

# Administration Guide

**2021–2022 Nova Scotia Assessment:  
Reading, Writing, and Mathematics in Grade 6**

**2021–2022 Nova Scotia Assessment:  
Reading, Writing, and Mathématiques in Grade 6**



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

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Only outcomes that are identified as foundational in the Foundational Outcome documents (September 2020) and measurable on large scale assessments will be included on Nova Scotia Assessments.

Please note that some text has a strike through to reference previous year's instructions alongside updated instructions specifically reflecting COVID-19 guidelines.

Opportunities for writing scoring sessions will be posted on the Program of Learning Assessment for Nova Scotia (PLANS) Professional Opportunities page:

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

Nova Scotia Assessment: Reading, Writing, and Mathematics/Mathématiques in Grade 6 website: [plans.ednet.ns.ca/grade6](http://plans.ednet.ns.ca/grade6)



## General Overview

### Administering the Nova Scotia Assessment: Reading, Writing, and Mathematics/Mathématiques in Grade 6

A consistent format for administering the assessment is necessary to ensure fairness for all students in the province. Prior to administering the assessment, it is important to become familiar with this Administration Guide and the Nova Scotia Assessments: Information Guide.

### Security

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

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

## Roles and Responsibilities

### Principal

- Ensure that students with documented adaptations have access to the adaptations required during the assessment. For students requiring assistive technology for verbatim reading using the Nova Scotia Assessment: Read-aloud (NSA-RA) platform, registration must be completed by September 30, 2021 (see Information Guide, Appendix).
- Ensure that the *Information for Parents and Guardians* pamphlet is distributed to parents and guardians of participating students during the week before the assessment.
- Be familiar with the assessment administration, make-up session(s), scoring, and reporting procedures.
- Oversee the administration of the assessment.
- Minimize any interruptions during the assessment administration timeframe (e.g., announcements, bells).

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

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

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

- Ensure that the *Information for Parents and Guardians* pamphlet is distributed to parents and guardians of participating students during the week before the assessment.
- Prepare the classroom as outlined in the Teacher Checklist.
- Ensure that students with documented adaptations have access to the adaptations required during the assessment. For students requiring assistive technology for verbatim reading using the Nova Scotia Assessment: Read-aloud (NSA-RA) platform, registration must be completed by September 30, 2021. Sample Questions also need to be completed using the read-aloud platform, so students have an opportunity to become familiar with the platform before the assessment (see Information Guide, Appendix).
- Ensure that each student receives the correct assessment materials.
- Administer the assessment according to the procedures and teacher script outlined in this Administration Guide.
- Record student participation/attendance on the class list to track students needing to participate in make-up sessions.
- Arrange make-up assessment sessions for absent students.
- After the assessment, complete the back cover of student assessment booklets for students who have an IPP, students who used adaptations during the assessment, or for students who did not participate in the assessment.
- Ensure that copies of student work written using assistive technology are deleted from all locations once printed.

## Teacher Checklist (to be administered over 4 days between October 4–21, 2021)

The School Assessment Coordinator has provided you with the Nova Scotia Assessments: Information Guide and Administration Guide prior to the assessment. Teachers will receive the student booklets on the morning of your school's Reading and Writing Day 1 administration.

### Before the Assessment

RWM6	Task
<input type="checkbox"/>	Familiarize yourself with the Nova Scotia Assessments: Information Guide, particularly the section on adaptations.
<input type="checkbox"/>	Review the procedures and teacher script outlined in the Administration Guide (also available online at <a href="http://plans.ednet.ns.ca/grade6/documents">http://plans.ednet.ns.ca/grade6/documents</a> ).
<input type="checkbox"/>	Distribute the <i>Information for Parents and Guardians</i> pamphlets to your students to take home one week prior to the assessment administration.
<input type="checkbox"/>	Distribute and complete the sample questions with students during the weeks prior to the assessment to familiarize students with the format and types of questions on the assessment. The sample questions are also available online at <a href="http://plans.ednet.ns.ca/grade6/documents">http://plans.ednet.ns.ca/grade6/documents</a>
<input type="checkbox"/>	Gather the following required materials and mathematics/mathématiques manipulatives: <ul style="list-style-type: none"> <li>• pencils, pens, erasers, metric rulers and tracing paper for each student</li> <li>• base-ten blocks (6 flats, 12 rods, 20 small cubes) in a Ziploc bag for each student</li> <li>• set of pattern blocks (2 yellow hexagons, 4 green triangles) in a Ziploc bag for each student</li> <li>• Due to COVID guidelines, we are no longer recommending (shared) class sets of 5 to 10 large cubes and a class set of 3-D Objects (spheres, cubes, and different based pyramids and prisms)</li> </ul>
<input type="checkbox"/>	Prepare the classroom: <ul style="list-style-type: none"> <li>• Arrange seating so students can have privacy during the assessment.</li> <li>• Ensure students have access to dictionaries and thesauri for only assessments of reading and writing.</li> <li>• Reading, Writing, and Mathematics/Mathématiques materials (posters and charts) presently on walls and desks, may remain with the exception of addition, subtraction, and multiplication tables. Please do not put previous mathematics support material back up on classroom walls.</li> <li>• Ensure that students have a quiet activity to complete after they have finished their work. Use of electronic devices is not considered to be an acceptable quiet activity.</li> </ul>
<input type="checkbox"/>	French immersion teachers should have a single English student booklet to assist students, as needed, during the assessment of mathématiques.
<input type="checkbox"/>	Confirm that there is a student assessment booklet for every student in your class. Use a non-personalized booklet for any student for whom there is no personalized booklet. (Do not use a personalized booklet for a different student.) Write the student's full legal name, date of birth, and provincial student ID# on the non-personalized booklet cover.
<input type="checkbox"/>	Confirm the participation status of students with an Individual Program Plan (IPP) in the subject area being assessed as of the date of the assessment as they may or may not be eligible to participate per the Program Planning Team's decision. Complete the back cover IPP section for these students. (See the Information Guide for more detail.)
<input type="checkbox"/>	Make arrangements for students who need to use acceptable documented adaptations during the assessment. (See the Information Guide for more detail.)
<input type="checkbox"/>	Ensure that the Principal and/or School Assessment Coordinator has made arrangements for students who are not participating in the assessment (e.g., students not in the grade being assessed, students with an IPP who are not participating in the assessment).
<input type="checkbox"/>	Keep the assessment booklets secure at all times.

### During the Assessment

RWM6	Task
<input type="checkbox"/>	Administer the assessment according to the procedures and teacher script outlined in the Administration Guide: <ul style="list-style-type: none"> <li>• <b>French immersion students must receive Mathématiques administration</b> instructions in French (see Mathématiques Jour 1 and Mathématiques Jour 2 in the Administration Guide).</li> <li>• Students will have a 5–15 minute stretch break in the middle of the assessment session <b>as outlined in the Administration Guide.</b></li> </ul>
<input type="checkbox"/>	Take note of student participation/attendance for each day of the assessment. Upon return, previously absent students will write the same part of the assessment as the rest of the class. Previous day(s) missed can be made up during a make-up session(s).

### After the Assessment

RWM6	Task
<input type="checkbox"/>	If applicable, complete the back cover of the student booklet for the following students: <ul style="list-style-type: none"> <li>• <b>Section 1:</b> Participation of a student on an Individual Program Plan (IPP)</li> <li>• <b>Section 2:</b> Student used adaptations as documented in TIENET during the assessment (record only those adaptations that the student used during the assessment)</li> <li>• <b>Section 3:</b> Student did not participate in the assessment (for reasons other than an IPP)</li> </ul>
<input type="checkbox"/>	Print student writing for students who have used assistive technology and confirm that the student's name and provincial student ID# are included on each piece of writing. Place the printed copies of student writing inside the front cover of the student's assessment booklet. Ensure that copies of student work written using assistive technology are deleted from all locations once printed.
<input type="checkbox"/>	With the School Assessment Coordinator, arrange make-up sessions for absent students to complete the RWM6 assessment on or before <b>October 21, 2021</b> . Students should complete only one section of the assessment per day. All days of the assessment are to be completed.
<input type="checkbox"/>	Return the following materials to the School Assessment Coordinator on or before <b>October 21, 2021</b> : <ul style="list-style-type: none"> <li>• All student assessment booklets (all completed, unused, and alternate format booklets). Be sure to complete the information on the back cover for students who did not complete some or all of the assessment, students with an IPP, and students who used adaptations as documented in TIENET during the assessment.</li> </ul>

## Supervising Reading, Writing, and Mathematics/Mathématiques in Grade 6 Sessions

Regardless of who administers the assessment, it is critical that the teacher is familiar with the purpose of the assessment, the Information Guide, administration procedures and scripts prior to the administration.

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

Observe the following procedures during the administration:

- This assessment is to be completed in the mornings of your school's four administration dates between October 4–21, 2021:
  - Reading and Writing Day 1 and Day 2: students will have 45 minutes to complete each of the Reading and Writing sections with a stretch break of 5–15 minutes (duration at the discretion of the teacher) in between those sections.
  - Mathematics/Mathématiques Day 1/Jour 1 and Day 2/Jour 2: students will have 60 minutes to complete the Mathematics/Mathématiques component each day with a stretch break of 5–15 minutes (duration at the discretion of the teacher) in the middle of the session.
- With a two-week administration period, schools have the flexibility to administer the assessment over non-consecutive days. However, schools that administer the assessment over non-consecutive days must still administer the assessment in the same order as the booklet (e.g., Reading and Writing Day 1, Reading and Writing Day 2, Mathematics Day 1/Mathématiques Jour 1, Mathematics Day 2/Mathématiques Jour 2).
- Follow the teacher script for each day of the assessment.
- Students must complete all their work in their booklet.
- Ensure that students complete only one section of the assessment per day. Students are permitted to look at only the section of the booklet being completed that day; they are not permitted to revisit sections from a previous day or look ahead at a future day's section.
- Although students must show their work in the assessment booklets, remind students not to make unnecessary marks in the booklets. Scrap paper is not permitted.
- Ensure that students have a quiet activity to complete after they have finished their work until all other students are done. Cell phone use is not considered to be an acceptable quiet activity.
- Ensure that all students understand what they are to do and how to record their answers. You may answer students' questions about these matters.
- If students need to change a selected response answer completed in pencil, students should completely erase the original answer and fill in the circle to represent their final answer. If students need to change a selected response answer completed in pen during the reading portion of the assessment, students should mark an "X" through the original answer and fill in the circle to represent their final answer.
- If students have difficulty reading a word or question during an assessment of mathematics/mathématiques, teachers may quietly read verbatim an individual word or question that students request (no elaboration or explanations). During literacy assessments, teachers may quietly read an individual word, but they may not read whole texts or questions unless the student has a documented adaptation for verbatim reading.
- Do not answer questions about the content of the assessment questions. Do not provide specific information, answers, or instructions about any question.
- An English assessment booklet is provided to French immersion teachers in case a student has difficulty reading a question during the administration of "mathématiques". The teacher can then show the English booklet to the student, so the student can read the question in English.

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

### **Latecomers Policy**

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

# Reading and Writing Day 1: Administration and Teacher Scripts

Day 1 of the assessment will assess students' independent reading and writing skills.

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

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

## **Teacher instructions:**

- Make sure students are quietly seated, with access to the necessary materials (dictionary, thesaurus, pen or pencil and eraser).
- Have all student booklets ready to distribute.
- Read the following script to students verbatim. Use an encouraging tone. A positive, relaxed atmosphere will help students do their best work.

### **Teacher Script:**

- This assessment will provide teachers with important information about what you know and can do as a reader and writer.
- You will be working on your own. Please try to do your best.
- Today, you will complete only the Reading and Writing Day 1 sections, with a brief stretch break in between those sections.
- Dictionaries and thesauri are available for your use during the reading and writing portions of the assessment. If you want to use them, please raise your hand, and I will bring them to you.
- All work must be done in your student assessment booklet.
- I will now hand out the booklets. Please do not open the booklet until I tell you, so we may all start together.

## **Teacher instructions:**

- Read the student name on each booklet and give it to that student. Do not allow the students to open booklets until you tell them to. If a student is absent, put that booklet aside. Do not give it to anyone else, as the booklets are personalized for specific students. Use a non-personalized booklet for any student for whom there is no personalized booklet. Write the student's full name, date of birth, and provincial student ID# on the non-personalized booklet cover.
- Students who are absent for Reading and Writing Day 1 of the assessment must complete that section during a make-up session. If they return during the standard administration days, they should complete the same section of the assessment as the rest of the class. The previously missed day(s) should be completed on or before October 21, 2021 when assessments are returned to the department. No more than one day of the assessment may be written on a single day.

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

**Teacher Script:**

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

**Teacher instructions:**

- Begin timing the 45 minutes for the Reading section of Day 1. Post remaining time at intervals (to be determined at your discretion) on the board.
- Circulate around the room to make sure students are following directions and are at the correct place in their booklets.
- Encourage any students who finish the reading section early to check their work and silently read a book at their desks until break is announced.
- If all students are finished the reading section prior to the allotted 45 minutes, you may end the reading component at that time and begin the break.
- Offer students a brief stretch break of 5–15 minutes (duration is at your discretion) after the 45-minute Reading section of the assessment. This break could be scheduled to align with recess break, so students may participate in their regular recess activities during this time. Students are not to begin the writing section until after the break.
- After 45 minutes have passed, say the following:

**Teacher Script:**

- Please close your assessment booklet and leave it on your desk. We will take a brief stretch break. Afterward, you will have 45 minutes to work on the writing section. Once you have completed the

writing task, you may return to today's reading section to complete any unanswered questions, if needed.

**Teacher instructions:**

- After a maximum break of 15 minutes, students should return to their desks and be prepared to begin the writing section of the assessment.

**Teacher Script:**

- Please open your assessment booklet to the Day 1 writing section on page 14.
- Read the prompt. Think about what you want to write about in relation to the prompt. Let's briefly share some of your ideas before you begin planning your writing on your own.

**Teacher instructions:**

- After students read the prompt on page 14, they may discuss in partners and/or as a whole class (3–5 minutes) their ideas about the prompt before they begin planning their writing.

**Teacher Script:**

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

**Teacher instructions:**

- After 45 minutes, students should be finished the writing section of the assessment.
- If students need more time for the Day 1 reading and/or writing sections, they may have an additional 15 minutes. (The additional 15 minutes is not an adaptation and does not need to be recorded on the back cover of the student assessment booklet.)
- The rest of the students may continue to silently read (or complete an activity) until all students have completed the assessment.
- If all students have finished before the 45 minutes, announce that the assessment session is over for today and collect the booklets. You can say:

**Teacher Script:**

- The time for the writing section has ended. However, students who have not already finished can continue working for another 15 minutes on either the reading and/or writing sections. If you have completed Reading and Writing Day 1 of the assessment, you can use this time to review. Make sure you have attempted all of the reading questions and your writing is complete.
- Once you have finished reviewing your work for Day 1, silently read a book (or complete an activity) so the room remains quiet for those still working.
- I will now collect the booklets from students who have finished.

**Teacher instructions:**

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

**Teacher Script:**

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

**Teacher instructions:**

- Collect the remaining student booklets.
- Arrange a make-up assessment session for students who missed Reading and Writing Day 1.
- Complete the back cover of student assessment booklets, if applicable (IPP, adaptations, student did not participate).
- Keep all student booklets in a secure location until they are required for Reading and Writing Day 2.
- Please note that the Nova Scotia Assessment: Reading, Writing, and Mathematics/Mathématiques in Grade 6 is a secure form. No part of the assessment, including student work, is to be copied by any means.

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

Day 2 of the assessment will assess students' independent reading and writing skills.

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

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

### Teacher instructions:

- Make sure students are quietly seated, with access to the necessary materials (dictionary, thesaurus, pen or pencil and eraser).
- Have all student booklets ready to distribute.
- Read the following script to students verbatim. Use an encouraging tone. A positive, relaxed atmosphere will help students do their best work.

#### Teacher Script:

- This assessment will provide teachers with important information about what you know and can do as a reader and writer.
- You will be working on your own. Please try to do your best.
- Today, you will complete only the Reading and Writing Day 2 sections, with a brief stretch break in between those sections.
- Dictionaries and thesauri are available for your use during the reading and writing portions of the assessment. If you want to use them, please raise your hand, and I will bring them to you.
- All work must be done in your student assessment booklet.
- I will now hand out the booklets. Please do not open the booklet until I tell you, so we may all start together.

### Teacher instructions:

- Read the student name on each booklet and give it to that student. Do not allow the students to open booklets until you tell them to. If a student is absent, put that booklet aside. Do not give it to anyone else, as the booklets are personalized for specific students. Use a non-personalized booklet for any student for whom there is no personalized booklet. Write the student's full name, date of birth, and provincial student ID# on the non-personalized booklet cover.
- Students who are absent for Reading and Writing Day 2 of the assessment must complete that section during a make-up session. If they return during the standard administration days, they should complete the same section of the assessment as the rest of the class. The previously missed day(s) should be completed on or before October 21, 2021 when assessments are returned to the department. No more than one day of the assessment may be written on a single day.
- After the booklets are distributed, say the following to the students:

#### Teacher Script:

- Check to see if your name is on the cover.
- You will have 45 minutes to read and answer questions on your own for the reading portion of today's tasks. Try to manage your time so that you can attempt every question in the reading section.
- Open your booklet to page 19 and follow along while I read the Notes to Student:
  - Today you will read and answer questions, and then complete a writing activity.
  - Use a pencil or a pen.

- Read all choices carefully before choosing the best answer.
- Completely fill in the circle that represents your answer (for example, ●).
- You may use a dictionary or thesaurus at any time.
- Stop at the stop sign.
- You may not look ahead in the booklet, and you may not go back to work on a previous day's tasks.
- Do your best to answer all questions. If you are unsure of an answer, select your best answer and move on to the next question. Don't spend too much time on any one question. If you finish early, you may go back and review your answers for today's tasks.
- If you must change an answer, erase your previous answer completely if you used pencil. If you used pen and need to change an answer, mark an "X" through your previous answer.
- Remember to select only one answer for each question.
- When you're finished the reading section for Day 2, you may close your booklet and quietly read a book.
- At the end of today's reading section, you will see a stop sign. Do not work beyond this page.
- If you finish early, check your work for the reading section and close your booklet. You may silently read a book at your desk until I announce the stretch break.
- You will also have an extra 15 minutes at the end of today's session to continue working on either the reading or writing section, if needed.
- Do you have any questions?
- You may begin.

**Teacher instructions:**

- Begin timing the 45 minutes for the reading section of Reading and Writing Day 2. Post remaining time at intervals (to be determined at your discretion) on the board.
- Circulate around the room to make sure students are following directions and are at the correct place in their booklets.
- Encourage any students who finish the reading section early to check their work and silently read a book at their desks until break is announced.
- If all students are finished the reading section prior to the allotted 45 minutes, you may end the reading component at that time and begin the break.
- Offer students a brief stretch break of 5–15 minutes (duration is at your discretion) after the 45-minute Reading section of the assessment. This break could be scheduled to align with recess break, so students may participate in their regular recess activities during this time. Students are not to begin the writing section until after the break.
- After 45 minutes have passed, say the following:

**Teacher Script:**

- Please close your assessment booklet and leave it on your desk. We will take a brief stretch break. Afterward, you will have 45 minutes to work on the writing section. Once you have completed the writing task, you may return to today's reading section to complete any unanswered questions, if needed.

**Teacher instructions:**

- After a maximum break of 15 minutes, students should return to their desks and be prepared to begin the writing section of the assessment.

**Teacher Script:**

- Please open your assessment booklet to the Day 1 writing section on page 30.
- Read the prompt. Think about what you want to write about in relation to the prompt. Let's briefly share some of your ideas before you begin planning your writing on your own.

**Teacher instructions:**

- After students read the prompt on page 30, they may discuss in partners and/or as a whole class (3–5 minutes) their ideas about the prompt before they begin planning their writing.

**Teacher Script:**

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

- After 45 minutes, students should be finished the writing section of the assessment.
- If students need more time for the Day 2 reading and/or writing sections, they may have an additional 15 minutes. (The additional 15 minutes is not an adaptation and does not need to be recorded on the back cover of the student assessment booklet.)
- In an effort to be responsive to student interests and their daily writing experiences, there is a brief survey on page 35 of the student assessment booklet. Please encourage students to complete this, as we value their feedback. Thank you.
- The rest of the students may continue to read (or complete an activity) silently until all students have completed the assessment.
- If all students have finished before the 45 minutes, announce that the assessment session is over for today and collect the booklets. You can say:

**Teacher Script:**

- The time for the writing section has ended. However, students who have not already finished can continue working for another 15 minutes on either the reading and/or writing sections. If you have completed Day 2, you can use this time to review. Make sure you have attempted all of the reading questions and your writing is complete.
- Once you have finished reviewing your work for Day 2, please provide your feedback on page 35 of your booklet. Your feedback will help inform future writing assessments.
- After you have answered the survey questions, please silently read a book so the room remains quiet for those still working.
- I will now collect the booklets from students who have finished.

**Teacher instructions:**

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

**Teacher Script:**

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

**Teacher instructions:**

- Collect the remaining student booklets.
- Print student writing for students who have used assistive technology and confirm that the student's name and provincial student ID# are included on each piece of writing. Place the printed copy of

student writing inside the front cover of the student's assessment booklet. Ensure that the electronic files of student writing are deleted from all locations once printed.

- Arrange a make-up assessment session for students who missed Reading and Writing Day 2.
- Complete the Reading and Writing section of the back cover of student assessment booklets, if applicable (IPP, adaptations, student did not participate).
- Keep all student booklets in a secure location until they are required for Mathematics Day 1/ Mathématiques Jour 1.
- Please note that the Nova Scotia Assessment: Reading, Writing, and Mathematics/Mathématiques in Grade 6 is a secure form. No part of the assessment, including student work, is to be copied by any means.

# Mathematics Day 1: Administration and Teacher Scripts

**Note: this section is for the English version of the Mathematics administration; French immersion teachers must use the “Mathématiques instructions et textes pour l’enseignant” for Mathématiques – Jour 1 on page 21.**

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

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

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

## **Teacher instructions:**

Gather the following required materials and manipulatives:

- pencils, pens, erasers, metric rulers and tracing paper for each student
- base-ten blocks (6 flats, 12 rods, 20 small cubes) in a Ziploc bag for each student and ~~5 to 10 large cubes for each class~~ (as per COVID guidelines)
- set of pattern blocks (2 yellow hexagons, 4 green triangles) in a Ziploc bag for each student
- ~~set of 3-D Objects (spheres, cubes, and different based pyramids and prisms) for each class~~ (as per COVID guidelines)
- Make sure students are quietly seated, with access to the necessary materials (pencil, pens, and eraser, ruler, manipulatives) at their individual desks.
- No scrap paper is to be used. All work must be done in the student assessment booklets.
- Calculators are not permitted.
- Have all student booklets ready to distribute.
- Read the following script to students verbatim. Use an encouraging tone. A positive, relaxed atmosphere will help students do their best work.

## **Teacher Script:**

- This assessment will provide teachers with important information about what you know and can do in mathematics.
- You will be working on your own. Please try to do your best.
- Please remember to make use of the manipulatives that you have at your desk.
- Today, you will complete only Mathematics Day 1 of the assessment.
- The assessment will last 60 minutes, interrupted by a stretch break.
- All work must be done in your student assessment booklet. ~~Do not use scrap paper.~~
- You are not permitted to use a calculator. Therefore, you should use your estimation skills and knowledge of friendly numbers to help you solve certain problems.
- I will now hand out the booklets. Please do not open the booklet until I tell you, so we may all start together.

**Teacher instructions:**

- Read the student name on each booklet and give it to that student. Do not allow the students to open booklets until you tell them to. If a student is absent, put that booklet aside. Do not give it to anyone else, as the booklets are personalized for specific students. Use a non-personalized booklet for any student for whom there is no personalized booklet. Write the student's full name, date of birth, and provincial student ID# on the non-personalized booklet cover.
- Students who are absent for Mathematics Day 1 of the assessment must complete that section during a make-up session. If they return during the standard administration days, they should complete the same section of the assessment as the rest of the class. The previously missed day(s) should be completed on or before October 21, 2021 when assessments are returned to the department. No more than one day of the assessment may be written on a single day.
- After the booklets are distributed, say the following to the students:

**Teacher Script:**

- Check to see if your name is on the cover.
- You will read and answer all Mathematics Day 1 questions on your own.
- Open your booklet to page 37 and follow along while I read the Notes to Student:
  - Today you will answer mathematics questions.
  - Use a pencil or a pen.
  - Look carefully at pictures, charts, or graphs and think about the information before choosing your answer.
  - Completely fill in the circle that represents your answer (for example, ●).
  - Do not use a calculator.
  - Do not use scrap paper.
  - Show your work in the space provided in your booklet.
  - Stop at the stop sign.
  - You may not look ahead in the booklet, and you may not go back to work on a previous day's tasks.
- Do your best to answer all questions. If you are unsure of an answer, select your best answer and move on to the next question. Don't spend too much time on any one question. If you finish early, you may go back and review your answers for today's tasks.
- Remember to select only one answer for each question.
- If you must change an answer, cross out or erase your previous answer completely.
- At the end of today's tasks, you will see a stop sign. Do not work beyond this page.
- You will have 60 minutes to complete Mathematics Day 1 and an extra 15 minutes, if needed. I will tell the class when it is time for a stretch break. Try to manage your time so that you can attempt every question.
- If you finish early, check today's work and close your booklet.
- Do you have any questions?
- You may begin.

**Teacher instructions:**

- Begin timing the first 30 minutes for Mathematics Day 1.
- Please remember to include the 5–15 minutes stretch break (duration is at your discretion), after the 30 minutes have passed.
- Begin timing the remaining 30 minutes.
- Move around the room to make sure students are following directions and are at the correct place in their booklets.
- Encourage any students who finish early to check their work for Mathematics Day 1.
- Students who finish early and have checked their work may silently read a book (or complete an activity) at their desks.

- If all students are finished prior to the allotted 60 minutes, you may end the session at that time.
- After a total of 60 minutes, students should be finished.
- If students need more time, they may have an additional 15 minutes. (The additional 15 minutes is not an adaptation and does not need to be recorded on the back cover of the student assessment booklet.)
- After 60 minutes have passed, say:

**Teacher Script:**

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

**Teacher instructions:**

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

**Teacher Script:**

- Our time is up for Mathematics Day 1. Great job, everyone! I will now collect the booklets.

**Teacher instructions:**

- Collect all student booklets.
- Keep all student booklets in a secure location until they are required for Mathematics Day 2.
- Arrange a make-up assessment session for students who missed Mathematics Day 1.
- Please note that the Nova Scotia Assessment: Reading, Writing, and Mathematics in Grade 6 is a secure form. No part of the assessment, including student work, is to be copied by any means.

## Mathematics Day 2: Administration and Teacher Scripts

**Note: this section is for the English version of the Mathematics administration; French immersion teachers must use the “Mathématiques instructions et textes pour l’enseignant” for Mathématiques – Jour 2 on page 24.**

Day 2 of the assessment will assess students’ independent mathematical skills.

### Total Time for Day 2:

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

### Teacher instructions:

Gather the following required materials and manipulatives:

- pencils, pens, erasers, metric rulers and tracing paper for each student
- base-ten blocks (6 flats, 12 rods, 20 small cubes) in a Ziploc bag for each student and ~~5 to 10 large cubes for each class~~ (as per COVID guidelines)
- set of pattern blocks (2 yellow hexagons, 4 green triangles) in a Ziploc bag for each student
- set of 3-D Objects (spheres, cubes, and different based pyramids and prisms) for each class (as per COVID guidelines)
- Make sure students are quietly seated, with access to the necessary materials (pencil, pens, and eraser, ruler, manipulatives) at their individual desks.
- No scrap paper is to be used. All work must be done in the student assessment booklets.
- Calculators are not permitted.
- Have all student booklets ready to distribute.
- Read the following script to students verbatim. Use an encouraging tone. A positive, relaxed atmosphere will help students do their best work.

### Teacher Script:

- This assessment will provide teachers with important information about what you know and can do in mathematics.
- You will be working on your own. Please try to do your best.
- Please remember to make use of the manipulatives that you have at your desk.
- Today, you will complete only Mathematics Day 2 of the assessment.
- The assessment will last 60 minutes, interrupted by a stretch break.
- All work must be done in your student assessment booklet.
- You are not permitted to use a calculator. Therefore, you should use your estimation skills and knowledge of friendly numbers to help you solve certain problems.
- I will now hand out the assessment booklets. Please do not open the booklet until I tell you, so we may all start together.

**Teacher instructions:**

- Read the student name on each assessment booklet and give it to that student. Do not allow the students to open booklets until you tell them to. If a student is absent, put that booklet aside. Do not give it to anyone else, as the booklets are personalized for specific students. Use a non-personalized booklet for any student for whom there is no personalized booklet. Write the student's full name, date of birth, and provincial student ID# on the non-personalized booklet cover.
- Students who are absent for Mathematics Day 2 of the assessment must complete that section during a make-up session. If they return during the standard administration days, they should complete the same section of the assessment as the rest of the class. The previously missed day(s) should be completed on or before October 21, 2021 when assessments are returned to the department. No more than one day of the assessment may be written on a single day.
- After the booklets are distributed, say the following to the students:

**Teacher Script:**

- Check to see if your name is on the cover.
- You will read and answer all Mathematics Day 2 questions on your own.
- Open your booklet to page 53 and follow along while I read the Notes to Student:
  - Today you will answer mathematics questions.
  - Use a pencil or a pen.
  - Look carefully at pictures, charts, or graphs and think about the information before choosing your answer.
  - Completely fill in the circle that represents your answer (for example, ●).
  - Do not use a calculator.
  - Do not use scrap paper.
  - Show your work in the space provided in your booklet.
  - Stop at the stop sign.
  - You may not go back to work on a previous day's tasks.
- Do your best to answer all questions. If you are unsure of an answer, select your best answer and move on to the next question. Don't spend too much time on any one question. If you finish early, you may go back and review your answers for today's tasks.
- If you must change an answer, cross out or erase your previous answer completely.
- Remember to select only one answer for each question.
- At the end of today's tasks, you will see a stop sign. Do not work beyond this page.
- You will have 60 minutes to complete Mathematics Day 2 and an extra 15 minutes, if needed. I will tell the class when it is time for a stretch break. Try to manage your time so that you can attempt every question.
- If you finish early, check today's work and close your booklet.
- Do you have any questions?
- You may begin.

**Teacher instructions:**

- Begin timing the first 30 minutes for Mathematics Day 2.
- Please remember to include the 5–15 minutes stretch break (duration is at your discretion), after the 30 minutes have passed.
- Begin timing the remaining 30 minutes.
- Move around the room to make sure students are following directions and are at the correct place in their booklets.
- Encourage any students who finish early to check their work for Mathematics Day 2.
- Students who finish early and have checked their work may silently read a book (or complete an activity) at their desks.
- If all students are finished prior to the allotted 60 minutes, you may end the session at that time.

- After a total of 60 minutes, students should be finished.
- If students need more time, they may have an additional 15 minutes. (The additional 15 minutes is not an adaptation and does not need to be recorded on the back cover of the student assessment booklet.)
- After 60 minutes have passed, say:

**Teacher Script:**

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

**Teacher instructions:**

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

**Teacher Script:**

- Our time is up for Mathematics Day 2. Great job, everyone! I will now collect the booklets.

**Teacher instructions:**

- Collect all student booklets.
- Arrange a make-up assessment session for students who missed Mathematics Day 2.
- Keep all student booklets in a secure location until they are returned to the School Assessment Coordinator.
- Complete the back cover of student assessment booklets, if applicable (IPP, adaptations, student did not participate).
- Please note that the Nova Scotia Assessment: Reading, Writing, and Mathematics in Grade 6 is a secure form. No part of the assessment, including student work, is to be copied by any means.

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

Lors de la troisième journée, les élèves montreront de façon autonome leurs connaissances en mathématiques. **Les élèves doivent seulement faire les questions de Mathématiques : Jour 1.**

## Temps accordé pour faire Mathématiques : Jour 1

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

## Instructions pour l’enseignant :

Rassemblez le matériel et le matériel de manipulation requis suivants :

- crayons bien taillés, stylos, gommes à effacer, règle métrique et papier calque pour chaque élève;
- matériel de base dix dans un sac « ziplock » (6 planchettes, 12 réglettes, 20 petits cubes) pour chaque élève et un ensemble de 5 à 10 gros cubes pour la classe;
- un ensemble de blocs-formes dans un sac « Ziploc » (2 hexagones jaunes, 4 triangles verts) pour chaque élève;
- ~~un ensemble d’objets à trois dimensions (sphères, cubes, pyramides et prismes de bases différentes) pour la classe.~~ (as per COVID guidelines)

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

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

### Texte de l’enseignant :

- Cette évaluation fournira des informations importantes concernant vos connaissances et vos aptitudes en mathématiques.
- Aujourd’hui, vous allez seulement faire Mathématiques : Jour 1 de l’évaluation. Il est interdit de sortir de la salle, sauf en cas d’urgence.
- Faites de votre mieux pour répondre à chaque question.
- N’oubliez pas d’utiliser le matériel de manipulation qui est sur votre pupitre. ~~Du matériel supplémentaire est disponible sur cette table. Si vous voulez un objet quelconque, levez la main et je l’apporterai à votre pupitre.~~ (as per COVID guidelines)
- Vous n’avez pas le droit d’utiliser une calculatrice.
- Tout le travail doit être fait dans le cahier.
- Je vais distribuer les cahiers. Laissez votre cahier fermé jusqu’à ce que je vous permette de l’ouvrir. Il est important que tout le monde commence en même temps.

### Instructions pour l'enseignant :

- Lisez le nom de l'élève sur le cahier et remettez ce cahier à l'élève. Ne laissez pas les élèves ouvrir leur cahier avant que vous leur donniez la permission. Si un élève est absent, placez son cahier à part. Il ne faut pas le donner à un autre élève, car chaque cahier est personnalisé pour un élève particulier. Utilisez un cahier non personnalisé pour les élèves qui n'ont pas de cahier avec leur nom. Écrivez le nom complet de l'élève, sa date de naissance et son numéro d'identification provincial sur la page couverture du cahier non personnalisé.
- Les élèves absents lors de Mathématiques : Jour 1 de l'évaluation devront faire cette section lors d'une session de rattrapage. S'ils reviennent pour Mathématiques : Jour 2 de l'évaluation, ils doivent faire la même section de l'évaluation que les autres élèves (Mathématiques : Jour 2). La section de l'évaluation qui n'a pas été faite devrait être faite lors de la session de rattrapage, au plus tard le 21 octobre 2021. Les élèves ne doivent pas faire plus qu'une journée de l'évaluation par jour.
- Une fois les cahiers distribués, lisez le texte de l'enseignant suivant :

#### Texte de l'enseignant :

- Vérifiez si votre nom est écrit sur le cahier.
- Vous allez lire et répondre de façon autonome à chaque question de Mathématiques : Jour 1.
- Ouvrez votre cahier à la page 37 et suivez avec moi pendant que je lis les

#### Notes pour l'élève :

- Aujourd'hui, tu vas répondre à des questions de mathématiques.
- Utilise un crayon ou un stylo.
- Examine attentivement les images, les tableaux et les graphiques et réfléchis bien aux informations avant de choisir ta réponse.
- Noircis entièrement le cercle correspondant à ta réponse (par exemple : ●).
- N'utilise pas de calculatrice.
- N'utilise pas de papier brouillon.
- Montre ton travail dans l'espace prévu dans ton cahier.
- Arrête-toi au panneau « Arrêt ».
- Il est interdit de regarder ce qui suit dans le cahier et il est interdit de revenir sur le travail d'une journée précédente pour modifier les réponses.
- Faites de votre mieux pour répondre à chaque question. Si vous ne trouvez pas la réponse à une question, passez à la suivante. Ne passez pas trop de temps sur une question en particulier. Si vous terminez tôt, vous pouvez revenir en arrière et revoir vos réponses pour les tâches d'aujourd'hui.
- Assurez-vous de noircir un seul cercle pour chaque question.
- Si vous voulez changer votre réponse, effacez complètement votre première réponse ou faites un « X » sur la réponse que vous voulez changer et noircissez la réponse de votre choix.
- Vous aurez 60 minutes pour faire Mathématiques : Jour 1 de l'évaluation et 15 minutes de temps supplémentaire, au besoin. Il y aura une pause d'étirement. Je vous signale quand la pause devra avoir lieu. Gérez bien votre temps afin que vous puissiez répondre à toutes les questions.
- À la fin de cette section du cahier, vous allez voir un panneau qui dit « ARRÊT ».  
Ne continuez pas plus loin.
- Si vous terminez avant la fin, relisez votre travail d'aujourd'hui et ensuite fermez votre cahier.
- Avez-vous des questions?
- Vous pouvez commencer.

**Instructions pour l'enseignant :**

- Commencez à chronométrer les premières 30 minutes pour Mathématiques : Jour 1.
- Veuillez ne pas oublier d'inclure la pause d'étirement de 5 à 15 minutes (cette durée est à ta discrétion), une fois les 30 premières minutes se sont écoulées.
- Commencez à chronométrer les 30 minutes restantes.
- Déplacez-vous dans la salle de classe pour vous assurer que les élèves suivent les instructions données et travaillent dans la bonne section du cahier.
- Encouragez les élèves qui terminent avant la fin de relire leur travail pour Mathématiques : Jour 1.
- Les élèves qui ont terminé Mathématiques : Jour 1 de l'évaluation peuvent lire un livre en silence à leur place ou faire une activité (les appareils électroniques ne sont pas permis).
- Si tous les élèves terminent avant la fin des 60 minutes, vous pouvez annoncer la fin de cette séance d'évaluation.
- Après 60 minutes, les élèves devraient avoir terminé.
- Une fois les 60 minutes se sont écoulées, vous pouvez accorder 15 minutes de temps supplémentaire aux élèves qui n'ont pas terminé les exercices du Jour 1 Mathématiques.  
(Ces 15 minutes ne sont pas considérées comme des adaptations. Il n'est donc pas nécessaire de les signaler au dos du cahier de l'élève.)
- Vous pouvez dire :

**Texte de l'enseignant :**

- La séance d'évaluation est terminée pour aujourd'hui. Les élèves qui n'ont pas terminé peuvent prendre 15 minutes de temps supplémentaire.
- Les autres, relisez votre travail pour vous assurer que vous avez répondu à toutes les questions. Puis lisez un livre en silence ou faire une activité afin de ne pas déranger les autres qui travaillent.
- Je vais ramasser les cahiers des élèves qui ont déjà terminé.

**Instructions de l'enseignant :**

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

**Texte de l'enseignant :**

- La séance d'évaluation de Mathématiques : Jour 1 est terminée. Bon travail, bravo!
- Je vais ramasser le reste des cahiers.

**Instructions pour l'enseignant :**

- Ramassez les cahiers de l'élève.
- Rangez le tout dans un endroit sécurisé jusqu'au Mathématiques : Jour 2.
- N'oubliez pas d'organiser une session de rattrapage pour les élèves qui n'ont pas fait Mathématiques : Jour 1.
- N'oubliez pas de remplir le dos du cahier de l'élève, si nécessaire (PPI, adaptations, élève qui n'a pas participé pour des raisons autres que PPI).
- Veuillez noter que l'évaluation Nova Scotia Assessment: Reading, Writing, and Mathématiques in Grade 6 est sécurisée. Aucune reproduction des cahiers ou du travail des élèves n'est autorisée.

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

Lors de la quatrième journée, les élèves montreront de façon autonome leurs connaissances en mathématiques. **Les élèves doivent seulement faire les questions de Mathématiques : Jour 2.**

### Temps accordé pour faire Mathématiques : Jour 2

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

### Instructions pour l’enseignant :

Rassemblez le matériel et le matériel de manipulation requis suivants:

- crayons bien taillés, stylos, gommages à effacer, règle métrique et papier calque pour chaque élève;
- matériel de base dix dans un sac « ziplock » (6 planchettes, 12 réglettes, 20 petits cubes) pour chaque élève et un ensemble de 5 à 10 gros cubes pour la classe;
- un ensemble de blocs-formes dans un sac « Ziploc » (2 hexagones jaunes, 4 triangles verts) pour chaque élève;
- ~~un ensemble d’objets à trois dimensions (sphères, cubes, pyramides et prismes de bases différentes) pour la classe. (as per COVID guidelines)~~

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

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

### Texte de l’enseignant :

- Cette évaluation fournira des informations importantes concernant vos connaissances et vos aptitudes en mathématiques.
- Aujourd’hui, vous allez seulement faire Mathématiques : Jour 2 de l’évaluation. Il est interdit de sortir de la salle, sauf en cas d’urgence.
- Faites de votre mieux pour répondre à chaque question.
- N’oubliez pas d’utiliser le matériel de manipulation qui est sur votre pupitre. ~~Du matériel supplémentaire est disponible sur cette table. Si vous voulez un objet quelconque, levez la main et je l’apporterai à votre pupitre. (as per COVID guidelines)~~
- Vous n’avez pas le droit d’utiliser une calculatrice.
- Tout le travail doit être fait dans le cahier.
- Il est interdit d’utiliser du papier brouillon.
- Je vais distribuer les cahiers. Laissez votre cahier fermé jusqu’à ce que je vous permette de l’ouvrir. Il est important que tout le monde commence en même temps.

### Instructions pour l'enseignant :

- Lisez le nom de l'élève sur le cahier et remettez ce cahier à l'élève. Ne laissez pas les élèves ouvrir leur cahier avant que vous leur donniez la permission. Si un élève est absent, placez son cahier à part. Il ne faut pas le donner à un autre élève, car chaque cahier est personnalisé pour un élève particulier. Utilisez un cahier non personnalisé pour les élèves qui n'ont pas de cahier avec leur nom. Écrivez le nom complet de l'élève, sa date de naissance et son numéro d'identification provincial sur la page couverture du cahier non personnalisé.
- Les élèves absents lors de Mathématiques : Jour 2 de l'évaluation devront faire la section lors d'une session de rattrapage, au plus tard le 21 octobre 2021. Les élèves ne doivent pas faire plus qu'une séance de l'évaluation par jour.
- Une fois les cahiers distribués, lisez le texte de l'enseignant :

#### Texte de l'enseignant :

- Vérifiez si votre nom est écrit sur le cahier.
- Vous allez lire et répondre de façon autonome à chaque question de Mathématiques : Jour 2.
- Ouvrez votre cahier à la page 53 et suivez avec moi pendant que je lis les

#### Notes pour l'élève :

- Aujourd'hui, tu vas répondre à des questions de mathématiques.
- Utilise un crayon ou un stylo.
- Examine attentivement les images, les tableaux et les graphiques et réfléchis bien aux informations avant de choisir ta réponse.
- Noircis entièrement le cercle correspondant à ta réponse (par exemple : ●).
- N'utilise pas de calculatrice.
- N'utilise pas de papier brouillon.
- Montre ton travail dans l'espace prévu dans ton cahier.
- Arrête-toi au panneau « Arrêt ».
- Il est interdit de regarder ce qui suit dans le cahier et il est interdit de revenir sur le travail d'une journée précédente pour modifier les réponses.
- Faites de votre mieux pour répondre à chaque question. Si vous ne trouvez pas la réponse à une question, passez à la suivante. Ne passez pas trop de temps sur une question en particulier. Si vous terminez tôt, vous pouvez revenir en arrière et revoir vos réponses pour les tâches d'aujourd'hui.
- Assurez-vous de noircir un seul cercle pour chaque question.
- Si vous voulez changer votre réponse, effacez complètement votre première réponse ou faites un « X » sur la réponse que vous voulez changer et noircissez la réponse de votre choix.
- Vous aurez 60 minutes pour faire Mathématiques : Jour 2 de l'évaluation et 15 minutes de temps supplémentaire, au besoin. Il y aura une pause d'étirement. Je vous signale quand la pause devra avoir lieu. Gérez bien votre temps afin que vous puissiez répondre à toutes les questions.
- À la fin de cette section du cahier, vous allez voir un panneau qui dit « ARRÊT ».  
Ne continuez pas plus loin.
- Si vous terminez avant la fin, relisez votre travail d'aujourd'hui et ensuite fermez votre cahier.
- Avez-vous des questions?
- Vous pouvez commencer.

**Instructions pour l'enseignant :**

- Commencez à chronométrer les premières 30 minutes) pour Mathématiques : Jour 2.
- Veuillez ne pas oublier d'inclure la pause d'étirement de 5 à 15 minutes (cette durée est à ta discrétion), une fois les 30 premières minutes se sont écoulées.
- Commencez à chronométrer les 30 minutes restantes.
- Déplacez-vous dans la salle de classe pour vous assurer que les élèves suivent les instructions données et travaillent dans la bonne section du cahier.
- Encouragez les élèves qui terminent avant la fin de relire leur travail pour Mathématiques : Jour 2.
- Les élèves qui ont terminé Mathématiques : Jour 1 de l'évaluation peuvent lire un livre en silence à leur place ou faire une activité (les appareils électroniques ne sont pas permis).
- Si tous les élèves terminent avant la fin des 60 minutes, vous pouvez annoncer la fin de cette séance d'évaluation.
- Après 60 minutes, les élèves devraient avoir terminé.
- Une fois les 60 minutes se sont écoulées, vous pouvez accorder 15 minutes de temps supplémentaire aux élèves qui n'ont pas terminé les exercices de Mathématiques : Jour 2.  
(Ces 15 minutes ne sont pas considérées comme des adaptations. Il n'est donc pas nécessaire de les signaler au dos du cahier de l'élève.)
- Vous pouvez dire :

**Texte de l'enseignant :**

- La séance d'évaluation est terminée pour aujourd'hui. Les élèves qui n'ont pas terminé peuvent prendre 15 minutes de temps supplémentaire.
- Les autres, relisez votre travail pour vous assurer que vous avez répondu à toutes les questions. Puis lisez un livre en silence ou faire une activité afin de ne pas déranger les autres qui travaillent.
- Je vais ramasser les cahiers des élèves qui ont déjà terminé.

**Instructions de l'enseignant :**

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

**Texte de l'enseignant :**

- Vous avez terminé cette évaluation. Bon travail, bravo!
- Je vais ramasser le reste des cahiers.

**Instructions pour l'enseignant :**

- Ramassez les cahiers de l'élève.
- Rangez le tout dans un endroit sécurisé jusqu'à tant que vous les donnez au coordonnateur de l'école.
- N'oubliez pas d'organiser une session de rattrapage pour les élèves qui n'ont pas fait Mathématiques : Jour 2
- N'oubliez pas de remplir le dos du cahier de l'élève, si nécessaire (PPI, adaptations, élève qui n'a pas participé pour des raisons autres que PPI).
- Veuillez noter que l'évaluation Nova Scotia Assessment: Reading, Writing, and Mathématiques in Grade 6 est sécurisée. Aucune reproduction des cahiers ou du travail des élèves n'est autorisée.