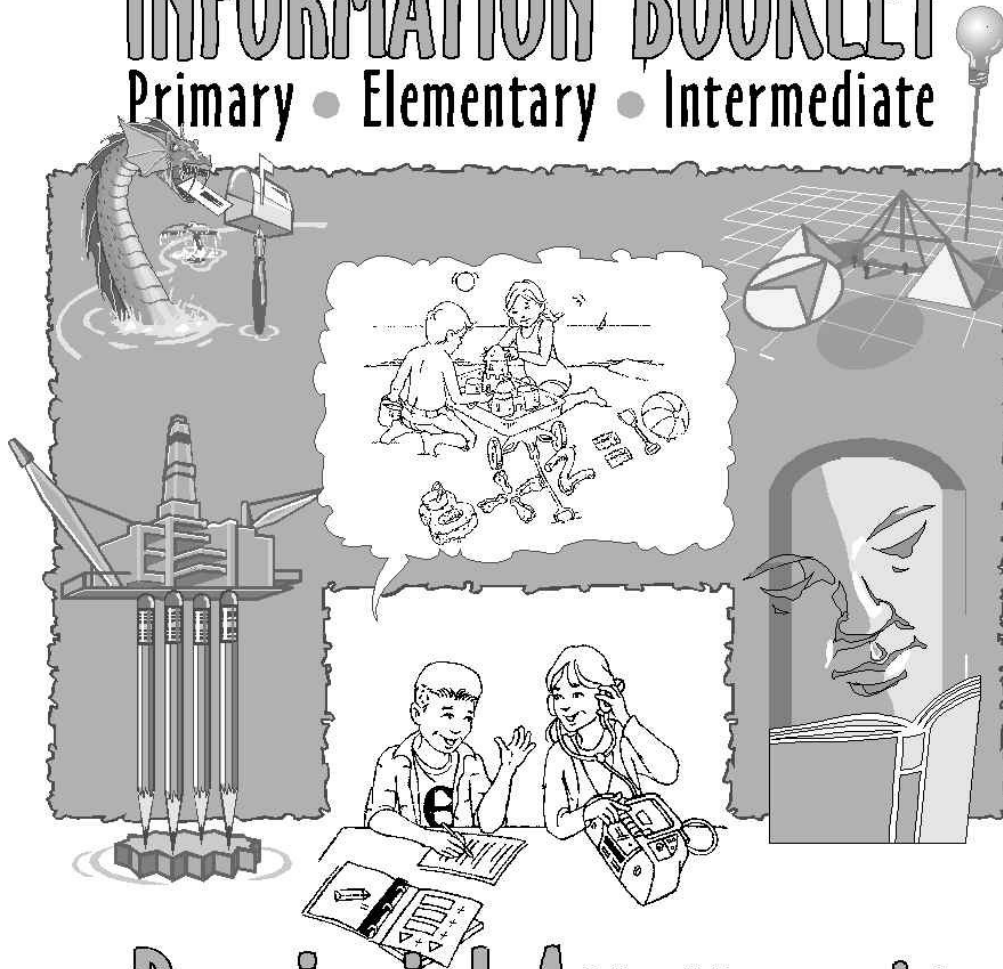


INFORMATION BOOKLET

Primary • Elementary • Intermediate



Provincial Assessments


Newfoundland
Labrador

LANGUAGE ARTS / MATHEMATICS / SCIENCE 2009

To the Principal

We would like to thank principals for taking an active role in provincial assessments. Assessment and instruction are seamless in their impact on student learning. Research has consistently demonstrated that the leadership of the principal underpins school success at all levels.

This booklet is intended to supply principals with the information that Grade 3, 6, and 9 teachers receive as well as provide information relevant to the principal. **PLEASE NOTE THE CHANGES FOR THE EXEMPTION/ADAPTATION PRACTICES FOR 2009.** The Primary and Elementary Assessments will take place from June 2 - June 11, 2009. The Intermediate Language Arts Assessment will take place on June 16 and 17, 2009, Intermediate Math Assessment on June 18, 2009 and Intermediate Science on June 19, 2009. The administration schedules and other relevant information are included in the primary, elementary, and intermediate sections of this book. Information about the process writing, which is written in March, 2009 was addressed in other correspondence. The process writing assessment, including administration guidelines, was sent to schools in February.

The following pages provide organizational checklists to assist principals with their roles in provincial assessments. If there are any questions or concerns about Language Arts please e-mail scottlinehan@gov.nl.ca. If there are any questions or concerns about Mathematics and Science please e-mail rickfennemore@gov.nl.ca.

The information in this booklet should be shared and discussed with teachers. The booklet is organized into sections so that teachers may read only the information pertinent to their grade levels, or may, if interested, read all sections. Principals are encouraged to read the entire booklet bringing particular interest in the changes in the Exemption/Adaptation policy. Student exemplars from the 2008 assessments were forwarded to districts in the fall. Please contact your district Program Specialist for samples.

**PLEASE NOTE THE CHANGES IN THE EXEMPTION /
ADAPTATION POLICY for 2009.**

If you have any questions or concerns please contact either Scott or Rick as needed.

Sincerely,

Handwritten signatures of Scott and Rick, separated by a vertical line.

Scott Linehan/ Rick Fennemore
Test Development Specialists, Department of Education - Evaluation & Research

Before the Assessment

Become familiar with the information in this book. A recommendation is to hold a staff meeting to discuss the contents of the Information Booklet.

When the assessment materials arrive at the school in May, please check the enclosed inventory list with the materials to make sure everything is present. It is important that this be done as soon as the materials arrive so that any missing items can be sent immediately.

For those schools with grades 3 and 6, check to make sure the school has a CD player and a tape recorder that can record voices.

Provide the information in this booklet to the appropriate teachers. Ensure that teachers understand the necessary responsibilities to prepare for the assessment.

- record, place a copy of Adaptation/Exemption Form in student's cumulative file, and forward Exemption Forms ONLY (no other documentation), **and** names of exempted students to Department of Education (attention Scott Linehan/Rick Fennemore) by May 1, 2009 using the enclosed **SUMMARY FORM** at the end of this guide.
- include in student's cumulative file the required documentation with Exemption forms (e.g., reading record)
- students who exhibit less than adequate performance on previous CRT's are not necessarily exempt. Students who score levels 1 and 2 on the rubrics take part in provincial assessments

Read the Exemptions and Adaptation forms carefully to ensure all required information is included.

Complete and file Exemption/Adaptation forms at the school and place in student's cumulative file. **Forward Exemption forms ONLY to the Department of Education and no other accompanying documents (e.g, ISSP, reading records, writing samples, etc). Do NOT forward Adaptation forms to the Department of Education. ONLY FORWARD THE EXEMPTION FORM AND THE SUMMARY FORM AT THE END OF THIS DOCUMENT TO THE DEPARTMENT.**

When necessary, involve Guidance Counsellors in the process. However, the teacher should be able to assess and make judgments about student performance. Provincial assessments measure performance, not ability, so ability tests administered by the Guidance Counsellor are not necessary for the exemption and/or adaptation process at the school level.

Distribute parent brochures prior to the assessment period. A recommendation is to send home the Administration Schedules as well.

On the Monday afternoon before the assessment begins, the assessment materials should be given to the Grade 3, 6, and 9 teachers. This will give teachers the opportunity to familiarize themselves with the assessment requirements and protocols. NO ASSESSMENT MATERIALS SHALL BE SHARED WITH TEACHERS BEFORE THIS DATE. This will provide consistency within the province and fairness to all students and teachers.

Keep copies of all Information Booklets, Administration Guides, and reading booklets in the school for future reference.

During the Assessment

Check with teachers to ensure the quality of the **Speaking** recordings are clear. This will assist markers when assigning scores during the marking board.

Be aware of the assessment schedules during this time frame. For example, administration should not occur during Physical Education or Music periods. As much as possible, it should occur as a natural part of the school day.

This two week period is not an advantageous time to schedule concerts, assemblies, or field trips. Although it should not be a time of stress, the assessment should be taken seriously and given consideration.

After the Assessment

Collect student work booklets, answer sheets, tracking forms, and speaking tapes. The reading booklets, extra work booklets, and listening CDs may remain in the school for classroom use.

Check with teachers to ensure answer sheets have student names shaded correctly. Incorrect shading will produce incorrect names on school reports and student narratives. The Department of Education will not be responsible for correcting the spelling of student names.

Check with teachers to ensure the required information on both the outside and inside of the student work booklets has been completed. Both the school name and 6-digit school number should be included where indicated.

Check with teachers to ensure the speaking tapes have the student name, teacher name, school name, grade, and school number on them.

Check with teachers to ensure the tracking forms have students listed in alphabetical order with both first and last names included, as well as indications of when and why students did not complete certain portions of the assessment.

Check to ensure answer sheets are placed inside corresponding student booklets.

Check to ensure there are no elastic bands around answer sheets or student work booklets. Answer sheets should be in the student work booklets but not stapled to the work booklets. Elastic bands and staples damage the answer sheets.

Check to ensure class headers and building headers are appropriately completed. Class headers, building headers, and tracking forms should be placed in the provided envelopes. Envelopes should remain unsealed. The names on the tracking forms should be the same as the names on the student booklets and answer sheets.

Enclose a completed Teacher & Principal checklist on the top of all other materials.

Send assessment materials to the School Development Specialist or designate on, or before, June 22, 2009. If students who were absent do not have all work completed by then, the assessment must still be regarded as finished and subsequently packaged on, or before, June 22, 2009.

EXEMPTION / ADAPTATION POLICY

Exemptions and Adaptations will be completed and recorded at the school level. Administrators/teachers should complete individual student EXEMPTION or ADAPTATION forms and place completed forms in the student's cumulative file. ONLY the completed and signed Exemption Form shall be forwarded to the Department of Education and no other accompanying documentation (e.g., ISSP, Reading Record, writing sample, assessments, etc). Adaptation Forms should NOT be sent to the Department of Education, but should be placed in the student's cumulative file. A list of all student names who have been exempted (either partially or fully) must be forwarded to the Department of Education (attention Rick/Scott) by May 1, 2009 using the enclosed **SUMMARY FORM** at the end of this document. All documentation for Exemption/Adaptation should be in the student's cumulative file. Only the Exemption Form alone should be sent to the Department.

Following the enclosed guidelines, **ALL** exemptions and adaptations will be school-based decisions and shall be considered approved. The submitted Exemption Forms are for the record at the Department of Education and not for approval, which will be a school-based decision. The Department of Education will randomly request exempted (either partial or full) student names from schools and review the EXEMPTION form to ensure all criteria are met for the practice of consistency throughout the province. All adaptations listed on the ADAPTATION Form will be approved and not reviewed by the Department of Education. **UNDER NO CIRCUMSTANCE** may an adaptation be used for a student that is **NOT** listed on the **ADAPTATION** form (regardless of special considerations in the student's ISSP). Any adaptations requested not listed on the ADAPTATION form must have prior written permission from either Scott Linehan (ELA) or Rick Fennemore (Mathematics and Science).

NOTE: Provincial assessment data returned to schools in 2009 will be similar to past practice, however, all exemption data will also be recorded and presented. In the past, provincial assessment data has only recorded information on students who have completed the assessment but in 2009 **ALL** data will be presented, as in years past, but it will also include exemption rate by school/district/province. This information will give a more complete picture of the entire student body as opposed to just those who completed the assessment. While exemption decisions rest with the school, all exemptions will be recorded and reported by school, district and province.

ALL schools are required to complete the **SUMMARY FORM** at the end of this document which includes exemptions (if any) **AND** the student enrollment for the school in Grade 3, Grade 6, and Grade 9 as of April 30, 2009. The student enrollment includes **ALL** students in the grade, including those who will be exempt. In addition, only the Exemption Form and no other documentation (such as Adaptation forms, I.S.S.P.'s, Reading Record forms, test results, writing samples, etc.) needs to be forwarded to the Department of Education but should be in the student's cumulative file for future reference.

PRIMARY

To the Teacher

The Department of Education will be administering the Primary Assessment to Grade 3 students from June 2 - June 11, 2009. The English Language Arts components will include students in English Language Arts classrooms, but not students in French Immersion classrooms. All strands of the English Language Arts curriculum will be assessed.

- **Listening and Speaking**
- **Reading and Viewing**
- **Writing and Other Ways of Representing**

The Mathematics components will be administered to all Grade 3 students, including English Language Arts and French Immersion classrooms. Students in French Immersion will complete Mathematics in French. The following strands in Mathematics will be assessed.

- **Number Operations**
- **Number Concepts**
- **Shape and Space**

Mental Math will not be included as part of the 2009 Primary Provincial Assessment.

Replacing it will be a timed addition, subtraction, and multiplication section. Students will have 2 minutes to complete the addition and subtraction sections and 1 minute to complete the timed multiplication. Each question will be scored correct or incorrect. It is important for students to be proficient with tools that include pencil & paper and technology as well as mental techniques. Mental math is often associated with the ability to do computations quickly, but in its broadest sense, mental math also involves conceptual understanding and problem solving. It is still important for teachers to continue incorporating mental mathematics as part of their math classes.

This information booklet is being provided to schools to supplement those that were distributed in previous school years. Previous booklets are available online at the Department of Education website. Follow the links: K-12, Evaluation and Testing, Provincial Assessments. Please refer to them as needed. Any changes, new information, and updates from last year will be discussed in this year's booklet.

Speaking selection of students will be addressed later in this Information Booklet.

**Primary Assessment 2009
Administration Schedule**

Week One		
Date	Assessment Component	Approximate Time
Tues., June 2	Poetic Reading	30 - 60 minutes
Wed., June 3	Demand Writing 1	30 - 60 minutes
Thurs., June 4	Informational Reading	60 - 90 minutes
Fri., June 5	Listening and Speaking	80 - 100 minutes

Week Two		
Date	Assessment Component	Approximate Time
Mon., June 8	Demand Writing 2	30 - 60 minutes
Tues., June 9	Number Operations & Timed Addition	60 - 80 minutes
Wed., June 10	Number Concepts & Timed Subtraction	60 - 80 minutes
Thurs., June 11	Shape and Space & Timed Multiplication	60 - 80 minutes

Components of Language Arts

Demand Writing

- One demand piece will have a written prompt, similar to writing prompts from previous years.
- The second demand piece will have a visual as the prompt, to which students must respond. Brainstorming ideas will be included in the Administration Guide to assist the teacher.

Reading

- One reading selection will consist of a poem.
- The second reading selection will be an informational piece with visual components.

Listening

- The Listening selection will be a narrated text.

Speaking

- The Speaking requirement will be a presentation. Teachers should read the Administration Guide prior to the day chosen for Speaking.

EXEMPTION / ADAPTATION POLICY

Exemptions and Adaptations will be completed and recorded at the school level. Administrators/teachers should complete individual student EXEMPTION or ADAPTATION forms and place completed forms in the student's cumulative file. ONLY the completed and signed Exemption Form shall be forwarded to the Department of Education and no other accompanying documentation (e.g., ISSP, Reading Record, writing sample, assessments, etc). Adaptation Forms should NOT be sent to the Department of Education, but should be placed in the student's cumulative file. A list of all student names who have been exempted (either partially or fully) must be forwarded to the Department of Education (attention Rick/Scott) by May 1, 2009 using the enclosed **SUMMARY FORM** at the end of this document. All documentation for Exemption/Adaptation should be in the student's cumulative file. Only the Exemption Form alone should be sent to the Department.

Following the enclosed guidelines, **ALL** exemptions and adaptations will be school-based decisions and shall be considered approved. The submitted Exemption Forms are for the record at the Department of Education and not for approval, which will be a school-based decision. The Department of Education will randomly request exempted (either partial or full) student names from schools and review the EXEMPTION form to ensure all criteria are met for the practice of consistency throughout the province. All adaptations listed on the ADAPTATION Form will be approved and not reviewed by the Department of Education. **UNDER NO CIRCUMSTANCE** may an adaptation be used for a student that is **NOT** listed on the **ADAPTATION** form (regardless of special considerations in the student's ISSP). Any adaptations requested not listed on the ADAPTATION form must have prior written permission from either Scott Linehan (ELA) or Rick Fennemore (Mathematics).

NOTE: Provincial assessment data returned to schools in 2009 will be similar to past practice, however, all exemption data will also be recorded and presented. In the past, provincial assessment data has only recorded information on students who have completed the assessment but in 2009 **ALL** data will be presented, as in years past, but it will also include exemption rate by school/district/province. This information will give a more complete picture of the entire student body as opposed to just those who completed the assessment. While exemption decisions rest with the school, all exemptions will be recorded and reported by school, district and province.

PRIMARY EXEMPTION / ADAPTATION

All students have the legal right to an assessment. Pursuant to Section 117 (b) (vi) of the *School's Act 1997* each student will engage in student evaluation directives mandated by the Department of Education. However, it is recognized that some students need special adaptations while others may not be able to participate in parts, or the entire, provincial assessment. Documentation is required to note these adaptations or exemptions.

Only Criteria C students (Pathway 5) are eligible for full exemption in ELA. Students on Pathway 4 are not permitted FULL EXEMPTION for ELA under the Pathway 5/Criteria C category. However, the teacher may record exemptions for each of the ELA learning strands on the provincial assessment under the PARTIAL EXEMPTION category. (NOTE: Students who are on Pathway 4 are often able to participate in the assessment with a scribe for the reading text, or narrate answers with a scribe for the Listening portion, or have work transcribed for the writing, and many are able to engage in the Speaking portion. Consequently, ONLY students on Pathway 5 are permitted FULL EXEMPTION. The teacher must record on the PARTIAL EXEMPTION form each of the individual exemptions for those students other than Pathway 5). ***Students with Pathway 2 and 3 supports are completing the curriculum and as a result should be completing the assessment.*** For mathematics, ALL students with Pathways 1, 2, and 3 supports shall complete the assessment. Students receiving Pathways 4 and 5 supports are eligible for Exemption.

Students scoring a 1 or 2 on the rubric as deemed by the teacher shall participate in the provincial assessment. Students unable to score a 1 on the rubric shall be the only students considered for exemption.

The Primary Assessment, as previously indicated, will include all Grade 3 students in English Language, but NOT French Immersion students. The only exception is those students with severe cognitive delay (Criteria C), who shall be exempt. Other students (those with pathway 2, 3, and/or 4 supports) may need adaptations to the assessment process in order to participate, and some may require partial exemptions. In all cases, the exemption or adaptation must be completed at the school level and placed in the student's cumulative file for future reference. School, district, and provincial results will include the achievement levels of all students, however, the names of individual students will not be published in any public report.

Documentation will be necessary and each student's needs shall be considered individually. The principal, in consultation with ISSP team, will make the necessary recommendations regarding exemptions and adaptations/accommodations, which must be recorded on the appropriate forms, signed, and placed in the student's cumulative file for future reference.

All students should participate in the Primary Assessment. For those students who are performing below the level expected for the end of primary, regardless of whether there is a pathway support, the results of the assessment reliably indicate performance level. Assessment and accountability are necessary for all students. Including students with exceptionalities in provincial assessments is critical to providing meaningful and useful information about their performance as well as improving educational opportunities for these students.

In addition, exemptions may also be given in the case of serious illness, sudden bereavement, or other unusual circumstances. The principal, in consultation with the teacher and parents, should make the recommendation if the student needs an exemption.

ALL students are required to complete the assessment. Some students are very limited in their understanding of texts and score a 1 on the rubric. This is **NOT** an acceptable exemption. Every student has the legal right to an assessment and schools have a legal obligation to assess students. By exempting a student, the school is acknowledging that the student is not capable of even scoring a 1. With this fact in mind, some students with identified exceptionalities and an ISSP may require a partial exemption from a particular component of the assessment. **Documentation is necessary for a partial exemption and each student's need should be considered individually.**

The documentation should include:

Reading - a dated reading record. This should be completed after March 1, 2009. It could be a reading record from the Atlantic Canada Reading Assessment Resource, PM Benchmark reading record, or any other reading record which includes the reading level. Both the instructional (90% and greater word accuracy) and frustration levels (below 90% accuracy) must be included. For example, if a student scores 93% at Level K and 85% on level L, both reading records should be placed with in the student's file with the EXEMPTION form as documentation. **It is important to note that a reading exemption must be recorded by the school in Language Arts in order for a student to be exempt from the reading of the Mathematics and Science assessments.**

Demand Writing - a dated writing sample completed after March 1, 2009 showing the student's inability to write independently should be placed in student's file.

Listening – documentation of hearing loss and on record that the student's first language is ASL is in student's file.

Speaking - student should be receiving services from the Speech Language Pathologist and this should be documented in the student's cumulative file.

The principal, in consultation with the teacher and parents, should recommend if a student needs a partial exemption. Please remember, a parent cannot simply "sign away" their child's right to an assessment if they do not wish to have their child write the assessment. The assessment is like any learning activity in the school and is not optional. If the student attends school on the day of the assessment, and does not meet the criteria for exemption, then he/she shall be expected to participate in the assessment. If the student has demonstrated the ability to do the assessment, then an EXEMPTION shall NOT be considered. If a parent refuses to have their child participate in the provincial assessment, this is not an approved exemption and should be discussed with principal/teacher. Exemption and adaptation forms should be completed by May 1, 2009. The completed Exemption Forms only (NO other documentation) of exempted students (partial/full) AND the enclosed **SUMMARY** form should be forwarded to the Department of Education by May 1, 2009. Following the enclosed guidelines ALL exemptions and adaptations will be a school-based decision and shall be considered approved. Teachers and administrators can then refer to the forms when consulting with the Department.

FOR THE TEACHER

APPROPRIATE EXEMPTIONS

READING:

The primary provincial assessment is calibrated to a mid-late Grade 2 reading ability. The text rigors are set at an "L" reading level. Therefore, any student reading AT or ABOVE Level "L" must complete the assessment. Remember, the assessment measures comprehension, and the Reading Record forms record reading and comprehension. Therefore, any student who has a level "L" reading level (PM Benchmark 21) and adequate comprehension shall write the assessment. For example, a student who has 91% instructional level on "L" with an adequate comprehension level, but 87% frustration level on level "M" with limited comprehension must write the assessment as they have demonstrated proficiency at the minimum threshold of "L" for which the text is presented. Any student above "L" in Instructional (90%) with limited/adequate/strong comprehension must write the assessment. Any student with a frustration level AT "L" (with a limited comprehension) may be considered for exemption.

Complete the EXEMPTION form and forward a copy to the Department of Education (but NO other documentation is necessary, e.g., ISSP, Reading Records, etc) and place in the student's cumulative file for future reference. (Provide a list of all exempted students - either partial or full - to your principal who will then forward the names to the Department).

WRITING:

Exemptions from the writing task are very uncommon. Every student, if they are able to write, should participate in the Demand Writing. In cases where the teacher deems the student's writing is pre-Grade 1, then exemptions may be considered. But generally, the vast majority of students should complete the writing activity if they are able to place their ideas on paper. Again, it must be reiterated, that even students writing at level 1 on the rubric still should be a part of the process as provincial assessments are for all students. In the event that the student is unable to write, even with the assistance of a transcription by the teacher, then an exemption may be considered and a dated writing sample after March 1, 2009 must be placed in the student's cumulative file for future reference along with the Exemption Form.

LISTENING:

A record should be on file which supports the EXEMPTION form that the student is unable to complete the Listening activity, even with assistance of a scribe, due to a documented hearing loss. Place the EXEMPTION form in the student's cumulative file.

SPEAKING:

It should be documented on file to support the EXEMPTION form which states that the student is receiving services from the Speech Language Pathologist and is unable to participate in the activity. The EXEMPTION Form should be placed in the student's cumulative file.

PROVISIONS FOR EXEMPTIONS AND ADAPTATIONS

IMPORTANT NOTES:

Scribing is when students narrate (speak) their answers and the teacher writes (scribes) what the student dictates. This is permissible with the reading texts (Informational and Poetic) and the Listening activity **ONLY**. Students must read the text independently with **NO** assistance from the teacher. Texts **CANNOT** be read to students (by the teacher or with technological assistance). Because reading comprehension is measured on the Informational and Poetic texts and not writing proficiency, it is acceptable for the teacher to write (scribe) the answer for the student as he/she speaks it. However, under absolutely **NO** circumstance can the student have the text read to them and then the student narrate their response to the scribe. This would mean the student "listened" to the text, and not read it, and then narrated their response. Listening and reading are different learning strands in our ELA program and as a result measured differently. With the listening text, the student again, listens independently and narrates responses to the teacher who then writes (scribes) the student's answer.

Scribing is **NOT** permissible for Demand Writing. Students are assessed on their "writing" ability. If a student narrates a response and a teacher scribes, the student's writing is not being assessed, but rather their speaking. Therefore, if a student is not capable of writing independently without any assistance from the teacher, then an exemption should be considered. However, in the very rarest of instances (e.g., hospitalization) scribing may be allowed in cases where students have previously demonstrated writing proficiency, but **ONLY** with prior written permission from the Department of Education (contact scottlinehan@gov.nl.ca). Instances of scribing for students in Demand Writing without prior Department of Education approval will not be scored.

Transcribing is when the student writes, independently, without any assistance from the teacher. When the student is finished, due to legibility, the teacher rewrites (transcribes) what the student has written, in a legible form. In some instances, the student may have to read to the teacher what he/she has already written independently because of legibility. Again, this is not scribing, as the student has already written independently, with no assistance from the teacher, and is simply narrating their own already written work, which needs to be transcribed for legibility.

Reading of texts to students is **NOT** permissible. This is a reading comprehension assessment. Sometimes in a student's ISSP it is noted that tests and assignments may be read to students, but this would not be acceptable on the provincial assessment as it is measuring reading comprehension. To have a text (e.g., Poetic) read to a student would be measuring the student's "listening" and not "reading" comprehension. Therefore, a student must read the text independently, with no assistance from the teacher or technological assistance. If a student is unable to read a text, and meets the criteria for exemption, then this should be considered.

It should be noted if considering an exemption that provincial assessments measure performance or proficiency concerning the ELA curriculum, and does not measure ability and intellect. When discussing exemptions with the guidance counsellor, scores on the WISC (Wechsler Intelligence Scale for Children) should **NOT** be considered. Scores on the WIAT (Wechsler Individual Achievement Test) may be used, provided a grade level reading equivalency is noted. Percentile rank is **NOT** to be considered. As noted above, the reading text is at a mid-Grade 2 level. Any score below 2.5 (grade level reading equivalency) on the WIAT may be considered for exemption.

Once the exemptions have been documented and completed, the enclosed **SUMMARY FORM** at the end of this document should be completed, including the entire Grade 3 school enrollment (include all students in the building, even those to be exempted) as of April 30, 2009. The form should then be forwarded to the Department of Education (attention Rick/Scott). All Exemptions and Adaptations shall be considered approved following the enclosed guidelines and completed Exemption Forms only should be forwarded to the Department of Education for an official record.

Exemptions for such things as poor attendance, parental objection, or non-cooperative students are NOT an acceptable provision for Exemption. Any exemptions required, beyond those listed in this document, must have prior written approval from Scott (ELA) or Rick (Mathematics).

Appropriate Adaptations

Some students with special needs (receiving pathway 2, 3, and/or 4 supports) may require adaptations to participate. These may already be in place for instruction and testing. **All adaptations must be delivered by a qualified teacher.** Student assistants are not permitted to administer adaptations. Adaptations may include:

- A quiet workplace away from the classroom for:

- a) students with attentional difficulties who find it hard to concentrate
- b) students with attentional difficulties who may distract others

NOTE: All students should be in the classroom for directions, brainstorming, and any introductory activities. Only those students who cannot perform in the classroom context should be removed to a small group or individual setting. This should be a minimal number of students, not the entire group of students who are receiving pathway supports.

When working in an alternate setting no additional supports, unless authorized by the Department of Education, should be given to students.

- Provision of text in a different format (e.g., large print, Braille):

NOTE: To allow time for large colour booklets to be printed, for Language Arts please contact **Scott Linehan**, for Math please contact **Rick Fennemore** as soon as possible for this request at scottlinehan@gov.nl.ca or rickfennemore@gov.nl.ca.

- Verbatim scribing of responses in reading, listening, and math (NOT DEMAND WRITING):

NOTE: The scribe should write exactly what the student dictates. There can be no suggestions, editing, or proof-reading. Voice-to-text software may also be used.

NOTE: Many students with pathway supports are able to answer questions independently with the teacher transcribing illegible words (e.g., teacher writes the correct spelling, in ink, above the student's original work). Comprehension is being measured, not writing performance.

- Transcribing of responses in demand writing (NOT SCRIBING):

NOTE: The student should write independently. Afterward, the teacher, only if necessary, may write a transcription (i.e., the child's work, rewritten by the teacher, with accurate spelling) for the purpose of legibility, to include with the student's work.

EXEMPTION AND ADAPTATION FORMS

PRIMARY

1. Adaptation ELA Form
2. Partial and Full Exemption ELA Form
3. Adaptation or Full Exemption Math Form



Government of Newfoundland and Labrador
Department of Education

ADAPTATIONS/ACCOMMODATIONS
Primary Provincial Language Arts Assessment 2009

District			School		

School: _____ Phone: _____

Principal's Name: _____ Email: _____

Student's Name: _____ Teacher's Name: _____

English Language Arts: **PATHWAY(S)** _____

Adaptation	Requirement
<input type="checkbox"/> Alternate Setting/Quiet Space	<input type="checkbox"/> Is an adaptation in this student's I.S.S.P.?
<input type="checkbox"/> Verbatim scribing of responses in reading, listening, and speaking.....	<input type="checkbox"/> Is an adaptation in this student's I.S.S.P.? (Note: There is NO reading of text or assistive technology which reads texts adaptation available for Reading portions of the assessment.)
<input type="checkbox"/> Transcribing of Demand Writing.....	<input type="checkbox"/> Is an adaptation in this student's I.S.S.P.? (NOTE: There is NO scribing adaptation or assistive technology of voice to text for Demand Writing).
<input type="checkbox"/> Large Print or Braille	<input type="checkbox"/> Documentation of Visual Impairment is on file.
<input type="checkbox"/> Voice-to-text Software	<input type="checkbox"/> Documentation of physical disability is on file (for Reading/Listening text ONLY).

AUTHORIZATION: This form must be completed by the parent, teacher, and principal and placed in the student's cumulative file by May 1, 2009.

Parents/Guardian Signature Principal Signature



Government of Newfoundland and Labrador
Department of Education

FULL/PARTIAL EXEMPTION
Primary Provincial Language Arts Assessment 2009

District			School		

School: _____ Phone: _____

Principal's Name: _____ Email: _____

Student's Name: _____ Teacher's Name: _____

English Language Arts: PATHWAY(S) _____

Full Exemption (Pathway 5 <u>ONLY</u>)		Requirement
<input type="checkbox"/> Full Exemption	<input type="checkbox"/> Criteria C / Pathway 5 (ONLY)	
Partial Exemption (Pathway 2, 3, 4)		Requirement
<input type="checkbox"/> ELA - Reading	<input type="checkbox"/> Reading level is BELOW "L" (PM 21) - Reading Record is on file. (Include Instructional and Frustration Level.)	
<input type="checkbox"/> ELA - Writing	<input type="checkbox"/> Writing Performance Sample is pre-grade 1 and on file.	
<input type="checkbox"/> ELA - Listening	<input type="checkbox"/> Documentation of ASL is on file.	
<input type="checkbox"/> ELA - Speaking	<input type="checkbox"/> Documentation of articulation problem. (e.g., stuttering) is on file.	

AUTHORIZATION: This form must be completed by the parent, teacher, and principal and placed in the student's cumulative file by May 1, 2009. A copy of this form ***only*** shall be forwarded to the Department of Education (f. 729-3669).

Parents/Guardian Signature

Principal Signature



**ADAPTATION OR FULL EXEMPTION
Primary Mathematics Assessment 2009**

District			School		

School: _____ Phone: _____

Principal's Name: _____ Email: _____

Student's Name: _____ Teacher's Name: _____

Mathematics: PATHWAY(S) _____

Adaptation	Requirement
<input type="checkbox"/> Alternate Setting / Quiet Space	<input type="checkbox"/> Is an adaptation in this student's I.S.S.P.?
<input type="checkbox"/> Verbatim reading of questions in Mathematics portions	<input type="checkbox"/> Reading of text is in I.S.S.P.? (<i>ELA exemption from Reading must also be completed, documented, and on file</i>)
<input type="checkbox"/> Verbatim scribing of responses in Mathematics.	<input type="checkbox"/> Is an adaptation in this student's I.S.S.P.?
<input type="checkbox"/> Large Print or Braille	<input type="checkbox"/> Documentation of Visual Impairment is on file.
Full Exemption	Requirement
<input type="checkbox"/> Full Exemption	<input type="checkbox"/> Criteria C / Pathway 5.
<input type="checkbox"/> Full Exemption	<input type="checkbox"/> Pathway 4: Alternate course is in ISSP and on file

AUTHORIZATION: This form must be completed by the parent, teacher, and principal and placed in the student's cumulative file by May 1, 2009. A copy of this form ***only*** shall be forwarded to the Department of Education (f. 729-3669).

Parents/Guardian Signature

Principal Signature

Speaking
Primary Assessment 2009

Selection of students

A 10% sample of SPEAKING is submitted for scoring. Results of the student scores from the 10% sample are not reported at the school level, but rather at a district and provincial level only. The selection of students for the Speaking component will be based on the Class Lists forwarded to the Department of Education for the Process Writing in February.

NOTE: In some cases, some students may be unable to participate in the Speaking (e.g., stuttering) component. In this case, if the student who is selected is unable to participate, then contact scottlinehan@gov.nl.ca to receive your replacement student selection.

ELEMENTARY

To the Teacher

The Department of Education will be administering the Elementary Assessment to Grade 6 students from June 2 - June 12, 2009. All strands of the English Language Arts curriculum will be assessed.

- **Listening and Speaking**
- **Reading and Viewing**
- **Writing and Other Ways of Representing**

The Mathematics components will be administered to all Grade 6 students, including English Language Arts and French Immersion classrooms. Students in French Immersion will complete Mathematics in French. The following strands in Mathematics will be assessed.

- **Number Operations**
- **Number Concepts**
- **Shape and Space**
- **Mental Mathematics**

This information booklet is being provided to schools to supplement those that were distributed in previous school years. Previous booklets are available online at the Department of Education website. Follow the links: K-12, Evaluation and Testing, Provincial Assessments. Please refer to them as needed. Any changes, new information, and updates from last year will be discussed in this year's booklet.

Speaking/Mental Mathematics selection of students will be addressed later in this Information Booklet.

Elementary Assessment 2009 Administration Schedule

Week One		
Date	Assessment Component	Approximate Time
Tues., June 2	Poetic Reading	50 - 80 minutes
Wed., June 3	Demand Writing 1	30 - 60 minutes
Thurs., June 4	Informational Reading	60 - 90 minutes
Fri., June 5	Listening and Speaking	80 - 120 minutes

Week Two		
Date	Assessment Component	Approximate Time
Mon., June 8	Demand Writing 2	30 - 60 minutes
Tues., June 9	Number Operations	60 - 70 minutes
Wed., June 10	Number Concepts/ Mental Math	60 - 80 minutes
Thurs., June 11	Shape and Space	60 - 70 minutes

Components of Language Arts

Demand Writing

- One demand piece will have a written prompt, similar to writing prompts from previous years.
- The second demand piece will have a visual as the prompt, to which students must respond. Brainstorming ideas will be included in the Administration Guide to assist the teacher.

Reading

- One reading selection will be two poems.
- The second reading selection will be an informational piece with visual components.

Listening

- The Listening selection will be a song.

Speaking

- The Speaking requirement will be a presentation. Teachers should read the Administration Guide prior to the day chosen for Speaking.

EXEMPTION / ADAPTATION POLICY

Exemptions and Adaptations will be completed and recorded at the school level. Administrators/teachers should complete individual student EXEMPTION or ADAPTATION forms and place completed forms in the student's cumulative file. ONLY the completed and signed Exemption Form shall be forwarded to the Department of Education and no other accompanying documentation (e.g., ISSP, Reading Record, writing sample, assessments, etc). Adaptation Forms should NOT be sent to the Department of Education, but should be placed in the student's cumulative file. A list of all student names who have been exempted (either partially or fully) must be forwarded to the Department of Education (attention Rick/Scott) by May 1, 2009 using the enclosed **SUMMARY FORM** at the end of this document. All documentation for Exemption/Adaptation should be in the student's cumulative file. Only the Exemption Form alone should be sent to the Department.

Following the enclosed guidelines, **ALL** exemptions and adaptations will be school-based decisions and shall be considered approved. The submitted Exemption Forms are for the record at the Department of Education and not for approval, which will be a school-based decision. The Department of Education will randomly request exempted (either partial or full) student names from schools and review the EXEMPTION form to ensure all criteria are met for the practice of consistency throughout the province. All adaptations listed on the ADAPTATION Form will be approved and not reviewed by the Department of Education. **UNDER NO CIRCUMSTANCE** may an adaptation be used for a student that is **NOT** listed on the **ADAPTATION** form (regardless of special considerations in the student's ISSP). Any adaptations requested not listed on the ADAPTATION form must have prior written permission from either Scott Linehan (ELA) or Rick Fennemore (Mathematics).

NOTE: Provincial assessment data returned to schools in 2009 will be similar to past practice, however, all exemption data will also be recorded and presented. In the past, provincial assessment data has only recorded information on students who have completed the assessment but in 2009 **ALL** data will be presented, as in years past, but it will also include exemption rate by school/district/province. This information will give a more complete picture of the entire student body as opposed to just those who completed the assessment. While exemption decisions rest with the school, all exemptions will be recorded and reported by school, district and province.

ELEMENTARY EXEMPTION / ADAPTATION

All students have the legal right to an assessment. Pursuant to Section 117 (b) (vi) of the *School's Act 1997* each student will engage in student evaluation directives mandated by the Department of Education. However, it is recognized that some students need special adaptations while others may not be able to participate in parts, or the entire, provincial assessment. Documentation is required to note these adaptations or exemptions.

Only Criteria C students (Pathway 5) are eligible for full exemption in ELA. Students on Pathway 4 are not permitted FULL EXEMPTION for ELA under the Pathway 5/Criteria C category. However, the teacher may record exemptions for each of the ELA learning strands on the provincial assessment under the PARTIAL EXEMPTION category. (NOTE: Students who are on Pathway 4 are often able to participate in the assessment with a scribe for the reading text, or narrate answers with a scribe for the Listening portion, or have work transcribed for the writing, and many are able to engage in the Speaking portion. Consequently, ONLY students on Pathway 5 are permitted FULL EXEMPTION. The teacher must record on the PARTIAL EXEMPTION form each of the individual exemptions for those students other than Pathway 5). ***Students with Pathway 2 and 3 supports are completing the curriculum and as a result should be completing the assessment.*** For mathematics, ALL students with Pathways 1, 2, and 3 supports shall complete the assessment. Students receiving Pathways 4 and 5 supports are eligible for Exemption.

Students scoring a 1 or 2 on the rubric as deemed by the teacher shall participate in the provincial assessment. Students unable to score a 1 on the rubric shall be the only students considered for exemption.

The Elementary Assessment, as previously indicated, will include all Grade 6 students including English Language and French Immersion, with the only exception of those with severe cognitive delay (Criteria C), for these students, the school team should consider a full exemption. Other students (those with pathway 2, 3, and/or 4 supports) may need adaptations to the assessment process in order to participate, and some may require partial exemptions. In all cases, the exemption or adaptation must be completed at the school level and placed in the student's cumulative file for future reference. School, district, and provincial results will include the achievement levels of all students, however, the names of individual students will not be published in any public report.

Documentation will be necessary and each student's needs shall be considered individually. The principal, in consultation with ISSP team, will make the necessary recommendations regarding exemptions and adaptations/accommodations, which must be recorded on the appropriate forms, signed, and placed in the student's cumulative file for future reference.

All students should participate in the Elementary Assessment. For those students who are performing below the level expected for the end of elementary, regardless of whether there is a pathway support, the results of the assessment reliably indicate performance level. Assessment and accountability are necessary for all students. Including students with exceptionalities in provincial assessments is critical to providing meaningful and useful information about their performance as well as improving educational opportunities for these students.

In addition, exemptions may also be given in the case of serious illness, sudden bereavement, or other unusual circumstances. The principal, in consultation with the teacher and parents, should make the recommendation if the student needs an exemption.

ALL students are required to complete the assessment. Some students are very limited in their understanding of texts and score a 1 on the rubric. This is **NOT** an acceptable exemption. Every student has the legal right to an assessment and schools have a legal obligation to assess students. By exempting a student, the school is acknowledging that the student is not capable of even scoring a 1. With this fact in mind, some students with identified exceptionalities and an ISSP may require a partial exemption from a particular component of the assessment. **Documentation is necessary for a partial exemption and each student's need should be considered individually.**

The documentation should include:

Reading - a dated reading record. This should be completed after March 1, 2009. It could be a reading record from the Atlantic Canada Reading Assessment Resource, PM Benchmark reading record, or any other reading record which includes the reading level. Both the instructional (90% and greater word accuracy) and frustration levels (below 90% accuracy) must be included. For example, if a student scores 93% at Level O and 85% on level P, both reading records should be placed with in the student's file with the EXEMPTION form as documentation. Other reading assessments are also acceptable, however, the grade level reading equivalent **MUST** be noted. **It is important to note that a reading exemption must be recorded by the school in Language Arts in order for a student to be exempt from the reading of the Mathematics assessment.**

Demand Writing - a dated writing sample completed after March 1, 2009 showing the student's inability to write independently should be placed in student's file.

Listening – documentation of hearing loss and on record that the student's first language is ASL is in student's file.

Speaking - student should be receiving services from the Speech Language Pathologist and this should be documented in the student's cumulative file.

The principal, in consultation with the teacher and parents, should recommend if a student needs a partial exemption. Please remember, a parent cannot simply "sign away" their child's right to an assessment if they do not wish to have their child write the assessment. The assessment is like any learning activity in the school and is not optional. If the student attends school on the day of the assessment, and does not meet the criteria for exemption, then he/she shall be expected to participate in the assessment. If the student has demonstrated the ability to do the assessment, then an EXEMPTION shall NOT be considered. If a parent refuses to have their child participate in the provincial assessment, this is not an approved exemption and should be discussed with principal/teacher. Exemption and adaptation forms should be completed by May 1, 2009. The completed Exemption Forms only (NO other documentation) of exempted students (partial/full) AND the enclosed **SUMMARY** form should be forwarded to the Department of Education by May 1, 2009. Following the enclosed guidelines ALL exemptions and adaptations will be a school-based decision and shall be considered approved. Teachers and administrators can then refer to the forms when consulting with the Department.

FOR THE TEACHER

APPROPRIATE EXEMPTIONS

READING:

The elementary provincial assessment is calibrated to a mid-Grade 4 reading ability. The text rigors are set at a "Q" reading level. Therefore, any student reading AT or ABOVE Level "Q" must complete the assessment. Remember, the assessment measures comprehension, and a Reading Record form records reading and comprehension. Therefore, any student who has a level "Q" reading level (PM Benchmark 26) and adequate comprehension shall write the assessment. For example, a student who has 91% instructional level on "Q" with an adequate comprehension level, but 87% frustration level on level "R" with limited comprehension must write the assessment as they have demonstrated proficiency at the minimum threshold of "Q" for which the text is presented. Any student above "Q" in Instructional (90%) with limited/adequate comprehension must write the assessment. Any student with a frustration level AT "Q" with a limited comprehension may be considered for exemption.

Complete the EXEMPTION form and forward a copy to the Department of Education (but NO other documentation is necessary, e.g., ISSP, Reading Records, reading assessment, etc) and place in the student's cumulative file for future reference. (Provide a list of all exempted students - either partial or full - to your principal who will then forward the names to the Department).

WRITING:

Exemptions from the writing task are very uncommon. Every student, if they are able to write, should participate in the Demand Writing. In cases where the teacher deems the student's writing is early/mid primary, then exemptions may be considered. But generally, the vast majority of students should complete the writing activity if they are able to place their ideas on paper. Again, it must be reiterated, that even students writing at level 1 on the rubric still should be a part of the process as provincial assessments are for all students. In the event that the student is unable to write, even with the assistance of a transcription by the teacher, then an exemption may be considered and a dated writing sample after March 1, 2009 must be placed in the student's cumulative file for future reference along with the Exemption Form.

LISTENING:

A record should be on file which supports the EXEMPTION form that the student is unable to complete the Listening activity, even with assistance of a scribe, due to a documented hearing loss. Place the EXEMPTION form in the student's cumulative file.

SPEAKING:

It should be documented on file to support the EXEMPTION form which states the student is receiving services from the Speech Language Pathologist and is unable to participate in the activity. The EXEMPTION FORM should be placed in the student's cumulative file.

PROVISIONS FOR EXEMPTIONS AND ADAPTATIONS

IMPORTANT NOTES:

Scribing is when students narrate (speak) their answers and the teacher writes (scribes) what the student dictates. This is permissible with the reading texts (Informational and Poetic) and the Listening activity **ONLY**. Students must read the text independently with **NO** assistance from the teacher. Texts **CANNOT** be read to students (by the teacher or with technological assistance). Because reading comprehension is measured on the Informational and Poetic texts and not writing proficiency, it is acceptable for the teacher to write (scribe) the answer for the student as he/she speaks it. However, under absolutely **NO** circumstance can the student have the text read to them and then the student narrate their response to the scribe. This would mean the student "listened" to the text, and not read it, and then narrated their response. Listening and reading are different learning strands in our ELA program and as a result measured differently. With the listening text, the student again, listens independently and narrates responses to the teacher who then writes (scribes) the student's answer.

Scribing is **NOT** permissible for Demand Writing. Students are assessed on their "writing" ability. If a student narrates a response and a teacher scribes, the student's writing is not being assessed, but rather their speaking. Therefore, if a student is not capable of writing independently without any assistance from the teacher, then an exemption should be considered. However, in the very rarest of instances (e.g., hospitalization) scribing may be allowed in cases where students have previously demonstrated writing proficiency, but **ONLY** with prior written permission from the Department of Education (contact scottlinehan@gov.nl.ca). Instances of scribing for students in Demand Writing without prior Department of Education approval will not be scored.

Transcribing is when the student writes, independently, without any assistance from the teacher. When the student is finished, due to legibility, the teacher rewrites (transcribes) what the student has written, in a legible form. In some instances, the student may have to read to the teacher what he/she has already written independently because of legibility. Again, this is not scribing, as the student has already written independently, with no assistance from the teacher, and is simply narrating their own already written work, which needs to be transcribed for legibility.

Reading of texts to students is **NOT** permissible. This is a reading comprehension assessment. Sometimes in a student's ISSP it is noted that tests and assignments may be read to students, but this would not be acceptable on the provincial assessment as it is measuring reading comprehension. To have a text (e.g., Poetic) read to a student would be measuring the student's "listening" and not "reading" comprehension. Therefore, a student must read the text independently, with no assistance from the teacher or technological assistance. If a student is unable to read a text, and meets the criteria for exemption, then this should be considered.

It should be noted if considering an exemption that provincial assessments measure performance or proficiency concerning the ELA curriculum, and does not measure ability and intellect. When discussing exemptions with the guidance counsellor, scores on the WISC (Wechsler Intelligence Scale for Children) should **NOT** be considered. Scores on the WIAT (Wechsler Individual Achievement Test) may be used, provided a grade level reading equivalency is noted. Percentile rank is **NOT** to be considered. As noted above, the reading text is at a mid-Grade 4 level. Any score below 4.2 (grade level reading equivalency) on the WIAT may be considered for exemption.

Once the exemptions have been documented and completed, the enclosed **SUMMARY FORM** at the end of this document should be completed, including the entire Grade 6 school enrollment (include all students in the building, even those to be exempted) as of April 30, 2009. The form should then be forwarded to the Department of Education (attention Rick/Scott). All Exemptions and Adaptations shall be considered approved following the enclosed guidelines and completed Exemption Forms only should be forwarded to the Department of Education for an official record.

Exemptions for such things as poor attendance, parental objection, or non-cooperative students are NOT an acceptable provision for Exemption. Any exemptions required, beyond those listed in this document, must have prior written approval from Scott (ELA) or Rick (Math).

Appropriate Adaptations

Some students with special needs (receiving pathway 2, 3, and/or 4 supports) may require adaptations to participate. These may already be in place for instruction and testing. **All adaptations must be delivered by a qualified teacher.** Student assistants are not permitted to administer adaptations. Adaptations may include:

- A quiet workplace away from the classroom for:

- a) students with attentional difficulties who find it hard to concentrate
- b) students with attentional difficulties who may distract others

NOTE: All students should be in the classroom for directions, brainstorming, and any introductory activities. Only those students who cannot perform in the classroom context should be removed to a small group or individual setting. This should be a minimal number of students, not the entire group of students who are receiving pathway supports.

When working in an alternate setting no additional supports, unless authorized by the Department of Education, should be given to students.

- Provision of text in a different format (e.g., large print, Braille):

NOTE: To allow time for large colour booklets to be printed, for Language Arts please contact **Scott Linehan**, for Math and Science please contact **Rick Fennemore** as soon as possible for this request at scottlinehan@gov.nl.ca or rickfennemore@gov.nl.ca.

- Verbatim scribing of responses in reading, listening, and math (NOT DEMAND WRITING):

NOTE: The scribe should write exactly what the student dictates. There can be no suggestions, editing, or proof-reading. Voice-to-text software may also be used.

NOTE: Many students with pathway supports are able to answer questions independently with the teacher transcribing illegible words (e.g., teacher writes the correct spelling, in ink, above the student's original work). Comprehension is being measured, not writing performance.

- Transcribing of responses in demand writing (NOT SCRIBING):

NOTE: The student should write independently. Afterward, the teacher, only if necessary, may write a transcription (i.e., the child's work, rewritten by the teacher, with accurate spelling) for the purpose of legibility, to include with the student's work.

- Verbatim reading of questions in the math sections:

NOTE: This will only apply to students who have been given a partial exemption from the reading sections. In this instance, only words can be read by the teacher. Numerals, equations, symbols and pictorial representations have to be read by the student.

For example, in the question:

What is the product of 291 and 0.01?

The teacher may not read the numerals 291 and 0.01. The teacher should read the words and pause before each numeral in order for the student to read the numerals.

EXEMPTION AND ADAPTATION FORMS

ELEMENTARY

1. Adaptation ELA Form
2. Partial and Full Exemption ELA Form
3. Adaptation or Full Exemption Math Form



Government of Newfoundland and Labrador
Department of Education

ADAPTATIONS/ACCOMMODATIONS
Elementary Provincial Language Arts Assessment 2009

District			School		

School: _____ Phone: _____

Principal's Name: _____ Email: _____

Student's Name: _____ Teacher's Name: _____

English Language Arts: **PATHWAY(S)** _____

Adaptation	Requirement
<input type="checkbox"/> Alternate Setting/Quiet Space Verbatim scribing of responses in reading, <input type="checkbox"/> listening, and speaking.....	<input type="checkbox"/> Is an adaptation in this student's I.S.S.P.? <input type="checkbox"/> Is an adaptation in this student's I.S.S.P.? (Note: There is NO reading of text or assistive technology which reads texts adaptation available for Reading portions of the assessment.)
<input type="checkbox"/> Transcribing of Demand Writing.....	<input type="checkbox"/> Is an adaptation in this student's I.S.S.P.? (Note: There is NO scribing adaptation or assistive technology of voice to text software for Demand Writing)
<input type="checkbox"/> Large Print or Braille	<input type="checkbox"/> Documentation of Visual Impairment is on file.
<input type="checkbox"/> Voice – to – Text Software (e.g.,Dragon Naturally Speaking)	<input type="checkbox"/> Documentation of physical disability is on file (for Reading/Listening text ONLY).

AUTHORIZATION: This form must be completed by the teacher, principal and parent and placed in the student's cumulative file by May 1, 2009.

Parents/Guardian Signature

Principal Signature



Government of Newfoundland and Labrador
Department of Education

**FULL/PARTIAL EXEMPTION
Elementary Provincial Language Arts Assessment 2009**

District			School		

School: _____ Phone: _____

Principal's Name: _____ Email: _____

Student's Name: _____ Teacher's Name: _____

English Language Arts: PATHWAY(S) _____

Full Exemption (Pathway 5 <u>ONLY</u>)		Requirement
<input type="checkbox"/> Full Exemption	<input type="checkbox"/> Criteria C / Pathway 5 (ONLY)	
Partial Exemption (Pathway 2, 3, 4)		Requirement
<input type="checkbox"/> ELA - Reading	<input type="checkbox"/> Reading level is BELOW "Q" (PM 26) - Reading Record (or Grade Level reading equivalent) is on file.	
<input type="checkbox"/> ELA - Writing	<input type="checkbox"/> Writing Performance Sample is early or mid-primary and is on file.	
<input type="checkbox"/> ELA - Listening	<input type="checkbox"/> Documentation of ASL is on file.	
<input type="checkbox"/> ELA - Speaking	<input type="checkbox"/> Documentation of articulation problem. (e.g., stuttering) is on file.	

AUTHORIZATION: This form must be completed by the teacher, principal and parent and placed in the student's cumulative file by May 1, 2009. A copy of this form only shall be forwarded to the Department of Education (f. 729-3669).

Parents/Guardian Signature

Principal Signature



**ADAPTATION OR FULL EXEMPTION
Elementary Math Assessment 2009**

District			School		

School: _____ Phone: _____

Principal's Name: _____ Email: _____

Student's Name: _____ Teacher's Name: _____

Mathematics: PATHWAY(S) _____

Adaptation	Requirement
<input type="checkbox"/> Alternate Setting / Quiet Space <input type="checkbox"/> Verbatim reading of questions in Mathematics portions <input type="checkbox"/> Verbatim scribing of responses in Mathematics. <input type="checkbox"/> Large Print or Braille	<input type="checkbox"/> Is an adaptation in this student's I.S.S.P.? <input type="checkbox"/> Reading of text is in I.S.S.P.? (ELA exemption from Reading must also be completed, documented, and on file) <input type="checkbox"/> Is an adaptation in this student's I.S.S.P.? <input type="checkbox"/> Documentation of Visual Impairment is on file
Full Exemption	Requirement
<input type="checkbox"/> Full Exemption <input type="checkbox"/> Full Exemption	<input type="checkbox"/> Criteria C / Pathway 5. <input type="checkbox"/> Pathway 4: Alternate course is in ISSP and on file

AUTHORIZATION: This form must be completed by the teacher, principal and parent and placed in the student's cumulative file by May 1, 2009. A copy of this form **only** shall be forwarded to the Department of Education (f. 729-3669).

Parents/Guardian Signature

Principal Signature

Speaking/Mental Mathematics
Elementary Assessment 2009

Selection of students

A 10% sample of SPEAKING/MENTAL MATHEMATICS is submitted for scoring. Results of the student scores from the 10% sample are not reported at the school level, but rather at a district and provincial level only. The selection of students for the Speaking/Mental Mathematics component will be based on the Class Lists forwarded to the Department of Education for the Process Writing in February.

NOTE: In some cases, some students may be unable to participate in the Speaking (e.g., stuttering) component. In this case, if the student who is selected is unable to participate, then contact scottlinehan@gov.nl.ca to receive your replacement student selection.

INTERMEDIATE

To the Teacher

The Department of Education will be administering the Intermediate Language Arts assessment June 17 -18, 2009, the Intermediate Mathematics assessment on June 19, 2009, and the Science assessment on June 20, 2009. All Grade 9 students, including those in French Immersion classrooms, will participate.

The strands of the English Language Arts curriculum which will be assessed are:

- **Reading**
- **Writing**

The strands of the Intermediate Math curriculum which will be assessed are:

- **Number Concepts and Operations**
- **Patterns and Relations**
- **Shape and Space**
- **Data Management and Probability.**

The strands of the Intermediate Science curriculum which will be assessed are:

- **Environmental Quality**
- **Chemical Changes**
- **Electricity**
- **Heat Transfer**
- **Diversity of Living Things**

This information booklet is being provided to schools to supplement those that were distributed in previous school years. Previous booklets are available online at the Department of Education website. Follow the links: K-12, Evaluation and Testing, Provincial Assessments. Please refer to them as needed. Any changes, new information, and updates from last year will be discussed in this year's booklet.

Parent Information Brochures will be supplied to schools in spring 2009.

Intermediate Language Arts Assessment 2009 Administration Schedule

Administration Schedule		
Date	Assessment Component	Approximate Time
Tues., June 16	Demand Writing 1 Poetic Reading	50 - 60 minutes 50 - 60 minutes
Wed., June 17	Demand Writing 2 Informational Reading	50 - 60 minutes 50 - 80 minutes

Components of Language Arts

Demand Writing

- One demand piece will have a written prompt, similar to writing prompts from previous years.
- The second demand piece will have a visual as the prompt to generate and guide students in their writing. Brainstorming ideas will be included in the Administration Guide to assist the teacher.

Reading

- One reading selection will be a poem.
- The second reading selection will be an informational piece with visual components.
- Students will need coloured leads

**Intermediate Mathematics Assessment 2009
Administration Schedule**

Administration Schedule		
Date	Assessment Component	Approximate Time
Thurs., June 18, 2009	Sections 1, 2 and 3	120 minutes

Format of the Mathematics Assessment

The Intermediate Mathematics Provincial Assessment will be written on Thursday, June 18, 2009. It has a total score of 50 and is composed of:

Section 1 (Insert) (No Calculator Permitted; ruler and manipulatives permitted)

7 closed-constructed response questions requiring students to write or draw an answer without the use of a calculator. **Value: 7**

NOTE: Section 1 scored as 0, $\frac{1}{2}$, or 1.

Section 2 (Insert) (Calculator permitted; ruler and manipulatives permitted)

4 written responses questions, worth 3 marks each, requiring students to write and draw an answer for which a four-function or scientific calculator may be used but a graphing calculator may not. **Value: 12**

Section 3 (Booklet) (Calculator permitted; ruler and manipulatives permitted)

31 selected response questions (multiple-choice) for which a four-function or scientific calculator may be used but a graphing calculator. **Value: 31**

Intermediate Science Assessment 2009 Administration Schedule

Administration Schedule		
Date	Assessment Component	Approximate Time
Friday, June 19, 2009	Multiple Choice Section	120 minutes

Format of the Science Assessment

The Intermediate Science Provincial Assessment will be written on Friday, June 19, 2009. It has a total score of 60 and is composed of:

Section 1 (Booklet)

60 multiple-choice items based on Grade 9 Science Intended Learner Outcomes that follow the common themes in Nature of Science, Science and Technology, and STS. Each area of science will be tested at three cognitive levels: Level 1 - Knowledge, Level 2 - Understanding and Level 3 - Higher Order.

Students will be provided with a Periodical Table to answer some of the items in the Chemical Changes unit.

EXEMPTION / ADAPTATION POLICY

Exemptions and Adaptations will be completed and recorded at the school level. Administrators/teachers should complete individual student EXEMPTION or ADAPTATION forms and place completed forms in the student's cumulative file. ONLY the completed and signed Exemption Form shall be forwarded to the Department of Education and no other accompanying documentation (e.g., ISSP, Reading Record, writing sample, assessments, etc). Adaptation Forms should NOT be sent to the Department of Education, but should be placed in the student's cumulative file. A list of all student names who have been exempted (either partially or fully) must be forwarded to the Department of Education (attention Rick/Scott) by May 1, 2009 using the enclosed **SUMMARY FORM** at the end of this document. All documentation for Exemption/Adaptation should be in the student's cumulative file. Only the Exemption Form alone should be sent to the Department.

Following the enclosed guidelines, **ALL** exemptions and adaptations will be school-based decisions and shall be considered approved. The submitted Exemption Forms are for the record at the Department of Education and not for approval, which will be a school-based decision. The Department of Education will randomly request exempted (either partial or full) student names from schools and review the EXEMPTION form to ensure all criteria are met for the practice of consistency throughout the province. All adaptations listed on the ADAPTATION Form will be approved and not reviewed by the Department of Education. **UNDER NO CIRCUMSTANCE** may an adaptation be used for a student that is **NOT** listed on the **ADAPTATION** form (regardless of special considerations in the student's ISSP). Any adaptations requested not listed on the ADAPTATION form must have prior written permission from either Scott Linehan (ELA) or Rick Fennemore (Mathematics and Science).

NOTE: Provincial assessment data returned to schools in 2009 will be similar to past practice, however, all exemption data will also be recorded and presented. In the past, provincial assessment data has only recorded information on students who have completed the assessment but in 2009 **ALL** data will be presented, as in years past, but it will also include exemption rate by school/district/province. This information will give a more complete picture of the entire student body as opposed to just those who completed the assessment. While exemption decisions rest with the school, all exemptions will be recorded and reported by school, district and province.

FOR THE TEACHER **INTERMEDIATE EXEMPTION / ADAPTATION**

All students have the legal right to an assessment. Pursuant to Section 117 (b) (vi) of the *School's Act 1997* each student will engage in student evaluation directives mandated by the Department of Education. However, it is recognized that some students need special adaptations while others may not be able to participate in parts, or the entire, provincial assessment. Documentation is required to note these adaptations or exemptions.

Only Criteria C students (Pathway 5) are eligible for full exemption in ELA. Students on Pathway 4 are not permitted FULL EXEMPTION for ELA under the Pathway 5/Criteria C category. However, the teacher may record exemptions for each of the ELA learning strands on the provincial assessment under the PARTIAL EXEMPTION category. (NOTE: Students who are on Pathway 4 are often able to participate in the assessment with a scribe for the reading text, or have work transcribed for the writing. Consequently, ONLY students on Pathway 5 are permitted FULL EXEMPTION. The teacher must record on the PARTIAL EXEMPTION form each of the individual exemptions for those students other than Pathway 5). ***Students with Pathway 2 and 3 supports are completing the curriculum and as a result should be completing the assessment.*** For mathematics and science, ALL students with Pathways 1, 2, and 3 supports shall complete the assessment. Students receiving Pathways 4 and 5 supports are eligible for Exemption.

Students scoring a 1 or 2 on the rubric as deemed by the teacher shall participate in the provincial assessment. Students unable to score a 1 on the rubric shall be the only students considered for exemption.

The Intermediate Assessment, as previously indicated, will include all Grade 9 students, including English Language and French Immersion students, with the only exception of those with severe cognitive delay (Criteria C), who shall be exempt. Other students (those with pathway 2, 3, and/or 4 supports) may need adaptations to the assessment process in order to participate, and some may require partial exemptions. Some students may require partial exemptions in reading and writing, and/or adaptations/accommodations to the assessment process (those receiving Pathway 2, 3 and/or 4 supports) so they can participate. In all cases, the exemption or adaptation must be completed at the school level and placed in the student's cumulative file for future reference. School, district, and provincial results will include the achievement levels of all students, however, the names of individual students will not be published in any public report.

Documentation will be necessary and each student's needs shall be considered individually. The principal, in consultation with ISSP team, will make the necessary recommendations regarding exemptions and adaptations/accommodations, which must be recorded on the appropriate forms, signed, and placed in the student's cumulative file for future reference.

All students should participate in the Intermediate Assessment. For those students who are performing below the level expected for the end of intermediate, regardless of whether there is a pathway support, the results of the assessment reliably indicate performance level. Assessment and accountability are necessary for all students. Including students with exceptionalities in provincial assessments is critical to providing meaningful and useful information about their performance as well as improving educational opportunities for these students.

Students with identified exceptionalities and an ISSP may require a partial exemption from the reading or demand writing components of the English Language Arts Assessment. A reading assessment, indicating reading level, that has been completed within the last twelve months, and/or a writing sample is required when completing the exemption form.

In addition, exemptions may also be given in the case of serious illness, sudden bereavement, or other unusual circumstances. The principal, in consultation with the teacher and parents, should make the recommendation if the student needs an exemption. For students who are absent for part of the assessment, time should be provided to allow for completion of the assessment where feasible.

ALL students are required to complete the assessment. Some students are very limited in their understanding of texts and score a 1 on the rubric. This is **NOT** an acceptable exemption. Every student has the legal right to an assessment and schools have a legal obligation to assess students. By exempting a student, the school is acknowledging that the student is not capable of even scoring a 1. With this fact in mind, some students with identified exceptionalities and an ISSP may require a partial exemption from a particular component of the assessment. **Documentation is necessary for a partial exemption and each student's need should be considered individually.**

The documentation should include:

Reading - a dated reading record. This should be completed after March 1, 2009 (or a reading assessment conducted within the last year.) It could be a reading record from the Atlantic Canada Reading Assessment Resource, PM Benchmark reading record, or any other reading record which includes the reading level. Both the instructional (90% and greater word accuracy) and frustration levels (below 90% accuracy) must be included. For example, if a student scores 93% at Level R and 85% on level S, both reading records should be placed with in the student's file with the EXEMPTION form as documentation. Other reading assessments are also acceptable, however, the grade level reading equivalent **MUST** be noted. **It is important to note that a reading exemption must be recorded by the school in Language Arts in order for a student to be exempt from the reading of the Mathematics and Science assessments.**

Demand Writing - a dated writing sample completed after March 1, 2009 showing the student's inability to write independently should be placed in student's file.

Mathematics/Science - a copy of the Pathway 4 and 5 alternate courses/curriculum must be on file. It is important to know that outcomes/courses are being retained, changed, or deleted.

The principal, in consultation with the teacher and parents, should recommend if a student needs a partial exemption. Please remember, a parent cannot simply "sign away" their child's right to an assessment if they do not wish to have their child write the assessment. The assessment is like any learning activity in the school and is not optional. If the student attends school on the day of the assessment, and does not meet the criteria for exemption, then he/she shall be expected to participate in the assessment. If the student has demonstrated the ability to do the assessment, then an EXEMPTION shall NOT be considered. If a parent refuses to have their child participate in the provincial assessment, this is not an approved exemption and should be discussed with principal/teacher. Exemption and adaptation forms should be completed by May 1, 2009. The completed Exemption Forms only (NO other documentation) of exempted students (partial/full) AND the enclosed **SUMMARY** form should be forwarded to the Department of Education by May 1, 2009. Following the enclosed guidelines ALL exemptions and adaptations will be a school-based decision and shall be considered approved. Teachers and administrators can then refer to the forms when consulting with the Department.

FOR THE TEACHER

APPROPRIATE EXEMPTIONS

READING:

The intermediate provincial assessment is calibrated to an early-mid Grade 7 reading ability. The text rigors are set at an early grade 7 reading level. Therefore, any student reading AT or ABOVE Grade 7 must complete the assessment. Remember, the assessment measures comprehension so if students are able to read the text, then they should complete the assessment. If students can read beyond early Grade 7, then they have demonstrated proficiency at the minimum threshold for which the text is presented. Any student reading above 7.2 (grade level equivalent) reading level must write the assessment. Any student reading below 7.2 or pre-intermediate, may be considered for exemption.

Complete the EXEMPTION form and place in the student's cumulative file for future reference. (Provide a list of all exempted students - either partial or full - to your principal who will then forward the names to the Department).

WRITING:

Exemptions from the writing task are very uncommon. Every student, if they are able to write, should participate in the Demand Writing. In cases where the teacher deems the student's writing is pre-elementary, then exemptions may be considered. It must be remembered that the vast majority of students in Intermediate can write to a minimum level of 1 on the rubric, and as such must complete the Demand Writing activity. Generally, nearly all of the students should complete the writing activity if they are able to place their ideas on paper. Again, it must be reiterated, that even students writing at level 1 on the rubric still should be a part of the process as provincial assessments are for all students. In the event that the student is unable to write, even with the assistance of a transcription by the teacher, then an exemption may be considered and a dated writing sample after March 1, 2009 must be placed in the student's cumulative file for future reference along with the Exemption Form.

PROVISIONS FOR EXEMPTIONS AND ADAPTATIONS

IMPORTANT NOTES:

Scribing is when students narrate (speak) their answers and the teacher writes (scribes) what the student dictates. This is permissible with the reading texts (Informational and Poetic) **ONLY**. Students must read the text independently with **NO** assistance from the teacher. Texts **CANNOT** be read to students (by the teacher or with technological assistance). Because reading comprehension is measured on the Informational and Poetic texts and not writing proficiency, it is acceptable for the teacher to write (scribe) the answer for the student as he/she speaks it. However, under absolutely **NO** circumstance can the student have the text read to them and then the student narrate their response to the scribe. This would mean the student "listened" to the text, and not read it, and then narrated their response. Listening and reading are different learning strands in our ELA program and as a result measured differently.

Scribing is **NOT** permissible for Demand Writing. Students are assessed on their "writing" ability. If a student narrates a response and a teacher scribes, the student's writing is not being assessed, but rather their speaking. Therefore, if a student is not capable of writing independently without any assistance from the teacher, then an exemption should be considered. However, in the very rarest of instances (e.g., hospitalization) scribing may be allowed in cases where students have previously demonstrated writing proficiency, but **ONLY** with prior written permission from the Department of Education (contact scottlinehan@gov.nl.ca). Instances of scribing for students in Demand Writing without prior Department of Education approval will not be scored.

Transcribing is when the student writes, independently, without any assistance from the teacher. When the student is finished, due to legibility, the teacher rewrites (transcribes) what the student has written, in a legible form. In some instances, the student may have to read to the teacher what he/she has already written independently because of legibility. Again, this is not scribing, as the student has already written independently, with no assistance from the teacher, and is simply narrating their own already written work, which needs to be transcribed for legibility.

Reading of texts to students is **NOT** permissible. This is a reading comprehension assessment. Sometimes in a student's ISSP it is noted that tests and assignments may be read to students, but this would not be acceptable on the provincial assessment as it is measuring reading comprehension. To have a text (e.g., Poetic) read to a student would be measuring the student's "listening" and not "reading" comprehension. Therefore, a student must read the text independently, with no assistance from the teacher or technological assistance. If a student is unable to read a text, and meets the criteria for exemption, then this should be considered.

It should be noted if considering an exemption that provincial assessments measure performance or proficiency concerning the ELA curriculum, and does not measure ability and intellect. When discussing exemptions with the guidance counsellor, scores on the WISC (Wechsler Intelligence Scale for Children) should **NOT** be considered. Scores on the WIAT (Wechsler Individual Achievement Test) may be used, provided a grade level reading equivalency is noted. Percentile rank is **NOT** to be considered. As noted above, the reading text is at an early-Grade 7 level. Any score below 7.2 (grade level reading equivalency) on the WIAT may be considered for exemption.

Once the exemptions have been documented and completed, the enclosed **SUMMARY FORM** at the end of this document should be completed, including the entire Grade 9 school enrollment (include all students in the building, even those to be exempted) as of April 30, 2009. The form should then be forwarded to the Department of Education (attention Rick/Scott). All Exemptions and Adaptations shall be considered approved following the enclosed guidelines and completed Exemption Forms only should be forwarded to the Department of Education for an official record.

Exemptions for such things as poor attendance, parental objection, or non-cooperative students are NOT an acceptable provision for Exemption. Any exemptions required, beyond those listed in this document, must have prior written approval from Scott (ELA) or Rick (Mathematics/Science).

Adaptations/Accommodations

The request form is not required for the adaptations/accommodations below:

- A quiet workplace away from the classroom for student with attentional difficulties and behaviour problems. All students should be **in the classroom** for directions, brainstorming and introductory activity. Only those students **who cannot perform in the classroom context** should be removed to a small group.
- Use of Microsoft WordPad or assistive technology (e.g., Dragon Naturally Speaking).
Use of spell or grammar checkers is not permitted.
- Provision of text in a different format (e.g., large print, Braille). **Please contact the Department of Education (Scott or Rick) as soon as possible to make this request.**

Adaptation/accommodation forms should be completed and placed in student's file along with a copy of their I.S.S.P which document any of the below:

- Transcribing of responses in demand writing. The student should write independently. Afterward, the teacher, only if necessary, may write a transcription (i.e., the child's work, rewritten by the teacher, with accurate spelling) for the purpose of legibility, to include with the student's original work.
- Verbatim scribing of responses (i.e., Reading – Informational/Poetic texts **ONLY**). The scribe should write exactly what the student dictates. There can be no suggestions, editing, or proofreading from the scribe. Many students with pathway supports are able to answer questions independently, and may need only for the teacher to transcribe illegible words rather than scribe all answers (e.g., teacher writes the correct spelling, in ink, above the student's original work).

EXEMPTION AND ADAPTATION FORMS

INTERMEDIATE

1. Language Arts

2. Mathematics

3. Science



**EXEMPTIONS/ADAPTATION
Intermediate Provincial Language Arts Assessment 2009**

District			School		

School: _____ Phone: _____

Principal's Name: _____ Email: _____

Student's Name: _____ Teacher's Name: _____

English Language Arts: PATHWAY(S) _____

Full Exemption (Pathway 5 <u>ONLY</u>)	Requirement
<input type="checkbox"/> Criteria C / Pathway 5 (ONLY)	No documentation required.
Partial Exemption (Pathway 2, 3, 4)	Requirement
<input type="checkbox"/> ELA Assessment (Reading)	Reading assessment (grade level equivalent pre 7.2) on file.
<input type="checkbox"/> ELA Assessment (Demand Writing)	Writing Sample is pre-elementary (on file)
Adaptations/Accommodations	
<input type="checkbox"/> Transcribing of Demand Writing	<input type="checkbox"/> Is an adaptation in this student's I.S.S.P.?
<input type="checkbox"/> Scribing of student responses for Reading	<input type="checkbox"/> Is an adaptation in this student's I.S.S.P.?

AUTHORIZATION: This form must be completed by the teacher, principal and parent and placed in the student's cumulative file by May 1, 2009. A copy of this form only shall be forwarded to the Department of Education (f. 729-3669).

Parents/Guardian Signature

Principal Signature



Government of Newfoundland and Labrador
Department of Education

**EXEMPTIONS/ADAPTATIONS
Intermediate Provincial Mathematics Assessment 2009**

District			School		

School: _____ Phone: _____

Principal's Name: _____ Email: _____

Student's Name: _____ Teacher's Name: _____

Mathematics: PATHWAY(S) _____

Full Exemption		Requirement	
<input type="checkbox"/>	Criteria C / Pathway 5	No documentation required.	
<input type="checkbox"/>	Pathway 4	Alternate course is in ISSP and on file	
Adaptations/Accommodations			
<input type="checkbox"/>	Verbatim reading of questions for Mathematics	<input type="checkbox"/>	Reading of text is in I.S.S.P.? <i>(ELA exemption from Reading must also be completed, documented, and on file)</i>
<input type="checkbox"/>	Scribing of student responses for Mathematics	<input type="checkbox"/>	Is an adaptation in this student's I.S.S.P.?
Note: Appropriate I.S.S.P. required for the above adaptation requests and placed in student file.			

AUTHORIZATION: This form must be completed by the teacher, principal and parent and placed in the student's cumulative file by May 1, 2009. A copy of this form ***only*** shall be forwarded to the Department of Education (f. 729-3669).

Parents/Guardian Signature

Principal Signature



Government of Newfoundland and Labrador
Department of Education

EXEMPTIONS/ADAPTATIONS
Intermediate Provincial Science Assessment 2009

District		School		

School: _____ Phone: _____

Principal's Name: _____ Email: _____

Student's Name: _____ Teacher's Name: _____

Science: PATHWAY(S) _____

Full Exemption	Requirement
<input type="checkbox"/> Criteria C / Pathway 5No documentation required.	
<input type="checkbox"/> Pathway 4Alternate course is in ISSP and on file	
Adaptations/Accommodations	
<input type="checkbox"/> Verbatim reading of questions for Science	<input type="checkbox"/> Reading of text is in I.S.S.P.? (<i>ELA exemption from Reading must also be completed, documented, and on file</i>)
<input type="checkbox"/> Scribing of student responses for Science	<input type="checkbox"/> Is an adaptation in this student's I.S.S.P.?
Note: Appropriate I.S.S.P. required for the above adaptation requests and placed in student file.	

AUTHORIZATION: This form must be completed by the teacher, principal and parent and placed in the student's cumulative file by May 1, 2009. A copy of this form **only** shall be forwarded to the Department of Education (f. 729-3669).

Parents/Guardian Signature Principal Signature



Government of Newfoundland and Labrador
Department of Education

SUMMARY FORM
Exemptions

District			School		

Entire student enrollment (April 30, 2009): Must include **ALL** students (*including* those exempt).

Grade 3: _____ Grade 6: _____ Grade 9: _____

School: _____ Principal: _____

Primary (Student name)	ELA Partial / Full		MATHEMATICS Full	SCIENCE Full
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No Exemptions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elementary (Student name)				
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No Exemptions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate (Student name)				
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No Exemptions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

AUTHORIZATION: This form must be completed by the principal and returned to the Department of Education by May 1, 2009 (f. 729-3669 attention Scott Linehan/Rick Fennemore)

The information included on this form adheres to the Department of Education policy for exemptions as outlined in this document.

Principal Signature: _____