instructions**

- Unlock the session and ensure students navigate to the pre-writing activity page.

Step 8 Teacher Script

- Read the instructions and look at your writing topic options.
- Take a minute to think about what you want to write about.
- We'll share a few ideas before you start planning on your own.

Step 9 **Teacher Instructions**

- Feel free to read the prompts aloud from a student's screen.
- Lead a brief (3–5 minute) discussion where students share ideas.
- They may share ideas with a partner or the whole class.
- Do not write ideas on the board—students must plan independently.
- When done, use the script below to instruct students to continue.

Step 10 Teacher Script

- After you review the Tools and Navigation section, start the writing assessment.
- Take some time to plan your writing using the Notes tool, the online planning space, or scrap paper.
- Then, be sure to type your complete piece of writing in the main (Letter/Story) box.
- You can use a dictionary or thesaurus.
- Make sure you review your work before submitting.
- [Part 2 only] When you're done, you can work on a quiet activity at your desk.
- [Part 4 only] When you're done, you'll complete a short survey and then work on a quiet activity at your desk.

  [Teacher can specify the quiet activity. Avoid screen-based options, as they may incentivize students to rush.]
- Any questions?
- Please begin. You have 45 minutes, with up to 15 extra minutes if needed.

Step 11 **Teacher Instructions**

- Circulate and monitor students. Ensure students are writing in the appropriate box.
- Manage the session online:
  - Record absences.
  - Monitor student progress and time remaining on the Session Page.
  - Confirm adaptations are working properly.
  - Watch for lockouts.
  - Report technical issues, if needed, using the Report an Issue button on the Session Page.
- Encourage early finishers to review their work and then do a quiet activity.

Step 12 Teacher Script

- 45 minutes have passed.
- If you're not finished, you may keep working for another 15 minutes.
- If you are finished, check over your work before submitting it. Then work on your quiet activity.

Step 13 **Teacher Instructions**

- You may extend time past 60 minutes, if needed (use your professional judgment).
- If needed, provide students with the confidential password (found in the User Guide) to close the secure browser.

Step 14 Teacher Script

- Our time is up.
- Please log out and close your laptops/Chromebooks.
- Great work!

Step 15 **Teacher Instructions**

- Ensure students have submitted their work.
- Ensure work from assistive technology is submitted through the online assessment platform and deleted from all other locations (e.g., devices or drives) (page 15).
- Confirm any scribed work is clearly labeled "scribed."
- Lock the session.
- Refer to Teacher User Guide for submitting sessions.
- Collect and shred all used scrap paper.
- Arrange make-up sessions for absent students (refer to page 8).
- Collect any paper-based alternate-format materials and handwritten scribed work. After completing all four parts of the Reading & Writing assessment, return them to your administrator for return to the EECD.

The Nova Scotia Assessment is a secure form.
Do not copy or retain any part of the assessment, including student work.

Mathematics: Teacher Instructions and Scripts

French Immersion teachers: use Mathématiques – instructions et scripts pour l'enseignant (page 28).

Overview

- The Mathematics assessment has four parts.
- Students have 30 minutes to finish each part, with up to 15 extra minutes if needed.
- Follow the Teacher Checklists (pages 5 and 6) to prepare for and administer the assessment.
- Review the Teacher User Guide before starting the assessment.
- Follow the scripts and instructions below to keep the administration consistent and fair.

Step 1 **Teacher Instructions**

- Read the following Teacher Scripts to students for all Mathematics parts.
- Where **bolded in parentheses**, read as directed for the corresponding part.
- Do not read Teacher Instructions or information in square brackets aloud to students.
- Use a calm, encouraging tone. Students will do best in a positive, relaxed atmosphere.

Step 2 Teacher Script

- This is Part (1/2/3/4) of the Mathematics assessment. It will help us learn what you know and can do independently in mathematics and help us support your learning.
- You may find some parts of the assessment more challenging than others. That's on purpose and helps show the different skills you're learning. All we ask is that you try your best.

Step 3 **Teacher Instructions**

- If not distributed already, distribute laptops or Chromebooks to students.
- Display the session Access Code (refer to the Teacher User Guide).
- Optional: distribute Student Number cards (print from the Session Page).

Step 4 Teacher Script

[If students are using Chromebooks, read the following.]

- Open Chrome and go to: https://nsa.vretta.com,
- Select the Student log-in option.

[If students are using other laptops or desktops, read the following.]

- Log in and double-click the 'PNS SEB Policy Document' icon.
  If it asks you to close other apps, click 'Yes.'

[Continue with the script]

- Log in with the Access Code, your student number, and your date of birth.
- You'll see a landing page. You won't be able to start until I unlock the session.
- Some reminders:
  - Your work saves automatically every 60 seconds.
  - Read each question carefully.
  - Use your scrap paper to help solve questions.
  - You may not use a calculator.
  - Don't spend too long on one question. If you are unsure, flag it and return to it later or pick your best answer and move on.
  - You may use manipulatives during the assessment. [Indicate where the students can access the available manipulatives.]
  - Diagrams are not drawn to scale, so rulers should only be used with scrap paper, while working out solutions.
  - You may not use a dictionary or thesaurus.
- Before submitting your work, make sure you've answered every question.
- [Part 1/2/3] When you're done, you can work on a quiet activity at your desk.
- [Part 4 only] When you're done, you'll complete a short survey and then work on a quiet activity at your desk.

  [Teacher can specify the quiet activity. Avoid screen-based options, as they may incentivize students to rush.]
- Do you have any questions?
- I'm going to unlock the session now. Click the Assessment button to begin.

Step 4 Teacher Script (continued)

- You will see a Welcome page and then Tools and Navigation instructions. Take some time to review these before you start the assessment.
- You have 30 minutes, plus 15 extra minutes if you need more time.

Step 5 **Teacher Instructions**

- Unlock the session.
- Circulate to ensure students are logged in and the session is running smoothly.
- Manage the session online:
  - Record absences.
  - Monitor student progress and time remaining on the Session Page.
  - Confirm adaptations are working properly.
  - Watch for lockouts.
  - Report technical issues, if needed, using the Report an Issue button on the Session Page.
- Encourage early finishers to review their work and then do a quiet activity.

Step 6 Teacher Script

- 30 minutes have passed.
- If you're not finished, you may keep working for another 15 minutes.
- If you are finished, check over your work before submitting it. Then work on your quiet activity.

Step 7 **Teacher Instructions**

- You may extend time past 45 minutes if needed (use your professional judgment).
- If needed, provide students with the confidential password (found in the User Guide) to close the secure browser.

Step 8 Teacher Script

- Our time is up.
- Please log out and close your laptops/Chromebooks.
- Great work!

Step 9 Teacher Instructions

- Ensure students have submitted their work.
- Lock the session.
- Refer to Teacher User Guide for submitting sessions.
- Collect and shred all used scrap paper.
- Arrange make-up sessions for absent students (page 8).
- Collect any paper-based alternate-format materials and handwritten scribed work. After completing all four parts of the Mathematics assessment, return them to your administrator for return to the EECD.

The Nova Scotia Assessment is a secure form.
Do not copy or retain any part of the assessment, including student work.

Mathématiques : instructions et scripts pour l'enseignant

Aperçu

- L'évaluation de mathématiques comporte quatre parties.
- Les élèves disposent de 30 minutes pour terminer chaque partie, ainsi que 15 minutes supplémentaires au besoin.
- En préparation pour l'administration de l'évaluation, suivez l'Aide-mémoire pour le personnel enseignant (pages 5 et 6).
- Consultez le Guide d'utilisateur pour le personnel enseignant avant de commencer l'évaluation.
- Suivez les instructions et les scripts pour l'enseignant afin d'assurer une administration uniforme et équitable.

Étape 1 **Instructions de l'enseignant**

- Lisez aux élèves les scripts de l'enseignant pour chaque partie de l'évaluation de mathématiques.
- Lorsqu'un texte est en **caractère gras et entre parenthèses**, lisez-le selon les indications pour la partie correspondante de l'évaluation.
- Ne lisez pas à voix haute les consignes ni les informations qui se trouvent entre crochets, car elles ne sont destinées qu'à l'enseignant.
- Adoptez un ton calme et encourageant. Les élèves donneront le meilleur d'eux-mêmes dans une atmosphère positive et détendue.

Étape 2 **Script de l'enseignant**

- Dans cette partie, nous ferons la partie (1/2/3/4) de l'évaluation de mathématiques.
- Vos réponses vont nous informer de ce que vous savez et ce que vous pouvez faire de façon indépendante en mathématiques, et elles nous aideront à soutenir votre apprentissage.
- Certaines parties de l'évaluation pourraient vous sembler plus difficiles que d'autres. C'est normal, et cela permet de nous montrer les différentes compétences que vous êtes en train de développer. Nous vous demandons simplement de faire de votre mieux.

Étape 3 **Instructions de l'enseignant**

- Si ce n'est pas déjà fait, distribuez les ordinateurs portables ou les Chromebooks aux élèves
- Partagez le code d'accès avec les élèves (voir le Guide d'utilisateur pour le personnel enseignant).
- Facultatif : distribuez les cartes comportant le numéro des élèves (imprimables depuis la page de la session).

Step 4 Script de l'enseignant

[Si les élèves utilisent des Chromebooks, lisez ce qui suit.]

- Ouvrez le navigateur Chrome et rendez-vous sur : https://nsa.vretta.com,
- Choisissez l'option Élève pour se connecter.

[Si les élèves utilisent d'autres types d'ordinateur, soit portables ou de bureau, lisez ce qui suit.]

- Double-cliquez sur l'icône « PNS SEB Policy Document ».
  Si on vous demande de fermer d'autres applications qui seraient ouvertes sur votre ordinateur, cliquez sur « Oui ».

[Poursuivre la lecture du script.]

- Connectez-vous avec le code d'accès, votre numéro d'élève ainsi que votre date de naissance.
- Vous verrez alors la page d'accueil de l'évaluation. Vous ne pourrez pas commencer l'évaluation tant que je n'aurai pas débloqué la session.
- Quelques notes :
  - Votre travail est sauvegardé automatiquement toutes les 60 secondes sur la plateforme.
  - Prenez bien le temps de lire attentivement chaque item.
  - Utilisez votre papier brouillon pour vous aider à résoudre les problèmes.
  - Vous ne pouvez pas utiliser de calculatrice.
  - Ne passez pas trop du temps sur une seule question. Si vous n'êtes pas certain de la réponse, marquez-la et revenez-y plus tard, ou choisissez la réponse qui vous semble la meilleure et passez à la suivante.
  - Vous pouvez utiliser le matériel de manipulation pendant l'évaluation. [Indiquez où les élèves peuvent accéder au matériel de manipulation.]
  - Les diagrammes ne sont pas dessinés à l'échelle ; les règles ne doivent donc être utilisées qu'avec le papier brouillon lorsque vous travaillez à la résolution des questions.
  - Vous ne pouvez pas utiliser de dictionnaire ni de thésaurus.
- Avant de soumettre votre travaille, assurez-vous d'avoir répondu à toutes les questions.
- [Partie 1/2/3] Quand vous avez terminé, vous pouvez compléter une tâche tranquille indépendante à votre pupitre.
- [Partie 4 uniquement] Quand vous avez terminé, vous allez remplir un court sondage, puis vous pouvez compléter une tâche tranquille indépendante à votre pupitre.

  [L'enseignant peut suggérer une activité calme. Évitez les activités sur écran, car elles pourraient inciter les élèves à se dépêcher.]

Step 4 Script de l'enseignant (suite)

- Avez-vous des questions ?
- Je vais déverrouiller la session maintenant. Cliquez sur le bouton Évaluation pour commencer.
- Vous allez voir une page Bienvenue, puis des pages d'Outils et navigation. Révisez ces pages avant de commencer l'évaluation.
- Vous avez 30 minutes, puis 15 minutes supplémentaires au besoin.

Étape 5 **Instructions de l'enseignant**

- Déverrouillez la session.
- Circulez pour vous assurer que les élèves sont connectés et que la session se déroule correctement.
- Gérez la session en ligne :
  - Enregistrer les absences.
  - Surveiller la progression des élèves et le temps restant sur la page de la session.
  - Vérifier que les adaptations fonctionnent correctement.
  - Surveiller les verrouillages éventuels.
  - Signaler les problèmes techniques, si nécessaire, en utilisant le bouton « Signaler un problème » sur la page de la session.
- Encouragez les élèves ayant terminé tôt à relire leur travail, puis à faire une activité calme.

Étape 6 Script de l'enseignant

- 30 minutes se sont écoulées.
- Si vous n'avez pas terminé, vous pouvez continuer à travailler pendant encore 15 minutes.
- Si vous avez terminé, vérifiez votre travail avant de le soumettre. Ensuite, faites silencieusement une activité calme.

Étape 7 **Instructions de l'enseignant**

- Vous pouvez prolonger le temps au-delà des 15 minutes supplémentaires, si nécessaire (utilisez votre jugement professionnel).
- Si nécessaire, fournissez aux élèves le mot de passe confidentiel (disponible dans le guide d'utilisateur) pour fermer le navigateur sécurisé.

Étape 8 Script de l'enseignant

- Notre temps est écoulé.
- Veuillez vous déconnecter et fermer vos ordinateurs portables/Chromebooks.
- Vous avez fait un excellent travail !

Étape 9 Instructions de l’enseignant

- Assurez-vous que tous les élèves ont bien soumis leur travail.
- Verrouillez la session.
- Veuillez consulter le Guide d’utilisateur pour le personnel enseignant afin de savoir comment soumettre la session.
- Rassemblez et déchiquetez tout le papier brouillon.
- Planifiez des séances de rattrapage pour les élèves manquants (page 8).
- Recueillez tous les textes en format alternatif ainsi que les manuscrits des scribes. Après avoir terminé les quatre parties de l’évaluation en mathématiques, remettez-les à la direction d’école afin qu’il soit retourné au Ministère.

L’évaluation de la Nouvelle-Écosse est un document sécurisé.
La rétention ou la reproduction de l’évaluation, incluant le travail des élèves, est strictement interdite.

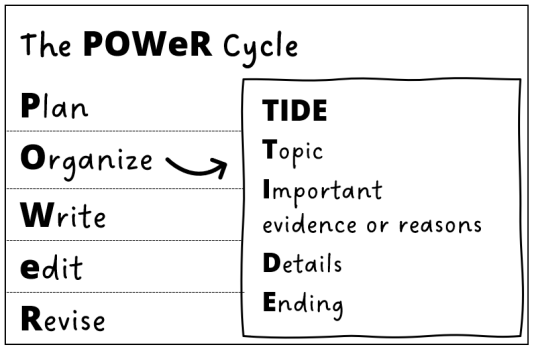
Appendix A: Guidance for Displaying Support Materials

Anchor charts and other visual supports are helpful teaching tools that can reinforce key ideas and support learning. However, they may affect the fairness of provincial assessments, especially if they include instructions, examples, step-by-step strategies, or, in mathematics, definitions. To keep the assessment valid and meaningful, it's important to think carefully about what these supports show. Visual supports should not take the place of students using their own independent thinking, reasoning, or problem-solving skills. A helpful way to check this is to ask:

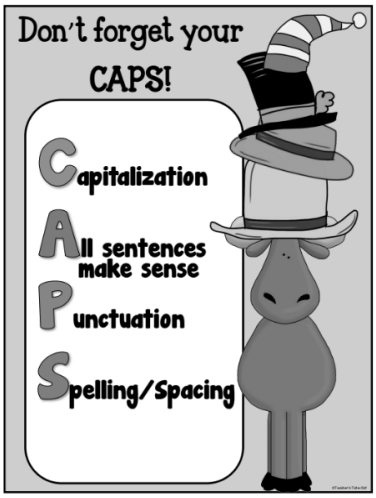
- Does it list strategies or steps to follow?
- Does it show an example?
- Does it explain **how** to solve a problem or produce a writing piece?

If the answer is yes, the chart should be covered or removed for the assessment.

✓ Literacy examples: may be displayed

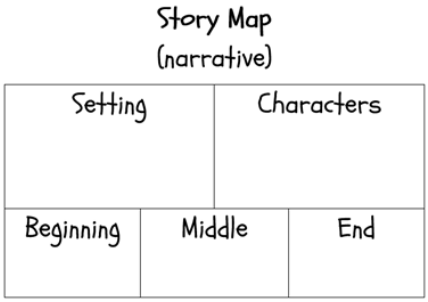


This chart is acceptable because it is a reference for students but does not provide the instructional "how-to." Students would need to independently implement these steps.



This chart is acceptable because it serves as a reminder for students to check over their own writing. It does not tell them how to edit their writing or give examples.

This chart is acceptable because it includes an assorted list of transitional words that students may include in their writing, like a word wall. Students would still need to have an independent understanding of how and when to use transitions effectively in their own writing.

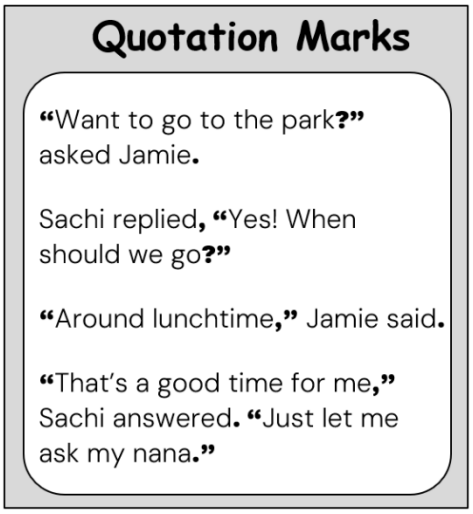


This chart is acceptable because it is a graphic organizer for students to reference as they independently plan their writing.

✗ Literacy examples: may <u>not</u> be displayed

Sentence starter ideas!		
Section		**Sentence Starters**
T	Topic	In the story/article... - Title, author - Context - Thesis:
I	Important evidence or reasons	The first example shows... Another example... Finally...
D	Details	This explains... This example shows... This proves... It seems...
E	Ending	In conclusion - restate idea All in all... As you can see... To sum up...

This chart is not permitted because it provides guidance on how and when to use sentence starters. To ensure a fair assessment of Organization and Language Use, students need to demonstrate their independent understanding without this type of support.



This chart is not permitted because it gives instructions on how to punctuate dialogue correctly. To fairly assess Conventions, students must show what they know and can apply on their own, without instructions.

TRANSITIONS			
First...	Then....	Next...	Last
Firstly, To start, First of all, One day,	Now, Secondly, After, As well,	Additionally, Thirdly, To continue, Third of all,	Last of all, Finally, In the end Fourthly,

OPINIONS		
Sentence starters	Other strong words	Concluding words
I think I feel strongly I believe In my opinion	Best Greatest Should, Must All, Every	As you can see, To sum up, In the end, Clearly,

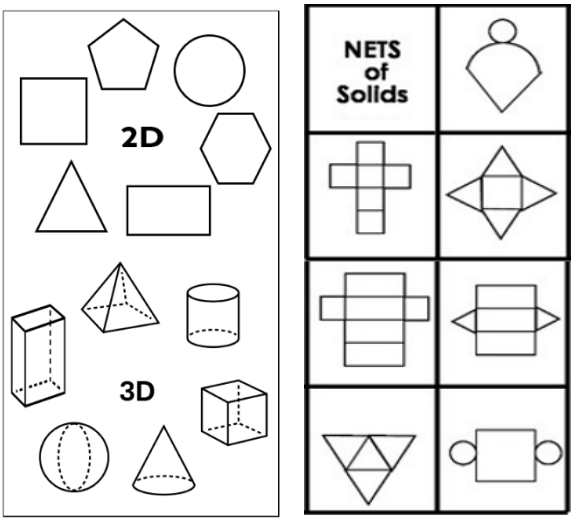
These charts are not permitted because they offer guidance on how and when to use transitional expressions. To ensure a fair assessment of Organization and Language Use, students need to demonstrate their independent understanding of these concepts.

Narrative

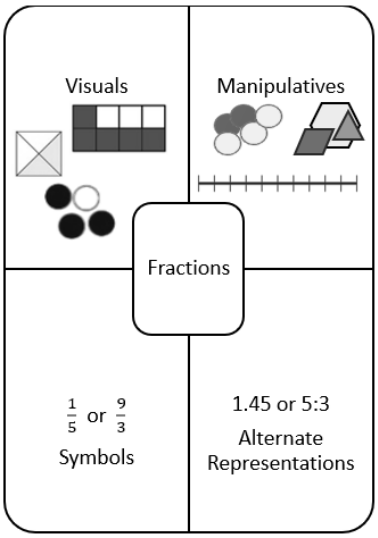
1.	Small moment		
2.	Beginning - setting - characters - prepare for action to come	Middle - order of events - feelings - transition words - showing not telling	End - resolve problem - include feelings - lesson learned
3.	Show! (Don't tell) ↳ Sensory details		
4.	Transition words		

This chart is not permitted because it provides guidance on how to organize writing and suggests content ideas. To fairly assess Ideas and Organization, students must demonstrate their own independent thinking and planning of writing.

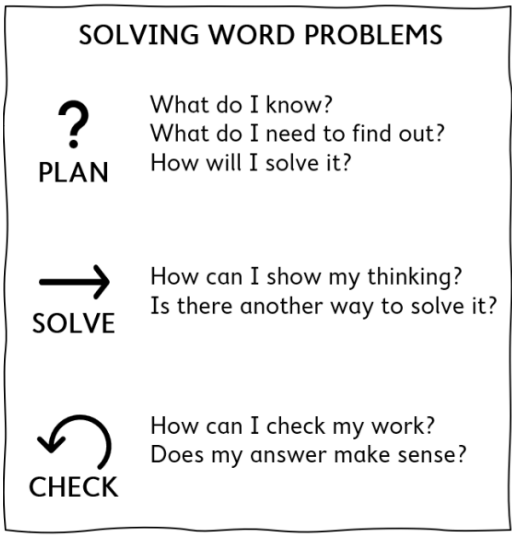
✓ Mathematics examples: may be displayed

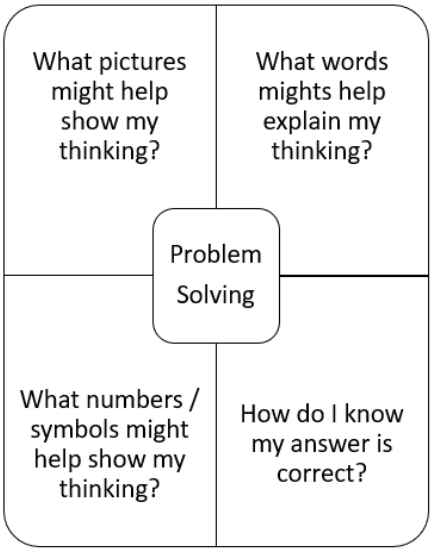


These charts are acceptable because, without names for the shapes and objects, they do not provide a definition for students to reference. Names without pictures (e.g., word walls) are also acceptable. The representation of nets is permitted since it does not indicate which object each net corresponds to.



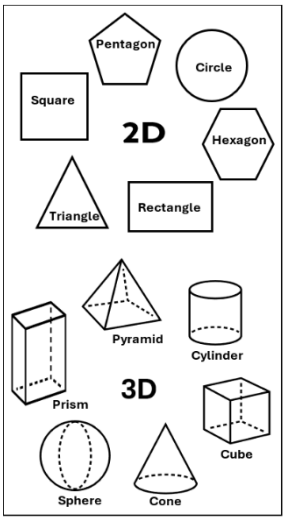
This chart is acceptable because it includes various representations of fractions but does not show equivalent fractions, relate one fraction to another, or provide definitions. The chart encourages students to think independently about different ways to represent a fraction.



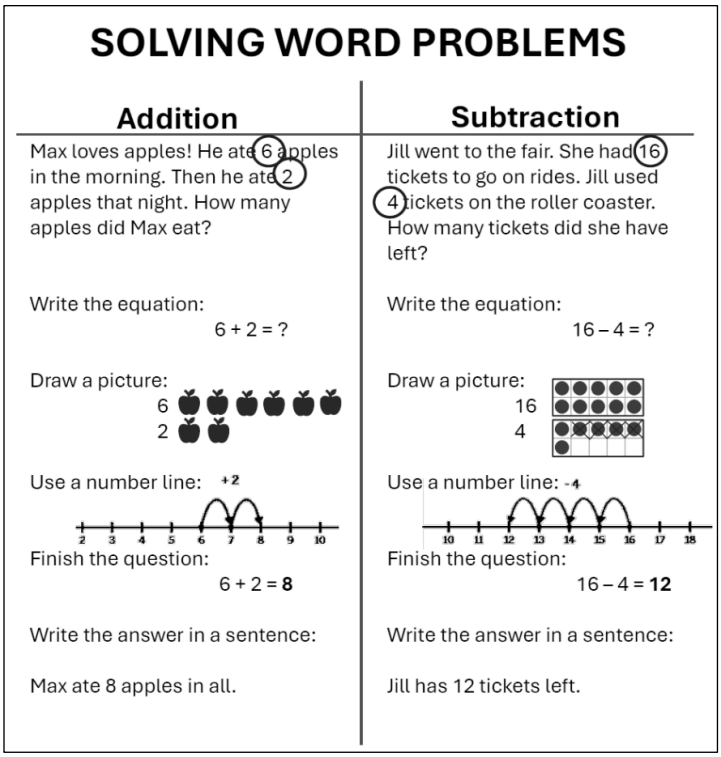


These charts with prompting questions are acceptable because they remind students to use their own strategies without providing worked examples, strategies, or procedures for solving specific problems. They support students' independent thinking without giving away how to solve assessment items.

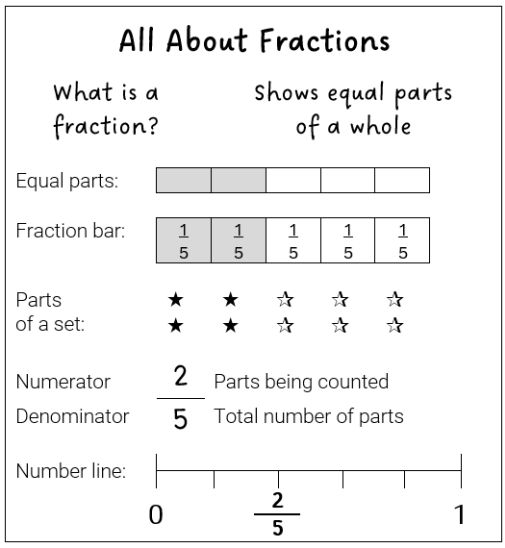
✗ Mathematics examples: may not be displayed



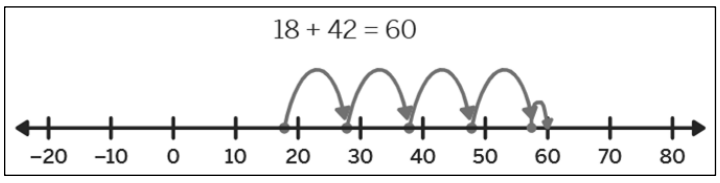
This chart is not permitted in a grade 3 or grade 6 classroom because it includes names along with the images, defining the shapes for students.



This chart is not permitted because it provides worked examples and includes strategies and procedures showing how to solve math problems. This type of chart provides direct instructions and examples of how to solve problems, rather than encouraging student reasoning.



This chart is not permitted because it provides definitions, shows relationships, and reveals equivalent fractions. This could give away answers and give students an unfair advantage during the assessment.



This chart is not permitted because it shows a worked example of using a number line to solve an addition problem. Students should be able to use tools like this independently during the assessment.

Appendix B: Scheduling the Assessment (Examples)

The examples below show several ways schools could structure the eight assessment parts, adhering to the guidelines outlined in the Scheduling the Assessment section (page 7).

If completing two parts consecutively, ensure students have a stretch break between parts.

Example 1: One Part Per Day, One Subject per Week

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	RW6 Part 1	RW6 Part 2	RW6 Part 3	RW6 Part 4	
Week 2	M6 Part 1	M6 Part 2	M6 Part 3	M6 Part 4	
Week 3	Make-up sessions				

Example 2: One Part Per Day, Alternating Subjects

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	RW6 Part 1	M6 Part 1	RW6 Part 2	M6 Part 2	
Week 2		RW6 Part 3	M6 Part 3	RW6 Part 4	M6 Part 4
Week 3	Make-up sessions				

Example 3: Two Parts per Day, Alternating Subjects

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	RW6 Part 1 M6 Part 1	RW6 Part 2 M6 Part 2	RW6 Part 3 M6 Part 3	RW6 Part 4 M6 Part 4	
Week 2	Make-up sessions				
Week 3	Make-up sessions				

Example 4: Mixed Pace Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1		M6 Part 1		M6 Part 2	
Week 2	M6 Part 3	RW6 Part 1	RW6 Part 2 M6 Part 4	RW6 Part 3	RW6 Part 4
Week 3	Make-up sessions				