

## Teacher Checklist for the 2023–2024 Nova Scotia Assessment: Reading, Writing, and Mathematics/Mathématiques in Grade 6 (RWM6)

### Before the Assessment

RW6	M6-EN/IM	Task
<input type="checkbox"/>	<input type="checkbox"/>	Familiarize yourself with the Nova Scotia Assessments: Information Guide, particularly the section on adaptations.
<input type="checkbox"/>	<input type="checkbox"/>	Review the procedures and teacher script outlined in the Administration Guide (also available online at <a href="http://plans.ednet.ns.ca/grade6/documents">http://plans.ednet.ns.ca/grade6/documents</a> ).
<input type="checkbox"/>	<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"/>	<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"/>	<input type="checkbox"/>	Prepare the classroom: <ul style="list-style-type: none"> <li>• Gather erasers, sharpened pencils or pens.</li> <li>• Arrange seating so students can have privacy during the assessment.</li> <li>• Reading, Writing, and Mathematics/Mathématiques materials (posters and charts) presently on walls and desks, may remain except for addition, subtraction, and multiplication tables. Please do not put previous mathematics support material back up on classroom walls.</li> </ul>
<input type="checkbox"/>	N/A	Ensure students have access to dictionaries. Paper or electronic dictionaries and/or thesauri may be used; personal electronic devices may not be used. Students may take turns using a teacher-monitored device (computer, Chromebook, iPad, etc.) to access an electronic dictionary and/or thesaurus. The computer monitor must be large enough to be visible by the teacher.
N/A	<input type="checkbox"/>	Gather the following required materials and mathematics/mathématiques manipulatives: <ul style="list-style-type: none"> <li>• metric rulers and tracing paper for each student</li> <li>• base-ten blocks: <ul style="list-style-type: none"> <li>- 6 flats, 12 rods, 20 small cubes for each student</li> <li>- 5 to 10 large cubes for each class</li> </ul> </li> <li>• set of pattern blocks (2 yellow hexagons, 4 green triangles) for each student</li> <li>• set of 3D Objects (spheres, cubes, and different based pyramids and prisms) for each class</li> </ul>
N/A	<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"/>	<input type="checkbox"/>	Confirm that there is a student assessment booklet for every student in your class. Use a non-personalized booklet for any student for whom there is no personalized booklet. (Do not use a personalized booklet for a different student.) Write the student's full legal name, date of birth, and provincial student ID# on the non-personalized booklet cover.
<input type="checkbox"/>	<input type="checkbox"/>	Confirm the participation status of students with an Individual Program Plan (IPP) in the subject area being assessed as of the date of the assessment as they may or may not be eligible to participate per the Student Planning Team's decision. Complete the back cover IPP section for these students. (See the Information Guide for more detail.)

<input type="checkbox"/>	<input type="checkbox"/>	Make arrangements for students who need to use acceptable documented adaptations during the assessment. (See the Information Guide for more detail.)
<input type="checkbox"/>	<input type="checkbox"/>	Ensure there are a range of options for quiet activities (e.g. silent reading, word search, fidget toys, colouring pages) for students once they have completed the assessment. Use of electronic devices are not considered to be an acceptable quiet activity.
<input type="checkbox"/>	<input type="checkbox"/>	Ensure that the Principal and/or School Assessment Coordinator has made arrangements for students who are not participating in the assessment (e.g., students not in the grade being assessed, students with an IPP who are not participating in the assessment).
<input type="checkbox"/>	<input type="checkbox"/>	Keep the assessment booklets secure at all times.

#### During the Assessment

RW6	M6-EN/IM	Task
<input type="checkbox"/>	<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 as outlined in the Administration Guide.</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	Take note of student participation/attendance for each day of the assessment. Upon return, previously absent students will write the same part of the assessment as the rest of the class. Previous day(s) missed can be made up during a make-up session(s).

#### After the Assessment

RW6	M6-EN/IM	Task
<input type="checkbox"/>	<input type="checkbox"/>	If applicable, complete the back cover of the student booklet for the following students: <ul style="list-style-type: none"> <li>• <b>Section 1:</b> Participation of a student on an Individual Program Plan (IPP)</li> <li>• <b>Section 2:</b> Student used adaptations as documented in TIENET during the assessment (record only those adaptations that the student used during the assessment)</li> <li>• <b>Section 3:</b> Student did not participate in the assessment (for reasons other than an IPP)</li> </ul>
<input type="checkbox"/>	N/A	Print student writing for students who have used assistive technology and confirm that the student's name and provincial student ID# are included on each piece of writing. Place the printed copies of student writing inside the front cover of the student's assessment booklet. Ensure that copies of student work written using assistive technology are deleted from all locations once printed.
<input type="checkbox"/>	<input type="checkbox"/>	With the School Assessment Coordinator, arrange make-up sessions for absent students to complete the RWM6 assessment on or before <b>October 18, 2023</b> . Students should complete only one section of the assessment per day. All days of the assessment are to be completed.
<input type="checkbox"/>	<input type="checkbox"/>	Return the following materials to the School Assessment Coordinator on or before <b>October 18, 2023</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>

**Thank you for taking the time to oversee the administration of this assessment and for returning all requested materials to the Department of Education and Early Childhood Development.**