

General Information Bulletin

Achievement Testing Program

Grades 3, 6, and 9

2013–2014
School Year



we encourage
encourager

Alberta Government

This document was written primarily for

Students	
Teachers	✓
Administrators	✓
Parents	
General Audience	
Others	

*Copyright 2013, the Crown in Right of Alberta, as represented by the Minister of Education,
Assessment Sector, 10044 – 108 Street, Edmonton, Alberta T5J 5E6.
All rights reserved.*

The General Information Bulletin *presents directives of the Minister of Education, under the authority of the Alberta Regulation 177/2003, Student Evaluation Regulation, pursuant to the School Act.*

In this bulletin,

- a. “Executive Director” means the Executive Director, Assessment Sector, Alberta Education,
- b. “Student” means a student as defined in the *School Act*, and
- c. “Director” means the Director, Exam Administration, Assessment Sector, Alberta Education.

This bulletin reflects a compilation of several documents produced by Alberta Education and is intended to provide achievement testing information to the education community.

The attempt is to provide easy access for superintendents, principals, and teachers requiring information about all aspects of achievement testing.

Contents

Introduction & Revisions

Introduction to the Achievement Testing Program.....	1
Purpose of this Bulletin.....	1
Purpose of the Achievement Testing Program	1
Description of the Achievement Testing Program.....	1
Key Features of the Achievement Tests	2
Ordering Test Materials	2
Using Computers to Complete Extended Written Response Questions	3
Writing Digital Format Achievement Tests Using Computers.....	3
Requesting Special Format Materials	3
Improving Student Learning.....	3
Facilitating Accountability and Reporting.....	3
Interpreting Results.....	4
Home Education Students.....	4
Preparing for the Achievement Tests.....	4
Communicating with Parents and Students	4
Creating a Positive Environment	5
*NEW Special-format Practice Tests	5
Tips for All Students.....	6
Summary of Revisions for the 2012–2013 School Year	7
Summary of Revisions–November Update	8

Schedules & Significant Dates

Achievement Test Administration Schedule: January 2014.....	1
Significant Dates: January 2014 Administration	2
Achievement Test Administration Schedule: May/June 2014.....	3
Significant Dates: May/June 2014 Administration.....	4
Achievement Test Administration Schedule: January 2015.....	6
*NEW Achievement Test Administration Schedule: May/June 2015.....	7
*NEW Achievement Test Administration Schedule: January 2016 – DRAFT.....	8
*NEW Achievement Test Administration Schedule: May/June 2016 – DRAFT	9

Security & Test Rules

Security of Testing Materials.....	1
Security of Testing Materials.....	1
Access to Testing Materials Before and During Test Administration.....	1
Security Status of January Testing Materials.....	1
Security Status of May Testing Materials.....	1
Security Status of June Testing Materials.....	2
Return of Secured Tests and Testing Materials	2
Photocopying of Students’ Written Responses.....	2
Previously Secured Test Forms That Are Now Released.....	2
Achievement Test Rules	2
Test Administration Supervision	2
Alberta Student Numbers.....	3

Entrance Into and Exit From the Test Room	3
Materials Allowed in the Test Room	3
Materials Not Allowed in the Test Room	3
Discussion and Sharing	4
Breaches of Security and Violations of Achievement Test Rules	4
Managing Breaches of Security and Violations of Achievement Test Rules	4
Consequences of Inappropriate Student Behavior	4
Protocol for Superintendents Investigating Allegations of Inappropriate Examination/Test Administration and/or Alleged Contravention of the Examination/Test Rules	5

Administration Directives, Guidelines, & Procedures

Achievement Test Administration Directives	1
General Achievement Testing Program Directives	1
Who Writes Achievement Tests	1
Adherence to the Official Test Administration Schedules	2
Directives for Superintendents of Schools and Principals of Private Schools	3
Test Administration Preparation	3
Test Administration Supervision	4
Test Administration Completion	5
Directives for Principals	5
Test Administration Preparation	5
Test Administration Supervision	7
Test Administration Completion	8
Directives for Test Supervisors	9
Test Administration Preparation	9
Test Administration Supervision	9
Test Administration Completion	10
Directives for Teachers of Students Writing Achievement Tests	10
Test Administration Preparation	10
Test Administration	11
Test Administration Completion	11
Directives for Students Writing Achievement Tests	11
Test Writing Preparation	11
Test Writing	12
Test Administration Guidelines	12
Preparing Students	12
Preparing Test Supervisors	12
Selecting and Setting Up Test Writing Facilities	12
Setting Up and Communicating Test Schedules	13
Creating a Test Administration Plan and Roster of Duties	13
Active Supervision	16
Completing the <i>List of Students</i>	17
Ordering Test Materials	18
Confirming Test Material Requirements	18
Receiving and Inspecting Test Materials	18
*NEW Receiving Test Materials	18
Inspecting Test Materials	19

Testing Materials Shipped to Schools.....	20
January Shipment Contents.....	20
Shipment 1 Contents: May Administration – Grades 3, 6, & 9.....	21
Shipment 2 Contents: June Administration – Grades 3, 6, & 9.....	21
Home Education Materials	22
Packaging and Returning Test Materials	22
Dates for Returning Test Materials.....	22
Return Shipment Location: Materials that Require Marking or Scoring.....	22
Return Shipment Location: Materials that Do Not Require Marking or Scoring.....	22
Preparing Materials for Return	23
Using Couriers for the Return of Test Materials	24
School Authority Procedures for the Return of Test Materials	24

Using Calculators and Computers

Using Calculators.....	1
Background.....	1
Rules	1
Using Computers to Complete Extended Written Response Test Questions	2
Background.....	2
Guiding Principles	2
Directives	2
Principal	2
Technical Personnel	3
Test Supervisors.....	4
Students.....	4
Rules and Procedures.....	4
Technical and Administration Set-Up	4
Test Administration	5
Preparation and Submission of Written Work.....	6
Guidelines	6
Writing Digital Format Achievement Tests Using Computers.....	7
Background.....	7
Guiding Principles	7
Directives	7
Principal	7
Technical Personnel	8
Test Supervisors.....	9
Students.....	9
Rules and Procedures.....	9
Technical and Administration Set-Up	9
Test Administration	9
Guidelines	10
Use of Personally Owned Devices.....	10
*NEW Quest A+ and the Use of School-Owned Google Chromebooks.....	11

Accommodations

Test Writing Accommodations for Students.....	1
Overview.....	1
Who May Use Writing Accommodations.....	1
Accommodation Directives	2
Requests and Approvals.....	2
Test Administration Using Accommodations.....	2
Test Accommodation Guidelines.....	3
Use of a Scribe	3
Use of a Reader	3
Sign Language	3
Test Administration Times	4
Additional Writing Time for ESL and Francisation Students	4
Large Print	4
CD Format and Recorded Response	4
Returning Materials	5
Text-to-Speech Software	5
Information Sheet for a Scribe of Achievement Tests.....	7
Information Sheet for a Reader of Achievement Tests.....	8
Information Sheet for Sign Language Interpreters of Achievement Tests	9

Marking & Results

Local and Central Marking of Achievement Tests.....	1
Local Marking of Part(ie) A Language Arts Tests	1
Confirming of Standards and Provincial Marking.....	2
Reporting Achievement Test Results.....	2
Public Access to Results	2
Cut Scores and Standards.....	3
Planning and Results Reporting.....	3
Accounting for the Performance of All Students.....	4
School and School Authority Reports.....	4
Preliminary Reporting of Results.....	5
Guidelines Regarding the Re-Issue of Reports	5
Individual Student Profiles (ISP).....	6
Home Education Reports	6
Using the Reports.....	6

****NEW Field Testing***

Field Testing	1
Description of the Field Testing Program.....	1
Participation Requirements.....	2
Field Test Security and Administration Rules	2
Field Test Scoring	3
Field Test Administration Dates	5
Participation Approval and Request Process	6
Significant Dates	8

Resources & Web Documents

Resources and Web Documents..... 1
Resource Materials from Alberta Education..... 1

Forms & Samples

Test Administration Forms 1
Nature and Purpose of Test Administration Forms 1
Achievement Test Form Types and Names 1
Field Test Form Types and Names 1
Form Availability 1
Sample Forms and Letters 2
Overview 2
Request for Special Format Materials..... 3
Request for Supplemental Shipment..... 4
Statement of Scribe, Reader, or Interpreter, and Principal 5
Principal’s Statement 6
List of Students 7
Permission-to-Excuse Sample Letter 8
Sample Notification of Achievement Testing Letter to Parents 9

Contacts

Contacts..... 1

General Information Bulletin

Introduction to the Achievement Testing Program

Purpose of this Bulletin

This bulletin outlines the key features of the Achievement Testing Program and lists the specific directives issued under the authority of the *Student Evaluation Regulation, Alberta Regulation 177/2003*. The information provided is intended primarily to assist school authorities and school administrators and classroom teachers in implementing the program in their authorities and schools.

Purpose of the Achievement Testing Program

The purpose of the Achievement Testing Program is to

- determine if students are learning what they are expected to learn
- report to Albertans how well students have achieved provincial standards at given points in their schooling
- assist schools, authorities, and the province in monitoring and improving student learning

Description of the Achievement Testing Program

Provincial achievement tests are administered annually in English and Français/French language arts and mathematics in Grade 3, and in English and Français/French language arts, mathematics, science, and social studies in grades 6 and 9. Grade 9 achievement tests based on the Knowledge and Employability programs of study in English language arts, mathematics, science and social studies are also administered. French translations of all mathematics, science, and social studies achievement tests are available for students in Francophone and French immersion programs.

Writing accommodations are available for students with learning disabilities or physical disabilities to allow them to do their best when writing an achievement test.

Every effort is made to ensure that the achievement tests show respect for cultural diversity.

In scheduling the achievement tests, some flexibility is provided to allow students who are absent on the day of administration to write before they leave, or if they return prior to the dates scheduled for the return of the testing materials.

Our goal is to provide a provincial overview of how well students in grades 3, 6, and 9 are achieving in relation to provincial standards, regardless of where or how they receive instruction. Therefore, we have designed the achievement tests, and their administration, to ensure that the tests are accessible to most students in grades 3, 6, and 9.

Key Features of the Achievement Tests

A brief summary of the achievement tests is provided below. Further information is available in the Achievement Testing Program *Subject Bulletins* (see the *Resources & Web Documents* section).

Grade	Subject and Test Component†	Number Of Booklets	Answer Sheet	Official Scheduled Time Allotted	Extra Time Allowed
3	English Language Arts Part A	1	No	70 minutes	30 minutes
	English Language Arts Part B	1	No	60 minutes	30 minutes
	Français Partie A	1	No	70 minutes	30 minutes
	Français Partie B	1	No	45 minutes	30 minutes
	French Language Arts Partie A	1	No	70 minutes	30 minutes
	French Language Arts Partie B	1	No	45 minutes	30 minutes
	Mathematics	1	No	60 minutes	30 minutes
6	English Language Arts Part A	1	No	120 minutes	30 minutes
	English Language Arts Part B	1	Yes	60 minutes	30 minutes
	Français Partie A	1	No	120 minutes	30 minutes
	Français Partie B	1	Yes	60 minutes	30 minutes
	French Language Arts Partie A	1	No	120 minutes	30 minutes
	French Language Arts Partie B	1	Yes	60 minutes	30 minutes
	Mathematics	1	Yes	75 minutes	30 minutes
	Science	1	Yes	60 minutes	30 minutes
Social Studies	1	Yes	60 minutes	30 minutes	
9	English Language Arts Part A	1	No	120 minutes	30 minutes
	English Language Arts Part B	2	Yes	75 minutes	30 minutes
	KE English Language Arts Part A	1	No	80 minutes	30 minutes
	KE English Language Arts Part B	1	Yes	75 minutes	30 minutes
	Français Partie A	1	No	120 minutes	30 minutes
	Français Partie B	2	Yes	75 minutes	30 minutes
	French Language Arts Partie A	1	No	120 minutes	30 minutes
	French Language Arts Partie B	2	Yes	75 minutes	30 minutes
	Mathematics	1	Yes	90 minutes	30 minutes
	KE Mathematics	1	Yes	75 minutes	30 minutes
	Science	1	Yes	75 minutes	30 minutes
	KE Science	1	Yes	75 minutes	30 minutes
	Social Studies	2	Yes	80 minutes	30 minutes
KE Social Studies	1	Yes	75 minutes	30 minutes	

†All mathematics, science, and social studies achievement tests are available in French and English.

Ordering Test Materials

To ensure that schools are receiving the number, format, and types of testing materials required for their students, schools must confirm their achievement test requirements using the online *Achievement Test Confirmation* application. This application is available on Alberta Education’s extranet website at <https://phoenix.edc.gov.ab.ca>. For further information about when and how to use this confirmation application, see the *Administration Directives, Guidelines, and Procedures* section.

Using Computers to Complete Extended Written Response Questions	When it is appropriate to do so, schools may permit students to use computers to complete the extended written response portions of all language arts achievement tests (see <i>Using Computers to Complete Extended Written Response Test Questions</i> in the <i>Using Calculators & Computers</i> section).
Writing Digital Format Achievement Tests Using Computers	All grades 6 and 9 achievement tests are available in digital format for administration using school computers. Achievement tests in this format must be administered to students using Alberta Education’s <i>Quest A+</i> locked browser application, which is available for download at: https://questaplus.alberta.ca/help . For further information, see <i>Writing Digital Format Achievement Tests Using Computers</i> in the <i>Using Calculators & Computers</i> section.
Requesting Special Format Materials	In addition to paper and digital formats, Alberta Education produces all achievement tests in large print, Braille, and CD format. Use of these materials by a student must be pre-approved by a superintendent. To request any of these special format materials, a principal must complete a <i>Request for Special Format Materials</i> form (see the <i>Forms & Samples</i> section). This request form must be sent to Exam Administration by the deadline for ordering special format materials (see the <i>Schedules & Significant Dates</i> section).
Improving Student Learning	Careful examination and interpretation of the Achievement Testing Program results can help reveal areas of relative strength and weakness in student achievement. Teachers and administrators can use this information in planning and delivering relevant and effective instruction in relation to learning outcomes in the Programs of Study.
Facilitating Accountability and Reporting	<p>Alberta Education and school authority personnel are responsible for ensuring that high-quality education is provided to all students in the province. Information about student performance on achievement tests is provided to schools, school authorities, parents, and the public so that they may know how well students in their schools are meeting local targets and provincial expectations.</p> <p>Results are reported in such a way as to encourage improved learning and to minimize possible harmful effects of testing for individual students. The percentages of students who achieve the <i>acceptable standard</i> and the <i>standard of excellence</i> are reported to enable comparisons of local results with provincial results, and with local targets. Group results for fewer than six students are reported to the school and authority but are not reported publicly.</p> <p>Although the Achievement Testing Program provides high-quality information that is reliable and valid, it cannot provide all the information that a school needs to know about students’ achievement. School and authority results from provincial tests are best interpreted within the</p>

context of local quantitative and qualitative information.

**Interpreting
Results**

Achievement tests can assess only part of what is to be learned. In addition, many factors contribute to student achievement. Personnel at the authority and school levels are in the best position to appropriately interpret, use, and communicate school authority and school results in the local context.

**Home
Education
Students**

Students enrolled in home education programs are expected to write the achievement tests or an alternative assessment that has been approved by the superintendent and reflects standards similar to the provincial achievement tests. If, in the judgment of the parent, a home education student's performance will be adversely affected by taking the tests at a school, an alternative location, such as the home, may be used.

A parent may not administer the tests. The parent may, however, remain in the room while a child is taking the tests. A relative, friend, or person residing at the same address as the student shall not administer the tests to that student. In special circumstances, however, the supervising board may approve a member of the community, such as a member of the clergy, to administer the achievement tests to the student.

The school authority is expected to report to stakeholders the performance of all students in a home education program.

Preparing for the Achievement Tests

A goal of the provincial Achievement Testing Program is to obtain valid and reliable information about student achievement. How and what educators communicate to students and parents about the tests affects how well this goal is met. Similarly, validity and reliability are affected by the preparations that are undertaken before the tests are given.

The knowledge and skills that are assessed on the achievement tests are presented in the Alberta *Programs of Study* and will be part of each student's daily classroom life. Teachers should not have to halt instruction to prepare students for "the big test." Assessments at the classroom, school, school authority, and provincial levels should all support and reinforce important student learning outcomes.

**Communicating
with Parents
and Students**

School boards and school staff should communicate information to students and parents about the administration of the achievement tests and the results achieved. The communication should address the following:

- the purpose of the tests
- when the tests will be administered

- what the tests will be like
- how the results will be used
- how student, school, and authority results will be reported
- the use of test accommodations for individual students

School staff may find it useful to adapt the sample letter (see the *Samples/Forms/Letters* section) for use as an item in authority and school newsletters to parents or as a focal point for discussion at a school council meeting. This will also set the stage for discussing the results later.

Creating a Positive Environment

The school should develop a plan for helping students to do their best on the achievement tests. The plan should ensure that

- the environment for testing is appropriate:
 - a site that meets security and supervision requirements but is familiar and comfortable to students is selected
 - other school activities are scheduled so that there are no competing demands on students’ attention before, during, or immediately following the administration of the assessments
- rest periods that are included in the Grade 3 tests are provided to meet the physical, social, and psychological needs of students
- pretest activities such as the following are used to develop effective and appropriate test-taking skills and attitudes:
 - familiarize students with test and question formats
 - encourage students to try questions and tasks even if they are uncertain about them
 - help students relax and be confident
 - copy and distribute “Tips for All Students” (see the next page) to each student or discuss these with students
- excessive test rehearsal and coaching are avoided:
 - base teaching on the full range of expectations in the *Programs of Study*
 - familiarize students with the grade-level expectations

Special-Format Practice Tests ***NEW**

Alberta Education is making special-format practice tests available to provide students with an opportunity to practice achievement test-style questions and content in Braille, audio, large print or coloured print versions. Tests are offered in all subjects with a corresponding provincial achievement test. Alberta schools with registered Alberta K–12 students may place orders for these tests. Braille tests are available in English, and by request in French. All tests are provided free of charge, but limits may be placed on order volumes to ensure access for everyone. For more information, contact 780-427-0010 (toll-free in Alberta by first dialing 310-0000).

Tips for All Students

General Tips

- Before you begin, find out:
 How much time you will have.
 What materials you will need to complete the test.
- Skim through the whole test before beginning.
- Read all instructions carefully.
- Ask questions if you are unsure of something.
- Answer the easy questions first and then go back to the harder ones.
- Double-check to make sure you have answered everything before handing in the test.

Multiple Choice Tests

- Skim through the entire test. Find out how many questions there are and plan your time accordingly.
- Do not spend too much time on any one question. Make a note beside a difficult question and go back to it if you have time.
- Read each question carefully, underline key words, and try to think of an answer before looking at the choices.
- Read all the choices and see which one best fits the answer that you thought of.
- When you are not sure which answer is correct, cross out/erase any choices that you know are wrong.
- If time permits, recheck your answers.

Summary of Revisions for the 2013–2014 School Year

The following major revisions and/or changes to Achievement Testing Program dates, directives, and/or processes have been made and are described in The *General Information Bulletin* for 2013–2014. All major changes for the 2013–2014 school year are indicated by ***NEW**. Other, more minor, changes and updates have been made throughout this bulletin, but are not noted here. All of these changes may have important implications for administrators, teachers, and students/examinees, so it is important that they review this bulletin carefully as they prepare for the administration of achievement tests in the 2013-2014 school year.

Subject:	Changes made:	Section:
Special-format Practice Tests	Special-format practice tests available	Introduction & Revisions, page 5
No Signature Required (NSR) option by courier	Check school status for NSR with courier	Administration Directives, Guidelines, & Procedures, pg. 18
School owned Google Chromebooks	Tests may be written on school owned Chromebooks, using Quest A+	Using Calculators & Computers, pg. 11
Field Tests	Revisions throughout the section	Field Test, entire section

Summary of Revisions–November Update

The following updates and/or changes to Achievement Testing Program dates, directives, and/or processes have been made and are described in The *General Information Bulletin* for 2013–2014. All pages which contain changes made in November have the ‘November 2013’ footer. Other minor changes and updates have been made throughout this bulletin, but are not noted here.

Subject:	Changes made:	Section:
2013–2014 Test Schedule	Removal of Draft statement	<i>Schedules & Significant Dates—pages 6 and 7</i>

Achievement Test Administration Schedule: January 2014

Note: Achievement tests **must** be administered according to the dates and times indicated in this schedule, unless an alternate schedule has been approved by the Director, Examination Administration (see the *Administration Directives, Guidelines, & Procedures* section).

All students are permitted an additional one-half hour to complete a test.		
Tuesday, January 21	9:00 – 11:00 A.M.	Grade 9 English Language Arts Part A
	9:00 – 10:20 A.M.	Grade 9 K&E English Language Arts Part A
Wednesday, January 22	9:00 – 11:00 A.M.	Grade 9 Français/French Language Arts Partie A
Thursday, January 23	9:00 – 10:20 A.M.	Grade 9 Social Studies
	9:00 – 10:15 A.M.	Grade 9 K&E Social Studies
Friday, January 24	9:00 – 10:15 A.M.	Grade 9 Science
	9:00 – 10:15 A.M.	Grade 9 K&E Science
Monday, January 27	9:00 – 10:30 A.M.	Grade 9 Mathematics
	9:00 – 10:15 A.M.	Grade 9 K&E Mathematics
Tuesday, January 28	9:00 – 10:15 A.M.	Grade 9 English Language Arts Part B
	9:00 – 10:15 A.M.	Grade 9 K&E English Language Arts Part B
Wednesday, January 29	9:00 – 10:15 A.M.	Grade 9 Français/French Language Arts Partie B

Significant Dates: January 2014 Administration

November 4, 2013	<ul style="list-style-type: none"> • Deadline for submitting <i>Request for Special Format Materials Form</i> to Alberta Education for the January Grade 9 achievement test administration session
November 15, 2013	<ul style="list-style-type: none"> • Deadline for superintendents to request, in writing, changes to the January Grade 9 achievement test administration schedule
November 20– December 4, 2013	<ul style="list-style-type: none"> • Timeframe during which schools must confirm their January Grade 9 achievement test material requirements using the online <i>Achievement Test Confirmation</i> form (see <i>Ordering Test Materials</i> in the <i>Administration Directives, Guidelines, & Procedures</i> section)
January 9 – 10, 2014	<ul style="list-style-type: none"> • Grade 9 achievement test materials are shipped to schools administering achievement tests in January
January 15, 2014	<ul style="list-style-type: none"> • Last day for schools to inspect their January shipment of Grade 9 achievement test materials and to contact Exam Administration if test materials have not been received or if there are errors or omissions in the shipment (see <i>Receiving and Inspecting Test Materials</i> in the <i>Administration Directives, Guidelines, & Procedures</i> section)
January 21 – 29, 2014	<ul style="list-style-type: none"> • Schools on a semestered system administer Grade 9 achievement tests
February 3, 2014	<ul style="list-style-type: none"> • Schools return <i>Principal’s Statements, Lists of Students</i>, and all Grade 9 test materials to the Financial Building <p>Note: For further information, see <i>Packaging and Returning Test Materials</i> in the <i>Administration Directives, Guidelines, & Procedures</i> section</p>

Achievement Test Administration Schedule: May/June 2014

Note: Achievement tests **must** be administered according to the dates and times indicated in this schedule, unless an alternate schedule has been approved by the Director, Examination Administration (see the *Administration Directives, Guidelines, & Procedures* section).

All students are permitted an additional one-half hour to complete a test.

May 2014

Monday, May 12	9:00 – 11:00 A.M.	Grade 6 Français/French Language Arts Partie A
	9:00 – 11:00 A.M.	Grade 9 English Language Arts Part A
	9:00 – 10:20 A.M.	Grade 9 K&E English Language Arts Part A
Tuesday, May 13	9:00 – 10:10 A.M.	Grade 3 English Language Arts Part A
Wednesday, May 14	9:00 – 11:00 A.M.	Grade 6 English Language Arts Part A
	9:00 – 11:00 A.M.	Grade 9 Français/French Language Arts Partie A
Thursday, May 15	9:00 – 10:10 A.M.	Grade 3 Français/French Language Arts Partie A

June 2014

Friday, June 13	9:00 – 10:00 A.M.	Grade 3 English Language Arts Part B
Monday, June 16	9:00 – 10:00 A.M.	Grade 3 Mathematics
Tuesday, June 17	9:00 – 10:00 A.M.	Grade 6 Français/French Language Arts Partie B
Wednesday, June 18	9:00 – 10:00 A.M.	Grade 6 English Language Arts Part B
Thursday, June 19	9:00 – 9:45 A.M.	Grade 3 Français/French Language Arts Partie B
	9:00 – 10:15 A.M.	Grade 6 Mathematics
Friday, June 20	9:00 – 10:00 A.M.	Grade 6 Science
	9:00 – 10:15 A.M.	Grade 9 Français/French Language Arts Partie B
Monday, June 23	9:00 – 10:00 A.M.	Grade 6 Social Studies
	9:00 – 10:15 A.M.	Grade 9 Science
	9:00 – 10:15 A.M.	Grade 9 K&E Science
Tuesday, June 24	9:00 – 10:30 A.M.	Grade 9 Mathematics
	9:00 – 10:15 A.M.	Grade 9 K&E Mathematics
Wednesday, June 25	9:00 – 10:15 A.M.	Grade 9 English Language Arts Part B
	9:00 – 10:15 A.M.	Grade 9 K&E English Language Arts Part B
Thursday, June 26	9:00 – 10:20 A.M.	Grade 9 Social Studies
	9:00 – 10:15 A.M.	Grade 9 K&E Social Studies

Significant Dates: May/June 2014 Administration

November 20, 2013 – March 3, 2014	<ul style="list-style-type: none"> • Timeframe during which schools must confirm their May/June Grade 9 achievement test material requirements using the online <i>Achievement Test Confirmation</i> form (see <i>Ordering Test Material</i> in the <i>Administration Directives, Guidelines, & Procedures</i> section)
November 20, 2013 – March 11, 2014	<ul style="list-style-type: none"> • Timeframe during which schools must confirm their May/June grades 3 & 6 achievement test material requirements using the online <i>Achievement Test Confirmation</i> form (see <i>Ordering Test Material</i> in the <i>Administration Directives, Guidelines, & Procedures</i> section)
March 5, 2014	<ul style="list-style-type: none"> • Deadline for submitting <i>Request for Special Format Materials Form</i> to Alberta Education for the May/June achievement test administration session
April 11, 2014	<ul style="list-style-type: none"> • Deadline for superintendents to request, in writing, changes to the May/June achievement test administration schedule for grades 3, 6, & 9
April 22–23, 2014	<ul style="list-style-type: none"> • Grades 3, 6, & 9 Part(ie) A achievement test materials (Shipment 1) are shipped to schools for the May achievement test administration
April 29, 2014	<ul style="list-style-type: none"> • Last day for schools to inspect their shipment of grades 3, 6, & 9 Part(ie) A achievement test materials (Shipment 1) and to contact Exam Administration if test materials have not been received or if there are errors or omissions in the shipment (see <i>Receiving and Inspecting Test Materials</i> in the <i>Administration Directives, Guidelines, & Procedures</i> section)
May 12–15, 2014	<ul style="list-style-type: none"> • Schools administer grades 3, 6, and 9 Part(ie) A May (Shipment 1) achievement tests
May 16–27, 2014	<ul style="list-style-type: none"> • Schools locally mark grades 3, 6, and 9 Part(ie) A achievement tests
May 28, 2014	<ul style="list-style-type: none"> • Schools return all Shipment 1 <i>Principal's Statements, Lists of Students</i>, and test booklets and answer sheets that require marking or scoring to the Financial Building • Schools return all secure Shipment 1 test materials that don't require marking or scoring to the Learning Resources Centre • All unused/extra language arts Part(ie) A booklets that are unsecured after administration may be kept at the school or returned to the Learning Resource Centre <p>Note: For further information, see <i>Packaging and Returning Test Materials</i> in the <i>Administration Directives, Guidelines, & Procedures</i> section</p>
May 26–28, 2014	<ul style="list-style-type: none"> • Grades 3, 6 and 9 (Shipment 2) achievement test materials are shipped to schools for the June achievement test administration

June 2, 2014	<ul style="list-style-type: none"> • Last day for schools to inspect their shipment of grades 3, 6 and 9 (Shipment 2) achievement test materials and to contact Exam Administration if test materials have not been received or if there are errors or omissions in the shipment (see <i>Receiving and Inspecting Test Materials</i> in the <i>Administration Directives, Guidelines, & Procedures</i> section)
June 13–26, 2014	<ul style="list-style-type: none"> • Schools administer grades 3, 6, and 9 June (Shipment 2) achievement tests
June 20, 2014	<ul style="list-style-type: none"> • Schools return all Grade 3 Shipment 2 Principal’s Statements, Lists of Students, and test booklets that require scoring to the Financial Building • Schools return all secure Grade 3 Shipment 2 test materials that don’t require scoring to the Learning Resources Centre <p>Note: For further information, see <i>Packaging and Returning Test Materials</i> in the <i>Administration Directives, Guidelines, & Procedures</i> section.</p>
June 25, 2014	<ul style="list-style-type: none"> • Schools return all Grade 6 Shipment 2 Principal’s Statements, Lists of Students, and answer sheets that require scoring to the Financial Building • Schools return all secure Grade 6 Shipment 2 test materials that don’t require scoring to the Learning Resources Centre <p>Note: For further information, see <i>Packaging and Returning Test Materials</i> in the <i>Administration Directives, Guidelines, & Procedures</i> section.</p>
June 27, 2014	<ul style="list-style-type: none"> • Schools return all Grade 9 Shipment 2 Principal’s Statements, Lists of Students, and answer sheets that require scoring to the Financial Building • Schools return all secure Grade 9 Shipment 2 test materials that don’t require scoring to the Learning Resources Centre <p>Note: For further information, see <i>Packaging and Returning Test Materials</i> in the <i>Administration Directives, Guidelines, & Procedures</i> section.</p>
August 26, 2014	<ul style="list-style-type: none"> • Schools and school authorities access their Achievement Testing Program results reports via Alberta Education’s extranet site and review them for errors or omissions
September 3, 2014	<ul style="list-style-type: none"> • Last day for schools and school authorities to report any errors or omissions in their reports to the Director, Achievement Testing (see the <i>Contacts</i> section)
Late September 2014	<ul style="list-style-type: none"> • Alberta Education releases Individual Student Profiles, which schools may access via Alberta Education’s extranet site
Late September 2014	<ul style="list-style-type: none"> • Alberta Education releases multiyear reports, which schools may access via Alberta Education’s extranet site

Achievement Test Administration Schedule: January 2015

Note: Achievement tests **must** be administered according to the dates and times indicated in this schedule, unless an alternate schedule has been approved by the Director, Examination Administration (see the *Administration Directives, Guidelines, & Procedures* section).

All students are permitted an additional one-half hour to complete a test.		
Wednesday, January 21	9:00 – 11:00 A.M.	Grade 9 English Language Arts Part A
	9:00 – 10:20 A.M.	Grade 9 K&E English Language Arts Part A
Thursday, January 22	9:00 – 11:00 A.M.	Grade 9 Français/French Language Arts Partie A
Friday, January 23	9:00 – 10:20 A.M.	Grade 9 Social Studies
	9:00 – 10:15 A.M.	Grade 9 K&E Social Studies
Monday, January 26	9:00 – 10:15 A.M.	Grade 9 Science
	9:00 – 10:15 A.M.	Grade 9 K&E Science
Tuesday, January 27	9:00 – 10:30 A.M.	Grade 9 Mathematics
	9:00 – 10:15 A.M.	Grade 9 K&E Mathematics
Wednesday, January 28	9:00 – 10:15 A.M.	Grade 9 English Language Arts Part B
	9:00 – 10:15 A.M.	Grade 9 K&E English Language Arts Part B
Thursday, January 29	9:00 – 10:15 A.M.	Grade 9 Français/French Language Arts Partie B

***NEW Achievement Test Administration Schedule: May/June 2015**

Note: Achievement tests **must** be administered according to the dates and times indicated in this schedule, unless an alternate schedule has been approved by the Director, Examination Administration (see the *Administration Directives, Guidelines, & Procedures* section).

All students are permitted an additional one-half hour to complete a test.

May 2015		
Monday, May 11	9:00 – 11:00 A.M.	Grade 6 Français/French Language Arts Partie A
	9:00 – 11:00 A.M.	Grade 9 English Language Arts Part A
	9:00 – 10:20 A.M.	Grade 9 K&E English Language Arts Part A
Wednesday, May 13	9:00 – 11:00 A.M.	Grade 6 English Language Arts Part A
	9:00 – 11:00 A.M.	Grade 9 Français/French Language Arts Partie A

June 2015		
Tuesday, June 16	9:00 – 10:00 A.M.	Grade 6 Français/French Language Arts Partie B
Wednesday, June 17	9:00 – 10:00 A.M.	Grade 6 English Language Arts Part B
Thursday, June 18	9:00 – 10:15 A.M.	Grade 6 Mathematics
Friday, June 19	9:00 – 10:00 A.M.	Grade 6 Science
Monday, June 22	9:00 – 10:00 A.M.	Grade 6 Social Studies
	9:00 – 10:15 A.M.	Grade 9 Français/French Language Arts Partie B
Tuesday, June 23	9:00 – 10:15 A.M.	Grade 9 Science
	9:00 – 10:15 A.M.	Grade 9 K&E Science
Wednesday, June 24	9:00 – 10:30 A.M.	Grade 9 Mathematics
	9:00 – 10:15 A.M.	Grade 9 K&E Mathematics
Thursday, June 25	9:00 – 10:15 A.M.	Grade 9 English Language Arts Part B
	9:00 – 10:15 A.M.	Grade 9 K&E English Language Arts Part B
Friday, June 26	9:00 – 10:20 A.M.	Grade 9 Social Studies
	9:00 – 10:15 A.M.	Grade 9 K&E Social Studies

***NEW Achievement Test Administration Schedule: January 2016**

Note: Achievement tests **must** be administered according to the dates and times indicated in this schedule, unless an alternate schedule has been approved by the Director, Examination Administration (see the *Administration Directives, Guidelines, & Procedures* section).

All students are permitted an additional one-half hour to complete a test.		
Tuesday, January 19	9:00 – 11:00 A.M.	Grade 9 English Language Arts Part A
	9:00 – 10:20 A.M.	Grade 9 K&E English Language Arts Part A
Wednesday, January 20	9:00 – 11:00 A.M.	Grade 9 Français/French Language Arts Partie A
Thursday, January 21	9:00 – 10:20 A.M.	Grade 9 Social Studies
	9:00 – 10:15 A.M.	Grade 9 K&E Social Studies
Friday, January 22	9:00 – 10:15 A.M.	Grade 9 Science
	9:00 – 10:15 A.M.	Grade 9 K&E Science
Monday, January 25	9:00 – 10:30 A.M.	Grade 9 Mathematics
	9:00 – 10:15 A.M.	Grade 9 K&E Mathematics
Tuesday, January 26	9:00 – 10:15 A.M.	Grade 9 English Language Arts Part B
	9:00 – 10:15 A.M.	Grade 9 K&E English Language Arts Part B
Wednesday, January 27	9:00 – 10:15 A.M.	Grade 9 Français/French Language Arts Partie B

Note: The Achievement Test schedules for 2015–2016 are to be considered **draft** until confirmed in the November 2014 General Information Bulletin update. They are provided as a planning tool when preparing for the 2015–2016 school year calendar.

***NEW Achievement Test Administration Schedule: May/June 2016**

Note: Achievement tests **must** be administered according to the dates and times indicated in this schedule, unless an alternate schedule has been approved by the Director, Examination Administration (see the *Administration Directives, Guidelines, & Procedures* section).

All students are permitted an additional one-half hour to complete a test.

May 2016

Monday, May 9	9:00 – 11:00 A.M.	Grade 6 Français/French Language Arts Partie A
	9:00 – 11:00 A.M.	Grade 9 English Language Arts Part A
	9:00 – 10:20 A.M.	Grade 9 K&E English Language Arts Part A
Wednesday, May 11	9:00 – 11:00 A.M.	Grade 6 English Language Arts Part A
	9:00 – 11:00 A.M.	Grade 9 Français/French Language Arts Partie A

June 2016

Tuesday, June 14	9:00 – 10:00 A.M.	Grade 6 Français/French Language Arts Partie B
Wednesday, June 15	9:00 – 10:00 A.M.	Grade 6 English Language Arts Part B
Thursday, June 16	9:00 – 10:15 A.M.	Grade 6 Mathematics
Friday, June 17	9:00 – 10:00 A.M.	Grade 6 Science
Monday, June 20	9:00 – 10:00 A.M.	Grade 6 Social Studies
	9:00 – 10:15 A.M.	Grade 9 Français/French Language Arts Partie B
Tuesday, June 21	ABORIGINAL DAY	No tests scheduled
Wednesday, June 22	9:00 – 10:15 A.M.	Grade 9 Science
	9:00 – 10:15 A.M.	Grade 9 K&E Science
Thursday, June 23	9:00 – 10:30 A.M.	Grade 9 Mathematics
	9:00 – 10:15 A.M.	Grade 9 K&E Mathematics
Friday, June 24	9:00 – 10:15 A.M.	Grade 9 English Language Arts Part B
	9:00 – 10:15 A.M.	Grade 9 K&E English Language Arts Part B
Monday, June 27	9:00 – 10:20 A.M.	Grade 9 Social Studies
	9:00 – 10:15 A.M.	Grade 9 K&E Social Studies

Note: The Achievement Test schedules for 2015–2016 are to be considered **draft** until confirmed in the November 2014 General Information Bulletin update. They are provided as a planning tool when preparing for the 2015–2016 school year calendar.

Security of Testing Materials

Security of Testing Materials

Unless otherwise designated, **all** tests and testing materials are secured before, during, and after test administration and must be handled accordingly.

No secured test, written response exemplar, or other secured testing material may be kept at a school or school authority office following test administration. Copying of any secured test material in whole or in part is prohibited. To do so is a breach of security.

After each achievement test administration session, a principal must sign a declaration that is part of the *Principal's Statement* attesting that these security requirements have been met.

Access to Testing Materials Before, During, and After Test Administration

Students may only access secured achievement test materials while writing those tests.

Under the principal's supervision, a teacher of students writing an achievement test may view it within the 24 hour period immediately preceding its scheduled date and time of administration. Teachers may also access their students' tests after administration to mark or score them before the return of that material to Alberta Education.

No notes about or copies of test items may be made during or after the viewing of a secured achievement test. It is a breach of security to create, use, or distribute test items that imitate or closely resemble secured achievement test questions in appearance, content, or style.

Security Status of January Testing Materials

All Grade 9 achievement tests and testing materials administered in **January** are **secure** before and after administration. **All** tests and other materials must be returned after administration, as scheduled (see the *Schedules & Significant Dates* section).

Security Status of May Testing Materials

All English and French language arts exemplars are **secure** before and after administration in **May** and **all** copies must be returned as scheduled (see the *Schedules & Significant Dates* section). The K&E English Language Arts Part A test booklet is **secure** and **all** test booklets must be returned after administration, as scheduled.

The grades 3, 6, and 9 English language arts and grades 3, 6, 9 Français/French language arts Part(ie) A test booklets are **unsecured** after test administration. **Unused** copies of these test booklets may be kept at the school after their May administration.

Security Status of June Testing Materials All achievement test materials administered in **June** are **secure** and must be returned after administration, as scheduled (see the *Schedules & Significant Dates* section).

Return of Secured Tests and Testing Materials All test materials that require **marking** (written response answers in test booklets) or **scoring** (answer sheets) must be returned to the **Financial Building**.

All **other secured tests and testing materials** must be returned to the **Learning Resources Centre**.

For further information about where and how to return test materials to Alberta Education, see *Packaging and Returning Test Materials* in the *Administration Directives, Guidelines, & Procedures* section.

Photocopying of Students' Written Responses Following test administration, teachers may make a photocopy of a student's writing from any English, Français, or French language arts Part(ie) A achievement test for inclusion in a portfolio of the year's work. Copies may also be made for parents who request them.

Note: The Grade 9 English, K&E English, Français, and French language arts Part(ie) A achievement tests remain secured after the January administration. Consequently, photocopies of student writing from the January administration must remain secured and may not be provided to students or parents until the completion of the May test administration session. The Grade 9 K&E English language arts Part A achievement test remains secured after the January and June administrations. Consequently, photocopies of student writing from these administrations must remain secured and may not be provided to students or parents.

Previously Secured Test Forms That Are Now Released Released items from specific achievement tests that may be used by schools, for educational purposes only, are available on the Alberta Education website at:
<http://education.alberta.ca/admin/testing/achievement/answerkeys.aspx>.

All other previously administered tests and testing materials that have not been released **remain secured**.

Achievement Test Rules

The achievement test rules listed below apply to the administration of **all** achievement tests.

Test Administration Supervision 1. All achievement tests must be administered according to the directions specified for each test. This is the key responsibility of supervising teachers.

2. Supervising teachers may not provide any assistance to students writing an achievement test or otherwise interfere in any way that would undermine the validity or reliability of their responses, unless that assistance has been pre-approved by the superintendent and will be documented as a test accommodation.
3. Notwithstanding Point 2, above, supervising teachers may assist Grade 3 students writing their Part(ie) A language arts tests who want to use a specific word that they don't know how to spell by giving them the first few letters of the word so that they may use their dictionary more appropriately.
4. No answer keys or scoring guides are permitted in the test room, and no achievement tests may be marked, while students are writing an achievement test.
5. Students who have turned in their test materials may not be asked to complete unanswered questions or revise portions of a test unless they have misunderstood test administration directions.
6. Any request for a student to complete unanswered questions or revise portions of a test must be **pre-authorized** by the principal and must be **documented** and **reported** as a test administration anomaly on the Principal's Statement.
7. No changes or alterations of any kind may be made to the test responses made by students on their test booklets and answer sheets.
8. No marks or notations of any kind may be added to a test booklet or answer sheet when marking or scoring those materials after a test administration.

Alberta Student Number

1. All students must have and use a valid Alberta Student Number when writing achievement tests.

Entrance Into and Exit From the Test Room

1. Students may not enter or leave the test room without the consent of the supervising teacher.
2. Students who must leave the test room while the test administration is underway must be accompanied by a test supervisor or other teacher.

Materials Allowed in the Test Room

1. The only student materials that are allowed to be used while writing a particular test are those specified in the subject bulletin for that achievement test.

Materials Not Allowed in the

1. All classroom materials in a testing room that could provide **assistance** to a student writing an achievement test, other than those items

Test Room

specifically noted in the subject bulletins, must be removed or covered (e.g., word lists, templates, maps, timelines, wall charts, multiplication tables, formulas).

2. No notes in any form, papers, informal dictionaries, electronic dictionaries, or books relating to a test may be brought into the test room, or used by a student, unless expressly permitted to do so by the test administration instructions.
3. No electronic or paper templates and/or graphic organizers are allowed for the writing of written response achievement tests.
4. Students may not bring into the test room or use any headsets, digital audio players, cell phones, or other electronic devices.

Discussion and Sharing

1. Students may not talk, whisper, or communicate in other ways with one another while a test is being written, unless specifically permitted to do so as part of the testing activity.
2. Students may not share or exchange any test writing tools or materials while in the test room, unless specifically permitted to do so as part of the testing activity.
3. Once a test administration session has officially started, students may not discuss the achievement test with the supervising teacher unless the test booklet is incomplete or illegible.

Breaches of Security and Violations of Achievement Test Rules

Managing Breaches of Security and Violations of Achievement Test Rules

Immediately following the administration and scoring or marking of an achievement test, the principal must report any circumstances that occurred that may affect the validity of the results of any student or group of students.

If a breach of security or violation of test rules occurs or is suspected, the school principal must immediately report the incident to the superintendent and to the Director, Examination Administration (see the *Contacts* section). Where a breach of security or violation of test rules occurs, the **superintendent shall make recommendations to Alberta Education regarding the validity of the students' results** (see the *Protocol* in this section).

Consequences of Inappropriate Student Behavior

Students who interfere with the security of test materials, violate Achievement Test Rules, falsify test responses or results, disrupt other students, or commit any other act that may enable them to fraudulently represent their or another student's achievement test performance may have their tests invalidated.



**COLLEGE OF ALBERTA SCHOOL SUPERINTENDENTS
and
ASSESSMENT SECTOR, ALBERTA EDUCATION**

**Protocol for Superintendents Investigating
Allegations of Inappropriate Examination/Test Administration
And/Or
Alleged Contravention of the Examination/Test Rules**

Introduction

The following guidelines for investigating examination/test administration or student behaviour during testing are provided to assist Superintendents of Schools and the staff of Assessment Sector in ensuring

- security of the diploma examinations and achievement tests,
- consistency and fairness in the examination/test administration processes, and
- validity of the results.

Time is of the essence in any investigation, especially concerning diploma examinations, as students' entrance to post-secondary studies or the workforce depends on resolution.

The *Student Evaluation Regulation 177/2003* is the basis of authority for directives about examination/test administration.

Identifying a Problem

In the event of any inappropriate circumstance or inappropriate student behaviour during the administration of a diploma examination or achievement test

- the school principal submits written notification to the Superintendent of Schools and to the Director, Examination Administration;
- the Director ensures that the results for the school, or the individual student(s), are withheld until the Superintendent of Schools determines the results validity and conveys this in writing to the Director, Examination Administration.

Investigating Inappropriate Examination/Test Administration or Allegations of a Contravention of the Examination/Test Rules

The superintendent will use the following procedures for an investigation requested by the Director, Examination Administration:

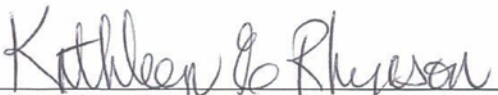
- Start the investigation as quickly as possible because the validity of results may be in question.
- Contact the Executive Director, Assessment Sector or the Director, Examination Administration, Assessment Sector at any time throughout an investigation for advice or clarification.
- Conduct an investigation independent of the school.
- Ask the College of Alberta School Superintendents (CASS) to appoint a superintendent from a neighbouring school authority to investigate on your behalf in any awkward and/or conflict of interest cases.
- Consider the *Freedom of Information and Protection of Privacy Act (FOIP Act)* when discussing the situation with others.
- Collect facts from as many sources as possible and keep a written record of all pertinent details and dates.
- Obtain corroboration from as many sources as possible.
- Collect any physical evidence that might support the case—for example, study notes that include secured material.
- If a charge of unprofessional conduct appears to be appropriate, contact the Alberta Teachers' Association (ATA) and provide the relevant information.
- After the investigation is complete, make a recommendation about the validity of the results.
- As soon as the validity of examination/test results is determined, send a written summary and recommendation to the Director, Examination Administration, Assessment Sector. Include documentary evidence and any confiscated student materials.

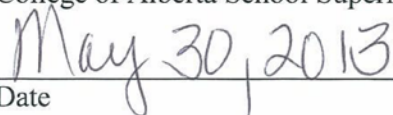
Assessment Sector Follow-up

On the basis of the superintendent's recommendation, the Executive Director of Assessment Sector will use the following procedures to conclude the investigation:

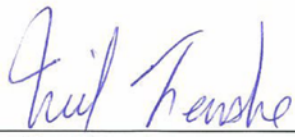
- If the school results, or an individual student's results, are determined to be valid, the Executive Director of Assessment Sector ensures that the results are released and the outcome of the investigation communicated to the superintendent, the principal, and the student where necessary. If the data files for the school and school authority reports have not yet been closed, the student's results are included in the reports. If a student's achievement test is involved, a revised *Individual Student Profile* is included with the principal's letter. In the case of an individual student's diploma examination, a revised results statement is sent to the student.
- If the school results are found to be invalid, the school report and the school authority report are prepared accordingly if the data files for the reports have not been closed yet. Invalid student scores are not included in the calculations of school and school authority results. However, the students may be included in the participation rates calculations.
- If a student's results on a diploma examination are determined to be invalid, the Executive Director, Assessment Sector sends a letter notifying the student that the results of the examination have been declared invalid and informing him or her about any penalty. The letter also informs the student about the right to appeal to the Assistant Deputy Minister.

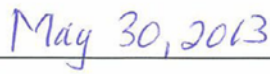
The penalty for the student will vary. A maximum penalty would have the student wait one calendar year before rewriting the examination. There is also a provision for the student's record to be annotated to state that a contravention of the *Examination Rules* has occurred.



Executive Director
College of Alberta School Superintendents


Date



Executive Director
Assessment Sector


Date

Achievement Test Administration Directives

Achievement test directives identify requirements and expectations related to the administration of achievement tests. These directives are issued by the Minister of Education under the authority of the Student Evaluation Regulation, Alberta Regulation 177/2003 pursuant to the School Act. The directives in this section outline what should occur to prepare for, supervise, and complete the administration of all achievement tests. These directives apply to all superintendents of schools, principals of private schools, principals, test supervisors, teachers, and/or students who will be writing achievement tests. Additional directives related to the administration of achievement tests, including those that pertain to the use of computers, calculators, and/or writing accommodations, may be found throughout this bulletin.

General Achievement Testing Program Directives

The following directives outline general requirements and expectations related to who should write achievement tests and under what conditions.

Who Writes Achievement Tests Students registered in grades 3, 6, and 9 and ungraded students* in their third, sixth, and ninth years of schooling shall write provincial achievement tests, subject to the following caveats and/or exceptions:

1. A superintendent may, on an individual basis, excuse a student from writing an achievement test for the following reasons:
 - a. the student is not capable of responding to the assessment in its original or approved accommodated form
 - b. participation would be harmful to the student
2. Upon advice from the teacher, the principal in consultation with the parent/guardian, shall recommend to the superintendent that a student be excused from writing. A copy of the documentation in support of the recommendation, including the student's Individual Program Plan, if applicable, shall remain in the school for auditing purposes.

Note: If a parent withdraws a student from participation, the school is obligated to mark the student "absent" not "excused" on the List of Students. A copy of the parent's letter indicating that the child will not be participating should be attached to the *Principal's Statement*.

3. Students in English as a Second Language programs and those in special education programs shall complete the provincial achievement tests, unless excused by the superintendent under the conditions noted in point 1 (see also the *Accommodations* section).

* Ungraded students are funded students registered in classes that are not considered equivalent to one of the grades classified as elementary (grades 1 to 6), junior high (grades 7 to 9), or senior high (grades 10 to 12).

4. Students with a learning disability or a physical disability shall complete the provincial achievement tests, with or without approved accommodations, unless excused by the superintendent under the conditions noted in point 1 (see also the *Accommodations* section).
5. Students who are repeating grades 3, 6, or 9 shall write achievement tests in their repeating year.
6. A private school student shall complete the provincial achievement tests. In applying point 1, the principal shall act as the superintendent.
7. A home educated student at a level equivalent to grades 3, 6, or 9 must be given the opportunity to write the grades 3, 6, or 9 provincial achievement tests, according to the published schedules, and under the supervision of the associate board or associate private school, in accordance with the *Home Education Regulation, Alberta Regulation 145/2006*.

Adherence to the Official Test Administration Schedules

Achievement tests shall be administered according to the official administration schedules, subject to the following caveats and/or exceptions:

1. If a school system or private school is unable to administer achievement tests according to the official published schedule, because they operate on an alternate school year, the superintendent or principal of a private school may propose and implement an alternate testing schedule, subject to the written approval of the Director, Exam Administration.
2. If a class or group of students in a school is unable to write an achievement test during the official scheduled administration, because of their unique circumstances, the superintendent or principal of a private school may propose and implement an alternate schedule for those students, subject to the written approval of the Director, Exam Administration.

Note: Schools and school authorities are expected to set up their school year calendars taking into account the official test administration schedules (see the *Schedules & Significant Dates* section). Requests for alternate achievement testing schedules to accommodate field trips, extra-curricular or professional development activities, and other school events that were planned after the publication of the official test administration schedules **will not** be approved.

3. To accommodate specific circumstances in a school, a school may administer an achievement test on the date scheduled for that test, but at a start and finish time other than what was officially scheduled, subject

to the written approval of the superintendent or principal of a private school and as long as that alternate start and finish time is implemented in a manner that maintains the security and integrity of the achievement test being administered.

4. To accommodate specific circumstances, a school may implement multiple consecutive administrations of an achievement test on the date scheduled for that test, subject to the written approval of the superintendent, or principal of a private school, and as long as those administrations are implemented in a manner that maintains the security and integrity of the achievement test being administered.
5. A school may implement an alternate test administration schedule for a student who leaves school early (e.g., to go on vacation), subject to the written approval of the superintendent, or principal of a private school, and as long as that schedule is implemented in a manner that maintains the security and integrity of the achievement tests being administered (see the *Administration Guidelines*, below).
6. Students who are absent on the day of the test are expected to write when they return, up to the published return shipment date(s) for those testing materials (see the *Schedules & Significant Dates* section).

Directives for Superintendents of Schools and Principals of Private Schools

**Test
Administration
Preparation**

Prior to each achievement test session, the superintendent of schools or principal of a private school shall:

1. Review this bulletin and update or modify achievement test related processes, procedures, and schedules within the school authority or private school to ensure that they conform to current expectations and requirements.
2. Establish, review with principals, and implement appropriate procedures and schedules within the school authority or private school to:
 - a. Maintain strict security of all test materials while they are in the custody and control of the school authority or private school
 - b. Immediately upon their receipt, inspect received test materials for errors or deficiencies (see *Receiving and Inspecting Test Materials* below)
 - c. Implement timely and appropriate remedies to correct test shipment errors or deficiencies (see *Receiving and Inspecting Test Materials* below).

3. Establish and review with principals appropriate procedures within the school authority or private school to:
 - a. Distribute and manage secured achievement test materials before, during, and after an official scheduled test administration
 - b. Prepare, package, and return secured test materials to Alberta Education (see *Packaging and Returning Test Materials* below).
4. Establish and review with principals appropriate procedures within the school authority or private school to receive requests and communicate decisions related to the:
 - a. Excusing of students from writing
 - b. Use of accommodations when writing
 - c. Changing of official test administration schedules.
5. Establish, and review with principals, appropriate procedures within the school authority or private school to ensure that students enrolled in home education programs complete the provincial achievement tests or an alternative form of assessment in accordance with the *Home Education Regulation, Alberta Regulation 145/2006*.
6. Establish, and review with principals, appropriate procedures within the school authority or private school to investigate and report:
 - a. Test administration anomalies (see the *Security & Test Rules* section)
 - b. Suspected security breaches (see the *Security & Test Rules* section).
7. Establish, and review with principals, **test administration contingency plans** that may be implemented, as required, to address unexpected issues or problems that arise while achievement tests are being written.

**Test
Administration
Supervision**

Immediately prior to and during each achievement test administration, the superintendent of schools or principal of a private school shall:

1. Ensure that achievement tests are administered:
 - a. According to the dates and times published in this bulletin (see the *Schedules & Significant Dates* section)
 - b. In accordance with the policies, directives, rules, and procedures outlined in this bulletin
 - c. In accordance with specific test related processes and procedures established within the school authority or private school.
2. Implement appropriate procedures, as required, to investigate and report:
 - a. Test administration anomalies (see the *Security & Test Rules* section)
 - b. Suspected security breaches (see the *Security & Test Rules* section).

3. Implement a test **administration contingency plan**, as required, to address unexpected issues or problems that arise while a test is being written.

**Test
Administration
Completion**

Following each achievement test session, the superintendent of schools or principal of a private school shall:

1. Notify the Director, Exam Administration, of any violations of test rules (see the *Security & Test Rules* section) that occurred, and report in writing, any circumstances that may affect the validity of the results of any student or group of students who wrote an achievement test.
2. Ensure that all secured test materials and associated forms are accounted for, appropriately prepared for shipment, and returned to Alberta Education.

Directives for Principals

**Test
Administration
Preparation**

Prior to each achievement test session, the principal shall:

1. Review this bulletin and update or modify achievement test related processes, procedures, and schedules within the school to ensure that they conform to current expectations and requirements.
2. Communicate to students and teachers their roles, responsibilities, and deadline related information pertaining to the administration of achievement tests (see the *Test Administration Guidelines* below).
3. Establish and implement appropriate procedures and schedules within the school for teachers to submit recommendations and supporting documentation related to requests:
 - a. For the use of writing accommodations for specific students
 - b. That a student be excused from writing one or more achievement test.
4. Establish and implement procedures and schedules within the school to communicate with parents about the appropriateness of requesting:
 - a. Writing accommodations for their child
 - b. That their child be excused from writing one or more achievement tests.
5. Establish and implement appropriate procedures and schedules within the school to:
 - a. Confirm that appropriate achievement test forms have been ordered for all students

- b. Order special format materials from Alberta Education for all students for whom their use has been approved.
6. Establish and implement appropriate procedures and schedules in the school to:
 - a. Maintain strict security of all test materials while they are in the custody and control of the school
 - b. Immediately upon their receipt, inspect received test materials for errors or deficiencies
 - c. Implement timely and appropriate remedies to correct test shipment errors or deficiencies (see *Receiving and Inspecting Test Materials* below).
7. Establish appropriate procedures within the school to:
 - a. Distribute and manage secured achievement test materials before, during, and after an official scheduled test administration
 - b. Prepare, package, and return test materials to Alberta Education (see *Packaging and Returning Test Materials* below).
8. Establish appropriate procedures within the school to enable teachers to mark and score achievement tests in a manner that
 - a. Maintains the security and integrity of student responses and the test materials
 - b. Ensures that test materials are returned according to the dates published in this bulletin (see the *Schedules & Significant Dates* section).
9. Establish guidelines and procedures within the school that will ensure appropriate use and reporting of students' preliminary scores from the achievement test administration.
10. Establish appropriate procedures within the school to investigate and report:
 - a. Test administration anomalies (see the *Security & Test Rules* section)
 - b. Suspected security breaches (see the *Security & Test Rules* section).
11. Establish a test **administration contingency plan** that can be implemented, as required, to address unexpected issues or problems that arise while tests are being written.
12. Designate teachers to act as test administration supervisors and ensure that they are appropriately prepared for that role (see *Test Administration Guidelines* below).
13. Designate and schedule the facilities to be used as test rooms when

administering achievement tests (see *Test Administration Guidelines* below).

14. If it is appropriate and feasible to do so, establish and implement procedures and schedules within the school to administer:
 - a. Part(ie) A tests using computers
 - b. Grades 6 and 9 machine scorable tests using *Quest A+*.

Test Administration Supervision

Immediately prior to and during each achievement test administration, the principal shall:

1. Ensure that achievement tests are administered:
 - a. According to the dates and times published in this bulletin (see the *Schedules & Signification Dates* section)
 - b. In accordance with the policies, directives, rules, and procedures outlined in this bulletin
 - c. In accordance with the specific test related processes and procedures established at that school.
2. Ensure that all facilities and materials that have been set up for test writing purposes are secured and remain secured until after the test writing session and follow-up administrative procedures are completed.
3. Implement appropriate procedures to ensure that a valid Alberta Student Number is available for all students writing achievement tests.
4. Implement appropriate procedures to enable teachers whose students are writing an achievement test to view that test, *under supervision*, up to 24 hours prior to its scheduled administration.
5. Ensure that appropriate procedures for the administration of writing accommodations are being followed, including the completion of necessary forms and documents (see the *Accommodations* section).
6. Implement appropriate procedures, as required, to investigate and report:
 - a. Test administration anomalies (see the *Security & Test Rules* section)
 - b. Suspected security breaches (see the *Security & Test Rules* section).
7. Implement a test **administration contingency plan**, as required, to address unexpected issues or problems that arise while a test is being written.
8. Ensure that students who are absent on the scheduled administration day of a test write the test when they return, up to the published return date

for test materials (see the *Schedules & Significant Dates* section).

**Test
Administration
Completion**

Following each achievement test administration, the principal shall:

1. Notify the Superintendent and the Director, Exam Administration, of any violations of the *Achievement Test Rules* (see the *Security & Test Rules* section) that occurred, and report in writing, any circumstances that may affect the validity of the results of any student or group of students who wrote an achievement test.
2. Ensure that if computers and/or other digital devices were used for test administration purposes, all achievement test information, including student responses, have been removed from those devices.
3. Implement appropriate procedures within the school to enable teachers to mark and score achievement tests in a manner that:
 - a. maintains the security and integrity of student responses
 - b. protects the security of all test materials
 - c. ensures that **all** secure test material is returned according to the dates and times published in this bulletin (see the *Schedules & Significant Dates* section).
4. Implement procedures within the school to enable appropriate use and reporting of students' preliminary scores from the achievement test administration.
5. Complete the *List of Students* and complete and sign the *Principal's Statement* (see the *Test Administration Forms* section).
6. Record on the *List of Students* the names of any students excused by the superintendent from writing the test and any students who were absent from writing.
7. Ensure that all secured test materials and associated documents and forms are accounted for, appropriately prepared for return shipment, and shipped to Alberta Education (see *Packaging and Returning Test Materials* below).
8. Following the June test administration session, provide a summer contact name and phone number (not the school phone number).

Directives for Test Supervisors

Test Administration Preparation

Prior to each achievement test session, test supervisors shall:

1. Collaborate with the principal and other test supervisors to review and update existing or establish new test administration supervision procedures and processes, to ensure that they conform to current Alberta Education and school system expectations and requirements.
2. Collaborate with the principal and other test supervisors to review and update the school's **test administration contingency plan** that may be implemented, as required, to address unexpected issues or problems that arise while tests are being written.
3. Review and, where applicable, be able to implement the directives, rules, processes, and procedures that relate to the administration of achievement tests using:
 - a. Computers (see the *Using Calculators & Computers* section)
 - b. Calculators (see the *Using Calculators & Computers* section)
 - c. Writing accommodations (see the *Accommodations* section).
4. If the supervision duties of an upcoming scheduled achievement test administration are to be shared with other supervisors, collaborate to develop a roster of duties for each supervisor, to ensure that all required test administration processes and procedures will be implemented as planned (see the *Test Administration Guidelines* below).

Test Administration Supervision

Immediately prior to and during each scheduled achievement test administration, the test supervisor shall:

1. Ensure that the test room is appropriately set up and free of materials or distractions that could affect the outcomes of the test (see the *Security & Test Rules* section).
2. Ensure that all required test materials, equipment, and forms are in the test room and are kept secured before, during, and after the scheduled achievement test session.
3. Verify the identity of each student, if required, and record their location in the test room.
4. Verify that each student has and uses a valid Alberta Student Number.
5. Ensure that students are aware of and understand the rules and procedures for writing an achievement test and their responsibilities for implementing them, prior to the commencement of the official scheduled test administration.

6. Ensure that all test accommodations used by students are indicated on their written-response booklet(s) and/or answer sheets.
7. Implement procedures to ensure that:
 - a. Authorized materials only are brought into and used by students in the test room (see the *Security & Test Rules* section)
 - b. Appropriate materials are distributed to and returned by students before and after the official scheduled writing time
 - c. Students understand and comply with all requirements related to the use of all documents, forms, and test materials that are distributed to them while they are in the test room.
8. Ensure that tests are administered during the official scheduled writing time (see the *Schedules & Significant Dates* section).
9. Actively observe and supervise all students who are in the test room before, during, and after the official scheduled writing time, to ensure that they are complying with all test rules (see the *Test Administration Guidelines* below).

Test Administration Completion

Immediately following each scheduled achievement test administration, the test supervisor shall:

1. Document any unusual circumstances or violations of rules and/or directives that occurred during the test administration and forward this information to the principal (see the *Security & Test Rules* section).
2. Complete and sign all required test administration forms.
3. Collate and appropriately prepare all used and unused test materials, and other related equipment, forms, and documents, and return them to the principal (see *Packaging and Returning Test Materials* below).
4. If computers and/or other digital devices were used for test administration purposes, remove all achievement test information, including student responses, from those devices.

Directives for Teachers of Students Writing Achievement Tests

Test Administration Preparation

Prior to each achievement test session, teachers of students writing achievement tests shall:

1. Ensure that students are aware of and understand the rules and procedures related to writing an achievement test, and their responsibilities for complying with and/or implementing them (see the *Test Administration Guidelines* below).

2. Ensure that students have and use a valid Alberta Student Number.
3. Submit recommendations and supporting documentation related to requests:
 - a. For the use of writing accommodations for specific students
 - b. That a student be excused from writing one or more achievement test.

Test Administration

During each scheduled achievement test administration, teachers of students writing achievement tests shall:

1. Follow the procedures established by the principal if they wish to view an achievement test.

Test Administration Completion

Following each scheduled achievement test administration, teachers of students writing achievement tests shall:

1. Mark and/or score achievement tests in accordance with Alberta Education standards and school based procedures and in a manner that
 - a. Maintains the security and integrity of student responses
 - b. Protects the security of all test materials
 - c. Ensures that **all** secure test material is returned according to the dates and times published in this bulletin (see the *Schedules & Significant Dates* section).
2. Implement school based procedures related to the appropriate use and reporting of students' preliminary scores from the achievement test administration.

Directives for Students Writing Achievement Tests

Test Writing Preparation

Prior to an achievement test session, students who will be writing an achievement test, and/or their parents, shall:

1. Ensure that they are aware of and understand the rules, procedures, requirements, and deadlines related to writing an achievement test, and of their responsibilities for complying with and/or implementing them (see the *Test Administration Guidelines* below).
2. Discuss with school personnel their needs and intentions with respect to the use of writing accommodations (see the *Accommodations* section).
3. Discuss with school personnel their intentions with respect to the use of a computer to write achievement tests (see the *Using Calculators & Computers* section).

Test Writing

Immediately prior to and during each scheduled achievement test administration, students writing achievement tests shall:

1. Write his/her achievement test(s).
2. Comply with all directives, rules, and procedures related to the writing of achievement tests (see the *Test Administration Guidelines* below).

Test Administration Guidelines

Preparing Students

To prepare students to write achievement tests, schools should communicate to students and/or their parents their roles and responsibilities and deadline related information pertaining to:

1. Test schedules
2. Achievement test directives and rules
3. Using calculators or computers when writing achievement tests (see the *Using Calculators & Computers* section)
4. Accessing and using writing accommodations.

Preparing Test Supervisors

Appropriate preparation to serve as a test administration supervisor includes being aware of and able to implement:

1. Achievement test directives and rules
2. Achievement test schedules and test administration instructions
3. Use of calculator and computer rules and procedures
4. Contingency plans and emergency procedures
5. Procedures to:
 - a. confirm student identification and track seating arrangements
 - b. maintain the security of test materials, including knowing which materials to secure after test administration
 - c. actively observe and supervise student behavior before, during, and after the officially scheduled test administration
 - d. identify and document test administration anomalies
 - e. administer achievement tests using writing accommodations and alternate format materials.

Selecting and Setting Up Test Writing Facilities

Test writing facilities must ensure the security of all test materials before, during, and after their administration and must be free of materials and/or distractions that could affect the outcome of a test. When selecting and preparing test rooms it is important to ensure that they enable:

1. The removal or covering of any instructional materials in the room that may be of direct assistance to students writing a test (see the subject bulletins for details about specific materials that are allowed)
2. Active observation and supervision of student behavior before, during,

- and after the officially scheduled test administration
3. The appropriate use of writing accommodations and special format materials without distraction to other students
 4. Quiet and secure printing of student work, during and after the official scheduled test administration, if students are writing Part(ie) A tests using computers
 5. The seating of students in the room in a manner that protects their test answers, whether on paper or in electronic form, from unauthorized observation during and after the official scheduled test administration
 6. Secure custody and control of all test materials before, during, and after the officially scheduled test administration.

Setting Up and Communicating Test Schedules

Test schedules should be communicated to teachers, parents, and students well in advance of the official scheduled dates of administration and should be published in a form that clearly indicates:

1. That students are required to be in the test room at a **set time prior to** the official scheduled test start time, to enable proper completion of all of the required pre-test administration procedures.
2. The official scheduled test start and completion times and notice that students may take *up to one half hour* of extra time after the official completion time, if required, to complete most achievement tests.

Creating a Test Administration Plan and Roster of Duties

A test administration plan should be prepared prior to each test administration session. This plan should define all of the steps and procedures required to prepare for, supervise, and complete the administration of an achievement test. Roles and responsibilities related to these steps and procedures should be defined and assigned in advance of each test administration session.

A typical roster of duties to **initiate and prepare for an achievement test administration session** might include the following:

1. Determine if it is appropriate to administer achievement tests using computers
2. Propose changes to the achievement test administration schedule, if required
3. Publish the test schedule
4. Confirm test materials requirements for all students who will be writing achievement tests
5. Inform students, parents, and school personnel of their achievement test related roles and responsibilities
6. Prepare and assign rosters of duties (see below) and ensure that personnel know how to perform those duties
7. Communicate with parents about writing accommodations and the excusing of students, as required
8. Request writing accommodation approvals and approval to excuse

students

9. Order approved special format materials
10. Identify and schedule test room(s) and any required equipment
11. Establish and implement procedures to maintain and supervise the secure storage of all test materials while they are in the custody and control of the school
12. Receive, inspect, and distribute test materials prior to their administration

A typical roster of duties to **set up test administration facilities, materials, and equipment** prior to the administration of an achievement test might include the following:

1. Prepare a checklist of materials and equipment required for the test administration
2. Arrange furniture and equipment in the room so as to ensure the security and fairness of the test administration
3. Prepare a seating assignment plan that will ensure the security and fairness of the test administration
4. Remove or cover any instructional materials in the test room that may be of direct assistance to students
5. Configure all computers, word processing applications, printers, and other electronic equipment, as required, and check their functionality
6. Pick up unsecured materials required for the test administration (e.g. forms, pencils, blank paper, calculators) and prepare them for distribution
7. Pick up secure test materials from the secure lock-up area and prepare them for distribution (e.g. sort into class groupings and apply labels)
8. Secure the test room and all materials and equipment in it until the scheduled test administration.

A typical roster of duties to **receive students into the test room and prepare them to write an achievement test** might include the following:

1. Receive students, assign seating, and update seating plan
2. Confirm student identity, if necessary, and ensure that all students have a valid Alberta Student Number
3. Review the following information with students:
 - a. Achievement test directives and rules, students' responsibilities related to them, and the consequences for not following them
 - b. Procedures to be followed in the event of an emergency or interruption while the test is being administered
 - c. Procedures for completing and returning test materials to the test supervisor at the end of the test period
 - d. Specific other procedures related to expected conduct before, during, and after the official scheduled test period (e.g. procedures to follow if using computers and printers for test writing purposes)

4. Check that no prohibited materials have been brought into the test room
5. If calculators are permitted, check that students have cleared them, as required
6. If computers and/or printers are being used to write an achievement test, check that they are set up and functioning as required
7. Distribute secured and unsecured test materials and have students prepare them for the administration:
 - a. Add labels in the appropriate locations
 - b. Enter required information in the appropriate locations on test booklets and answer sheets (e.g. names; use of accommodations)
 - c. Remove all tear-out materials (e.g. answer sheets, data sheets, rough work sheets)
 - d. Review the test materials for errors or deficiencies (e.g. misprints, missing pages) and replace as required
 - e. If approved writing accommodations are being used, ensure that they are distributed and set up as required
8. Review the test administration instructions provided in the test booklet(s)
9. If a reader, scribe, or sign language interpreter is assisting a student, review the test administration instructions that are pertinent to that form of test administration assistance
10. Review time limits and the process that will be used to inform students about the time remaining in the test session.

A typical roster of duties for **supervising the official scheduled test administration** might include the following:

1. Commence and begin timing the test
2. Actively observe and supervise the behavior of all students in the room (see *Active Supervision* below)
3. Supervise scribes, readers, and/or sign language interpreters to ensure that they are complying with the procedures established for that form of test administration assistance
4. Supervise students who must leave and return to the test room while the test is being administered
5. Receive students who arrive late and prepare them to write the test
6. Document any unusual circumstances or violations of rules or directives
7. Document the use and non-use of all approved writing accommodations
8. Provide ongoing information about time remaining in the administration.

A typical roster of duties for **collecting materials and completing a test administration** might include the following:

1. Conclude the official scheduled test administration
2. Actively supervise students while they collect and return their tests and other distributed test materials or equipment, and ensure that students

- have cleared their calculators, as required
3. If scribes, readers, and/or sign language interpreters have provided assistance, ensure that they have completed and submitted all appropriate forms
 4. Complete a *Student Registration Form* for all unregistered students (see the *Forms & Samples* section)
 5. Sort and bundle all secured and unsecured test materials, forms, and other test administration materials, as required
 6. If computers and/or other digital devices were used for test administration purposes, remove all achievement test information, including student responses, from those devices.
 7. Return all secured tests, test materials, and forms to the secure lock up area
 8. Provide documentation about absent students, unusual circumstances, and violations of test administration rules and directives to the principal.

Active Supervision Active supervision refers to specific actions taken by supervisors to ensure that achievement test directives and rules are appropriately enforced and that all students have a fair and equitable opportunity to write their achievement tests. Individuals who are active supervisors have a clear understanding of achievement test directives and rules. They use that knowledge, along with forethought and planning, to predict the types of behaviors that would enable a directive or rule to be contravened. Then, to reduce the opportunity for these contravening actions to occur, they implement deliberate and proactive strategies to control student behavior, before, during, and after the test session.

Test directives and rules are generally contravened through three types of behaviors:

1. Giving, taking, or receiving information from someone inside or outside of the test room
2. Using prohibited material during the test period
3. Taking advantage of people and processes before, during, or after the test period.

Some specific strategies that can be employed to mitigate the opportunity to contravene test directives and rules include:

1. Randomizing and assigning seating so students cannot choose or know in advance where they will be sitting, and documenting where each student is actually seated
2. Ensuring that all desks in the test room are empty before, during, and after the test administration period
3. Creating, communicating, and enforcing clear rules of conduct for students that allow supervisors to be aware of and able to control their movements at all times while they have access to secured test materials

4. Making and maintaining frequent eye contact with anyone whose behavior appears to be suspicious
5. Setting up the room and positioning test supervisors so that students and their behaviors can be viewed from all directions and so that students are aware that they are being observed
6. Establishing and implementing specific strategies to check that no:
 - a. Prohibited materials have been brought into the test room
 - b. Secure materials are removed from the test room
 - c. Test materials have been deliberately destroyed or “lost” rather than handed in by the student at the end of the test period.

Completing the *List of Students*

Prior to packaging materials for return to Alberta Education, principals must complete a ***List of Students*** form and return it and a signed and completed *Principal’s Statement* (see the *Forms & Samples* section) with the test material shipment. The ***List of Students*** is sent to principals as part of each achievement test shipment and contains information specific to that school. All grades 3, 6, and 9 students in a school, including home schooled students, Knowledge and Employability program students, and all ungraded students in their 3rd, 6th, and 9th years of schooling must be accounted for on the *List of Students*. When it is sent to a school with the achievement test shipment, the *List of Students* contains the names of all registered grades 3, 6, and/or 9 students in that school and what test materials have been sent to the school for them.

In preparing the *List of Students* for return to Alberta Education, the principal’s task is to do the following:

1. Validate the information that was pre-printed on the form, noting any changes that are required
2. Add the names and identification numbers of all unregistered students, *whether or not they wrote an achievement test*, alphabetically, in the space provided at the end of the *List of Students*
3. If a student is registered in a Home Education program write “Home Ed. Student” next to the student’s name on the *List of Students*.
4. If an out of grade student writes an achievement test (e.g., he or she is in Grade 2 or 4 when writing a Grade 3 test) write “Out of Grade” next to the student’s name on the *List of Students*
5. Use the following legend to indicate the participation status of all registered and unregistered students who wrote or were expected to write an achievement test:
 - ✓–test written (paper format)
 - D**–test written (digital format using *Quest A+*)
 - A**–absent **E**–excused **T**–transferred

Before returning the *List of Students* form with the signed *Principal’s Statement*, make and retain a copy of it for future reference.

Ordering Test Materials

Confirming Test Material Requirements

To ensure that schools are receiving the number and types of testing materials required for their students, schools must confirm their achievement test material requirements using the online *Achievement Test Confirmation* application, which is available on Alberta Education’s extranet website at <https://phoenix.edc.gov.ab.ca>. As this site is secured, a username and password are required. Information on how to obtain a login is available using the link above. After logging on to the extranet website, the *Achievement Test Confirmation* order form can be accessed by following the Learner Assessment Services link.

In 2013–2014, schools must confirm the following test material requirements for each of their students:

Grade 3	Grade 6	Grade 9
Type of French language arts test, if any (Français or French language arts)	Type of French language arts test, if any (Français or French language arts)	Type of French language arts test, if any (Français or French language arts)
Language of mathematics test material (English or French)	Language of mathematics, science, and social studies test material (English or French)	Language of mathematics, science, and social studies test material (English or French)
		Type (regular or K&E) of English language arts, social studies, mathematics, and science test material

Receiving and Inspecting Test Materials

Receiving Test Materials

Formal procedures for handling test materials when they are delivered to the school by the courier should be established, to ensure that they are available when needed and are kept secured at all times while in the custody and control of the school. In setting up these procedures, the following points should be kept in mind:

1. All queries and concerns about the receipt of test materials should be directed to Exam Administration. These queries should be made via email at exam.admin@gov.ab.ca. The following subject line should be used for all queries about achievement test shipments: **AT Shipment - your school name and school code** (e.g. **AT Shipment – Ben Hur School, 9999**). Please include your name and phone number in the

email message, so that we may speak with you directly, if required.

***NEW**

Note: Couriers, including Purolator, offer their customers a *No Signature Required* (NSR) option. If this policy has been activated, your school will **not** be able to receive Alberta Education secured shipments, including test and examination booklets. Exam Administration strongly advises all administrators, especially those new to their positions, to make sure that an NSR policy is not in place. Your local courier driver, or agent of the courier company, can confirm if your school has a No Signature Required option in place.

2. A specific individual should be tasked with the responsibility of receiving all test materials when they are delivered by the courier. This person should know when those materials are expected to arrive (see the *Schedules & Significant Dates* section) and should contact Exam Administration if:
 - a. No-one will be at the school when the test materials are scheduled to be delivered
 - b. The test shipment has not been received within two or three days of when it was expected to arrive.
3. When test materials are delivered by a courier, the shipment should immediately be visually inspected to determine if:
 - a. The shipment is complete (if more than one box was included in the shipment from Exam Administration, the boxes will have been identified as a set by numbering them as such, for example, 1/3, 2/3, 3/3). If there are boxes in the shipment that have not yet been delivered, discuss with the courier when they are expected to arrive.
 - b. The shipment has been damaged or tampered with in any way. Damage or tampering may indicate that the security of the test materials has been compromised. Consequently, before signing for and accepting receipt of the shipment, the damage or tampering should be discussed with the courier to determine how and when it occurred. This anomaly should be noted on the *Principal's Statement*. Dependent on the circumstances, it may also be prudent to immediately contact Exam Administration to discuss this potential threat to security.
4. After formally receiving a shipment of test materials, the box(es) should be immediately moved to a secure location where they can be opened and inspected.

Inspecting Test Materials

All test material shipments should be **opened and inspected immediately upon their receipt**. The purpose of this inspection is to determine if there are any errors or deficiencies in the shipment that need to be addressed prior to the scheduled administrations of the tests.

Formal procedures for inspecting test materials should be established. In setting up these procedures, the following points should be kept in mind:

1. Before inspecting a test shipment, an updated list of test material requirements, by subject and grade and including any special format materials that have been approved for that session, should be prepared and validated.
2. Test shipments should be checked against this updated list of test material requirements to determine if:
 - a. All required types and quantities of test materials were ordered
 - b. The required quantity of each type of test material has been shipped (test booklets must be counted **without opening** the shrink-wrap)
 - c. The quantity of materials shipped matches what is indicated on the enclosed packing slips (these packing slips should be set aside for safekeeping as they need to be returned with the test material when it is sent back to Exam Administration.)
3. Any identified errors or deficiencies in a shipment should be addressed immediately by submitting a *Request For Supplemental Shipment* form (see the *Forms & Samples* section) to Exam Administration. This form should be forwarded, by email, to exam.admin@gov.ab.ca, using the subject line: **AT Supplemental Shipment - your school name and school code** (e.g. **AT Supplemental Shipment – Ben Hur School, 9999**). Please include your name and phone number in the email message, so that we may speak with you directly, if required.

Testing Materials Shipped to Schools

January Shipment Contents

Depending on the programs offered at the school, all or some of the following testing materials may be included in shipments to a school that administers **Grade 9** achievement tests in **January**:

- a. School Packing Slip(s)
- b. Principal's Kit
 - Return envelope(s)
 - Coloured return address/identification label(s)
 - Return waybills
 - Instruction sheets for applying labels to test booklets and packaging and returning test materials
- c. List of Students Form (see the *Samples/Forms/Letters* section)
- d. Test Labels (see the *Samples/Forms/Letters* section)
- e. Test Materials
 - Grade 9 and K&E English, Français, and/or French language arts Part(ie) A test booklets

- Grade 9 and K&E English, Français, and/or French language arts Part(ie) B test booklets
 - Grade 9 and K&E mathematics test booklets
 - Grade 9 and K&E science test booklets
 - Grade 9 and K&E social studies test booklets
- f. Extra copies of test materials for unregistered students
 - g. Scoring criteria and exemplars for English, K&E English, and Français/French language arts Part(ie) A tests,
 - h. Answer keys for multiple-choice and numerical-response questions

Note: Approved special format materials (if requested) are shipped to schools separately from print materials.

Shipment 1
Contents: May
Administration –
Grades 3, 6, & 9

Depending on the programs offered at the school, all or some of the following testing materials may be included in a **Shipment 1** delivery to a school that administers **grades 3, 6, and 9** achievement tests in **May**:

- a. School Packing Slip(s)
- b. Principal’s Kit
 - Return envelope(s)
 - Coloured return address/identification label(s)
 - Return waybills
 - Instruction sheets for applying labels to test booklets and packaging and returning test materials
- c. List of Students Form (see the *Samples/Forms/Letters* section)
- d. Test Labels (see the *Samples/Forms/Letters* section)
- e. Test Materials
 - K&E English, and grades 3, 6, and 9 English, Français, and French, language arts Part(ie) A test booklets
- f. Extra copies of test materials for unregistered students
- g. Scoring criteria and exemplars for English, K&E English, Français, and French language arts Part(ie) A tests

Note: Approved special format materials (if requested) are shipped to schools separately from print materials.

Shipment 2
Contents: June
Administration –
Grades 3, 6, & 9

Depending on the programs offered at the school, all or some of the following testing materials may be included in a **Shipment 2** delivery to a school that administers **grades 3, 6, and 9** achievement tests in **June**:

- a. School Packing Slip(s)
- b. Principal’s Kit
 - Return envelope(s)
 - Coloured return address/identification label(s)
 - Return waybills
 - Instruction sheets for applying labels to test booklets and packaging and returning test materials
- c. List of Students Form (see the *Samples/Forms/Letters* section)

- d. Test Labels (see the *Samples/Forms/Letters* section)
- e. Test Materials
 - K&E English, and grades 3, 6, and 9 English, Français, and French, language arts Part(ie) B test booklets
 - Grades 3, 6, 9, and K&E mathematics test booklets
 - Grades 6, 9, and K&E science test booklets
 - Grade 6, 9, and K&E social studies test booklets
- f. Extra copies of test materials for unregistered students
- g. Answer keys for multiple choice and numerical response questions

Note: Approved special format materials (if requested) are shipped to schools separately from print materials.

Home Education Materials

Those authorities that have all their home education students registered under a Home Education code will have their test materials shipped to the authority office.

Packaging and Returning Test Materials

Dates for Returning Test Materials

All secured test materials, *Principals Statements*, *Lists of Students*, and other administration related forms and documents must be returned to Alberta Education according to the dates specified in the *Schedules & Significant Dates* section of this bulletin.

Return Shipment Location: Materials that Require Marking or Scoring

All *Principals Statements*, *Lists of Students*, and **materials that require marking** (written response booklets) or **scoring** (answer sheets or grade 3 booklets) must be returned on the scheduled return date to:

Exam Administration
 Alberta Education
Financial Building
 10621 – 100 Avenue
 Edmonton AB T5J 0B3

Receiving hours at the Financial Building are Monday to Friday 8:00 A.M. to 4:00 P.M. Specific arrangements must be made with the Marking Centre Manager (see the *Contacts* section) for the receipt of shipments that will arrive outside of these hours.

Return Shipment Location: Materials that Do Not Require Marking or Scoring

All **secure materials** (see the *Security & Test Rules* section) that **do not** require **marking** or **scoring** must be returned on the scheduled return date to:

Learning Resources Centre (LRC)
 Alberta Education
 12360 – 142 Street
 Edmonton AB T5L 4X9

Preparing Materials for Return

Formal procedures for preparing and packaging test materials for return to Alberta Education should be established. In setting up these procedures, the following points should be kept in mind:

1. All queries and concerns about the packaging and return of test materials should be directed to Exam Administration, by email, at exam.admin@gov.ab.ca. The subject line: **AT Return Shipment** - your **school name** and **school code** (e.g. **AT Return Shipment – Ben Hur School, 9999**) should be used. Please include your name and phone number in the email message, so that we may speak with you directly, if required.
2. A specific individual should be tasked with the responsibility of preparing and packaging all test materials for return to Exam Administration. This person should know what materials must be returned and how those materials should be packaged and prepared.
3. **Return envelopes** and **coloured return address/identification labels** were included in each shipment of achievement test materials sent to schools. These return envelopes and coloured address/identification labels **MUST** be used when packaging and returning test materials. Do not cover the bar code on the coloured return labels.
4. All materials that are going to the **Financial Building** (i.e., test booklets and answer sheets that **require marking or scoring**; *Packing Slip*; *Principal's Statement*; *List of Students*; *Statement of Scribe, Reader, and/or Interpreter*) should be separated from those that are going to the **Learning Resources Centre** (all secure materials that **do not** require **marking or scoring**).
5. Materials to be returned for **marking or scoring** should be prepared as follows:
 - a. For each type of test booklet or answer sheet being returned, sort the unregistered and registered student materials into separate piles. Sort each pile of answer sheets or student booklets in alphabetic order, by student name, and bundle them with a paper clip or elastic. Place sorted answer sheets into the envelopes that were provided for that purpose.
 - b. Complete the *Packing Slip*, *Principal's Statement*, and *List of Students* as required, place them and all completed *Statement of Scribe, Reader, and/or Interpreter* forms in the envelope provided for that purpose, and put this envelope on top of the piles of answer sheets or test booklets to be returned to the Financial Building for marking or scoring.
6. Materials to be returned that **do not** require marking or scoring (this includes CD versions of tests) should be sorted by type and put into piles that are consistently oriented e.g., all booklets in a pile should have

their spines and covers oriented in the same direction.

7. If test materials will be shipped to Alberta Education in boxes that have been previously used, **all previous address information** on them should be covered or removed to ensure that they are not shipped to the wrong address.

If more than one box will be shipped to Alberta Education, they should be identified as a set by numbering them as such, for example 1/3, 2/3, 3/3. A coloured return address/identification label should be affixed to each box in a prominent location.

Using Couriers for the Return of Test Materials

The following courier services may be used to return test materials to Alberta Education:

Loomis

Dispatch Telephone Number: 1-800-225-5345

Purolator

Dispatch Telephone Number: 1-800-387-3027

Schools or school authorities located within Edmonton, St. Albert, or Sherwood Park should return test materials via:

Mr. Courier

Dispatch Telephone Number: (780) 464-5719

School Authority Procedures for the Return of Test Materials

School authorities may choose to have schools return their test materials directly to Alberta Education, or to have these materials returned to Alberta Education through their central office. Prior to the dates of administration, schools should confirm with their central office what approach to the return of test materials is being implemented within their school authority.

Unless given specific alternative directions by a school authority, all materials being returned to the Financial Building should be **shipped “collect” by courier or truck transport**. If a school or school authority returns materials by mail or bus, the school/school authority will be responsible for all costs incurred.

Using Calculators

BACKGROUND

Achievement tests are developed to reflect the learning outcomes and expectations specified in the programs of study for each course, including those that relate to the use of calculators.

To ensure compatibility with provincial programs of study, and fairness and equity to all students, mathematics and science achievement tests must be administered in accordance with the rules that follow. For further information about the use of calculators when writing achievement tests, see the *Subject Bulletins* for each course that are available on Alberta Education's website at: <http://education.alberta.ca/admin/testing/achievement/bulletins.aspx>.

RULES

1. Mathematics and science achievement tests may only be administered with the use of calculators as follows:

Grade 3 Mathematics

- Calculator use is prohibited, unless used as an accommodation approved by the superintendent (see the *Special Cases & Accommodations* section)

Grade 6 Mathematics

- Calculator use is encouraged but not required

Grade 9 Mathematics

- Calculator use is recommended but not required; use of a graphing calculator is prohibited

Knowledge and Employability Mathematics

- Calculator use is recommended but not required; use of a graphing calculator is prohibited

Grade 6 Science

- Calculator use is permitted but not required

Grade 9 Science

- Calculator use is recommended but not required; use of a graphing calculator is prohibited

Knowledge and Employability Science

- Calculator use is recommended but not required; use of a graphing calculator is prohibited

2. Students may bring approved calculators and extra batteries into the test room, *for their exclusive use*, when writing a mathematics or science achievement test.
3. The following calculator materials, properties, and/or configurations are **not** permitted in the test room:
 - programmed memory content
 - built-in notes, libraries, or formulae (e.g. definitions or explanations in alpha notation),
 - upgraded or downloaded programs
 - remote communication capability

- external (peripheral) devices and other support materials such as manuals, printed or electronic cards, printers, memory expansion chips or cards, external keyboards
 - calculator cases
4. Prior to the commencement of an achievement test and before being taken from the testing room, calculators must be cleared of all information that is stored in programmable or parametric memory.
 5. Calculators must be set to operate in silent mode.

Using Computers to Complete Extended Written Response Test Questions

BACKGROUND

Students who have been taught to compose text on a computer, and who normally produce their written work in this way, may be disadvantaged if they are required to respond to written response achievement test questions by hand. Consequently, when it is appropriate to do so, students may use computers when completing extended written response achievement test questions. The principles, directives, rules, and procedures that follow address the requirements associated with the use of computers for this purpose.

GUIDING PRINCIPLES

Computers and word processing applications may be used when administering the extended written response portions of language arts tests. The use of computers for this purpose must not compromise the security of the tests or the validity and fairness of their administration.

A school principal may allow a student who normally produces extended written work on a computer, and who is proficient at using that school's computers and word processing application, to use them when writing any of the aforementioned achievement tests.

Students who choose to use computers and word processing applications when writing an achievement test are responsible for ensuring that they understand and follow all of the directives, rules, and procedures established for writing achievement tests in this manner.

DIRECTIVES

Principal

1. The principal shall decide whether to provide the opportunity for students to write language arts written response achievement test questions using the school's computers. This decision shall be based on the principal's certainty that the school can comply with all test writing and administration rules, and with the directives, rules, and procedures that follow.

2. The principal shall communicate to students and teachers the availability of and requirements related to the use of computers and word processing applications when writing written response questions on language arts achievement tests.
3. The principal shall ensure that only those students who understand and are able to follow all of the directives, rules, and procedures established for writing achievement test written response questions using a computer are permitted to do.
4. The principal shall ensure that only school-owned computers that have no internet or external network access are used when administering extended written response achievement test questions.
5. The principal shall ensure that all computer equipment, applications, and printers used for test administration purposes are appropriately configured to safeguard test security, validity, and fairness, and to minimize distraction to students.
6. The principal shall ensure that all facilities and computer equipment that have been set up for test writing purposes are secured and remain secured until after the test writing session and follow-up administrative procedures are completed.
7. Before implementing the use of computers for writing achievement tests, the principal shall establish technical and test administration contingency plans and emergency procedures to address unexpected issues and problems that may arise.
8. The principal shall ensure that teachers who are designated to supervise the administration of achievement tests that are being written using computers are appropriately prepared for that role, including being aware of and able to implement contingency plans and emergency procedures, should the need arise.

Technical Personnel

1. Technical personnel shall configure all computers, word processing applications, and printers so as to ensure the security, validity, and fairness of the test administration (see *Rules and Procedures* below).
2. Technical personnel shall develop and implement a system testing plan prior to each test administration session to ensure that all equipment and processes function as required (see *Rules and Procedures* below).
3. In cooperation with the principal and test supervisors, technical personnel shall develop a **technical contingency plan** that can be implemented, as required, to address unexpected network, computer, or printer problems.
4. Technical personnel shall ensure that the facility and all designated and configured computers are secured until the time the scheduled test is written and, following the test writing, until all printed work is correctly stapled into the appropriate test booklets and **all computers are cleared of all student work**.

Test Supervisors

1. Teachers who are designated to supervise the administration of achievement tests that are being written using computers shall be familiar with and able to implement the guiding principles, directives, rules, and procedures related to the administration of achievement tests using computers.
2. Test supervisors shall develop and implement procedures for the pick-up and distribution of printing during and after the official scheduled test administration period. These procedures shall safeguard test security, validity, and fairness and minimize distraction to students.
3. In cooperation with the principal and technical personnel, test supervisors shall develop a **test administration contingency plan** that can be implemented, as required, to address unexpected issues or problems that arise while tests are being written using computers.
4. Test supervisors shall ensure that students are aware of and understand the rules and procedures for writing an achievement test using a computer, *and their responsibilities for implementing them*, prior to the commencement of the official scheduled test administration.
5. Test supervisors shall ensure that no student accesses the internet or other prohibited online or electronic resources while writing an achievement test using a computer.
6. Test supervisors shall ensure that *no student responses*, including rough work, *remain anywhere in the school's computer system* or in the school once students have stapled their printed copies into their test booklets.

Students

1. If a principal allows computers to be used for the writing of language arts achievement test written response questions, the decision to participate shall be the individual student's.
2. Students who choose to write achievement tests using a school's computers shall be proficient at using those computers and word processing applications as a normal means of producing written work.
3. Students who choose to write achievement tests using a school's computers shall be familiar with and *are responsible for implementing* all of required rules and procedures for writing an achievement test using a computer (see *Rules and Procedures* below).

RULES AND PROCEDURES

Technical and Administrative Set-Up

1. Prior to the commencement of the official scheduled test administration, all computers to be used for written response test writing purposes must be networked and configured to:
 - Enable secure and ready access to designated printers only, during and after the official scheduled test administration

- Enable the saving of each student’s written work in a manner and/or to a network location that ensures its security during, and permits school personnel to *readily access and remove those documents following*, the official scheduled test administration
 - Disable access to the internet and other online or electronic resources that are **not** permitted
2. Prior to the commencement of the official scheduled test administration, all word processing applications to be used for test writing purposes must be configured to enable:
 - Automatic insertion of footers that include the student’s index number on each page of written work

Note: The index number (test booklet number) is the six digit number that appears in the bottom right corner of the student’s label. Unregistered students will not have an index number, so they must create a six digit number and place that number on the back of their test booklet.
 - Automatic and frequent saving of word documents to a designated location only
 - Access to routine tools, such as a spell checker, that are integrated into the software

Note: The “auto correct” and template features of these tools must be disabled.
 3. Prior to the commencement of the official scheduled test administration, all computers, printers, and word processing applications must be online and ready for use.

Test Administration

1. Students writing written response questions on computer must be given a paper form of the test prior to the commencement of the official scheduled test administration and must staple a hard copy of their word processed written work to that booklet at the end of the test session.
2. Students responding to written response achievement test questions using a computer may access all of the test materials that are available to students who respond to those questions by hand (e.g., print references such as an English dictionary or a thesaurus when writing a language arts test).
3. Students may revert to writing with pen or pencil at any time during the test administration.
4. Students may do rough work or planning in whatever manner they choose (i.e., either in the test booklet or on the computer).
5. Students may print interim hard copies of their written work at any time during the test administration.
6. Students may compose and edit their written work until the end of the official scheduled administration time.
7. Student may not access the internet or other prohibited online or electronic resources while writing an achievement test using a computer. To do so is a breach of security.

Preparation and Submission of Written Work

1. It is the **students'** responsibility to print and staple their final written response(s) to their test booklets. This includes verifying that the final printed hard copy of their writing is accurately and completely printed and attached to their booklet in proper page order. This step may occur after the officially scheduled time limit; however, this verification step does *not* allow any revision to finished work.
2. Students must clearly label each page of their finished work according to its assignment title or question number and must staple the work into the appropriate place(s) in the test booklet.
3. Each student must include his or her six-digit index number on every page of the finished work stapled into the test booklet.
4. Students must indicate in the space provided on the back cover of the test that they have attached word-processed pages to the test booklet.
5. Students must submit their final written work double-spaced and in an easy-to-read 12-point font (see the instruction page in the specific test for details).
6. Students must clearly label all word-processed rough work or early drafts as “rough” and must staple these documents into the test booklets on pages designated “Planning.”
7. Final printing and stapling of written responses may occur after the officially scheduled time for test writing, but **no** editing may be done after the scheduled time.

Note: Teachers may assist students with these tasks, particularly in the lower grades. However, *only those students who are able to complete these tasks and who know that they are expected to do so* should be permitted to use a computer when completing extended written response test questions.

GUIDELINES

1. Principals should consider allowing students to write extended written response achievement test questions using a computer only if:
 - the participating students normally compose extended written work on computer
 - each participating student knows how to use the school's computer
 - each participating student understands and is able to implement the rules and procedures for writing extended written response test questions using a computer
 - technical expertise is available before, during, and after test writing to ensure smooth and secure system functioning
 - the security, validity, fairness, and confidentiality of student work and test materials will in no way be compromised
2. If a school that intends to permit the use of computers when writing achievement tests has more students than it has computers, the principal may submit a specific written proposal for meeting students' test writing needs to his or her superintendent for approval, prior to the scheduled day of administration.

3. Students should be given sufficient time to log on to the computer system and review the rules and procedures for writing extended written response achievement test questions on computer in advance of the time scheduled to begin the test. (It is recommended that students be instructed to arrive at least 20 minutes early.)
4. In the event of an emergency or disruption, contact the Director, Exam Administration, immediately by telephone at (780) 427-0010, for a toll-free connection, dial 310-0000.

Writing Digital Format Achievement Tests Using Computers

BACKGROUND

Most grades 6 and 9 achievement tests are available in **digital** format. Digital format achievement tests are delivered and administered using school computers. Achievement tests in this format must be administered to students using Alberta Education's *Quest A+* locked browser application, which is available for download at: <https://questaplus.alberta.ca/help>.

The principles, directives, rules, and procedures that follow address the requirements associated with the use of computers to write digital format achievement tests.

GUIDING PRINCIPLES

The use of computers to administer digital format achievement tests must not compromise the security of the tests or the validity and fairness of their administration.

A school principal may allow a student who is proficient at using that school's computers to use one to write digital format achievement tests.

Students who choose to write digital format achievement tests are responsible for ensuring that they understand and follow all of the directives, rules, and procedures established for writing achievement tests in that format.

DIRECTIVES

Principal

1. The principal shall decide whether to provide the opportunity for students to write digital format achievement tests. This decision shall be based on the principal's certainty that the school can comply with all of the test administration directives and rules that are specified in this bulletin, including those that follow.
2. The principal shall communicate to students and teachers the availability of and requirements related to the use of computers to write digital format achievement tests.
3. The principal shall ensure that only those students who understand and are able to follow all of the directives, rules, and procedures established for writing a digital format achievement test are permitted to do.

4. The principal shall ensure that only those students who have done a practice test using Alberta Education's *Quest A+* browser application are permitted to write a digital format achievement test.
5. If **student-owned** PC or Mac OS devices are used, the principal shall ensure that the school is registered with Alberta Education to use *Quest A+*.
6. If school-owned Google Chromebooks are used, the principal shall ensure that the school is registered with Alberta Education to use *Quest A+* with Google Chromebooks.
7. The principal shall ensure that all computer equipment and the Alberta Education *Quest A+* browser application are appropriately set up and configured to safeguard test security, validity, and fairness, and to minimize distraction to students.
8. The principal shall ensure that all facilities and computer equipment that have been set up for test writing purposes are secured and remain secured until after the test writing session and follow-up administrative procedures are completed.
9. Before implementing the writing of digital format achievement tests, the principal shall establish technical and test administration contingency plans and emergency procedures to address unexpected issues and problems that may arise.
10. The principal shall ensure that teachers who are designated to supervise the administration of digital format achievement tests are appropriately prepared for that role, including being aware of and able to implement contingency plans and emergency procedures, should the need arise.

Technical Personnel

1. Technical personnel shall configure all computers and the *Quest A+* browser application to ensure the security, validity, and fairness of the test administration (see *Rules and Procedures* below).
2. If using school-owned Google Chromebooks, technical personnel will ensure the Chromebooks are managed according to the Chromebook pilot guidelines.
3. Technical personnel shall develop and implement a system testing plan prior to each test administration session to ensure that all equipment and processes function as required (see *Rules and Procedures* below).
4. In cooperation with the principal and test supervisors, technical personnel shall develop a **technical contingency plan** that can be implemented, as required, to address unexpected network or computer problems.
5. Technical personnel shall ensure that the facility and all designated and configured computers are secured until the time the scheduled test is written and, following the test writing, until all administrative procedures are completed.

Test Supervisors

1. Teachers who are designated to supervise the administration of digital format achievement tests shall be familiar with and able to implement all of the test administration directives and rules that are specified in this bulletin, including those that pertain to the use of computers and the *Quest A+* application.
2. Test supervisors shall ensure that only those students who have done a practice test using the *Quest A+* application are permitted to write a digital format achievement test.
3. In cooperation with the principal and technical personnel, test supervisors shall develop a **test administration contingency plan** that can be implemented, as required, to address unexpected issues or problems that arise while digital format tests are being written.
4. Test supervisors shall ensure that students are aware of and understand the rules and procedures for writing a digital format achievement test, *and their responsibilities for implementing them*, prior to the commencement of the official scheduled test administration.

Students

1. If a principal allows digital format achievement tests to be written, the decision to participate shall be the individual student's.
2. Students who choose to write digital format achievement tests shall be proficient at using *Quest A+* and shall have completed a practice test prior to the scheduled test administration.
3. Students who choose to write digital format achievement tests shall be familiar with and *are responsible for implementing* all of the required rules and procedures for writing digital format achievement test (see *Rules and Procedures* below).

RULES AND PROCEDURES

Technical and Administrative Set-up

1. Prior to the commencement of the official scheduled test administration, all computers to be used for test writing purposes must be networked and must have the current version of *Quest A+ Locked Browser* and *Flash Player 10* installed, to enable secure access to the digital format achievement test.
2. Prior to the commencement of the official scheduled test administration, all computers must be online and ready for use.

Test Administration

1. Students writing digital format achievement tests must be given a paper form of the test prior to the commencement of the official scheduled test administration.
2. Students writing digital format achievement tests may access all of the test materials that are available to students who write paper forms of the tests (e.g., calculators, dictionaries).

3. Students writing a digital format achievement test may revert to writing the paper form of that test at any time during the officially allotted test administration period. If they do so, they must transfer all of their answers from the digital format test to the paper format answer sheet.
4. Students may not access the internet or other prohibited online or electronic resources while writing a digital format achievement test. To do so is a breach of security.

GUIDELINES

1. Principals should consider allowing students to write a digital format achievement tests only if:
 - each participating student knows how to use the school's computer
 - each participating student understands and is able to implement the rules and procedures for writing a digital format achievement test
 - technical expertise is available before, during, and after test writing to ensure smooth and secure system functioning
 - the security, validity, fairness, and confidentiality of student work and test materials will in no way be compromised
2. If a school that intends to administer digital format achievement tests has more students than it has computers, the principal may submit a specific written proposal for meeting students' test writing needs to his or her superintendent for approval, prior to the scheduled day of administration.
3. Students should be given sufficient time to log on to the computer system and review the rules and procedures for writing a digital format achievement test in advance of the time scheduled to begin the test. (It is recommended that students be instructed to arrive at least 20 minutes early.)
4. In the event of an emergency or disruption, contact the Director, Exam Administration, immediately by telephone at (780) 427-0010, for a toll-free connection, dial 310-0000.
5. Additional information regarding students writing digital format achievement tests can be found on the Alberta Education website at <https://questaplus.alberta.ca/help>.

USE OF PERSONALLY OWNED DEVICES

Currently, schools are not permitted to allow students to use personally owned computers (PC or Mac OS) when writing achievement tests, unless specifically authorized by Examination Administration to do so. To be authorized to do so, schools must participate in a pilot project that involves the use of Alberta Education's *Quest A+* exam administration application. When used for examination writing purposes, *Quest A+* and its associated locked browser temporarily block access to hard drives, network drives, and the internet, but enable access to specified printers. For more information about this pilot project, contact Dan Karas, Senior Manager,

Digital Systems and Services, by telephone at 780-415-0666 or by email at dan.karas@gov.ab.ca.

***NEW QUEST A+ AND THE USE OF SCHOOL-OWNED GOOGLE CHROMEBOOKS**

Starting in November 2013, Quest A+ can be used in conjunction with **school-owned** Google Chromebooks. School-owned Google Chromebooks can be managed to access only Quest A+ and block access to all websites, USB drives, etc.

To learn more about this initiative, contact Jeremy Wiebe, Manager, Online Assessment, by telephone at (780) 415-0667 (toll-free by first dialing (780) 310-0000) or by email at jeremy.wiebe@gov.ab.ca.

Test Writing Accommodations for Students

Overview

Alberta Education is committed to accommodating the learning needs of all Alberta students so that they may have fair and equitable access to educational opportunities, including the writing of achievement tests.

To ensure fairness and equity for all students, Alberta Education permits achievement tests to be administered using one or more of the following accommodations:

- Accommodation 1: CD version of the test – visual impairment
- Accommodation 2: CD version of the test – learning and/or physical disability
- Accommodation 3: Additional writing time – up to 2 times the scheduled time
- Accommodation 4: Calculator – Grade 3 Mathematics only
- Accommodation 5: Scribe
- Accommodation 6: Large print version
- Accommodation 7: Braille version
- Accommodation 8: Reader
- Accommodation 9: Sign language interpreter
- Accommodation 10: Recorded response
- Accommodation 14: Miscellaneous

The goal in permitting the use of writing accommodations when administering achievement tests is to promote fairness and equity by removing obstacles to performance. Consequently, accommodations are neither intended nor permitted to:

- alter the nature of the construct being measured by a test
- provide unfair advantages to students with disabilities over students taking tests under regular conditions
- compensate for knowledge or skill that a student has not attained

Although many accommodations are used in teaching situations, not all of those accommodations are appropriate for use in a testing situation.

Principals should contact the Special Cases & Accommodations team (see the *Contacts* section) for clarification before recommending the use of an accommodation that is not specifically identified in the list above (i.e., those that would be classified as ***Accommodation 14: Miscellaneous***).

Note: *Isolation* is only considered to be an accommodation if it is used in conjunction with another approved accommodation.

Who May Use Writing Accommodations

All accommodations that are permitted to be used for achievement test writing purposes are intended for students who **regularly use them** in learning and testing situations in their classroom, **throughout the school**

year. However, even though a student may use an accommodation regularly in the classroom, the use of that accommodation for achievement testing purposes **must be pre-approved by the superintendent**, based on a recommendation from the principal that is supported by a child's parent.

Accommodation Directives

The following directives outline general requirements and expectations related to the use of accommodations when administering achievement tests.

Requests and Approvals

1. The use of all writing accommodations when administering achievement tests shall be approved by a superintendent, based on a recommendation from a principal that is supported by a child's parent.
2. All recommendations for the use of accommodations made by a principal shall be supported with documentation in the student's file that substantiates the need for the accommodation.
3. Superintendents may approve the use of a writing accommodation in the following circumstances:
 - a. The student has been identified with an Exceptional Student Code and **regularly uses the accommodation(s)** for learning and testing purposes, based on an Individual Program Plan (IPP) which specifies their use, or
 - b. The student **regularly uses the accommodation(s)** for learning and testing purposes, based on an assessment that clearly identifies a diagnosis or a special need and that specifies that these accommodations are required as a result. This psychological, medical, academic, and/or intellectual assessment must be no more than three years old and must have been completed by a qualified professional.
4. All requests for special format test materials shall be forwarded to Alberta Education only after the request for use of those accommodations has been approved by a superintendent, and must be received by the deadline specified for such requests (see the *Schedules & Significant Dates* section).

Test Administration Using Accommodations

1. The principal shall decide whether to provide the opportunity for students to use approved accommodations when writing achievement tests. This decision shall be based on the principal's certainty that the school can comply with all test writing and administration rules when administering tests in this manner and with the specific rules and procedures that follow.
2. The principal shall ensure that only those students who regularly use an

accommodation for learning and testing purposes, and who are approved to use it when writing a specific achievement test, are permitted to do.

3. The principal shall ensure that all facilities and equipment that have been set up for test writing purposes using accommodations are secured and remain secured until after the test writing session and follow-up administrative procedures are completed.
4. The principal shall ensure that all facilities and equipment that have been set up for test writing purposes using accommodations are appropriately configured to safeguard test security, validity, and fairness and to minimize distraction to students.
5. The principal shall ensure that all digitally recorded conversations and responses related to the administration of achievement tests are immediately deleted once they have been saved to a storage device for shipment to Alberta Education.
6. The principal shall ensure that teachers or other personnel who are designated to supervise the administration of achievement tests that are being written using accommodations are appropriately prepared for that role.
7. The principal shall ensure that all accommodations that are used by students when writing achievement tests are recorded on the student's test materials and that all forms and documentation related to this use of accommodations is completed and forwarded to Alberta Education with the test material.

Test Accommodation Guidelines

Use of a Scribe

If a scribe is approved to assist a student during the administration of a test, the procedures listed in this section must be followed.

Note: Scribed papers are not marked for conventions, or in the case of functional writing, for content management. Students' scores are prorated.

Use of a Reader

CD versions of achievements tests should be used rather than readers whenever possible, especially as students age. It is expected that readers would be requested more for Grade 3 students than for Grade 9 students. However, if a reader is approved to assist a student during a test, the procedures listed in this section must be followed.

Sign Language

Under the following conditions, an interpreter may use sign language to interpret language arts, mathematics, science and social studies

achievement tests to a student who is deaf or hard of hearing:

- The student has a specific impairment that greatly limits his or her ability to decode text, even after varied and repeated attempts to teach the student to do so.
- The student has access to printed materials only through a reader or sign-language interpreter, or is routinely provided with text on tape or in another electronic format for instruction.

Interpreters must interpret test items and prompts according to the procedures listed in this section.

Test Administration Times

All students must complete a test within the allotted time unless approval for extra writing time has been granted by the superintendent. The allotted time includes the **time officially scheduled** for the test and the additional half hour that all students are permitted.

Students granted extra writing time as an accommodation may be given up to **twice** the amount of **time officially scheduled** for the test. The additional time that all students are permitted may be added at the end of this period, if needed.

Upon approval from the superintendent, the test may be administered in short periods with frequent supervised breaks. The test may also be administered at a time of day that takes into account the student's medical or learning needs.

Additional Writing Time for ESL and Francisation Students

English as a Second Language (ESL) and francisation students may have up to twice the allotted time to write any of the achievement tests. This is an accommodation that **does not** require superintendent approval or identification on test answer sheets.

Large Print

If a student writes a large print version of an achievement test, both the large print test and the answer sheet must be returned with the other test materials.

CD Format and Recorded Response

CD versions of tests will be provided in English and French for all achievement tests. Except in unique circumstances, a CD version of the test should be used as an accommodation rather than a reader, particularly for students in grades 6 and 9.

Physical Environment and Equipment

Students must write in a room that is free from distractions (e.g., having no noise or windows opening onto busy traffic areas). Several students can write in one room provided headsets are available. It is the school's responsibility to supply the necessary hardware (tape recorder/CD player).

Students who are dictating their responses require separate rooms in which to work.

Test Setting

The test administrator may provide the following modifications to the test setting:

- administer the test in a small group setting
- administer the test in a room other than the one used by the rest of the class
- administer the test to the student individually (using routine administration procedures)
- administer the test with the student wearing noise buffers (after directions have been given using routine administration procedures)

The Testing Process

It is important to emphasize that students should use the printed and CD tests in a manner that best suits them; for example, students should be made aware that they may listen to part or all of the CD more than once.

If a student appears confused about the testing process, the teacher should explain the process to the student until satisfied that the student understands the process.

Recorded Response

Students who are dictating their responses should be encouraged to do some rough work in the test booklet. Rough work will not be marked but serves to guide the student as he or she dictates a response. For written-response questions, advise students to indicate verbally when they have finished one assignment and are beginning the next one by saying “I am now finished assignment one, and I am ready to begin assignment two.”

Student responses may be recorded using audiotape or as digital audio files in WAV or MP3 format.

Returning Materials

All special format materials must be returned to Alberta Education along with the regular return shipment of other test booklets from the school.

All storage devices used to return a student’s recorded response must be clearly labeled with the:

Name of Student	School Name
Subject and Grade	School Code

Text-to-Speech Software

Students may only use this accommodation to read back their own work when using a computer to compose their English or Français/French

Language Arts Part(ie) A test responses. Features such as word prediction, word wizard, fact folder/finder and scientific calculator must be disabled. Currently, no scanning of test materials is allowed; however, Alberta Education is working on an initiative that will allow for the use of text-to-speech for the achievement tests.

Information Sheet for a Scribe of Achievement Tests

If a scribe is approved by the superintendent to assist a student during a test, the following procedures apply:

- Scribed achievement test written response papers are not marked for conventions. To assist with clarity, the scribe may insert basic punctuation.
- The scribe must record the student's response verbatim; that is, exactly as the student dictates.
- The scribe may record the student's response in handwriting or may use a computer.
- The scribe should confirm the student's responses which may include reading the student's responses back for clarification.
- A scribe may not ask leading questions or provide suggestions or interpretations of any kind.
- A scribe may not initiate the use of test taking strategies.
- The student shall review the scribed work and request changes if necessary.
- A scribe may not read a test to a student. CDs or readers will be provided for this purpose, if previously approved.
- The school jurisdiction is responsible for the appointment of a scribe and for any expenses incurred.
- A student who is being assisted by a scribe must complete the test in the normally allotted time unless additional time has been approved as a separate accommodation by the superintendent
- A specially designated supervising teacher must supervise a scribe-assisted student.
- The scribe is expected to adhere to the *Achievement Testing Directives*.
- A scribe shall not be a relative, friend, or a past or present teacher of the student.
- A test administered by a scribe shall take place in a separate area so that other students who are writing the test are not disturbed.
- A scribe must sign the student's work and indicate his/her position, i.e., program aide.
- The principal will record on the *Principal's Statement* that a scribe was utilized for a particular student and attach the *Statement of Scribe, Reader and/or Interpreter and Principal* to it (see the *Samples/Forms/Letters* section).

Note: To properly record student responses, scribes should have:

- adequate word processing skills or a handwriting style that is very legible and familiar to the student
- adequate literary skills and knowledge of the subject area

If you have any questions concerning the above or any comments regarding the use of a scribe to assist a student when writing an achievement test, contact the Special Cases & Accommodations team at (780) 427-0010, by fax (780) 422-4889 or e-mail special.cases@gov.ab.ca. For a toll-free connection, dial 310-0000.

Information Sheet for a Reader of Achievement Tests

If a reader is approved by the superintendent as an accommodation to assist a student during the administration of an achievement test, the following procedures apply:

- The reader is expected to consult with the student to establish the most comfortable seating arrangement.
- The reader should have adequate reading skills and knowledge of the subject to read appropriately.
- The reader must read at a rate that is comfortable for the student, monitoring to ensure that the pace is appropriate.
- The reader must read the test verbatim; that is, exactly as it appears in the test booklet. A reader may not add emphasis, inflection, or read in such a way as to prompt or guide the student. A reader may not ask leading questions, provide suggestions, provide interpretations, or provide word definitions of any kind.
- The reader must read in such a way that the student understands the beginning and end of each sentence and paragraph. Without leading the student, the reader must be aware of and obey all punctuation and read in such a way that the student understands the use and purpose of the punctuation.
- The reader may repeat readings as often as necessary and must read consistently in the same way each time, being careful not to indicate a correct/incorrect response.
- The school jurisdiction is responsible for the appointment of a reader and for any expenses incurred in appointing the reader.
- Students must complete the test in the allotted time, unless additional time has been approved by the superintendent.
- The reader is expected to adhere to the *Achievement Testing Directives*.
- A reader shall not be a relative, friend, or a past or present teacher of the student.
- A test administered by a reader shall take place in a separate area so that other students who are writing the test are not disturbed.
- The principal will record on the *Principal's Statement* that a reader was utilized for a particular student and attach the *Statement of Scribe, Reader and/or Interpreter and Principal* to it (see the *Samples/Forms/Letters* section).

If you have any questions concerning the above or any comments regarding the use of a reader to assist a student when writing an achievement test, contact the Special Cases & Accommodations team at (780) 427-0010, by fax (780) 422-4889 or e-mail special.cases@gov.ab.ca. For a toll-free connection, dial 310-0000.

Note: The Reader may make one attempt to “reword” a word or phrase to assist the student in comprehending terminology that is unfamiliar to them. This “rewording” or “restating” is not to lead the student, provide a definition, or make a suggestion. “Rewording” presents the word or phrase in an alternate way without inference. An example of “rewording” is as follows: *Every other day* – not familiar to the student can be “reworded” to *every second day* and the student understands.

Information Sheet for Sign Language Interpreters of Achievement Tests

If an interpreter is approved by the superintendent as an accommodation to assist a student during a test, the following procedures apply:

- The interpreter is a neutral person who interprets a spoken message into American Sign Language or into one of the Manually Coded English Systems for a student with hearing loss.
- The interpreter also voices what is signed by the student.
- The interpreter must not record the student's responses. This is the role of a scribe. The use of a scribe must be approved by the superintendent as a separate accommodation.
- The interpreter must not function as a Reader. The request for a Reader must be approved by the superintendent as a separate accommodation and a person other than the scribe or interpreter must be designated that role.
- For purposes of interpreting for a Provincial Achievement Test, the interpreter is used for interpreting all words spoken during the examination period that are intended for all students.
- The interpreter must render the message faithfully, always conveying the content and spirit of the spoken word using the signed language most readily understood by the student. The interpreter must not provide definitions or interpret beyond conveying the spoken message.
- The interpreter must not counsel, advise, or interject personal opinions.
- The interpreter must not ask leading questions, provide suggestions, or provide word definitions of any kind.
- If the student has a question or a query, the student is to be directed to the teacher. In this case, the interpreter will interpret spoken and signed messages between the student and the teacher.
- The interpreter may repeat interpretations as often as necessary and must interpret consistently each time.
- The school jurisdiction is responsible for the appointment of an interpreter and for any expenses incurred in appointing these individuals.
- Students must complete the examination in the allotted time unless additional time has been approved by the superintendent as a separate accommodation.
- The interpreter is expected to adhere to the Achievement Testing Directives.
- An interpreter shall not be a relative, friend or a past or a present teacher of the student.
- The principal will record on the Principal's Statement that an interpreter was utilized for a particular student and attach the Statement of Scribe/Reader and/or Interpreter and Principal to it (see the Samples/Forms/Letters section).

If you have any questions concerning the above or any comments regarding the use of an interpreter to assist a student when writing an achievement test, contact the Special Case & Accommodations team at (780) 427-0010, by fax (780) 422-4889 or e-mail special.cases@gov.ab.ca. For a toll-free connection, dial 310-0000.

Local and Central Marking of Achievement Tests

Local Marking of Part(ie) A Language Arts Tests

All language arts written response papers will be marked centrally in Edmonton in July. Classroom teachers may mark students' writing, using the scoring guides provided, before returning the tests to Alberta Education. A locally awarded mark submitted to Alberta Education will be used as the first reading of a student's test response. Local markers are to use the **For Teacher Use Only** section on the back of the Part A writing test booklet to record their marks by filling in the appropriate circles. **No marks may be placed inside student booklets when doing local marking.**

If a teacher wants to know how his or her locally awarded marks compare to the marks the tests received when marked centrally, then he or she must create an identification number and enter it in the appropriate location on the back of each student booklet. It is important that no two teachers from the same school create and use the same identification number.

Teachers have approximately one week to mark written response tests prior to their return to Alberta Education. The papers will then be marked centrally by Alberta Education as the second reading. Both marks contribute to the student's final mark. In the case of a discrepancy between the two marks, papers will be adjudicated by a third reading, which will determine the final mark that the paper is awarded. In this way, valid and reliable individual and group results can be reported.

Papers that are not marked locally by teachers will be marked centrally only once. After central marking has been completed and school reports have been sent to the schools, teachers who submitted their marks with an ID number will receive a confidential report on their marking. This report is called the Local Marker Report and includes the locally awarded mark, the centrally awarded mark, a third-read mark if applicable, and the final mark.

To support local marking, samples of student writing that exemplify the scoring criteria will be provided with the test materials. These exemplars are not to be shared with students and must be returned to Alberta Education with the tests. An example of the procedure to use to calculate a total score for a Grade 9 student's writing is provided below.

Narrative/Essay Writing:

1. Assign a score of 1 to 5 for each of *content*, *organization*, *sentence structure*, *vocabulary*, and *conventions*.
2. Multiply the scores for *content* and *organization* by 2 as these categories are worth twice as much as the other categories.

Maximum score possible for Narrative/Essay Writing = 35.

Functional Writing:

1. Assign a score of 1 to 5 for each of *content* and *content management*.
2. Multiply these scores by 2.

Maximum score possible for Functional Writing = 20.

Total Score:

Add the narrative/essay and functional scores.

Total score for <i>Part A: Writing</i>	
Narrative/Essay Writing	___/35 (63.6%)
+ Functional Writing	___/20 (36.4%)
= Total Score	___/55 (100%)

The mark for Part A: Writing is worth 50% of the total mark for Language Arts.

Confirming of Standards and Provincial Marking

Teachers are nominated by their superintendent to assist with provincial marking, to confirm standards, and to participate in formal standard setting procedures when a new curriculum is introduced. To be eligible to mark, confirm standards and/or set standards, a teacher shall have taught the course within the last three years, be employed by a school authority at the time of marking, be able to mark on all scheduled days, and have a valid Alberta permanent professional teaching certificate. To be selected as a marker or to confirm or set standards, a teacher shall be recommended by the superintendent.

Reporting Achievement Test Results

Public Access to Results

Detailed school and school authority results are made available electronically via the extranet to schools and school authorities in late August, and multiyear summary reports are provided in mid September. Provincial results are released by the Minister of Education to the media later in September. We recommend that schools and authorities plan for the timely release of their own results within a context appropriate to the local situation.

Multiyear results for authorities and schools are posted on our web site at <http://education.alberta.ca/admin/testing.aspx>.

An individual may make a formal request for results information under the *Freedom of Information and Protection of Privacy (FOIP) Act*. In accordance with this legislation, Alberta Education will respond to formal

FOIP requests without conditions and without notification to any school or school authority.

In making results public, consideration should be given to Alberta Education's policy on the use and reporting of results. Alberta Education does not endorse the publication of rank-ordered lists of schools, based on their results.

Cut Scores and Standards

The achievement tests are criterion referenced and based on learning outcomes expected at given grade levels. Student performance is reported in relation to two standards: the *acceptable standard* and the *standard of excellence*. For each of these standards, the score on a given test that determines whether a student has achieved the standard is the "cut score," which is set after the marking of the tests. Because it is almost impossible to construct tests that are precisely equal in difficulty, the cut scores may change slightly from year to year. Cut scores are set by test equating, a process of determining the score-equivalent on a new test relative to a previous test. This ensures that the actual performance expected of students at the *acceptable standard* and at the *standard of excellence* remains constant. In other words, the cut score representing the standard may vary; the standard of performance does not.

When a new curriculum is introduced, it is necessary to reconfirm standards. A formal standard-setting procedure, involving classroom teachers from across the province, is conducted to confirm that the standards for the test appropriately reflect the intent of the new curriculum. The information obtained through this standard-setting procedure is used, in conjunction with the information from the equating process, to confirm appropriate standards.

Planning and Results Reporting

Planning and reporting by school authorities and schools throughout Alberta is carried out within the government's Accountability Framework, which depicts an ongoing cycle intended to enable continuous improvement and critical reflection. In this way, school authorities and schools

- measure progress, set priorities, and use results to improve education for students on an ongoing basis
- incorporate provincial directions and community input into their plans
- communicate school authority and school directions and results to stakeholders (provincial government, staff, parents, and the public)

School authorities plan and implement three-year education plans aligned with ministry directions, allocate resources to schools and programs, monitor progress, report annually to stakeholders, and use results to plan improvements. Schools develop and implement three-year education plans aligned with school authority directions, monitor progress, report annually

to stakeholders, and use results to plan improvements that will affect student learning.

School authorities and schools report results on all performance measures that are in their education plans, including the following required provincial measures:

- the percentages of enrolled students in grades 3, 6, and 9 who achieved the *acceptable standard* and the percentages who achieved the *standard of excellence* in relation to school targets, provincial results, and provincial standards for the past five years.

Learner Assessment provides multiyear reports on student achievement and participation on achievement tests, by school and school authority, on Alberta Education's web site. Learner Assessment also provides detailed reports for the achievement tests. These detailed reports, useful for identification of areas of strength and weakness in instructional programs are available only on the extranet site.

For more information on planning and reporting, including target setting, see the *Guide for School Board Planning and Results Reporting* on the Alberta Education web site at <http://education.alberta.ca/admin/resources/guidetoed.aspx>. School and school authority administrators can access the *Guidelines for Interpreting Achievement Test Results* on the Alberta Education extranet site. School and school authority administrators can get access to the extranet web site by contacting the client services help desk (see *Contacts* section).

Accounting for the Performance of All Students

Over the past number of years, with the cooperation of its stakeholders, Alberta Education has been seeking ways to report on the performance of all students in grades 3, 6, and 9. As in the past, school authorities must report, to their stakeholders and Alberta Education, the performance of

- all students in grades 3, 6, and 9
- students in home education programs whose performance is measured using alternative assessments

For more information contact the Director, Achievement Testing (see *Contacts* section).

School and School Authority Reports

Alberta Education makes available to each superintendent a report for the authority as well as for each school in the authority. The detailed and multiyear school and authority reports are made available through the extranet. Guidelines for interpreting results are provided with these reports. Separate reports are issued for students who wrote the French forms of the mathematics, science, and social studies achievement tests. The school and authority reports contain local and provincial results. Both school and school authority reports contain results for students who wrote

the tests and results based on the full enrollment (cohort) in the grade.

**Preliminary
Reporting of Results**

Teachers of grades 6 and 9 are expected to mark all machine-scorable achievement tests, using the answer keys provided, and to report these preliminary results to parents. An electronic reporting form is available for this purpose on Alberta Education's secured extranet site, however, schools may decide to use their own method to report preliminary results to parents in June.

**Guidelines
Regarding the
Re-Issue of Reports**

Except under unusual circumstances or by order of the Minister, the information reported in Achievement Testing Program school and school authority reports will remain unchanged prior to and following their public release.

Guidelines for the Re-Issue of Reports

1. In the first ten days following the publication and extranet posting of detailed Achievement Testing Program reports, the data of an *individual* school or school authority may be changed and a report re-issued under the following circumstances.
 - a. An error in a report, caused by Alberta Education, has a significant impact on the meaning or value of data that will be publicly reported, or is likely to raise doubts about the integrity of the entire report.
 - b. Requests for change to individual student records, made by the school or school authority subsequent to the initial publication of their report, have a significant impact on the meaning or value of the data that will be reported, and the request for report re-issue has been approved by the Superintendent.
2. In the first ten days following the publication and extranet posting of detailed Achievement Testing Program reports, the data of *all* school or school authorities may be changed and reports re-issued under the following circumstances.
 - a. An error in a report, caused by Alberta Education, has a significant impact on the meaning or value of data that will be publicly reported, or is likely to raise doubts about the integrity of the entire report.
 - b. Requests for change to individual student records, made by one or more schools or school authorities subsequent to the initial publication of reports, has a significant impact on the meaning or value of *provincial* data that will be publicly reported or results in the likelihood that doubts will be raised about the integrity of an entire report.
3. Beyond ten days after the publication and extranet posting of detailed Achievement Testing Program reports, no changes will be made to any

school or school authority report except under unusual circumstances or by order of the Minister.

Individual Student Profiles (ISP)

Alberta Education makes available, in September, via the extranet, two copies of the Individual Student Profile (ISP) for each student, to the school where the student wrote the achievement tests. Students who are excused or absent from the assessment, and students whose results have been withheld, will have “not available” recorded on their profiles. The school must keep a copy of the ISP with the student’s record, and **must** provide the student’s parent(s) or guardian(s) with a copy of the ISP. Teachers are expected to discuss the ISP with parent(s) or guardian(s) during a regularly scheduled parent/teacher conference.

Home Education Reports

Results for students in home education programs are not included in the school authority report. Results are reported separately to each authority for their students in home education programs who wrote achievement tests.

Superintendents and supervising private school principals will ensure that home education supervisors and parents have access to the aggregated home education results for their authority. If the aggregated report includes results of fewer than six students, it shall not be reported publicly, in order to protect the confidentiality of individual student results. In this case, the report will be provided to the superintendents only.

Individual student profiles are available to the parents and supervisors of home educated students to use in planning their instructional programs.

Using the Reports

Students’ performance on the tests reflects their cumulative growth and achievement as a result of their entire school program, not just from instruction in grades 3, 6, or 9. Principals should therefore ensure that the entire staff review achievement test results. If changes to school programs are needed, all staff will need to be involved.

A workshop entitled “Interpreting Results to Improve Student Learning” presented by Alberta Education staff, is available through the regional professional development consortia in the fall and again in the spring each year.

Plans should also be made to involve the school council and community in discussing achievement test results and in developing plans to improve student learning. Many school administrators and classroom teachers have developed successful strategies for involving parents and the community in helping students to meet standards and in supporting the school to maintain its programs.

***NEW** *Field Testing*

Description of the Field Testing Program

Alberta Education prepares and administers field tests prior to the June achievement test administration session. Field testing is essentially a process of “testing a test” – test questions are administered to determine their difficulty level and their appropriateness for use on a diploma examination. As well, teachers are able to provide comments about potential test questions, thereby contributing to the development of fair, valid, and reliable provincial examinations. Teachers are asked to consider the following points when commenting on specific questions and the overall test:

- appropriateness of the questions
- adequacy of writing time limits
- test length
- text readability
- artwork/graphics clarity and appropriateness
- question difficulty

Field tests may be composed of multiple-choice and/or numerical-response questions, depending on the course and type of field test being administered. Generally, field tests, like achievement tests, are designed to assess outcomes from entire programs of study. However, some field tests that Alberta Education administers are “unit” tests that assess learning outcomes from only portions or sections of those programs of study.

Achievement program field tests are available in paper or digital formats. They are not available in special formats. Writing accommodations such as extra time, reader, or scribe may be permitted. If these accommodations are required for paper format field tests, please indicate this at the time of the field test request. In some circumstances, additional field test supervisor support may be required for these instances, and this requires advance notification and planning.

If writing accommodations such as extra time, reader, or scribe are required for **digital format** field tests, the school is responsible to provide the necessary support. The extra time accommodation on Quest A+ can be unlocked by utilizing the Supervisor PIN. Additional information regarding this process is included in the Digital Format Field Test Instructions.

All field tests are secure before, during, and after administration. **Paper** format field tests are delivered to a school and administered to students by an assigned Alberta Education field test supervisor. **Digital** format field tests are delivered and administered to students using computers under the supervision of the teachers who requested them.

Field tests of this format must be administered to students using Alberta Education's *Quest A+* locked browser application, which is available for download at <https://questaplus.alberta.ca/help/requirements.html>.

Paper format field tests are administered to students in Francophone schools by field test supervisors who speak French. Every effort is made to schedule French speaking field test supervisors to administer paper format field tests to students in French Immersion programs. However, it is not always possible to do so.

To ensure the reliability and validity of the field test administration scores and feedback, all field tests are administered to a prescribed number of students in classes that are selected to ensure a representative sample from across the province. Consequently, not all requests for field tests may be met.

Participation Requirements

For a class of students to be selected to have a field test administered at their school, the following conditions must be met:

1. Alberta Education must receive superintendent authorization to invite that authority's schools to participate in the Field Testing Program.
2. The principal must approve the administration of field tests in that school.
3. A teacher must submit a request for a field test by the deadline. **Field test requests are submitted through an online request system.**
4. A field test placement of the type specified by a teacher on a field test request application must be available for scheduling.

Field Test Security and Administration Rules

For field test results to be valid and reliable, field tests must be administered under conditions that are similar to those that apply to the administration of achievement tests. Consequently, all of the directives and rules that are specified in this bulletin for the administration of achievement tests apply to the administration of field tests.

In addition to the directives and rules that are specified elsewhere in this bulletin, the following rules must be adhered to when field tests are administered in a school:

1. The security of all field test materials must be maintained before, during, and after their administration.
2. Paper format field tests must be administered by and remain in the custody and control of Alberta Education personnel at all times.

3. Digital format field tests must be administered by, and at all times remain under the custody and control of, the teacher whose students are writing them.
4. Immediately following a field test administration session, teachers who administer digital format field tests must submit a declaration to Alberta Education concerning the security of the testing material and its administration.
5. Teachers whose students are writing paper format field tests must be present in the examination room to verify the answer key and to review and validate test questions.
6. Prior to reviewing and validating a paper format field test, a teacher must review and sign a declaration concerning the security of the field test materials.
7. Only teachers whose students are writing a particular field test may examine its contents.
8. Validation of a paper format field test must occur in the examination room where the field test is being administered.
9. Validation of a digital format field test may occur within a 24-hour period following the field test administration. Digital format field test contents are secure, and must not be copied or replicated in any manner.
10. No paper or digital format field test question or answer key may be copied, either by hand or mechanically, for any purpose.
11. Discussion of field test questions after their administration must be limited to a review of the concepts being assessed rather than to details of specific questions.
12. Students must be made aware of the purpose and importance of a field test prior to its administration.
13. Students who arrive late are not permitted to write a field test if there is **insufficient time** for them to complete it within the scheduled administration time.

Field Test Scoring

The machine scorable questions on paper format field tests will be marked by the field test supervisor; student scores will be tabulated and provided to the participating teacher before the supervisor leaves the school. Alberta Education will provide no other field test marks.

The machine scorable sections of a digital format field test will be electronically marked by Alberta Education; student scores will be emailed to the teacher who supervised its administration, once the teacher has submitted the required security declaration form to Alberta Education. In addition to a raw score, digital format field test results will also contain additional information, including the proportion of students in the class who chose each alternative on the multiple-choice items and the proportion who left a numerical-response item blank. The items will be blueprinted to program of studies outcomes so that the teacher can use field test results to learn more about the strengths and weaknesses of their students. Teachers may use this report during the digital field test perusal window.

To promote an atmosphere in which students are motivated to perform well, teachers are encouraged to use the results from field tests in their assessment of individual students

**Field Test
Administration
Dates**

In 2013–2014, Alberta Education will be administering paper and digital format field tests for achievement test courses within the following timeframes:

Paper Format Field Test Administration Dates	
Unit Tests:	
Year End Field Tests:	<p>April 28 – May 9</p> <ul style="list-style-type: none"> • Grades 6, and 9 ELA, FLA, and Français (Part[ie] A: Writing) • K&E 9 ELA (Part A: Writing) <p>May 20 – June 6</p> <ul style="list-style-type: none"> • Grade 6 ELA, FLA, and Français (Part[ie] B: Reading) • Grade 6 Mathematics • Grade 6 Science • Grade 6 Social Studies <p>May 20 – June 13</p> <ul style="list-style-type: none"> • Grade 9 ELA, FLA, and Français (Part[ie] B: Reading) • K&E 9 ELA (Part B: Reading) • Grade 9 and K& E Mathematics • Grade 9 and K& E Science • Grade 9 and K& E Social Studies

Digital Format Field Test Administration Dates	
Unit Tests:	<p>October 9 – December 18; January 6 – June 10</p> <ul style="list-style-type: none"> • Grade 6 and 9 Mathematics • Grade 9 Science
Year End Field Tests:	<p>April 28 – May 9</p> <ul style="list-style-type: none"> • K&E 9 ELA (Part A: Writing) <p>May 20 – June 6</p> <ul style="list-style-type: none"> • Grade 3 ELA (Part B: Reading) • Grade 3 Mathematics • Grade 6 ELA (Part B: Reading) • Grade 6 Mathematics • Grade 6 Science • Grade 6 Social Studies <p>May 20 – June 13</p> <ul style="list-style-type: none"> • Grade 9 and K& E ELA (Part B: Reading) • Grade 9 and K& E Mathematics • Grade 9 and K& E Science • Grade 9 and K& E Social Studies

Note: Requests for **paper** format **unit** and **year-end** field tests must be submitted by **January 31**; requests for **digital** format **unit** field tests must be submitted **five business days prior** to the preferred field test administration date; requests for **digital** format **year end** field tests must be submitted by **May 1**.

Field tests will not be scheduled or administered on statutory holidays or during the Achievement test administration.

Participation Approval and Request Process

A formal and deadline-sensitive process is used by Alberta Education to schedule and administer field test sessions in Alberta schools. That process, and school and school authority responsibilities related to it, are as follows.

1. Alberta Education seeks and receives superintendent authorization to approach schools:
 - 1.1. In late June, a letter is sent to every superintendent, by the Director, Exam Administration, requesting authorization to invite their schools to participate in the Field Testing Program in the upcoming school year.
 - 1.2. Superintendents indicate their authorization by replying to that letter.
2. Alberta Education seeks and receives principal approval to field test in their schools:
 - 2.1. In late July, a letter is sent by the Coordinator, GED & Field Testing, to every principal whose superintendent has authorized field testing in that school authority. This letter invites principals to consent to having their schools participate in the Field Testing Program in the upcoming school year.
 - 2.2. Principals express their willingness to have their school participate in the Field Testing Program through the Extranet. An application under the “Learner Assessment Services” heading enables principals to indicate school-level consent. Through this expression of consent to participate, a principal authorizes Alberta Education to accept field test requests from that school and, if classes from that school are subsequently selected to write paper format field tests, to enter the school to administer them.
 - 2.3. Via the Extranet, Principals authorize individual teachers to access the Field Test Request System. When teachers sign up for the Field Test Request System service, an email will be sent to the Principal indicating authorization is required.
 - 2.4. At any time, Principals can monitor field test requests for the school via the Extranet.
 - 2.5. Principals who have approved the participation of their schools in the Field Testing Program are expected to communicate that decision to their staff.
3. Schools submit field test requests:
 - 3.1. Field test administrations are set up and scheduled based on information gathered from school personnel about students’ availability to write field tests. This information is collected from schools using the Field Test Request System.
<http://public.education.alberta.ca/FieldTestScheduler>

- 3.2. Two field test sessions are run within each school year, October/January (Session 1) and March/June (Session 2). Schools must submit separate field test requests for each of these field test sessions. Only schools whose students will be writing an achievement test in a given session are eligible to apply for field tests during that session.
- 3.3. Teachers who intend on requesting field tests must obtain a Public Authentication System (PAS) account.
- 3.4. To request **digital** format field tests, the teacher whose students will be writing the field tests must submit a request via the Field Test Request System.
- 3.5. Requests for **paper** format field tests must be submitted to Alberta Education via the Field Test Request System.

NOTE: Only field test requests that are **received by the submission deadline** will be processed by Alberta Education (see *Significant Dates* below).

4. Alberta Education schedules field test placements:
 - 4.1. Submitted field test requests are reviewed. The Field Test Request System will not accept field test requests from schools where principal or authority level field test participation consent has not been received.
 - 4.2. The individual field test requests are reviewed to determine if they match the requirements of any available field test administrations; where a match is found, a field test placement is scheduled.
 - 4.3. If Alberta Education receives more requests for field tests than it has placements, future requests from those schools or classes that were not selected to participate in the current session will be selected first in the next field test session.
5. Alberta Education communicates and confirms field test placements:
 - 5.1. Once the scheduling of **paper** format field test placements is complete, Alberta Education sends a confirmation to schools regarding the field test requests that were submitted. This letter communicates the status of all field test requests from that school, including details of all field test administrations that are scheduled to take place. Also is information for teachers whose students have been selected to write field tests in that session.
 - 5.2. When a **digital** format field test placement is complete, Alberta Education sends a follow-up email to the teacher who placed the request and who will be supervising its administration. This email communicates the information the teacher requires to access and administer the digital format field test.
 - 5.3. Prior to each scheduled **paper** format field test administration, a field test supervisor from Alberta Education will contact the teacher whose students will be writing to confirm administrative

details (e.g., date, time, and location of the test administration; number of students being tested).

Significant Dates

June 28, 2013	Alberta Education sends a letter to superintendents requesting authorization to invite their schools to participate in the Field Testing Program in 2013–2014.
July 8, 2013	Alberta Education sends a letter to principals inviting them to consent to having their schools participate in the Field Testing Program in 2013–2014.
August 12, 2013	Deadline for superintendents to provide approval for Alberta Education to invite their schools to participate in the Field Testing Program.
August 1, 2013 – May 1, 2014	Time period during which principals may provide school-level field test consent via the Extranet. Note: The Field Test Request Application will only allow teachers from schools that have school-level field test consent to request field tests.
August 31, 2013	First day participating schools may submit Session 1 Paper Format and Digital Format field test requests. Field test requests are submitted via the Field Test Request System. Note: Requests for digital format unit and year end tests must be submitted five business days prior to the preferred field test administration date.
January 31, 2014	Last day for participating schools to submit Session 1 Paper Format Field Test Requests for year end field tests. Note: Session 1 Paper Format <i>Field Test Requests</i> received after January 31 will not be processed.
May 1, 2014	Last day for participating schools to submit Session 2 Digital Format Field Test Requests for year end field tests. Note: Requests for digital format unit and year end tests must be submitted five business days prior to the preferred field test administration date.
July 31, 2014	Alberta Education sends a letter to superintendents requesting authorization to invite their schools to participate in the Field Testing Program in 2014–2015.
August 8, 2014	Alberta Education sends a letter to principals inviting them to consent to having their schools participate in the Field Testing Program in 2014–2015.
August 15, 2014	Deadline for superintendents to provide approval for Alberta Education to invite their schools to participate in the Field Testing Program.

Resources and Web Documents

Resource Materials from Alberta Education

A number of resources are available to assist teachers in becoming familiar with the achievement tests. As well, some resources have been made available to assist with the interpretation of the achievement test results in the context of classroom instruction. For more detailed information, please visit Alberta Education's web site at <http://education.alberta.ca/admin/testing/achievement.aspx>.

- **General Information Bulletin:** This bulletin provides directives, rules, and procedures related to the administration of achievement tests. It is available on the Alberta Education web site at: <http://education.alberta.ca/admin/testing/achievement/achievementbulletin.aspx>.
- **Subject Bulletins:** Subject bulletins for specific achievement tests including Grade 9 Knowledge and Employability achievement tests are available on Alberta Education's web site at: <http://education.alberta.ca/admin/testing/achievement/bulletins.aspx>.

The bulletins provide detailed descriptions of the tests, the test blueprints, sample questions, scoring criteria, sample responses, and other information of particular relevance in the current school year.

- **Released Items:** Released items from specific achievement tests that may be used by schools, for educational purposes only, are available on the Alberta Education website at: <http://education.alberta.ca/admin/testing/achievement/answerkeys.aspx>.

All other previously administered tests and test items that have **not** been released **remain secured**.

- **Assessment Highlights:** Assessment highlights for achievement tests that were administered in previous years are available on the Alberta Education website. These documents provide a summary of student achievement strengths and weaknesses identified by Assessment staff after achievement tests have been administered. The highlight documents are available at: <http://education.alberta.ca/admin/testing/achievement/highlights.aspx>.

Test Administration Forms

Nature and Purpose of Test Administration Forms

School administrators, teachers, and test supervisors are required to complete and submit a variety of forms before, during, and after each achievement test administration session. The purpose of these forms is to initiate a test administration related process and/or to enable one to occur. For example, if the use of a CD format achievement test for a student has been approved by a superintendent, a school administrator must submit a *Request for Special Format Materials* form to initiate the process that will enable the required special format material to be sent to the school. School administrators and teachers are also required to complete and submit on-line forms if they wish to participate in the Field Testing Program (see *Field Testing* section).

All achievement test administration and on-line field testing forms are **deadline sensitive** because their submission has consequences related to the production, scheduling, and delivery of test materials, their administration, marking, or scoring, and/or the reporting of marks and results. Consequently, school administrators and teachers need to be aware of and understand the nature and purpose of these forms, any deadlines associated with their use, and their responsibilities related to their submission.

Some achievement test administration and on-line field testing forms are grade or **administration-session specific** i.e., there is a **specific version** of the form that must be completed in relation to a specific achievement test or field test session. For example, a school that requires additional test materials for the January 2014 administration of Grade 9 achievement tests must submit the *January 2014 Request for Supplemental Shipment Form*. Consequently, it is important to ensure that the appropriate version of a form is completed, as required.

Achievement Test Form Types and Names

Forms commonly completed by school personnel before or after an achievement test administration include:

1. *Request for Special Format Materials*
2. *Request for Supplemental Shipment Form*
3. *Statement of Scribe, Reader, and/or Interpreter and Principal*
4. *Principal's Statement*
5. *List of Students*

Field Test Form Types and Names

The following on-line forms are used in relation to the administration of field tests:

1. *Field Test Participation Consent Form*
2. *Paper Format Field Test Request Form*
3. *Digital Format Field Test Request Form*

Form Availability

All forms related to the administration of achievement tests and field tests in 2013-2014 are available from the Alberta Education web site at <http://education.alberta.ca/admin/testing/forms.aspx>.

Sample Forms and Letters

Overview

A brief description and sample illustration of each type of form that school personnel may need to access in relation to the administration of achievement tests in 2013–2014 is provided on the following pages.


Some of these forms are **administration-session specific**, but only one version of each form is illustrated. Actual versions of these forms can be viewed and are available from the Alberta Education web site at <http://education.alberta.ca/admin/testing/forms.aspx>.

Two sample letters that may be used to communicate with parents about achievement testing are also provided. These sample letters are also available on the Alberta Education web site.

**Request for
Special Format
Materials**

The *Request for Special Format Materials* form is deadline sensitive and to be used by a school administrator, on behalf of a student, to request special format materials from Alberta Education. Before submitting this form to Alberta Education, a school administrator must **have already applied for and received superintendent approval** for the student to use the special format material in question (see *Accommodations* section).

REQUEST FOR SPECIAL FORMAT MATERIALS
Achievement Testing Program 2014 — Grade 3



SCHOOL: _____ SCHOOL CODE: _____

JURISDICTION: _____ JURISDICTION CODE: _____

NAME OF PERSON PLACING ORDER: _____

For each subject, indicate the types and quantities of special format materials required:

Subject	CD		Large Print		Braille		Other (Specify)	
	E	F	E	F	E	F	E	F
Example	20	4	1			1		1 blue paper
English LA		n/a		n/a		n/a		n/a
French LA	n/a		n/a		n/a		n/a	
Français	n/a		n/a		n/a		n/a	
Math								

The special format materials requested above will be used:

by students whose parents are aware of and support their intended use

as accommodations that have been approved by the superintendent

_____ Date

_____ Telephone Number

_____ Principal's Name

Deadline for submitting form: **March 5, 2014**

Email this form and/or direct all questions to: sfm.pat@gov.ab.ca using the subject line: AT Special Format Material - your school name and school code (e.g. AT Special Format Material – Ben Hur School, 9999)

Request for Supplemental Shipment

The *Request for Supplemental Shipment Form* is deadline sensitive and is used by administrators to request the shipment of additional test materials (see *Administration Directives, Guidelines, & Procedures* section).

***Request for Supplemental Shipment
Achievement Tests: May/June 2014***



School Code: _____ School Name, Contact Person and Delivery Address (for Courier) _____
 Authority Code: _____
 School Phone: _____
 School Fax: _____

The following tests are required:

English Tests		
✓	Course	# Required
A <input type="checkbox"/> B <input type="checkbox"/>	ELA 3	
<input type="checkbox"/>	Mathematics 3	
A <input type="checkbox"/> B <input type="checkbox"/>	ELA 6	
<input type="checkbox"/>	Mathematics 6	
<input type="checkbox"/>	Science 6	
<input type="checkbox"/>	Social Studies 6	
A <input type="checkbox"/> B <input type="checkbox"/>	ELA 9	
<input type="checkbox"/>	Mathematics 9	
<input type="checkbox"/>	Science 9	
<input type="checkbox"/>	Social Studies 9	
A <input type="checkbox"/> B <input type="checkbox"/>	K&E ELA 9	
<input type="checkbox"/>	K&E Mathematics 9	
<input type="checkbox"/>	K&E Science 9	
<input type="checkbox"/>	K&E Social Studies 9	


French Tests		
✓	Course	# Required
A <input type="checkbox"/> B <input type="checkbox"/>	FLA 3	
A <input type="checkbox"/> B <input type="checkbox"/>	Français	
<input type="checkbox"/>	Mathématiques 3	
A <input type="checkbox"/> B <input type="checkbox"/>	FLA 6	
A <input type="checkbox"/> B <input type="checkbox"/>	Français 6	
<input type="checkbox"/>	Mathématiques 6	
<input type="checkbox"/>	Sciences 6	
<input type="checkbox"/>	Études sociales 6	
A <input type="checkbox"/> B <input type="checkbox"/>	FLA 9	
A <input type="checkbox"/> B <input type="checkbox"/>	Français 9	
<input type="checkbox"/>	Mathématiques 9	
<input type="checkbox"/>	Sciences 9	
<input type="checkbox"/>	Études sociales 9	
<input type="checkbox"/>	K&E Mathématiques 9	
<input type="checkbox"/>	K&E Sciences 9	
<input type="checkbox"/>	K&E Études sociales 9	

Notes/Special Requests:

Email this form to: exam_admin@gov.ab.ca using the subject line: AT Supplemental Shipment - your school name and school code (e.g. AT Supplemental Shipment – Ben Hur School, 9999)

Statement of Scribe, Reader, or Interpreter, and Principal

The *Statement of Scribe, Reader, or Interpreter, and Principal* form is used by scribes, readers and/or interpreters at the completion of a achievement test administration.

<p><i>Statement of Scribe, Reader, or Interpreter, and Principal: Achievement Tests</i></p>		
<p>Note: Each person who provides accommodation support to a student must complete a separate form.</p>		
<hr style="border: 0; border-top: 1px solid black;"/> <p style="text-align: center; font-size: small;">Student's Name</p>	<hr style="border: 0; border-top: 1px solid black;"/> <p style="text-align: center; font-size: small;">Grade</p>	
<hr style="border: 0; border-top: 1px solid black;"/> <p style="text-align: center; font-size: small;">School Name</p>	<hr style="border: 0; border-top: 1px solid black;"/> <p style="text-align: center; font-size: small;">School Code</p>	
<hr style="border: 0; border-top: 1px solid black;"/> <p style="text-align: center; font-size: small;">Test Name</p>	<hr style="border: 0; border-top: 1px solid black;"/> <p style="text-align: center; font-size: small;">Test Administration Date</p>	
<p>Scribe/Reader/Interpreter Declaration:</p>		
<p>Role: <input type="checkbox"/> <i>Scribe</i> <input type="checkbox"/> <i>Reader</i> <input type="checkbox"/> <i>Interpreter</i></p>		
<p>I hereby certify that I carried out my duties and responsibilities as defined by the directives outlined in the Achievement Testing Program <i>General Information Bulletin, 2013-2014</i> and I attest to the following: [please check (✓) each box that applies]</p>		
<p><input type="checkbox"/> I have read and understand the directives, rules, and procedures associated with my test administration role and responsibilities.</p>		
<p><input type="checkbox"/> Appropriate procedures were followed with respect to the support I provided to the above named student.</p>		
<p><input type="checkbox"/> The test was administered without incident or irregularities and without violation of test rules.</p>		
<p style="text-align: center;">OR</p>		
<p><input type="checkbox"/> The following irregularity or violation of the test rules occurred before, during, or after the administration of the test:</p>		
<hr style="border: 0; border-top: 1px solid black;"/> <hr style="border: 0; border-top: 1px solid black;"/> <hr style="border: 0; border-top: 1px solid black;"/>		
<hr style="border: 0; border-top: 1px solid black;"/> <p style="text-align: center; font-size: small;">Name of Scribe/Reader/Interpreter (Please print)</p>		<hr style="border: 0; border-top: 1px solid black;"/> <p style="text-align: center; font-size: small;">Signature</p>
<p>Principal Declaration:</p>		
<p><input type="checkbox"/> The parent(s) of the above named student supported the decision to administer the test with this accommodation.</p>		
<p><input type="checkbox"/> This accommodation was pre-approved by the superintendent.</p>		
<p><input type="checkbox"/> To the best of my knowledge, the information provided above by the scribe/reader/interpreter is true and complete.</p>		
<hr style="border: 0; border-top: 1px solid black;"/> <p style="text-align: center; font-size: small;">Date</p>	<hr style="border: 0; border-top: 1px solid black;"/> <p style="text-align: center; font-size: small;">Telephone Number</p>	<hr style="border: 0; border-top: 1px solid black;"/> <p style="text-align: center; font-size: small;">Principal's Name</p>
		<hr style="border: 0; border-top: 1px solid black;"/> <p style="text-align: center; font-size: small;">Principal's Signature</p>
<p>This form must be returned with the Principal's Statement.</p>		

Principal's Statement

The *Principal's Statement* is deadline sensitive and contains school and test session specific information; it is, therefore, **not** available on Alberta Education's website. This form is sent to principals as part of each achievement test shipment of materials. It must be completed, signed by a principal, and included in the return shipment, to Exam Administration, of the achievement tests to which it applies



June 2014 Provincial Achievement Tests Principal's Statement #1 Grade 3

(English Language Arts 3 Part A, French Language Arts 3 Partie A, Français Language Arts 3 Partie A)

School: 9999 The New Century School
Authority: 0000 Alberta School Division No.99



The following declaration attests that while the achievement tests were in the custody and control of the school and under the supervision of the principal, they were handled and/or administered as per the directives outlined in the Achievement Testing Program *General Information Bulletin, 2013-2014*. This declaration **MUST** be completed and signed by the principal and returned with each List of Students (LOS) and set of testing materials being return shipped to Alberta Education, **even if no student wrote an achievement test**.

Declaration:

I hereby certify that in my capacity as principal I carried out my duties and responsibilities as defined by the directives outlined in the Achievement Testing Program *General Information Bulletin, 2013-2014* and I attest to the following [please check (✓) each box that applies]:

Test Security:

- All secured test materials that were sent to the school are accounted for and have been appropriately prepared and packaged for return shipment
 - No secured achievement test materials were copied, in whole or in part, or have been retained by anyone at the school
 - Strict security of all test materials was maintained at all times while they were in the custody and control of the school
- OR
- The following suspected security breach occurred while test materials were in the custody and control of the school:

(Continued on next page)

Test Administration:

- No tests were administered at this school OR
 - Tests were administered at this school and I attest to the following:
 - All rooms used for test administration purposes were secure, appropriately set up, and free of materials or distractions that could affect the outcomes of the test
 - All achievement tests were administered according to the official schedule, or following an approved alternate schedule, and in accordance with the policies, directives, rules, and procedures outlined in the Achievement Testing Program *General Information Bulletin, 2013-2014*
 - Students understood and complied with all requirements related to the use of test materials and no unauthorized materials were brought into or used in the test room
 - If computers and/or digital recording devices were used for test administration purposes, all achievement test information, including student responses, have been removed from those devices.
 - Appropriate procedures were followed with respect to the use of writing accommodations for specific students
 - Appropriate procedures were followed with respect to the excusing of students from writing
 - Achievement tests were marked and/or scored in a manner that:
 - maintained the security and integrity of student responses
 - protected the security of all test materials
 - The tests were administered without incident or irregularities and without violation of test rules
- OR
- The following irregularities or violation of the test rules occurred before, during, or after the administration of the test(s):

Principal's Name (please print) _____ Principal's Signature _____
Date _____ School Phone # _____ Principal's Email _____
Summer Phone # _____ Summer Contact Name (please print) _____
Summer Contact Email _____

Note: The return of a completed and signed *Principal's Statement*, with each List of Students (LOS), is mandatory, **even if no student wrote an achievement test**.

List of Students

The *List of Students* is deadline sensitive and contains school and test session specific information; it is, therefore, **not** available on Alberta Education's website. This form is sent to principals as part of each achievement test shipment of materials. It must be completed at the end of a test administration session and included in the return shipment, to Exam Administration, of the achievement tests to which it applies.



June 2014 Achievement Tests LIST OF STUDENTS #1 Grade 3

School: 9999 The New Century School (403) 321-4321
Authority: 0000 Alberta School Division No. 99

	Tests Completed for		Tests NOT Completed by Students			TOTAL
	Registered Students	Unregistered Students	Absent(A)	Excused(E)	Transferred(T)	
ELA 3 Part A	5	4	0	1	1	11
FLA 3 Part A	5	4	0	1	1	11
Fr 3 Part A	5	4	0	1	1	11

“+” signs are included to assist with accurate completion of this sheet.

Principals MUST return this signed List of Students even if NO students took part in the testing.

NOTE: Alberta Student Numbers MUST be provided for all students who wrote achievement tests.



June 2014 Achievement Tests LIST OF STUDENTS #1 Grade 3

School: 9999 The New Century School (403) 321-4321
Authority: 0000 Alberta School Division No. 99

NOTE: Alberta Student Numbers MUST be provided for all students who wrote achievement tests.

Alberta Student Number	Student Name Surname, Given Names	Sex	Birth Date	ELA Part A	FLA 3 Partie A	Fr 3 Partie A
1056-1387-1	Appleyard, Mary	F	1997-12-19	✓	✓	
9801-0002-3	Browning, Peter	M	1998-01-09	✓		✓
9711-6742-3	Copeland, Robert	M	1997-11-10	#	✓	
1002-6534-4	Dickens, Aaron	M	1996-11-02	✓	✓	
1007-0122-3	Emerson, Charlene	F	1997-06-22	✓		✓
9702-3659-1	Frost, Robert Wayne	M	1997-02-09	f	f	f
9704-7432-1	Leahy, Bruce	F	1997-04-29	f	f	f
1001-7432-1	This student is receiving instruction through "Home Education" ..	M	1997-09-04	✓	✓	
9702-5713-8	RAJNE, SUSAN	F	1997-02-14	✓	✓	
9607-8901-7	SMITH, JEFFREY	M	1998-07-17	✓	✓	
1001-7432-1	PERCY, LINDA (HOME ED)	F	1997-01-19	✓	✓	
1011-6941-5	NELSON, RANDY (OUT OF GRADE)		1997-05-10	✓	✓	

This student transferred

The Superintendent excused (E) this student from writing this achievement test

This student is not in Grade 3

These four students were unregistered and have been added to the List of Students

Permission-to-Excuse Sample Letter

This sample letter is designed to help the principal decide whether or not to recommend to the superintendent that approval be given to excuse a student from writing an achievement test. Simple modifications to the letter may be made as the situation warrants.

Sample Permission-to-Excuse Letter

TO: _____
Parent/Guardian Date

RE: _____
Name of Student

In May and June of this year, students in Grade 6 throughout the province will write provincial achievement tests in four subject areas: language arts, mathematics, science, and social studies. Results from these tests will provide Alberta Education, school administrators, teachers, parents, students, and the public with information about what students know and can do in relation to provincial standards at the end of Grade 6. These results can be used to improve learning opportunities for students.

To ensure that they do their best when writing an achievement test, special format test materials and other writing accommodations are available to students who have learning or physical disabilities and who use such accommodations regularly to support their learning. If a student is not capable of responding to an achievement test even with one or more writing accommodations, or if participation would be harmful to the student, a superintendent may excuse a student from writing. A superintendent's decision to excuse a student from writing an achievement test is based on a recommendation from the principal that is supported by the child's parent or guardian. This recommendation must also be supported with documentation such as a student's individual learning plan.

Although test writing accommodations are available, I am considering recommending to the superintendent that your child be excused from writing the provincial achievement test(s) in the following subject(s):

- | | |
|--|--|
| <input type="checkbox"/> Language Arts—Writing | <input type="checkbox"/> Language Arts—Reading |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Social Studies |
| <input type="checkbox"/> Science | |

Principal's Signature

Please indicate whether or not you support this decision by checking one of the boxes below and returning this letter to me:

- I support your recommendation to excuse my child.
- I do not wish my child to be excused from writing achievement tests
- I would like an opportunity to discuss this recommendation.

Parent/Guardian's Signature

Date

**Sample
Notification of
Achievement
Testing Letter to
Parents**

This sample letter assumes that the classroom teacher has decided to use the results from an achievement test administration as part of students' final grades

Sample Notification of Achievement Testing Letter to Parents

To Parents of Students in Grades 9:

In May and June of this year, all Grade 9 students throughout the province will write provincial achievement tests in language arts, mathematics, science, and social studies. Results from these tests will provide Alberta Education, school administrators, teachers, parents, students, and the public with information about what students know and can do in relation to provincial standards at the end of Grade 9.

Achievement tests are based on what students have been learning throughout the school year, so I will mark them before they are returned to Alberta Education. This will allow me to get an initial look at the performance of the students in my class and will enable me to use each child's achievement test score as ___ percent of their final grade in each subject tested.

In the fall, an *Individual Student Profile* showing your child's achievement test results will be available at our school. This profile is prepared by Alberta Education after the marking and scoring of tests has been completed and final scores are calculated; it will present your child's performance on each test in relation to provincial standards. This information may be useful in planning your child's instructional program for the coming year. You are invited to review your child's results with his or her new teacher and to discuss how results will be reflected in the instructional program that is planned for the coming year.

Reports that show how well our students did as a group in relation to provincial standards will also be available at our school in the fall. All parents and other members of our community will be invited to our school to discuss the results at that time.

Please call our school if you have any questions.

Sincerely,

Teacher's Name

CONTACTS

Assessment Sector

Neil Fenske, Executive Director
Assessment Sector
Neil.Fenske@gov.ab.ca

Test security, test rules, scheduling, policy issues

Dan Karas, Director
Exam Administration
Dan.Karas@gov.ab.ca

Packing, shipping of test materials

Sylvia Lepine, Manager
Exam Administration and Marking Centre
exam.admin@gov.ab.ca

Field testing

Amanda Jackman, Coordinator
Field Testing Program
field.test@gov.ab.ca

Special cases, accommodations for students, special format materials

Dan Karas, Director
Special Cases and Accommodations
Dan.Karas@gov.ab.ca

Pamela Klebanov, Coordinator
Special Cases and Accommodations
special.cases@gov.ab.ca

Digital test administration and website

Pascal Couture, Team Lead
Digital Systems and Services
Pascal.Couture@gov.ab.ca

Test design and content, translation, standards, marking, results reporting

Ken Marcellus, Director
Achievement Testing
Ken.Marcellus@gov.ab.ca

Nicole Lamarre, Director
French Assessment
Nicole.Lamarre@gov.ab.ca

Team Lead

Deanna Wiens
Gr. 3 English Language Arts and
Mathematics
Deanna.Wiens@gov.ab.ca

Peggy Lee Peters
Gr. 3 Français/French Language Arts
PeggyLee.Peters@gov.ab.ca

Robyn Pederson
Gr. 6 English Language Arts and Social
Studies
Robyn.Pederson@gov.ab.ca

Denis Dinel
Gr. 6 and 9 Français/French Language Arts
Denis.Dinel@gov.ab.ca

Kelly Rota
Gr. 6 and 9 Mathematics
Kelly.Rota@gov.ab.ca

Sean Wells
Gr. 6 and 9 Science
Sean.Wells@gov.ab.ca

Harvey Stables
Gr. 9 English Language Arts and Social
Studies
Harvey.Stables@gov.ab.ca

Ray Shapka
Knowledge & Employability (K&E)
Ray.Shapka@gov.ab.ca

Client Services Help Desk
(780) 427-5318
cshelpdesk@gov.ab.ca
10th Floor, 44 Capital Blvd.
10044 – 108 Street
Edmonton AB T5J 5E6

Assessment Sector

Mailing Address

Assessment
Alberta Education
44 Capital Boulevard
10044 – 108 Street
Edmonton AB T5J 5E6

Telephone: (780) 427-0010
For a toll-free connection, dial 310-0000
Fax: (780) 422-4200
e-mail: lacontact@edc.gov.ab.ca,
Alberta Education web site:
<http://education.alberta.ca/>