



# **Grade 4 Literacy Assessment Pilot**

## **Administrative Guidelines for Principals and Teachers**

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**Department of Education  
Evaluation Branch  
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Fredericton  
New Brunswick  
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**These administrative guidelines should be read carefully prior to the administration of the Grade 4 Literacy Assessment Pilot.**

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 Pilot

The Grade 4 Literacy Assessment Pilot components include reading comprehension and writing.

- Reading comprehension will be administered between Wednesday, June 7th and Tuesday, June 13th.
- Classroom teachers may administer the reading component on a flexible schedule. The reading comprehension component consists of eight reading passages and related questions. This component will take approximately 2 sessions of 60 minutes to complete. Teachers may prefer, however, to administer the test over four shorter sessions (two reading passages per session). This will not be a closely timed test; additional time may be allowed if needed.
- 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. As with the reading component, additional time may be allowed for students to complete their work.

**Return date:** All assessment materials must be returned via courier no later than **June 14, 2006**.

### Assessment Materials

- The assessment pilot reading component utilizes matrix sampling. Under this approach, all students participate in the assessment but each student completes only a portion of the total number of questions. For example, all students will read eight reading passages, some which are the same in all booklets and others that are unique to a particular booklet. Three sets of booklets will be distributed per class.
- There are two assessment booklets per student - Booklet 1 and Booklet 2. The first booklet contains the reading passages. The second booklet has multiple-choice questions relating to the texts as well as lined pages for the final copy of the student's writing.
- For identification purposes, assessment materials have been labeled by grade, program (English or French Immersion), student 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.



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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. If the school makes a large-print copy of a booklet, this copy must be sent to the Department of Education in the return package.

- When the assessment has been completed, each set of booklets is to be stacked together in numerical order.
- Teachers should present assessment materials to the school principal for return via courier.
- **The return package from top to bottom should include:**
  - the class list;
  - the completed Class Record of Accommodations and Exemptions sheet (found at the end of this guidelines booklet; should be detached for completion);
  - the student booklets;
  - unused materials.

### 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. The photocopying of assessment materials is not permitted, except if the school must make a large-print copy of an assessment booklet to accommodate a special needs student.
- In fairness to all across the province, the student 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, please 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. All assessment materials, completed and uncompleted, must be returned by June 14.

### READING COMPREHENSION

Teachers will administer the test at their discretion between June 7 and June 13.

Classroom teachers may administer the reading component on a flexible schedule. This component will take approximately 120 minutes to complete. Teachers may prefer to administer the test over four sessions (two reading passages per session.) Students should circle the correct answers in the test booklet. 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.

### 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 may either produce their final copy in the assessment booklets or on 216 × 279 mm (8½" × 11") lined paper. If lined paper is used, the final copy is to be stapled into the assessment booklet.
- Students are to write **a story, a description, a retelling (recount) of a personal experience/event, an information text, or a persuasive piece of writing.** 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 scoring 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 not permitted.**

#### Upon Completion of Writing

- Writing will be scored according to Provincial Writing Performance Standards (provided on pages 6-7 of the Administrative Guidelines).
- Before returning assessment materials to the Department of Education, **teachers are to assess all pieces of writing** and **record each score** in the “#1 scoring box” on page 1 of Booklet 2.
- Student writing will also be assessed at a provincial marking session in July/August. District results will be provided with school-, district- and provincial-level results.



## Writing Performance Standards – End of Grade Four

### Appropriate Performance

An appropriate performance will illustrate writing that

#### Content

- includes a series of ideas/events related to a topic, generally maintaining focus
- includes relevant details or information that expands on the topic or supports the main ideas (more details or information would strengthen the writing)

#### Organization

- shows awareness of audience and purpose
- shows evidence of paragraphing of main ideas
- generally presents ideas/information in a logical order; overall sequence is clear
- shows use of a variety of connecting words

#### Narrative/imaginative writing

- has a good beginning, a logical middle, and an ending
- includes story elements: characters, setting, plot and resolution
- may be modeled on stories read, heard or viewed, or may be based on personal experiences
- generally includes some dialogue (may be excessive)

#### Information text

- presents the topic or purpose in introduction
- includes generally relevant information
- elaborates main ideas with some supporting details
- has a closing or concluding statement, where appropriate to the form (could be abrupt)
- follows some of the elements of form (e.g., persuasive writing, basic instructions/procedures, explanations, reports)
- includes text features (e.g., titles, headings, diagrams) where appropriate

#### Word Choice

- shows varied verb choices
- includes some effective descriptive words; may overuse some choices

#### Voice

- shows glimpses of personal style

#### Sentence Structure

- includes sentences of different lengths and variations in beginnings (most sentences are complete)
- includes some variety in sentence structure (some run-on sentences could result from attempts at more complex structures)

#### Conventions

- generally shows correct end punctuation
- generally includes correct use of commas in a series and in dates and apostrophes in contractions
- shows attempts at using quotation marks in direct speech
- includes correct use of capital letters for proper names (e.g., people, days of the week, months, common place names), first word in sentences, and the pronoun “I”; generally uses capital letters for common holidays/titles (may use capital letters unnecessarily in a few instances)
- has many familiar and commonly used words spelled correctly
- generally follows “basic” subject/verb agreement
- shows correct use of basic pronouns - subjective case (e.g., “Joe and I”)

### Strong Performance

A strong performance will illustrate writing that

#### Content

- includes a series of ideas/events related to one topic, maintaining focus
- includes sufficient relevant details or information to expand on the topic or support the main idea

#### Organization

- demonstrates an increasing awareness of audience and purpose
- demonstrates an increasing awareness of paragraphs
- presents ideas/information in logical sequence; demonstrate some ability to create smooth transitions between ideas
- shows use of a variety of effective connecting words (e.g., although, finally, the next day)

#### Narrative/imaginative writing

- has a beginning that captures the reader’s attention, a problem that is developed, and a conclusion that effectively ties up the details of the story
- develops story elements: characters, setting, plot and resolution
- shows originality in the creation and expression of ideas
- includes some effective dialogue

#### Information text

- effectively presents topic in introduction
- includes relevant information
- elaborates main ideas with sufficient supporting details
- has a closing or concluding statement where appropriate to the form
- follows the basic elements of form (e.g., persuasive writing, basic instructions/procedures, explanations, reports)
- includes text features effectively (e.g., titles, headings, diagrams, etc.)

#### Word Choice

- enhances meaning and imagery with strong verb choices
- includes a variety of descriptive words; may overuse some choices

#### Voice

- includes sensory language or detail that creates a sense of voice or personal style

#### Sentence Structure

- includes sentences of different lengths with a variety of beginnings, creating an easy-to-read flow; most sentences are complete
- includes a variety of sentence structures (occasional run-on sentences may occur)

#### Conventions

- use consistently correct end punctuation
- use commas in a series and in dates and apostrophes in contractions
- generally shows quotation marks in direct speech (not necessarily in split quotations)
- includes correct use of capital letters for proper names (e.g., people, days of the week, months, common place names), first word in sentences, pronoun “I”; and in most cases, for common holidays and titles
- has most familiar words spelled correctly
- shows correct use of basic subject/verb agreement
- shows correct use of basic pronouns





## Normes de compétence en écriture – à la fin de la 4<sup>e</sup> année

### Niveau de compétence approprié

Un niveau de compétence approprié désigne une rédaction qui :

#### Contenu

- Inclut une séquence d'idées et d'événements reliés au sujet et qui en général ne s'éloignent pas du sujet;
- Inclut des détails ou renseignements qui expliquent le sujet ou appuient l'idée principale (plus de détails ou renseignements rendraient la rédaction meilleure).

#### Organisation

- tient compte des lecteurs cibles et du but visé;
- montre la capacité de diviser les idées principales en paragraphes;
- présente en général les idées et renseignements dans un ordre logique et la séquence globale est claire;
- utilise divers mots charnières.

#### Narration et écriture créative

- contient un bon début, une suite logique et une fin;
- inclut des éléments de l'histoire (personnages, description du contexte, intrigue et dénouement);
- peut se baser sur des histoires lues, entendues ou vues ou sur des expériences personnelles;
- inclut en général du dialogue (peut-être trop).

#### Texte informatif

- présente le sujet ou le but dans l'introduction;
- inclut de l'information pertinente en général;
- développe l'idée principale en fournissant certains détails;
- offre une fin ou une conclusion quand cela convient à la forme (peut être abrupte);
- respecte certains éléments de la forme (arguments persuasifs, instructions et procédures de base, explications, rapports);
- inclut les caractéristiques d'un texte (titres, sous-titres, diagrammes) le cas échéant.

#### Richesse du vocabulaire

- choisit différents verbes;
- inclut des mots descriptifs efficaces; peut faire une utilisation excessive de certains termes.

#### Ton

- montre les débuts d'un style personnel.

#### Structure de la phrase

- inclut des phrases de diverses longueurs et qui commencent de différentes manières (la plupart des phrases sont complètes);
- inclut une certaine variété dans la structure des phrases (certaines phrases juxtaposées sans éléments de conjonction pouvant résulter du désir de formuler une phrase plus complexe).

#### Conventions

- utilise en général la bonne ponctuation à la fin de la phrase;
- montre en général une bonne utilisation des virgules dans des séries et des apostrophes dans l'élision des mots;
- essaie d'utiliser les guillemets dans les citations directes;
- utilise correctement les majuscules pour les noms propres (noms de personnes et de lieux), le premier mot d'une phrase, pour des jours fériés et des titres (parfois une utilisation inutile des majuscules);
- respecte l'orthographe des mots familiers et le plus souvent utilisés;
- accorde en général le verbe avec son sujet;
- utilise correctement les pronoms de base.

### Niveau de compétence élevé

Un niveau de compétence élevé désigne une rédaction qui :

#### Contenu

- inclut une séquence d'idées et d'événements reliés au sujet et qui ne s'éloignent pas du sujet;
- inclut suffisamment de détails ou renseignements pertinents pour expliquer le sujet ou appuyer l'idée principale.

#### Organisation

- tient davantage compte des lecteurs cibles et du but visé;
- montre une plus grande capacité de diviser les idées principales en paragraphes;
- présente les idées et renseignements dans un ordre logique; montre une certaine capacité de faire une transition harmonieuse entre les idées;
- utilise efficacement divers mots charnières (bien que, enfin, le jour suivant, etc.).

#### Narration et écriture créative

- contient un début qui suscite l'intérêt du lecteur, un problème qui est présenté et une conclusion reliant tous les détails de l'histoire;
- détaille éléments de l'histoire (personnages, description du contexte, intrigue et dénouement);
- fait preuve d'originalité dans les idées et la façon de les exprimer;
- inclut des dialogues efficaces.

#### Texte informatif

- présente efficacement le sujet dans l'introduction;
- inclut de l'information pertinente;
- développe l'idée principale en fournissant assez de détails à l'appui;
- offre une fin ou une conclusion quand cela convient à la forme;
- respecte certains éléments de la forme (arguments persuasifs, instructions et procédures de base, explications, rapports);
- inclut avec efficacité les caractéristiques d'un texte (titres, sous-titres, diagrammes, etc.).

#### Richesse du vocabulaire

- rend le texte plus clair et plus descriptif par un bon choix de verbes;
- inclut une variété de mots descriptifs, mais peut faire une utilisation excessive de certains termes.

#### Ton

- inclut le langage des sens ou des détails qui créent un style personnel ou le ton souhaitable pour le texte.

#### Structure de la phrase

- inclut des phrases de diverses longueurs et qui commencent de différentes manières, ce qui crée un texte facile à lire et la plupart des phrases sont complètes;
- inclut une certaine variété dans la structure des phrases (parfois des phrases juxtaposées sans éléments de conjonction).

#### Conventions

- utilise la bonne ponctuation à la fin de la phrase;
- montre une bonne utilisation des virgules dans des séries et des apostrophes dans l'élision des mots;
- utilise les guillemets dans les citations directes (pas nécessairement dans les citations tronquées);
- utilise correctement les majuscules pour les noms propres (noms de personnes et de lieux), le premier mot d'une phrase, pour des jours fériés et des titres (dans la plupart des cas);
- respecte l'orthographe de la plupart des mots familiers;
- accorde correctement le verbe avec son sujet;
- utilise correctement les pronoms de base.



