

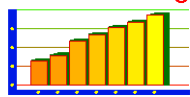
PCAP 2016

Reading, Mathematics, and Science Assessment

Handbook for Schools

PCAP

Pan-Canadian Assessment Program



cmec

Council of
Ministers
of Education,
Canada

Conseil des
ministres
de l'Éducation
(Canada)

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1. Pan-Canadian Assessment Program (PCAP)

1.1 What is PCAP?

In 2003, provincial and territorial ministers of education, through the Council of Ministers of Education, Canada (CMEC), agreed to develop the Pan-Canadian Assessment Program (PCAP). This program assesses, at regular intervals, the reading, mathematics, and science knowledge and skills of Grade 8/Secondary II students from across Canada. Each PCAP assessment has one of these areas of learning as the primary domain and includes the other two components as minor domains. PCAP provides an excellent opportunity to show the education community, as well as the general public, the efficacy of our education systems with regard to learning in these subject areas.

Over 30,000 students from over 1500 schools across Canada participated, either in English or in French, in the first PCAP assessment, which was administered in the spring of 2007 with reading as its primary domain. The second PCAP assessment was administered in 2010, with mathematics as its primary domain, and the third was held in 2013 with science as its primary domain.

1.2 PCAP-2016 Reading, Mathematics, and Science Assessment

Between April 25 and May 20, 2016¹, a random sample of Grade 8/Secondary II students in schools across Canada will participate in PCAP 2016. Your school has been selected to participate in this assessment. A sample of Grade 8/Secondary II students from your school will respond to questions measuring their knowledge and skills in reading, mathematics, and science. In order to minimize disruption in schools, when possible, a class of grade 8/Secondary II students will be selected to participate.

CMEC will report the assessment results at both the provincial/territorial level and the pan-Canadian level, and by population (French and English). Each participating jurisdiction will also receive detailed technical information. However, results for individual students, schools, or school boards/districts will not be reported by CMEC.

1.3 Overview of the PCAP 2016 assessment

While each province and territory has its own education system, and school programs differ from one part of the country to another, reading, mathematics, and science are subjects studied by all Canadian students. A comparison of provincial and territorial programs in these areas reveals many similarities, and PCAP 2016 will focus on assessing elements that are common across all Canadian jurisdictions. In all participating jurisdictions, Grade 8/Secondary II students are in a transition stage,

¹ Administration dates differ in Saskatchewan, Quebec, and Prince Edward Island.

having accumulated many years of knowledge and skills while preparing for further learning.

1.3.1 The reading component

According to pan-Canadian curricula, reading is a dynamic, interactive process by which a reader constructs meaning from text. The process of reading effectively involves the interaction between reader, text, purpose, and context — before, during, and after reading. In light of this interactive process, the PCAP reading assessment considers the student reader’s comprehension of text, interpretation of text; and response to and reflection on text.

This assessment is designed to test students’ general competence in reading a variety of texts and in demonstrating their comprehension and interpretation of those texts. In addition, it assesses students’ responses to and reflections on what they have read, as an integral part of the reading process.

1.3.2 The mathematics component

There are many common elements in the mathematics curricula of the various jurisdictions in Canada. The mathematics component of PCAP was developed with a focus on these common elements. Questions were developed using scenarios reflecting real-life situations from each of the four strands, or subdomains: numbers and operations; geometry and measurement; patterns and relationships; and data management and probability. Interwoven into these questions are the mathematical processes of problem solving, reasoning, communication, connections, and representation. These processes highlight ways to acquire and use knowledge in the subdomains.

1.3.3 The science component

The concept of “scientific literacy” is generally accepted as the overarching goal of science curricula across Canada. As reflected in jurisdictional curriculum documents, three competencies are associated with demonstrating scientific literacy: scientific inquiry, problem solving, and scientific reasoning. Each of these competencies requires the understanding of the nature of science, as well as the application of relevant scientific knowledge, using skills, and demonstrating attitudes as a reflection of scientific literacy. This focus is interwoven throughout the four subdomains of science: nature of science, life sciences, physical sciences, and Earth sciences. All of these reflect the wholeness and interconnectedness of learning and should be considered interrelated and mutually supportive. PCAP’s science scenarios and items were developed with the intent to assess the degree to which these competencies and subdomains have been developed.

1.3.4 Time frame and resources

Although most students should be able to complete the assessment within 90 minutes, those requiring more time should be given up to an additional 30 minutes to complete their work. Further additional time may be given to students for whom this type of accommodation is provided in the delivery of the regular program. Another 30 minutes may be granted to students to complete the questionnaire.

Students are permitted to use any other resources that they are accustomed to using in their language arts, mathematics, and science classrooms, including a dictionary, a bilingual dictionary (e.g., French-English dictionary or other language), a thesaurus, a calculator, or manipulatives. Students should have access to either a graphing or non-graphing calculator. Calculators are not to be shared during the assessment. Computers, including word processors, ARE NOT allowed².

2. Role of the School Coordinator

It is essential that the PCAP 2016 assessment be administered in a consistent manner in all schools across the participating jurisdictions. Each school selected to participate is required to designate a school coordinator who will be responsible for administering the assessment according to the procedures outlined in this handbook. School coordinators should become familiar with this *Handbook for Schools* prior to the administration of the assessment.

The students participating in PCAP 2016 will complete one of four booklets. Each booklet contains reading, mathematics, and science questions. All students will also complete the Student Questionnaire, which is included in the assessment booklets. This questionnaire is an important part of PCAP 2016, as it aims to provide contextual information about how students are learning, as well as information about their interests and activities.

Assessment booklets are pre-assigned to students. The school coordinator is responsible for distributing the assessment booklets to the selected students. Each booklet is numbered to ensure that all assessment materials are returned to the jurisdictional coordinator. When distributing booklets, please ensure that the student name is correctly matched to the student number on the front cover of the booklet.

It is important that as many selected students as possible from your school participate. Section 2.1.3 (and Appendix F) describes the permitted accommodations to the assessment procedures for students who receive documented accommodations during the delivery of the regular program. Braille, large-print, and coloured-paper versions of the assessment booklets are available. Audio versions are also available for the science and mathematics portions only. These versions were requested when the list of eligible

² A word processor may be used as an accommodation for students with an identified motor disability if such an accommodation is used in a test situation during their regular school program.

students was submitted to CMEC.

2.1 Prior to the test administration

2.1.1 The Student Tracking Form

The Student Tracking Form is important to the test administration. In particular, it specifies which test booklet should be given to each student. The school coordinator must indicate the participation code of each student on the Student Tracking Form. This form is included with the assessment materials that you will be receiving from the jurisdictional coordinator. An example of the Student Tracking Form can be found in Appendix A.

2.1.2 Checking the Student Tracking Form

The school coordinator must check the list of students on the Student Tracking Form. There are two extra booklets to take care of the following possibilities:

- 1 – At the time of the assessment, if there is a new student that was not recorded in the Student Tracking Form, please use an extra booklet. Write the student’s name, date of birth, and student number on the Student Tracking Form.
- 2 – If an originally assigned booklet is damaged, replace it with an extra one. Write “Damaged” on the damaged copy and change the student number on the Student Tracking Form so that the student’s name corresponds to the student number on the newly assigned student booklet.
- 3 – If a student no longer attends the school, he or she will be assigned a particular participation code (Appendix B).

If more than two extra booklets are required, please contact your jurisdictional coordinator.

2.1.3 List of permitted accommodations

For the purposes of this assessment, accommodations are alterations to the assessment that do not jeopardize the integrity or content of the test, yet give all students an equal opportunity to demonstrate what they know

Inclusiveness

The Pan-Canadian Assessment Program is intended to be as inclusive as possible in order to provide a complete picture of the range of performance among Grade 8/Secondary II students.

ALL Grade 8/Secondary II students are included in the initial lists from which the sample of students is selected.

Please make provisions to enable students with documented accommodations to participate in the assessment, using the list of permitted accommodations shown in section 2.1.3.

and can do as part of the assessment process. To ensure consistency across all participating jurisdictions, please note the following permitted accommodations.

Accommodations can be made for selected students **if, and only if**, the students receive such accommodations in a test situation during their regular school program. These should have been identified when you submitted the list of eligible students on the Student Listing Form.

- A** – Audio versions – Audio versions are available only for the science and mathematics portions of the assessment. They are to be provided only to those students who have normally had this service provided for them during their regular school year.
- B** – Braille test booklet
- C** – Coloured paper stock
- L** – Large-print test booklet

If students needing Braille, large-print, coloured-paper, or audio versions of the assessment booklets have not been identified on your list of eligible students, please notify CMEC and your jurisdictional coordinator as soon as possible to ensure that these versions are included in the package of materials for your school.

2.1.4 Other accommodations permitted

- although all students are allowed up to 30 additional minutes to complete the assessment, further additional time may be provided if the students receive such accommodations in a test situation during their regular school program.
- a break, or multiple breaks, as long as students are supervised during the breaks (break time does not include writing time);
- an alternate setting;
- use of a scribe (writing verbatim: must write what student says without editing);
- verbatim reading of instructions only, for all domains;
- verbatim reading of occasional prompts and/or questions for science and mathematics only [in cases where the entire science and/or mathematics portions of the test must be read, an audio version (on a USB key) can be provided].

Balancing inclusiveness and students' well-being

We want all students to have the opportunity to be represented in this assessment. However, we do not wish students with special needs to be overly pressured to participate in the assessment if they would be adversely affected or if the permitted accommodations do not meet their needs.

- use of a word processor for students identified with a motor disability

You will be required to identify any accommodations made for students during the administration of the assessment when completing the School Coordinator’s Report (Appendix C).

2.1.5 Exemptions

Students can be exempted only for the following reasons:

- F – Functional disability** – A student who has a physical disability and who is unable to perform in the PCAP testing situation, even with one of the permitted accommodations listed in section 2.1.3, should be exempted. A student who has a functional disability but who is, nevertheless, able to participate should be included in the testing.
- I – Intellectual disability or socio-emotional condition** – A student who, in the professional opinion of the school principal or other qualified staff members, is considered to have an intellectual disability, or a socio-emotional condition, or who has been tested as such should be exempted. This category includes students who are emotionally or mentally unable to follow even the general instructions for the test.
- N – Non-native speaker** – This exemption is only applicable to those who do not have French or English as a first language. In large-scale assessments, schools may consider students who have been in Canada for less than two years as exempt.

If students are exempted, please record the appropriate code on the Student Tracking Form, as indicated in Appendix B.

2.1.6 Informing participating students, their families, and school staff

We encourage you to announce your school’s participation in this pan-Canadian assessment and discuss its importance with all teachers and students. Copies of the *Information for Parents and Students* pamphlet may be distributed.

At least one week before the assessment date, inform participating students about the assessment.

Doing their best

Because student motivation can have a strong impact on performance levels, it is important that students be encouraged to do their best. Such encouragement will help to ensure that the results will be a true indication of how well all students are doing in, reading mathematics, and science

A few days before the assessment date, inform students of its time and location. Students will need a pencil, an eraser, and a calculator. Students may also use the following:

- a dictionary, a bilingual dictionary (e.g., French-English dictionary or other language) or a thesaurus;
- manipulatives.

Inform students that they may bring personal reading material in the event that they finish early.

2.1.7 Arranging a suitable time and location

The assessment must be administered between **April 25 and May 20, 2016**³. Please find a quiet area with enough desks or table space and where the students will have time to complete the assessment without interruption (up to two-and-a-half hours may be needed). If possible, schedule the assessment in the morning to obtain the best student performance.

2.1.8 Checking materials received

Once you receive the package of materials from the jurisdictional coordinator, please make sure you check all the boxes received. If anything is missing please contact your provincial coordinator (*contact information in the Handbook for Schools*).

- PCAP Control Form
- Student Tracking Form
- Student booklets (multiple)
 - four colour-coded assessment booklets which include the Student Questionnaire (back of booklet), a tear-out student Answer sheet (front of booklet), and a tear-out translation page with mathematics and science terms in English and French for those students who wish to use it (back of book).
 - Booklet 1 (yellow), Booklet 2 (blue), Booklet 3 (green) , Booklet 4 (purple)
- School questionnaire⁴
- Teacher Tracking Form⁴
- Teacher questionnaire(s)
- Handbook for School (with instructions for administering the test)
- PCAP Step-by-Step Administration Procedures
- School Coordinators Report
- Script to be read for the administration of PCAP 2016
- Alternate Formats⁵

³ Administration dates differ in Saskatchewan, Quebec, and Prince Edward Island.

⁴ These documents are printed ONCE per school. For schools with multiple participating classes, please check in each box.

⁵ Only for schools who requested them.

Security

Please keep the assessment booklets secure prior to the time of the administration. **All** copies of the assessment booklets, including any photocopies, must be returned upon completion of the assessment.

2.1.9 Distributing questionnaires to school principal and teachers

- Ask the school principal to complete the School Questionnaire.
- Distribute the Teacher Questionnaire to all teachers who are currently teaching, or have most recently taught, language arts to any of the students selected to participate in the assessment.
- Inform them that you will collect the completed questionnaires following the assessment session.

Teacher Questionnaire

Linking teacher responses to student achievement provides important information to policy-makers. It is important to correctly link the Teacher Questionnaire ID with the Student.

Questionnaires completed on-line will be identified with a check box on the cover page.

2.2 Day of the test

2.2.1 Checking materials needed

- One assessment booklet for each student
- Spare pens, pencils, erasers (to be supplied by the school)
- Allowable resources, e.g., dictionaries, bilingual dictionaries (e.g., French-English or other language) , thesauruses, manipulatives, calculators
- Books or magazines available for students who finish before the end of the assessment session
- Script to be read for the administration of PCAP 2016

2.2.2 Carrying out introductory procedures

- Read the script for the administration of PCAP 2016 (Appendix D) to the students.
- Distribute the assessment booklets as per the Student Tracking Form. Make sure that students receive the booklets assigned to them by matching the student name and student number for each booklet as shown in Appendix A
- Complete the participation code on the Student Tracking Form — code “2” for students participating in the regular session or code “3” for the makeup session.

2.2.3 Administering the assessment

- Inform students that they have up to 90 minutes to complete the assessment, plus 30 minutes for the contextual questionnaire. Students may be given additional time beyond the 120 minutes.
- Thirty minutes should be sufficient time for students to answer the Student Questionnaire after they have completed the test items in the assessment booklet.
- Ask students to begin the assessment.
- For students exempted from the assessment, write their exemption code on the Student Tracking Form, as indicated in Appendix B.
- Ensure that students understand they must reply on the Answer sheets. This is the first inside page in the assessment booklet. Instruct students to tear this page out before starting.
- At the end of this session, collect and secure all assessment materials. The detached Answer sheets must be bundled together by booklet number.
- All assessment booklets must be grouped by booklet number. For example, group all “Booklet 1s” together.

2.3 After the test

2.3.1 Completing the Student Tracking Form

- Record the participation code for each student, as indicated in Appendix B.
- Secure all assessment booklets and Answer sheets until shipping.
- Collect the completed School Questionnaire and Teacher Questionnaires that were distributed prior to the assessment.
- Ensure that questionnaires completed on-line are identified on the cover page.

2.3.2 Holding a makeup session (if necessary)

- Calculate the percentage of students who participated in the regular assessment session.
- Count the number of codes “1”, “2”, and “2A” that you recorded on the Student Tracking Form for the assessment session (ignore all other codes for this calculation).
 - Calculate the participation rate using this formula:

$$\frac{(\text{participated during scheduled session})}{(\text{absent} + \text{participated during scheduled session})} \times 100$$

If the participation rate for the assessment is less than 85%, a makeup session must be conducted before May 20, 2016. If a makeup session would involve only one student, then the session is not necessary.

If a makeup session is necessary (as indicated by the calculation above), schedule the assessment session to include as many of the previously absent students as possible. If a student completes the assessment during the makeup session, change the participation code for that student from “1” (absent) to “3” (participated during makeup session) on the Student Tracking Form.

2.3.3 Completing the School Coordinator’s Report

Complete the School Coordinator’s Report included with the assessment materials. **This may be completed on-line.**

2.3.4 Returning materials

Complete the School Packing List, indicating the number of each of the items being returned to the jurisdictional coordinator.

Include the following:

- completed PCAP Control Form;
- School Coordinator’s Report (if completed on-line, return the empty questionnaire and check the box on the cover);
- completed School Questionnaire (if completed on-line, return the empty questionnaire and check the box on the cover);
- completed Teacher Tracking Form
- all completed Teacher Questionnaires (if completed on-line, return the empty questionnaire and check the box on the cover);
- completed Student Tracking Form;
- all Answer sheets (sorted by booklet number/colour);
- all completed assessment booklets (sorted by booklet number/colour);
- all other empty copies of the assessment booklets (there is no need to remove the Answer sheets).

Return the package to the jurisdictional coordinator as soon as possible after the administration of the assessment and no later than **May 31, 2016**. Please use the return address label and waybill provided by the jurisdictional coordinator.

If you have any questions, please consult the Frequently Asked Questions in Appendix E or contact your jurisdictional coordinator.

Thank you for participating in PCAP 2016.

APPENDIX A

BOX ID : E - 1645 - 1

Student Tracking Form/Formulaire du suivi des élèves

SCHOOL ID/NAME N°/NOM DE L'ÉCOLE: 1645 XXXX School

CLASS ID/NAME N°/NOM DE LA CLASSE: 164501 Class A

LANGUAGE_OF_TEST/LANGUE DU TEST: English

STUDENT NAME NOM DE L'ÉLÈVE	STUDENT ID N° D'IDENTIFICATION DE L'ÉLÈVE	DATE OF BIRTH DATE DE NAISSANCE MM/YYYY	BOOKLET CAHIER	ALTERNATE FORMATS ALTERNATIVES	* EXEMPTION	** PARTICIPATION	NAME OF LANGUAGE ARTS TEACHER NOM DE L'ENSEIGNANT(E) EN LECTURE	TEST DATE DATE DU TEST
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Assessment booklets are pre-assigned to students.

When distributing booklets, please compare the information on the *Student Tracking Form* and the Assessment Booklet and ensure that the **student name** and **student number** match.

Answer Sheet - Booklet 1

1 - EN Box ID: G - 7033 Student N°: 60963

1 - FR Box ID: G - 7033 Student N°: 60963

Student N°: 60963

100 101 000000 7033 60963

PCAP 2016

Assessment Booklet: **1**

Tear out "Answer Sheet" before beginning.

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Participation and Exemption Codes

Write students' participation codes in the appropriate space on the Student Tracking Form.

- 1** = Absent;
- 2** = Participated during scheduled session;
- 2A** = Participated during scheduled session with an accommodation;
- 3** = Participated during makeup session;
- 4** = Exempted by the school;
- 5** = Exempted because appropriate accommodations could not be made;
- 6** = No longer enrolled in this school;

Tracking the participation code of **all** selected students allows fair sampling from each participating jurisdiction. After participation rates have been calculated, **any lists containing student names are destroyed.**

If $\frac{(\text{participated during scheduled session})}{(\text{absent} + \text{participated during scheduled session})} \times 100 < 85\%$, then a makeup session is required.

If a makeup session would involve only one student, then the session is not required.

If you need more information, please call the jurisdictional coordinator.

Write students' exemption codes, in the appropriate space on the Student Tracking Form.

F = exempted because of functional disabilities: A student who has a physical disability and who is unable to perform in the PCAP testing situation, even with one of the permitted accommodations listed in section 2.1.3, should be exempted. A student who has a functional disability but is, nevertheless, able to participate should be included in the testing;

In some circumstances, the assessment may trigger emotional or physical reactions that a principal may consider harmful for particular students. Exemption-status codes **F**, **I**, and **N** can be used to exempt such students.

I = exempted because of intellectual disabilities or socio-emotional conditions: A student who, in the professional opinion of the school principal or other qualified staff members, is considered to have an intellectual disability, or a socio-emotional condition, or has been tested as such, should be exempted. This category includes students who are emotionally or mentally unable to follow even the general instructions for the test;

N = exempted because of language (non-native speakers): This exemption is applicable only to those who do not have French or English as a first language. In large-scale assessments, schools can consider students who have been in Canada for less than two years as exempt;

School Coordinator's Report
PCAP 2016 Reading, Mathematics, and Science Assessment

You may complete this questionnaire either **on-line** or on paper. Please consider an **on-line** submission. The form is available at <http://fluidsurveys.com/s/PCAP2016SchoolReport/>.

If you complete this report on paper, please provide the following information after the completion of the assessment, and return it with your school's assessment materials.

School ID (please refer to the cover of the School Questionnaire) : _____

School Name: _____

1. Describe what was done to encourage students to take the assessment seriously.

Test session

Day and month of the session:

--	--

Day Month

Start time of the session:

--	--

 End time of the session:

--	--

Hour Min. Hour Min.

How many students (other than those with documented accommodations) required more than the 90 minutes allotted for the assessment?

--

2. During the assessment, how many students behaved in the following ways?

	None	Some	More than half
a) Talking to other students before the end of the test session	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) Complaining or arguing with the test administrator	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) Making noise, moving around unnecessarily, disrupting other students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) Becoming restless toward the end of the session	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
e) Running out of time to complete the test	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
f) Running out of time to complete the questionnaire	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Yes	No
<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

3. Were there any problems with the assessment booklets?

If yes, please describe the nature and extent of the problems (e.g., poor printing; errors or omissions; missing pages; faulty cutting, folding, or stapling).

--

Yes	No
<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

4. Do you have any comments about the introductory scenarios used in this test?

If yes, please identify the booklet number and the title of scenario, and provide your comments (e.g., appropriateness, level of difficulty, interest level).

Booklet number	Title of scenario	Comments

Yes	No
<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

5. Do you have any comments about the test questions?

If yes, please identify the booklet number, the title of the scenario, and the question number, and provide your comments (e.g., poor wording, more than one or no correct answer, age inappropriateness).

Booklet number	Title of scenario	Question number	Comments

6. Were there any problems with the questionnaires?

Yes	No
<input type="checkbox"/> _1	<input type="checkbox"/> _2

If yes, please identify the scenario and the question number, and describe the problems (e.g., poor wording, errors or omissions, unclear instructions).

7. Were there any problems that your school encountered with the administration?

Yes	No
<input type="checkbox"/> _1	<input type="checkbox"/> _2

If yes, please describe the problems.

8. Were there any administrative procedures that your school was not able to comply with?

Yes	No
<input type="checkbox"/> _1	<input type="checkbox"/> _2

If yes, please describe the situation.

9. Would you say that the assessment session went very well, satisfactorily, or otherwise?

Very well	Satisfactorily	Otherwise
<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3

If "otherwise," please explain.

10. Was your school satisfied with the materials and information sent?

Yes	No
<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

If not, please comment on how the materials and information could be improved.

11. Was the *Handbook for Schools* helpful, complete, and clear?

Yes	No
<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

If not, how could the Handbook for Schools be improved?

12. If applicable, please summarize below any modifications of the assessment that were implemented at your school for students with special needs.

13. Other comments

Please provide any other suggestions that you think would help to improve the assessment.

Script to be read for the administration of PCAP-2016

The only text to be read to students is in boxes and must be read word for word.

The remaining text provides background information and instructions for the test administrator.

Introducing the test

Record the start time on the School Coordinator's Report.

Introduce yourself if the students do not know you. Then say:

Good morning/afternoon. You have been chosen to take part in an important project called the Pan-Canadian Assessment Program (PCAP). It will help us find out what students your age in Canada know about reading, mathematics, and science. It is important that you give your best effort, so that the best possible information is gathered from this project. The results of all students who are writing this test will be used to produce a picture of the achievement of provincial/territorial students and of Canadian students.

If you have not already done so, distribute the assigned. Compare the information on the *Student Tracking Form* and the Assessment Booklet and ensure that the student name and student number match. Then say:

Take your test booklet. If you don't have a test booklet, please raise your hand now. Please note that there are different versions of this assessment. This means that you may not be writing the same test as your classmates. All test booklets contain reading, mathematics, and science questions.

The assessment consists of questions in which you either select a response or write your short or extended response. You may find some parts of the test very easy and other parts difficult. Please do your best to answer as many questions as you can, and see if you can use what you know to figure out the answers to the questions you find difficult.

Since this is a test, I can only answer questions about the directions or the questionnaire, but not about what is being tested.

Does everyone have a pen, or a pencil and an eraser?

Give students a pen or a pencil and an eraser if they do not have these.

Students are permitted to use a calculator, manipulatives, and a dictionary, a bilingual dictionary (e.g., French-English dictionary or other language), or a thesaurus.

Beginning the test session

You should write on the board the start time, the suggested amount of time to complete the assessment (90 minutes), allowance for extra time (30 minutes), and the amount of time to complete the questionnaire (30 minutes). Ensure that students understand they must reply on the Answer sheet that they should tear out of the assessment booklet — first inside page.

Record the start time in the School Coordinator's Report. Then say:

Open your booklet. The first page is your Answer sheet — please detach the sheet carefully. The last page is a translation sheet with mathematics and science terms in English and French — if you would like to use it then please detach it.

Use this Answer sheet to answer multiple choices and selected response questions.

For short- and extended- response write in the book itself. There is no minimum or maximum number of words required for your response; just respond as completely and thoughtfully as possible. Your response will not be graded for grammar, spelling, or punctuation. Showing your work is important, as you may receive partial credit for work that gets you partway to the correct solution.

Similarly, for some questions, it is necessary to show the supporting work to get full credit for your answer.

Read the instructions appearing on the second page. (*You may read the instructions to students if you feel it would be beneficial to their understanding.*)

When you finish the test, you may begin answering the questionnaire that is at the end of the test booklet.

I will inform you of the time every 30 minutes to allow you to pace yourself so that you can try to answer all questions.

Are there any questions?

Respond to students' queries about recording answers, response times, or the questionnaire. You should not respond to students' questions about the actual content of the test, if they have any. Then say:

Use your time carefully and do as much as you can.

Please begin the assessment.

Use a watch or clock to time the session.

Monitor the students. If appropriate, you may give one or more short (one-minute) break for students to get up and stretch during the test session. Students are not allowed to talk.

After 30 minutes, say:

You have used 30 minutes.

After 60 minutes, say:

You have used one hour.

As the end time approaches, watch for students who appear to have finished and remind them to check their work and to make sure their answers are recorded on the Answer sheet. Once you are satisfied that a student has finished all that he or she can do and has completed the questionnaire, you may give him or her a book or magazine to read.

After a total of 90 minutes of testing, say:

How many people would like some more time? Please raise your hand.

If students obviously need more time, give them up to 30 additional minutes.

Concluding the test session

After the additional 30 minutes, or when all students are finished, record the finish time in the School Coordinator's Report. Then say:

Please stop.

If you have not already done so, please turn to the Student Questionnaire in your booklet.

Read the instructions carefully and answer the questions. Your answers are confidential. It is important that you answer all of the questions to the best of your ability. You should be able to finish the questionnaire in 30 minutes. Please begin.

After 30 minutes, say:

Does anyone require more time to complete the questionnaire?

If time allows, please give students time so they can complete the questionnaire.

Thank the students.

After you have accounted for all the assessment booklets and Answer sheets, dismiss the students according to the school's policy.

You can complete the School Coordinator's Report on-line at the following address <http://fluidsurveys.com/s/PCAP2016SchoolReport/> and follow the directions in Section 2.3.4 of the *Handbook for Schools* to return the test booklets.

We thank you for your cooperation.

Frequently Asked Questions

Is PCAP 2016 a valid and authentic assessment for our students?

PCAP 2016 is designed to assess students' knowledge and skills in reading, mathematics, and science in a large-scale setting and represents a snapshot of their abilities at a pan-Canadian level. Although jurisdictions have different curricula, all have approved the conceptual framework and criteria of this assessment. Moreover, the various components of this assessment have been reviewed by the education personnel in jurisdictions and have been field-tested in Canada to verify their suitability.

Why do Grade 8/Secondary II students write this assessment?

One important goal of PCAP is to provide comparative data on student achievement among jurisdictions. PCAP is designed to measure the cumulative effect of schooling up to the end of the elementary years. Ministries and departments of education will use PCAP results, in conjunction with other data available at the provincial/territorial level, to review their curricula. Getting information on achievement in the core subject areas for this particular grade makes it possible to measure the effect of several years of schooling while still leaving enough time to address identified deficiencies in future years.

How do our students and the school benefit from participating in the assessment?

Jurisdictional results will help educators and other decision makers in planning initiatives to enhance teaching and learning for all students. Participating students and schools do not, however, receive individual results. Nonetheless, the assessment, designed by a pan-Canadian consortium of teachers and consultants, is itself a valid learning activity, and students stand to benefit from the experience. Participating jurisdictions may also conduct secondary analyses of the PCAP data and share findings with school districts/boards and with schools, as they see fit.

Can students find out how well they did in this assessment? Can our school find out how well our students did in the assessment?

Principles of anonymity and confidentiality do not allow individual results to be shared with students. Lists linking students' names with assessment-booklet numbers remain in the province or territory where students reside; they are not sent to the marking centre. Once all assessment materials have been scored, it is not possible to report individual results.

Each jurisdiction determines individually whether it will share PCAP 2016 results at the school district/board level or at the school level. This can be done only if the sample is deemed sufficiently large to accurately represent the achievement levels of students in a particular school or school district/board.

What if the sample for our school does not represent the range of ability evident in our school?

The sample is not intended to represent the range of student ability in reading, mathematics, and science in a particular school or school board/district. It is intended to provide a jurisdictional and pan-Canadian picture of student achievement in these subject areas. It is quite possible that a given sample from a school may have a disproportionate number of low-level or high-level results. However, such disproportion balances out when results are compiled from the many schools that contribute to the jurisdictional profile of reading, mathematics, and science achievement. Only ministries/departments of education can determine whether a given sample is representative of their various sub-populations.

What if students with poor skills in reading, mathematics, or science are chosen as part of the sample?

It is anticipated that most Grade 8/Secondary II students will experience some success in this assessment. **All students selected in your school should write the assessment, because it is important to capture information about the full range of abilities of Grade 8/Secondary II.**

Are individual results and questionnaire answers kept confidential?

Yes. CMEC destroys any information that can identify student, teacher, or school responses.

What can be done to encourage students to do their best?

Students are motivated in different ways; some respond better to extrinsic motivational factors and rewards, and some respond to intrinsic factors. You probably know what is best in your situation. In the past, teachers have reported doing the following:

- giving public recognition of students' participation through announcements at school; awarding certificates of appreciation from school principals or directors of education;
- appealing to students' pride in representing their province or territory so as to benefit education across the country;
- providing a breakfast before the assessment or offering a celebration with snacks or a pizza party afterward.

Are there suggestions for organizing and running the administration of the assessment?

This handbook contains directions for administering the assessment. Here are two commonly used ways of distributing the materials to ensure that all students have the correct booklets:

1. The Student Tracking Form has booklet numbers corresponding to each student's name. Place a name tag, along with a corresponding booklet, at each workspace. When

students enter the room, ask them to find the workspace labelled with their name and to await further instructions.

2. After all the students have arrived, ask them to take seats at any workspace. From the Student Tracking Form, read out the names of the students and ask them to come and receive the booklet assigned to them. Have them return to their workspace to await further instruction.

A script has been prepared to help you introduce the assessment and guide the students.

Is there a time limit for the assessment?

The assessment session is 90 minutes in length. For most students, this should provide ample time to complete the assessment. However, some students may require extra time; an extra 30 minutes should be allowed for these students. An additional 30 minutes should be given for completion of the Student Questionnaire.

Can students take breaks during the assessment?

We invite you to make the appropriate arrangements for your circumstances so as to ensure an orderly administration. The session is long, and students may require washroom or stretching/relaxation breaks. You should decide on the number of breaks (if any) and whether students should leave individually, in groups, or all together for these breaks.

How can I help students prepare for the assessment?

Normal classroom activities in the subject areas being assessed should provide ample preparation.

During the assessment, you may answer students' questions to clarify wording on the test or questionnaire items, but you may not provide any help in remembering, understanding, or applying science, mathematics, or reading concepts or problem-solving strategies.

Encourage students to come to school well rested and to do their best during the assessment.

APPENDIX F

Accommodations for the Administration of PCAP

For the purposes of this assessment, accommodations are alterations to the assessment that do not jeopardize the integrity or content of the test, yet give all students an equal opportunity to demonstrate what they know and can do as part of the assessment process. To ensure consistency across all participating jurisdictions, please note the following permitted accommodations.

Accommodations can be made for selected students **if, and only if**, the students receive such accommodations in a test situation during their regular school program.

- A** – Audio versions – Audio versions are available only for the science and mathematics portions of the assessment. They are to be provided only to those students who have normally had this service provided for them during their regular school year
- B** – Braille test booklet
- C** – Coloured paper stock
- L** – Large-print test booklet

Other accommodations permitted (section 2.1.4)

- although all students are allowed up to 30 additional minutes to complete the assessment, further additional time may be provided if the students receive such accommodations in a test situation during their regular school program.
- additional breaks, as long as students are supervised during the breaks (writing time does not include break time);
- an alternate setting;
- use of a scribe (writing verbatim: must write what student says without editing);
- verbatim reading of instructions only, for all domains;
- verbatim reading of occasional prompts and/or questions for science and mathematics only.
- use of a word processor for students identified with a motor disability

Inclusiveness

The Pan-Canadian Assessment Program is intended to be as inclusive as possible in order to provide a complete picture of the range of performance among Grade 8/Secondary II students.

ALL Grade 8/Secondary II students are included in the initial lists from which the sample of students is selected.

Please make provisions to enable students with documented accommodations to participate in the assessment, using the list of permitted accommodations shown in section 2.1.3.

Balancing inclusiveness and students' well-being

We want all students to have the opportunity to be represented in this assessment. However, we do not wish students with special needs to be overly pressured to participate in the assessment if they would be adversely affected or if the permitted accommodations do not meet their needs.

APPENDIX G

Contact Information for the National Centre and the Provincial Coordinators

National Research Centre / Centre national de la recherche		
Dr. Kathryn O'Grady Manager, Pan-Canadian Assessment Program / Gestionnaire, Programme pancanadien d'évaluation Council of Ministers of Education, Canada / Conseil des ministres de l'Éducation (Canada)		Telephone/Téléphone +1 (416) 962-8100 ext. 240 Fax/Télécopieur +1 (416) 962-2800 E-mail/Courriel k.ogrady@cmec.ca
Alberta		
Ms. Marisa Cooper Senior Research Analyst, Research Branch Alberta Education		Telephone/Téléphone +1 (780) 644-5637 E-mail/Courriel marisa.cooper@gov.ab.ca
British Columbia / Colombie-Britannique		
Ms. Nancy Walt Director, Curriculum and Assessment, Learning Division Ministry of Education		Telephone/Téléphone +1 (250) 217-4978 E-mail/Courriel Nancy.Walt@gov.bc.ca
Manitoba		
Ms. Jennifer Maw, Ph. D. Assistant Coordinator, Assessment Unit Instruction, Curriculum and Assessment Branch Department of Education and Advanced Learning		Telephone/Téléphone +1 (204) 945-5886 E-mail/Courriel jennifer.maw@gov.mb.ca
New Brunswick / Nouveau-Brunswick		
Ms. Sandra MacKinnon Director, Assessment and Evaluation Branch Department of Education and Early Childhood Development		Telephone/Téléphone +1 (506) 453-2744 E-mail/Courriel Sandra.MacKinnon@gnb.ca
New Brunswick / Nouveau-Brunswick		
M. Marc-André Morais Directeur adjoint, Direction des programmes d'études et de l'évaluation Ministère de l'Éducation et du Développement de la petite enfance		Telephone/Téléphone +1 (506) 453-2157 E-mail / Courriel marc-andre.morais@gnb.ca
Newfoundland and Labrador / Terre-Neuve-et-Labrador		
Mr. Ron Smith Director, Evaluation and Research Division Department of Education and Early Childhood Development		Telephone/Téléphone +1 (709) 729-3000 E-mail/Courriel RonSmith@gov.nl.ca

Ontario		
Ms. Beth Brown Senior Policy Coordinator, Curriculum and Assessment Policy Branch Ministry of Education		Telephone/Téléphone +1 (416) 212-4655 E-mail/Courriel Beth.Brown@ontario.ca
Mr. Richard Jones, Ph. D. Director, Assessment and Reporting Education Quality and Accountability Office		Telephone/Téléphone +1 (416) 325-6350 E-mail/Courriel richard.jones@eqao.com
Quebec / Québec		
Mme Joanne Latourelle Coordonnatrice aux études pancanadiennes et internationales Sanction des études Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche		Telephone/Téléphone +1 (418) 644-0905, poste 2231 E-mail/Courriel Joanne.Latourelle@education.gouv.qc.ca
Saskatchewan		
Ms. Jolene Holtvogt-Briens Program Manager of Provincial Assessment Programs Ministry of Education		Telephone/Téléphone +1 (306) 787-8029 E-mail/Courriel jolene.holtvogt-briens@gov.sk.ca