New ⛵ Brunswick

Grade 2 Literacy Assessment

Administrative Guidelines for Principals and Teachers

June 2006

**Department of Education
Evaluation Branch
P. O. Box 6000
Fredericton
New Brunswick
E3B 5H1**

These administrative guidelines should be read carefully prior to the administration of the Grade 2 Literacy Assessment.

Consistency across the province is very important to the administration of this assessment. To ensure consistency, these guidelines have been prepared to clarify how the assessment is to be administered.

All materials must be kept in a secure area prior to the assessment.

Assessment materials are confidential. Photocopying of assessment materials is not permitted.

Contact the Evaluation Branch at **453-2744** concerning any problems.

GENERAL ADMINISTRATIVE DETAILS

Timeframe for the Assessment

The Literacy Assessment booklets should arrive by Friday, June 2nd, 2006.

The assessment components include reading comprehension, reading records, and writing.

- Reading comprehension will be administered between June 7th and June 13th.

- Classroom teachers may administer the reading component on a flexible schedule. The reading comprehension component will take approximately two sessions of 45 minutes to complete. Teachers may prefer to administer the test over three to four sessions. Additional time may be allowed if needed.

- Reading records will be completed by June 13th.

- The writing component will be administered between May 23rd and June 13th. The writing component will take approximately 90 minutes to complete. Students may do their writing over 3 or 4 short sessions of 20 to 30 minutes each.

All materials must be returned via courier following completion of the assessment.

Assessment Materials

- **English:** There are two assessment booklets per student - Booklet 1 and Booklet 2. Each booklet contains reading passages and multiple-choice questions.

  French Immersion: There is one assessment booklet per student.

- For identification purposes, assessment materials have been labeled by grade, program (English or French Immersion), student identification number, school/district number, school name, student name, and student gender.

- Extra materials, if used, must have the appropriate information filled in on the booklets.

- Materials may be shared within a school but not between schools. The school that receives the assessment materials must return them to the Department of Education.

- The assessment materials for each class have been packaged in a single clear plastic bag. In each bag, there will be:
    - a class list,
    - assessment booklets for each student on the list, and
    - extra copies of the assessment booklets.

- When the assessment has been completed, each set of booklets is to be stacked together in numerical order.

- All materials (used and unused) for each class should be returned in the plastic bag in which they arrived. Place the class list at the front of the package. Bundle the unused materials separately and identify as such.

- Teachers should give assessment materials to the school principal for return via courier.

- **The return package from top to bottom should include:**
  - the class list;
  - a completed "Class Record of Accommodations and/or Partial Exemptions" (the record sheet to be used is the last page of this guideline booklet);
  - the student booklets;
  - unused materials.

Information Boxes

The information boxes (on the front of Booklet 1 for English classes or on the front of the French Immersion booklet) must be completed by classroom teachers before materials are returned to the Department of Education. The following information is to be completed: Reading Record and Writing Score.

Security

- Principals and teachers are responsible for the safekeeping of the assessment materials. Materials should be stored in a secure location. After each session, teachers should collect student booklets for safe storage.

- Assessment materials are confidential. <u>The photocopying of assessment materials is not permitted</u>.

- In fairness to all across the province, the assessment booklets should not be viewed until the day of their use.

Accommodations and Exemptions

- Teachers will complete the form, "Class Record of Accommodations and/or Partial Exemptions", detailing the accommodations and partial exemptions previously submitted to the Department of Education at the time of registration (please detach last page of this document). This form must be returned with the appropriate school information filled in even though accommodations or exemptions were not made.

- If circumstances are such that the teacher determines it would be emotionally harmful for a student, who has not been exempted previously, to complete (an) assessment component(s), an onsite exemption may be made. The name of the child and the incomplete component(s) should be indicated on the "Class Record of Accommodations and/or Partial Exemptions" form. Please also note on the form that an onsite exemption was made.

Assessment Administration

- **Class lists**: Teachers should add to their assessment class list the names of any students not listed. A line should be drawn through the names of students no longer in the class.

- **Distribution of assessment booklets**: Student names are on the top right corner of each booklet. If there is no booklet for a student, fill in the identification information on the label of an extra booklet. If using extra booklets for a student in an English class, make sure that the five-digit student number on the top right corner of the label is the same for Booklet 1 and Booklet 2.

   Extra booklets may be shared within a school. If there still is a shortage of booklets, the booklets of students who have transferred out of the school may be used with the necessary corrections made to the label.

- **Absentees**: Students who are absent during a particular session should make it up on another day.

READING COMPREHENSION

Teachers will administer the reading comprehension component at their discretion between June 7th and June 13th.   This component consists of reading passages followed by multiple-choice questions. Students should circle the correct answers.

Classroom teachers will administer the reading component on a flexible schedule. The reading comprehension component will take approximately 90 minutes to complete. Teachers may prefer to administer the test over three or four sessions. Additional time may be allowed if needed.

No portion of the reading comprehension component, other than instructions, may be read or explained to any student. This includes special needs students.

Dictionaries may not be used for the reading component.

READING RECORDS

By June 13th, teachers must complete reading records with all students to determine each child's reading level. The book used will be an unseen text. The Atlantic Canada Reading Assessment Resource for English classes and the Trousse d'Appréciation de Rendement en Lecture M3 for French Immersion classes provide sources of books for reading records.

Teachers must register each student's independent reading level under the Reading Record section on the front of the appropriate assessment booklet.

WRITING

Students are to complete a piece of writing between May 23rd and June 13th. The guidelines are as follows:

- The writing component will take approximately 90 minutes to complete. Students may do their writing over 3 or 4 short sessions of 20 to 30 minutes each. Students should be allowed enough time for drafting and revising.

- Students are to produce their final copy on 216 × 279 mm (8½" × 11") lined paper.

- Students are to write **a story or description, or do a retelling (recount)** of a personal experience or event. If they wish, they may also write a persuasive piece. They are not to submit a poem, questions and answers, or a research report as these types of writing are more difficult to assess using a writing rubric. It is not the expectation that all students write on a similar topic. Students should be encouraged to select topics of personal interest.

- The writing is intended to reflect the student's ability to **write independently.** Children should apply the strategies that they have learned and which were modeled throughout the year. They are expected to do their own individual brainstorming. Also, any edits or revisions will be initiated and completed by students with no teacher intervention.

- Dictionaries and thesauri may be used for the writing component.

- **Scribing is <u>not</u> permitted.**

Upon Completion of Writing

- **English:** Each piece of writing must be stapled securely to page 10 of Book 1 for return to the Department of Education.

  French Immersion: Each piece of writing must be stapled securely to page 18.

- Please write the name of the student and the five-digit student number (found on the label on the front of the booklet) on the top right corner of the piece of writing.

Writing Scoring

Before returning assessment materials to the Department of Education, **teachers are to assess all pieces of writing** and **record each score** in the <u>Writing</u> section on the front of the appropriate test booklet. <u>No scores should be placed on the pieces of student writing</u>.

Student writing is to be scored according to the *Writing Performance Standards – End of Grade 2* which are included as a part of these Administrative Guidelines.

Writing Performance Standards – End of Grade Two

Appropriate Performance	**Strong Performance**
Students	**Students**
Content	**Content**
• include ideas or events related to a topic; may wander off topic and include a few unrelated ideas or events	• include a series of ideas or events related to a topic; maintain focus on the topic
• include some details to make the writing clearer; details or pieces of information may not always be relevant and there may be some gaps in details or information	• include relevant details or information to expand on the topic or support the main idea
Organization	**Organization**
• use simple connecting words (e.g., and, then, so) to link ideas	• link ideas in a variety of ways, creating some flow to the writing
• present ideas/information in a sequence that can be followed	• present ideas/information in a logical sequence
Narrative/imaginative writing	**Narrative/imaginative writing**
- has a beginning, middle and end; ending may be abrupt	- has a good beginning, a logical middle and an ending
- usually identifies the characters and problem at the beginning of the story, but tends to be brief	- identifies the characters and problem within the story
- may include dialogue	- often includes dialogue
- may be modeled on stories read, heard or viewed, or based on personal experiences	- shows the student takes risks in the creation and expression of ideas
Information text	**Information text**
- opening introduces the topic; the closing or concluding statement may be omitted or abrupt	- opening introduces the topic; the closing or concluding statement is evident (where appropriate to the form)
- shows some awareness of form (e.g., recount, basic instructions, report)	- uses appropriate forms (e.g., recount, simple instructions, report)
- includes some details; these usually relate to obvious aspects of the topic (e.g., physical characteristics, basic procedures, simple chronology, quantities)	- includes relevant details and expands upon some of these
Word Choice	**Word Choice**
• may include a few strong word choices; majority of word choices is ordinary with some repetition of words	• include a few strong word choices appropriate to the purpose, with limited repetition of words
Sentence Structure	**Sentence Structure**
• use mostly simple sentence structure; many sentences are complete	• include some sentences of different lengths and sentences that begin in different ways
• include a few longer sentences and/or sentences that begin in different ways	• attempt more complex sentence structures; most sentences are complete
Conventions	**Conventions**
• use correct end punctuation (e.g., periods, question marks) in many sentences; may attempt exclamation marks	• use mostly correct end punctuation (e.g., periods, question marks; attempt exclamation marks; begin to use commas, apostrophes and quotation marks but not always correctly
• use capital letters for proper names (e.g., people, days of the week, months, familiar place names), first word in sentences, and pronoun "I", in many cases; may capitalize some words unnecessarily	• use capital letters for proper names (e.g., people, days of the week, months, familiar place names), first word in sentences, and pronoun "I", in most cases; may capitalize a few words unnecessarily
• spell many high frequency words correctly; attempt to spell longer, more complex words using phonetic approximations	• spell most high frequency words correctly; spell longer, more complex words using phonetic approximations
• use many basic pronouns and verbs correctly; may make some errors (e.g., She maked a cake.)	• use most basic pronouns and verbs correctly; may make a few errors

Voice is not included in the performance standards as a necessary trait for grade two students, but should be nurtured through modeling and positive comments. It will be assessed at grade three and beyond.

Les normes de performance pour l'écriture – fin de la 2e année

Performance appropriée

L'élève

Contenu
- inclut une séquence d'idées et d'évènements reliés au sujet ; peut inclure quelques idées qui ne sont pas reliées ou de l'information inutile
- utilise quelques détails mais pas nécessairement reliés au sujet

Organisation
- peut utiliser quelques mots de liaison simples (p. ex. : et, ou, mais, parce que, aussi, après)
- démontre une séquence qui peut être suivie

   Texte narratif et expressif
   - a un début, un développement et une fin; la fin peut être abrupte
   - identifie les personnages et le conflit au début de l'histoire, mais a tendance d'être bref
   - peut inclure du dialogue
   - peut être modelé à partir d'une histoire lue, entendue ou visionnée ou peut être basé sur des expériences personnelles

   Texte informatif
   - l'introduction présente le sujet; la fin peut être omise ou abrupte
   - essaie d'utiliser quelques éléments clés de la forme (p. ex. : directives, explications et reportages)
   - inclut des détails reliés aux sujets familiers (caractéristiques physiques, séquence, quantité)

Choix de vocabulaire
- utilise du vocabulaire de base
- utilise un langage descriptif simple (couleurs, grosseur, grandeur et émotions), peut être vague et répétitif

Structure de phrase
- utilise des structures de phrases simples; beaucoup des phrases sont complètes
- inclut peu de variété dans la longueur des phrases

Conventions
- utilise souvent le point à la fin de la phrase
- utilise souvent les majuscules pour les noms propres (p. ex. : les noms des personnes, les provinces, les villes et le premier mot de la phrase; peut utiliser la majuscule quand ce n'est pas nécessaire
- peut orthographier quelques mots fréquents; essaie d'écrire des mots plus complexes en utilisant une approximation phonétique
- emploie quelques pronoms correctement; peut faire quelques erreurs (p. ex. : *moi* au lieu de *je*)

Performance forte

L'élève

Contenu
- inclut une séquence d'idées et d'évènements reliés au sujet; le sujet est maintenu
- utilise des détails qui ajoutent de l'intérêt

Organisation
- utilise quelques mots de liaison (alors, ensuite, après, puis)
- démontre une séquence logique

   Texte narratif et expressif
   - a un début, un développement et une fin logique
   - identifie les personnages et le conflit dans l'histoire
   - inclut souvent du dialogue
   - peut démontrer une prise de risques en présentant les idées d'une façon imagée

   Texte informatif
   - l'introduction présente le sujet; la fin est évidente (quand appropriée pour la forme)
   - essaie d'utiliser des éléments clés de la forme (p. ex : directives, explications et reportages)
   - inclut des détails pertinents

Choix de vocabulaire
- utilise du vocabulaire de base et peut inclure quelques choix de mots judicieux
- utilise un langage descriptif pour enrichir des idées (va au-delà des mots fréquents)

Structure de phrase
- utilise des structures de phrases simples mais peut se servir de quelques phrases complexes; la plupart des phrases sont complètes
- inclut une variété dans la longueur des phrases
- utilise un début de phrase varié

Conventions
- utilise le point à la fin de la phrase; commence à se servir d'autres formes de ponctuation (p. ex. : la virgule, le point d'exclamation, le point d'interrogation)
- utilise les majuscules pour les noms propres (les noms des personnes, les provinces, les villes) et le premier mot de la phrase.
- peut orthographier la plupart des mots fréquents; essaie d'écrire des mots plus complexes en utilisant une approximation phonétique
- emploie quelques pronoms correctement

GRADE 2 LITERACY ASSESSMENT PILOT

Class Record of Accommodations and Full or Partial Exemptions

District # _____ School # _____ School Name _____ Teacher Name _____

Student Name	Student Number	Accommodation(s)	Partial Exemption (Indicate component)