Nova Scotia Examination

Information Guide

Nova Scotia Examination: **English 10**

10-2026

NOVA SCOTIA

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Nova Scotia Examination: English 10 website: https://plans.ednet.ns.ca/english-10

Introduction

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

Overview

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

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

The NSE English 10 Advisory Group, comprised of high school English teachers representing all school regions in Nova Scotia, assists in the development of examinations. The Advisory Group, under the guidance of department staff, follows the examination development procedures outlined in the Provincial Assessment Development Cycle. All processes, examination development, and administration are facilitated by Student Assessment at the Department of Education and Early Childhood Development.

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

Scoring takes place at the school level. English 10 teachers score their students' exams using the Marking Guide provided by the Department of Education and Early Childhood Development.

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

Curriculum Links

Outcomes and Cognitive Levels

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

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

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

Sample Questions

Sample Questions give students the opportunity to become familiar with the types of questions that are on the examination. The Annotated Marking Guide that accompanies the questions provides further details, including the cognitive level of each question. English 10 Sample Questions and the Annotated Marking Guide are available on the website: https://plans.ednet.ns.ca/english-10.

Read-aloud audio for the Sample Questions should be made available for students who regularly use this adaptation in class and have it documented in TIENET. The Sample Questions read-aloud audio can be found via the website.

Table of Specifications

Examination Construction

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

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

Note for 2026-2027: The English 10 examination will be written in a single **two-hour session** on the date specified in the PLANS calendar.

Exam Format

Section	Number and Type of Questions	Points	Suggested Time
Reading: Prose #1	10 Selected Response	10 points	25 minutes
Reading: Prose #2	10 Selected Response	10 points	20 minutes
Reading: Visual/Media Text	5 Selected Response	5 points	10 minutes
Reading: Poetry	10 Selected Response	10 points	20 minutes
Writing: Persuasive Writing	1 Constructed Response	24 points	45 minutes
Total:	**36 questions**	**59 points**	**120 minutes***

*Students have up to two hours (120 minutes) to write the examination. Students requiring additional time may be given up to 15 minutes in addition to the 2-hour examination period.

Specifications for Reading/Viewing

Number of Reading Tasks	Type of Text	Points	Points per Cognitive Level: Literal Comprehension	Points per Cognitive Level: Non-Literal Comprehension	Points per Cognitive Level: Analysis
2–4	Prose*	20 points	5–8	5–8	5–8
1 or 2	Poetry	10 points	3–5	3–5	3–5
1	Visual/Media Text	5 points	1-2	1-2	1-2
Total: 35 points					

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

Specifications for Writing

Writing Task	Number and Type of Questions	
Persuasive Writing	Scored on a four-level rubric using four criteria:	Ideas (8 points) Organization (8 points) Language Use (4 points) Conventions (4 points)
Total: 24 points		

Security

Examination Security and Use Guidelines

To maintain the integrity and fairness of the examination process:

- **No part of the printed examination materials may be reproduced** in any format—electronic or mechanical—including photocopying, recording, scanning, sharing, or storing in any digital system.
- **Any copies of the read-aloud audio files** created for administration purposes must be deleted from all locations.
- **All examination materials must be collected** at the end of the exam, including all student booklets (used and unused) and any related materials. Digital copies of student work created using assistive technology must be deleted from all devices and storage locations once printed.
- **Teachers must not use examination texts or writing prompts in their instruction**.

Securing the Nova Scotia Examination (NSE) is essential to ensure valid and fair evaluation of student achievement. The Department of Education and Early Childhood Development may reuse examination items in future exams. Any prior exposure to these items compromises the validity of the results. Everyone involved must take responsibility for securing examination materials.

Examination Retention

Examination materials must **not** be returned to the Department of Education and Early Childhood Development. Schools are required to retain and secure all materials for a minimum of one year, or longer in accordance with regional retention policies, before securely disposing of them.

Administration of Examination

The following examination materials are distributed to schools prior to the administration dates:

- Nova Scotia Examinations Memo
- Packing Slip (used to verify the materials sent to the school)
- Instructions to Teachers (invigilating directions)
- Duty to Report Memo
- NSE English 10 Student Booklets
- Marking Guide(s)

Note: The School Assessment Coordinator should open the box(es) of examination materials as soon as possible after receipt and verify materials. If you are missing any materials, first check the Packing Slip, then contact Student Assessment by phone at 902-424-7746 or by email at PLANS@novascotia.ca.

Pre-Administration

- The School Assessment Coordinator/principal ensures that the examination is written in one two-hour session on the date specified in the provincial assessment schedule.
- The principal ensures that students with special needs will be accommodated.
- The School Assessment Coordinator verifies the correctness and number of materials sent by the department.
- The School Assessment Coordinator maintains security of the examinations up to the morning of the administration, however, teachers should receive a copy of the examination and the Marking Guide on the day prior to the administration date in order to review the content.
- The School Assessment Coordinator discusses exam protocol and specific instructions with teachers and distributes NSE English 10 Instructions to Teachers.
- The School Assessment Coordinator ensures that the examination venue does not display material that might advantage students in writing the examination.

During Administration

- Teachers ensure students are under supervision at all times.
- Teachers ensure students work independently at all times.
- Teachers ensure that students receive the correct examination materials.
- Teachers ensure that students have access to a print dictionary and a print thesaurus or students may take turns using a teacher-monitored device (computer, Chromebook, iPad, etc.) to access electronic dictionaries and thesauri. The electronic dictionary and/or thesaurus must be used on a computer monitor large enough to be visible by the teacher. Personal electronic devices are NOT permitted during examinations.
- Teachers do NOT read or discuss examination questions with students.
- Teachers are NOT to give scrap paper to students; all work should be done in the student examination booklet.
- Teachers allow up to two hours (120 minutes*) to write the examination. Students requiring additional time may be given up to 15 minutes in addition. (*Note this does not apply to students with extra time as a documented adaptation; for these students, see page 12.)
- Teachers collect all examination materials from students before the students leave the examination room. All materials must be accounted for.

Post-Administration

- All adaptations used during the examination must be recorded on the back cover of the student's examination booklet after the examination has been completed.

  For students who used **assistive technology** for the writing task:
  - Print a copy of the student work and insert it into the student booklet.
  - Ensure that copies of student work written using assistive technology are deleted from all locations once printed.

  For students who had their work **scribed** for the writing task:
  - Ensure that the word "scribed" is written at the top of the first page of writing.
- Teachers must mark the examinations according to the guidelines in the Marking Guide.
- All examination materials must be accounted for at the conclusion of the examination – this includes all student booklets, used and unused, and all other materials related to the examination. Reproduction of the printed examination materials (student booklets, marking guides, etc.) is prohibited.
- Any copies of the read-aloud audio files created for administration purposes must be deleted from all locations.
- Examination materials must **not** be returned to the Department of Education and Early Childhood Development. Schools are required to retain and secure all materials for a minimum of one year, or longer in accordance with regional retention policies, before securely disposing of them.

Student Participation

Eligibility

All students registered in English 10 will write on the dates specified in the provincial assessment schedule. The examination assesses the learning outcomes of the course, and it is a requirement for course completion. Students who are on **Individual Program Plans (IPP)** relating to English Language Arts will not write the NSE English 10. These students will be evaluated using other approved forms of assessment as outlined in the IPP documentation.

Absences

Any student with an excused absence (including illness) on the examination day can write on an alternate day within the summative assessment period.

Exemptions

The principal, in consultation with the student and/or parents and guardians, may grant an exemption to an individual student in the case of illness, bereavement, or other exceptional circumstances. In such cases, the student's final grade will be determined by the English 10 teacher in consultation with the principal. Exceptional circumstances are determined on a case-by-case basis as professional judgment and consultation are required. Please note that exemptions are not granted on the basis of how challenging the examination might be for a particular student.

Students Learning English as an Additional Language (EAL)

Students Learning English as an Additional Language are expected to participate in the NSE English 10. However, principals, in consultation with the teachers, parents and guardians, and the student, may exempt a student if the student has been learning English for one year or less, or if completing the examination would be inappropriate given the student's current English language skills.

Students Learning English as an Additional Language can use the full range of adaptations that are available to all students as long as they are documented in TIENET. In addition, they can use an electronic translator and/or a bilingual dictionary (paper or electronic) during the NSE English 10. Internet access can be provided for students using an electronic translator and/or bilingual dictionary. An electronic translator or dictionary must be used on a teacher-monitored classroom device (e.g., computer, Chromebook, tablet, iPad); the classroom device screen must be large enough to be visible by the teacher. Personal electronic devices (e.g., smartphones) are not permitted during provincial examinations.

Students Learning English as an Additional Language can be given up to twice the allotted time for the examination with periodic, supervised breaks.

The use of an electronic translator or extra time does not need to be a documented adaptation in TIENET for Students Learning English as an Additional Language; however, other adaptations must be documented in TIENET.

Students enrolled in the **Nova Scotia International Student Program (NSISP)** are expected to participate in Nova Scotia Examinations as these are summative assessments for those courses. The only exception would be if completing the examination would be inappropriate given the student's current English language skills.

Students with Adaptations documented in TIENET

An adaptation is a documented strategy or resource for an individual student that facilitates their equitable access to achieve the Public School Curriculum outcomes. An adaptation is planned, implemented, monitored, and evaluated to ensure it remains effective for the student.

Adaptations made available to the student during the examination must be in place prior to the examination and documented in TIENET (developed by the Student Planning Team) and thereby have been communicated to parents and guardians through the program planning process.

It is important that the results of the examination accurately reflect what students know and are able to do independently in relation to learning outcomes. Adaptations used to provide equitable access to the curriculum for students during classroom instruction and assessment should also be available during provincial examinations. However, some adaptations may compromise or alter the validity of the examination. For example, if terms used on an examination are explained to a student, this alters the validity of the examination since there is no evidence that the student has independently learned the concepts and skills that are being assessed. Parents and guardians, through the program planning process, should be informed when an adaptation would not be available on the examination because it compromises the validity of the examination.

The following is a description of adaptations that may be used during Nova Scotia Examinations. It is important to accurately fill in the corresponding circle(s) on the back cover of the student booklet **after** the examination has been completed to indicate which adaptations were used by the student.

- ○ **Alternate Format,** please specify:_____
  Alternate formats provided include large-print, black-and-white, and Braille versions of the examination, as well as other formats on request. The adaptation must be documented in TIENET. Visit https://plans.ednet.ns.ca/alternate-formats by December 1 for first semester course examinations and April 1 for second semester or full-year course examinations to request alternate formats. Be prepared to provide student name and ID with each request. The type of alternate format must be specified on the back cover of the examination booklet.

- ○ **Read-aloud: Human Reader**
  The Read-aloud: Human Reader adaptation can be provided to a student who has this adaptation documented in TIENET and uses it regularly in the classroom. Please note: A diagnosis of a learning disability or visual/perceptual impairment is no longer required as part of the eligibility criteria for read-aloud adaptations.

  Supporting TIENET documentation
  - ❑ TIENET includes date(s) of Student Planning Team meeting(s) at which the student's need for the read-aloud adaptation was considered and its implementation for assessment activities was confirmed for the current English course.
  - ❑ TIENET includes documented adaptation that confirms that the read-aloud adaptation is in current use during the instructional and assessment activities.
  - ❑ Parent or guardian and student are aware of and in support of this request for the read-aloud adaptation for the examination.

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

The reader must

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

The reader must not

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

When selecting the adaptation format for read-aloud for a provincial examination (either human reader or assistive technology), Student Planning Teams should consider the individual student's technological comfort level and preference. The adaptation format used during regular classroom assessments should be the format used during provincial examinations. The student must complete the examination in the allotted time, unless additional time is also a documented adaptation used regularly in classroom assessment by the student. All adaptations used during the examination must be recorded on the back cover of the student's examination booklet after the examination has been completed.

- **Read-aloud: Assistive Technology**

The Read-aloud: Assistive Technology adaptation can be provided to a student who has this adaptation documented in TIENET and uses it regularly in the classroom.

Please note:

- A diagnosis of a learning disability or visual/perceptual impairment is no longer required as part of the eligibility criteria for read-aloud adaptations.
- Registered students will access read-aloud audio files on the Nova Scotia Assessment – Read-aloud (NSA-RA) platform (See Appendix C).
- If the NSA-RA platform is unavailable or experiencing technical issues, teachers can provide students with access to the examination audio files available in the Educators Portal (GNSPES login required). Any copies of the read-aloud audio files created for administration purposes must be deleted from all locations.

Supporting TIENET documentation

- ❑ TIENET includes date(s) of Student Planning Team meeting(s) at which the student's need for the read-aloud adaptation was considered and its implementation for assessment activities was confirmed for the current English course.
- ❑ TIENET includes documented adaptation that confirms that the read-aloud adaptation is in current use during the instructional and assessment activities.
- ❑ Parent or guardian and student are aware of and in support of this request for the read-aloud adaptation for the examination.

Registration for the NSA-RA (see Appendix C) must be completed during the following dates:

- November 1 – December 15 for first semester courses
- March 1 – May 1 for second semester or full-year courses

When selecting the adaptation format for a provincial examination (either human reader or assistive technology), Student Planning Teams should consider the individual student's technological comfort level and preference. The adaptation format used during regular classroom assessments should be the format used during provincial examinations. The student must complete the examination in the allotted time, unless additional time is also a documented adaptation used regularly in classroom assessment by the student. All adaptations used during the examination must be recorded on the back cover of the student's examination booklet after the examination has been completed.

- ○ **Writing: Assistive Technology**

The Writing: Assistive Technology adaptation (e.g., text-to-speech, speech-to-text, word processor, writing software) can be provided to a student who has this adaptation documented in TIENET and uses it regularly in the classroom. When using assistive technology during the examination, internet access must be turned off, if possible. However, if certain programs require internet access, it is expected that the invigilating teacher would monitor this to ensure appropriate use of technology during the examination administration.

Students may access grammar/spell check, word prediction, thesauri, and definition features during the examination. Even when students use this adaptation, they must still independently apply their understanding of all areas of the rubric (Ideas, Organization, Language Use, and Conventions) when they proofread and edit their writing. If Assistive Technology for writing is not available, verbatim scribing may be used.

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

Ensure that the student's name and provincial student ID# are included on the printed copy of the writing task and place it inside the front cover of the student examination booklet. Once a hard copy of the writing has been printed, all copies of the computer file must be deleted. All adaptations used during the examination must be recorded on the back cover of the student's examination booklet after the examination has been completed.

- **Writing: Verbatim Scribe**

  A scribe may be provided during an examination for a student who has a scribe adaptation, provided the adaptation is recorded in TIENET and is routinely used for classroom assessments. A scribe may also be approved for a temporary condition, such as a broken arm, that prevents the student from writing independently.

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

  The scribe must

  - write by hand or type exactly what the student dictates.
    - Handwritten transcriptions must be made directly in the examination booklet.
    - Typed transcriptions must include the student's name and student number and be placed inside the front cover of the student examination booklet. Once a hard copy of the writing has been printed, the computer file must be deleted.
  - write the word **"scribed"** at the top of handwritten, or typed, writing tasks.
  - show the student the transcription after the student has finished dictating the work.
  - make any other modifications the student requests (the scribe may erase, cross out or insert the student's corrections).
  - fill in the circles on selected response questions, as directed by the student, if necessary.
  - read the dictation back to the student, if requested.

  The scribe must not

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

  The student must complete the examination in the allotted time, unless additional time is also a documented adaptation used regularly in classroom assessment by the student. All adaptations used during the examination must be recorded on the back cover of the student's examination booklet after the examination has been completed.

- **Additional Time**
  Additional time can be given to a student during an examination if this adaptation has been documented in TIENET. This additional time does not refer to the extra 15 minutes that may be given to any student as outlined in the administration procedures. A student eligible to receive an additional time adaptation can be given up to twice the allotted time for the examination with periodic, supervised breaks. All adaptations used during the examination must be recorded on the back cover of the student's examination booklet after the examination has been completed.

- **Alternate Setting**
  A student may complete any part of the examination in a setting different from that of the other students in the class if this is an adaptation documented in TIENET. The invigilating teacher must follow the guidelines for administration of the examination. All adaptations used during the examination must be recorded on the back cover of the student's examination booklet after the examination has been completed.

- **Other,** please specify:_____
  Adaptations documented in TIENET other than those listed above may be provided to students if these adaptations do not compromise the validity of the examination. These adaptations must be used by the student on a regular basis in the classroom and be recorded on the back cover of the student's examination booklet after the examination has been completed.

If you have further questions regarding the use of adaptations during a Nova Scotia Examination, please contact your Regional Assessment Lead.

Scoring and Reporting

School Level

The exam is worth 20% of the student's course mark. Both the exam mark and the course mark are determined by the student's teacher. A *NSE English 10 Marking Guide* is provided to each English 10 teacher for use in marking the examinations. Teachers mark student exams using the guide.

Provincial Level

The Nova Scotia Examination: English 10 will not be scored provincially.

Appendix A: Outcomes as outlined in the English 10 Curriculum

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

General and Specific Outcomes for Reading and Viewing

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

Students will be expected to

- 4.2 view a wide variety of media and visual texts, such as broadcast, journalism, film, television, advertising, internet, music videos
- 4.3 seek meaning in reading, using a variety of strategies such as cueing systems, utilizing prior knowledge, analyzing, inferring, predicting, synthesizing, and evaluating
- 4.5 demonstrate an understanding of the impact literary devices and media techniques (editing, symbolism, imagery, figurative language, irony, etc.) have on shaping the understanding of a text

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

Students will be expected to

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

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

Students will be expected to

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

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

Students will be expected to

- 7.1 examine the different aspect of texts (language, style graphics, tone, etc.) that contribute to meaning and effect
- 7.2 make inferences, draw conclusions, and make supported responses to content, form and structure
- 7.3 explore the relationships among language, topic, genre, purpose, context and audience
- 7.7 demonstrate an awareness that texts reveal and produce ideologies, identities, and positions
- 7.8 evaluate ways in which various cultures and groups are portrayed in media texts

General and Specific Outcomes for Writing and Other Ways of Representing

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

Students will be expected to

8.1 use writing and other ways of representing to
- extend ideas and experiences
- reflect on their feelings, values, and attitudes
- describe and evaluate their learning processes and strategies

8.3 choose language that creates interesting and imaginative effects

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

Students will be expected to

9.2 create an organizing structure appropriate to the purpose, audience and context of texts
- select appropriate form, style, and content for specific audiences and purposes
- use a range of appropriate strategies to engage the reader/viewer

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

Students will be expected to

10.2 consistently use the conventions of written language in final products

Appendix B: Analytic Rubric for Scoring Persuasive Writing (E10)

Ideas: *the presence and quality of a main idea; the extent to which the main idea is developed through details; the quality of the details used to support the main idea. Writing must adhere to the prompt.*	
7–8 points	A main idea is distinct and is developed through vivid and relevant details.
5–6 points	A main idea is clear and is developed through relevant details.
3–4 points	A main idea is evident and is somewhat developed through details, some of which may be irrelevant.
1–2 points	A main idea is not present, or a main idea is not developed with details, or writing does not address the prompt.
Organization: *the extent to which the writing is organized as a whole (external organization); the extent to which the ideas are logically sequenced (internal organization) with a beginning, middle, and end; the quality of transitional words/phrases.*	
7–8 points	The writing is skillfully organized with skillful use of varied transitions.
5–6 points	The writing is organized with effective use of varied transitions.
3–4 points	The writing is somewhat organized with vague or mechanical transitions.
1–2 points	The writing is lacking organization; there is little or no evidence of transitions.
Language Use: *the quality of stylistic choices (voice, word choice, variety of sentence lengths and types/syntax) and their impact on the writing. Sentence structure is considered in terms of style, not grammatical correctness as that is assessed under Conventions.*	
4 points	Language use contributes to vivid and skillful writing.
3 points	Language use contributes to clear and fluid writing.
2 points	Language use contributes to vague or mechanical writing.
1 point	Language use contributes to confusing writing, or there is little evidence of language use.
Conventions: *the extent to which the writing demonstrates control over expected grade-level conventions (spelling of commonly used words including homonyms, punctuation, capitalization, and grammatical correctness such as sentence structure, verb tense agreement, noun/pronoun agreement) and their impact on communication.*	
4 points	A variety of consistently correct conventions contribute to enhanced communication.
3 points	A variety of generally correct conventions contribute to effective communication.
2 points	Errors in conventions are noticeable, but communication is coherent.
1 point	Errors in conventions contribute to confusing communication, or there is little evidence of conventions.

Note: Students who do not attempt the writing task should receive 0 points for that task.

Appendix C: Nova Scotia Assessment: Read-aloud (NSA-RA) Platform

Overview: The Nova Scotia Assessment: Read-aloud (NSA-RA) Platform provides an audio recording of provincial assessments or examinations to a student who has a read-aloud adaptation for assessments documented in TIENET, and who normally has forms of assessment read-aloud using technology. We recognize the realities and variances that technology presents; therefore, if students have any access issues, or technical glitches, we recommend a back-up plan for a human reader or teachers can provide students with access to the examination audio files available in the Educators Portal (GNSPES login required). Any copies of the read-aloud audio files created for administration purposes must be deleted from all locations.

Supporting TIENET Documentation:

- ❑ TIENET includes date(s) of Student Planning Team meeting(s) at which the student's need for the read-aloud adaptation was considered and its implementation for assessment activities was confirmed for the current English course.
- ❑ TIENET includes documented adaptation that confirms that the read-aloud adaptation is in current use during the instructional and assessment activities.
- ❑ Parent or guardian and student are aware of and in support of this request for the read-aloud adaptation for the examination.

Registration: Classroom teachers are to register their students who require access to the NSA-RA, and who have the supporting TIENET documentation (outlined above). Please note:

- the NSA-RA registration must be done at the school site; the registration process tests the school IP address to ensure the school IP will work during the NSA-RA access dates.
- only students who have been registered for the NSA-RA will be able to access the audio files. Teachers are not to register their own username for the NSA-RA because access is only for student GNSPES user logins.

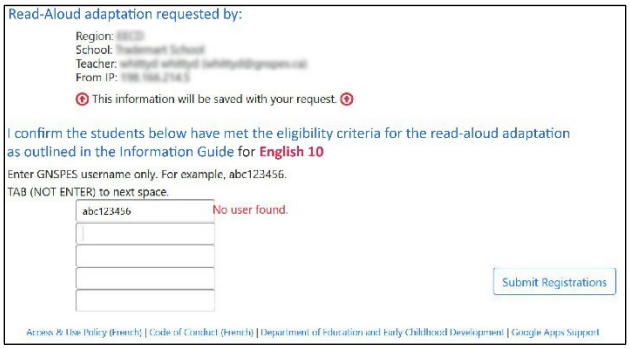
Registration is available online https://plans.ednet.ns.ca/alternate-formats and open as outlined below:

NSA-RA Registration Dates	Nova Scotia Examinations
November 1-December 15	• Nova Scotia Examination: English 10 – January
March 1-May 1	• Nova Scotia Examination: English 10 – June • Nova Scotia Examination: Mathematics 10 – June • Examens de la Nouvelle-Écosse: Mathématiques 10 – Juin

Registration Instructions: Classroom teachers will need to complete the following steps:



1. Select the **number of students** you are requesting read-aloud (audio files) for. *(You can register up to 10 students at a time; if you have more than 10 students, complete the registration a second time.)*
2. Select the **course** you are registering students for. Complete the registration a second time if registering more than 10 students or for registering students for Mathematics 10 as well.
3. Click "**Set up form**".



4. Ensure that students have the required supporting documentation for the read-aloud adaptation as outlined in the corresponding Nova Scotia Assessment Handbook or Nova Scotia Examination Information Guide.
5. Enter the **student GNSPES user IDs** for the students you are registering; use the "**tab**" key to move to the next field. Enter the username only (for example, abc123456; do not include @gnspes.ca; enter student user IDs only, do not enter teacher usernames; when you press "tab" the student name/grade is updated, or an alert indicating that the username is not recognized appears which means the username needs to be verified before submitting the registration.)
6. Click "**Submit Registrations**".

Audio Access Dates: Below are the dates that **test** and **examination** audio will be available to students on the NSA-RA. It is recommended that students access the test audio prior to examination date so that they become familiar with the NSA-RA platform; the NSA-RA is only available from school site IP addresses from Monday through Friday during access dates.

2026-2027 Nova Scotia Examinations (NSE/ENE)	NSA-RA Platform **Test Audio** Access Dates	NSA-RA Platform **Examination Audio** Access Dates
NSE: English 10 – January	January 11-25, 2027	January 26, 2027
NSE: English 10 – June	June 7-21, 2027	June 22, 2027
NSE: Mathematics 10 – June	June 7-21, 2027	June 23, 2027
ENE : Mathématiques 10 – juin	June 7-21, 2027	June 23, 2027

Access Information and User Instructions: It is important for teachers to review the following information and instructions so they can show students where to access the NSA-RA on the Google Landing Page.

- It is recommended that students access the NSA-RA test audio prior to examination date so that they become familiar with the NSA-RA platform and ensure they can access the audio files; if there are any issues loading the NSA-RA on your computer, try a different browser (e.g., Chrome).
- Students are encouraged to use the NSA-RA per usual classroom practice (e.g., using headphones or earbuds in the classroom as opposed to relocating to another area in the school).
- NSA-RA is only available from school site IP addresses from Monday through Friday during access dates.
- The NSA-RA icon will be available on a registered student's GNSPES landing page according to the scheduled access dates outlined on the previous page.
- Recognizing the realities and variances that technology present, if students have any access issues, or technical glitches, a back-up plan for a human reader is recommended or teachers can provide students with access to the examination audio files available in the Educators Portal (GNSPES login required). Any copies of the read-aloud audio files created for administration purposes must be deleted from all locations.

Step 1: Instruct student(s) to log into GNSPES (gnspes.ca) with their student username and password.

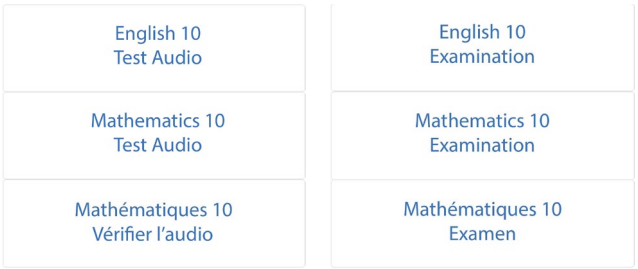


Step 2: On the GNSPES landing page, have student(s) click on the **NSA-RA** icon which is located in the "Classroom" block.



Step 3: Instruct student(s) to click on the block to access the audio files required for the test audio or the examination being completed (see images on the right).

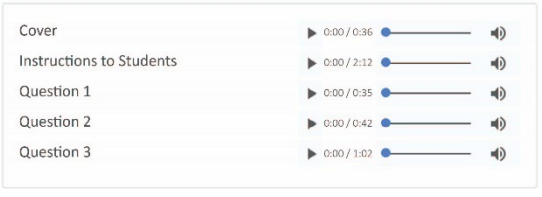
Note: only one set of test audio will be made available to students regardless of the number of exams they are registered for in the NSA-RA platform.



Step 4: Instruct student(s) to click on the "Play" button (▶). to play the audio file for each page of their booklet; students can click on the pause button (⏸) to stop an audio. Students can also slide the blue dot to the left to replay a section or to the right to skip ahead.

Audio files are displayed in the order of the booklet. Audio files include the page number and the file name (see images on the right).





Troubleshooting

NSA-RA Access Issues	Trouble shooting suggestions
GNSPES address	• If https://gnspes.ca does not work, try https://www.ednet.ns.ca
NSA-RA audio access dates/times	• **Test audio files** are available prior to the examination administration (see Access Dates section) between the hours of 8:00 am-3:00 pm. • **Examination audio files** are available during examination administration dates (see Access Dates section) between the hours of 8:00 am-3:00 pm. • The NSA-RA is only available from school site IP addresses.
Icon is not on the student's landing page  	**GNSPES ACCOUNT** • The NSA-RA icon is available on the student's landing page in the "Classroom" block. • Ensure that the student is logged into THEIR account, not a guest account. Log out of GNSPES, and log back in to GNSPES. • In Chrome, check which account is logged in by clicking on the circle icon/picture on the top right of the browser, and select "sign out". **BROWSER** • The recommended browser is Google Chrome browser; however, try another browser such as Edge, Mozilla, etc. **DEVICE** • If the device the student is using is not working, try another device. **IP ADDRESS** • The NSA-RA only works at school site IP addresses which would be tested by registered students during the NSA-RA Test Audio dates/times. If you need to confirm school site/school IP, go to http://whatismyip.com.
Test Audio is only available for one course	• Even if a student is registered to use the NSA-RA platform for more than one examination, e.g., for E10 and M10, the test audio will only be made available to students for testing/practice for one subject prior to the examinations.
Still can't make it work, now what?	• Recognizing the realities and variances that technology present, if students have any access issues, or technical glitches, a back-up plan for a human reader is recommended or teachers can provide students with access to the examination audio files available in the Educators Portal (GNSPES login required). Any copies of the read-aloud audio files created for administration purposes must be deleted from all locations.