Nova Scotia Examinations

Information Guide

Nova Scotia Examination:
English 10

NOVA SCOTIA

Contents

Nova Scotia Examination: English 10 website: http://plans.ednet.ns.ca/english10

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 Nova Scotia Assessment Development Model. All processes, examination development, administration, scoring, and reporting are facilitated by the Student Assessment and Evaluation division of the Department of Education and Early Childhood Development.

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

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

Curriculum Links

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

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

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

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

Table of Specifications

Examination Construction

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

Table 1: Exam Format

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

Table 2: Specifications for Reading/Viewing

Number of Reading Tasks	Type of Text	Points	Points per Cognitive Level: Literal Comprehension	Points per Cognitive Level: Non-Literal Comprehension	Points per Cognitive Level: Analysis
2–4	Prose*	20 points	5–8	5–8	5–8
1 or 2	Poetry	10 points	3–5	3–5	3–5
1 or 2	Visual/Media Text	10 points	3–5	3–5	3–5
	Reading Response**				
Total: 40 points					

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

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

Table 3: Specifications for Writing

Writing Task	Number and Type of Questions	
Persuasive Writing	Scored on a four-level rubric using four criteria:	Ideas (8 points) Organization (8 points) Language Use (4 points) Conventions (4 points)
	Total score out of 24.	
Reading Response	Scored on a four-level rubric using five criteria:	Reading Comprehension (4 points) Ideas (4 points) Organization (4 points) Language Use (4 points) Conventions (4 points)
	Total score out of 20.	
Total: 44 points		

Security

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

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

Administration of Examination

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

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

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

Pre-Administration

- The School Assessment Coordinator/principal ensures that exams are scheduled according to the dates in the provincial assessment schedule.
- The principal ensures that students with special needs will be accommodated.
- The principal ensures that students who are registered for the NSA-RA have an opportunity to practice logging in to the platform prior to the day of the examination as per the dates in Appendix D.
- 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 the Teacher 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/invigilators 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/invigilators ensure students are under supervision at all times.
- Teachers/invigilators ensure students work independently at all times.
- Teachers/invigilators ensure that students receive the correct examination materials.
- Teachers/invigilators 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/invigilators do NOT read questions to students or discuss examination questions with students.
- Teachers/invigilators are NOT to give scrap paper to students; all work should be done in the student examination booklet.

- Teachers/invigilators allow up to three hours to write the examination. Students requiring additional time may be given up to 15 minutes in addition to the 3-hour examination period. (*Note this does not apply to students with extra time as a documented adaptation; for these students, see page 12.)
- Students are required to stay in the examination room for at least one hour after the administration has begun (or longer, if required by school or region examination procedures).
- Students work at their own pace; however, they should be made aware of remaining time at half hour intervals.
- Teachers/invigilators collect all examination material from students before the students leave the examination room. All materials must be accounted for.

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

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 on Examination Day
Any student with an excused absence (including illness) on the examination day can write on an alternate day within the examination 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 mark will be determined by the English 10 teacher in consultation with the principal. Exceptional circumstances are determined on a case-by-case basis as professional judgment and consultation are required. 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 and the *Request for Alternate Formats (NSA and NSE)* form must be completed in TIENET by the deadline of December 1 for first semester course examinations and April 1 for second semester or full-year course examinations. 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. ***New in 2024-2025*** *The eligibility criteria for read-aloud adaptations, whether human reader or assistive technology have changed. A diagnosis of a learning disability or visual/perceptual impairment is **no longer required***.

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. Completion of the E10 Request for the Read-aloud Adaptation form is **not** required for students who have a documented adaptation for read-aloud and will be using a human reader during the examination however, they must still have the supporting documentation noted above. Teachers may choose to register students for the NSA-RA by completing the E10 Request for the Read-aloud Adaptation if they would like to have the technology version available to students as a back-up for a human reader.

○ **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. ***New in 2024-2025*** *The eligibility criteria for read-aloud adaptations, whether human reader or assistive technology have changed. A diagnosis of a learning disability or visual/perceptual impairment is **no longer required**.* Students will access read-aloud audio files on the Nova Scotia Assessment – Read-aloud (NSA-RA) platform that is accessed by registered students through GNSPES (See Appendix D).

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 D) 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.

Students who have a regularly used, documented adaptation for assistive technology for writing for classroom assessments may use the same format on provincial examinations. 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.

Ensure that the student's name and provincial student ID# are included on the printed copies of both writing tasks and place them **loosely** inside the front cover of the student examination booklet. Do not attach in any manner, i.e. by using staples or paper clips. 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 made available to a student during the examination if the student has a visual or physical condition or a learning disability. This must be documented in TIENET. A student must use this adaptation on a regular basis in the classroom in order to be eligible for its use during an examination. A scribe may also be used in the case of physical injury that would limit a student's ability to write independently.

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

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

A score will not be provided for writing Conventions for students who use a scribe adaptation during the writing portion of a Nova Scotia Examination. In this case, "not enough evidence" will be reported for Conventions since the use of a scribe does not provide enough evidence of a student's independent use of writing Conventions. However, Ideas, Organization, and Language Use will receive scores since the writing reflects a student's independent use of these elements.

The scribe must
- write by hand or type exactly what the student dictates. Handwritten transcriptions must be made directly in the examination booklet. Typed transcriptions must include the student's name and student number and be placed **loosely** inside the front cover of the student examination booklet. Do not attach in any manner, i.e. by using staples or paper clips. 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 invigilator 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 Coordinator. The Department of Education and Early Childhood Development may contact the school for further clarification regarding the use of certain adaptations.

Scoring and Reporting

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

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

During provincial scoring sessions, markers use the scoring rubrics along with a set of exemplars which have been selected by a group of high school English teachers. This group of teachers, under the direction of a Department of Education and Early Childhood Development Literacy Evaluation Coordinator, meets prior to the scoring session to interpret scoring rubrics by selecting student pieces from among the examinations to serve as examples of each level of the rubric. The group then writes rationales using the language of the rubric to justify the consensus scores. This set of exemplars and their accompanying rationales are collated into a Scoring Guide. The Scoring Rubrics and the Scoring Guides are used as reference tools throughout the scoring session by all markers to ensure consistency in scoring.

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

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

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

Appendix A: Outcomes as outlined in the English 10 Curriculum

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

General and Specific Outcomes for Reading and Viewing

GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.
Students will be expected to
- 4.2 view a wide variety of media and visual texts, such as broadcast, journalism, film, television, advertising, CD-ROM, Internet, music videos
- 4.3 seek meaning in reading, using a variety of strategies such as cueing systems, utilizing prior knowledge, analyzing, inferring, predicting, synthesizing, and evaluating
- 4.5 demonstrate an understanding of the impact literary devices and media techniques (editing, symbolism, imagery, figurative language, irony, etc.) have on shaping the understanding of a text

GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources and technologies.
Students will be expected to
- 5.2 select appropriate information to meet the requirements of a learning task
  - – 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 both genders and various cultures and socio-economic groups are portrayed in media texts

General and Specific Outcomes for Writing and Other Ways of Representing

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

Students will be expected to

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

    8.3   choose language that creates interesting and imaginative effects

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

Students will be expected to

    9.2   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 a 0 for that task.

Appendix C: Analytic Rubric for Scoring Reading Response (E10)

Reading Comprehension: *the understanding of at least 1 text from the examination and the level of effectiveness of the response with supporting details from the selected text(s).*	
4 points	Demonstrates a thorough understanding of the text(s) offering an insightful response with strong support from the text(s).
3 points	Demonstrates a clear understanding of the text(s) offering a thoughtful response with relevant support from the text(s).
2 points	Demonstrates a limited understanding of the text(s) offering a simplistic response with vague and/or minimal support from the text(s).
1 point	Demonstrates a misreading or significant misunderstanding of the text(s) offering an irrelevant response with minimal or no support from the text(s).
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.*	
4 points	A main idea is distinct and is developed through vivid and relevant details.
3 points	A main idea is clear and is developed through relevant details.
2 points	A main idea is evident and is somewhat developed through details, some of which may be irrelevant.
1 point	A main idea is not present, or a main idea is not developed with details, or writing does not address the prompt.
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.*	
4 points	The writing is skillfully organized with skillful use of varied transitions.
3 points	The writing is organized with effective use of varied transitions.
2 points	The writing is somewhat organized with vague or mechanical transitions.
1 point	The writing is lacking organization; there is little or no evidence of transitions.
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 a 0 for that task.

Appendix D: 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.

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/content/school-registration) 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 *(grade/program is for students writing assessments in grades 3, 6, or 8, and course for students writing examinations).* Select English 10 for students writing the NSE: English 10. 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 meet the eligibility criteria for the read-aloud adaptation as outlined in the corresponding Nova Scotia Assessment 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**".
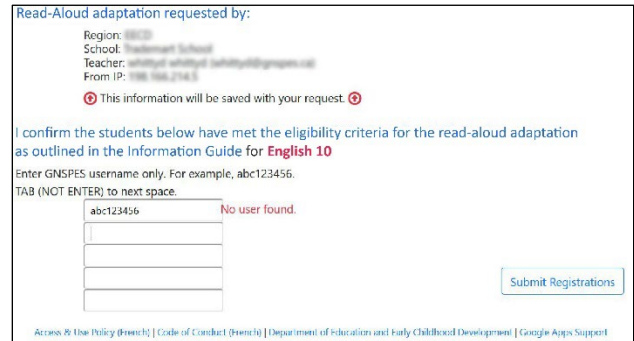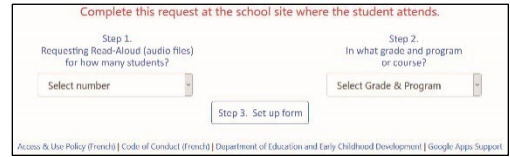
Test Audio Access Dates: Below are the dates that test audio will be available to students on the NSA-RA. It is recommended that students access the test audio prior to examination date so that they become familiar with the NSA-RA platform; the NSA-RA is only available from school site IP addresses from Monday through Friday during access dates.

2024-2025 Nova Scotia Examinations	NSA-RA Platform Test Audio Access Dates
Nova Scotia Examination: English 10 – January	January 15-24, 2025
Nova Scotia Examination: English 10 – June	June 6-18, 2025
Nova Scotia Examination: Mathematics 10 – June	June 6-18, 2025
Examen de la Nouvelle-Écosse: Mathématiques 10 – juin	June 6-18, 2025

Examination Audio Access Dates: Below are the dates that examination audio will be available to students on the NSA-RA; the NSA-RA is only available from school site IP addresses on the dates listed below.

2024-2025 Nova Scotia Examinations	NSA-RA Platform Examination Audio Access Dates
Nova Scotia Examination: English 10 – January	January 27, 2025
Nova Scotia Examination: English 10 – June	June 19, 2025
Nova Scotia Examination: Mathematics 10 – June	June 20, 2025
Examen de la Nouvelle-Écosse: Mathématiques 10 – juin	June 20, 2025

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.

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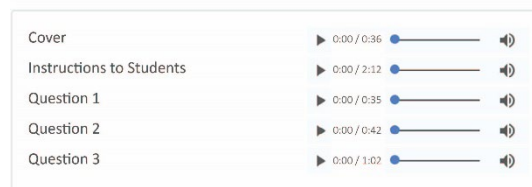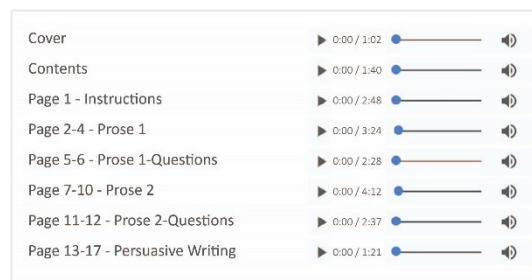
Step 3: Instruct student(s) to click on the block to access the audio files required for the test audio or the examination being completed (see images on the right).

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.

English 10 Test Audio	English 10 Examination
Mathematics 10 Test Audio	Mathematics 10 Examination
Mathématiques 10 Vérifier l'audio	Mathématiques 10 Examen

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).

Cover	▶ 0:00 / 1:02
Contents	▶ 0:00 / 1:40
Page 1 - Instructions	▶ 0:00 / 2:48
Page 2-4 - Prose 1	▶ 0:00 / 3:24
Page 5-6 - Prose 1-Questions	▶ 0:00 / 2:28
Page 7-10 - Prose 2	▶ 0:00 / 4:12
Page 11-12 - Prose 2-Questions	▶ 0:00 / 2:37
Page 13-17 - Persuasive Writing	▶ 0:00 / 1:21

Cover	▶ 0:00 / 0:36
Instructions to Students	▶ 0:00 / 2:12
Question 1	▶ 0:00 / 0:35
Question 2	▶ 0:00 / 0:42
Question 3	▶ 0:00 / 1:02

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 NSA-RA	**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.