



Assessment Script

La version française du Script de l'évaluation se trouve au verso.

This document includes:

1. General PCAP Administration Instructions
2. The Assessment Script to be read during the administration of PCAP by the test administrator



The test administrator *must* read the text for students *word for word* to ensure consistent administration of PCAP across Canada.

The text to be read aloud to students is in bold face in boxes with **a double-lined border.**

Please review the administration instructions *before* administering PCAP.

General PCAP Administration Instructions

Before students arrive, you will need to set up the student devices and launch PCAP in the LockDown Environment. Also, place each student's Student Login Form at the spot where that student will be writing the assessment.

For Microsoft/Macintosh Devices Using Safe Exam Browser (SEB)

1. Launch SEB by opening the policy document named "CMEC SEB Policy Document (EN).seb" (usually found in the downloads folder).

For Chromebook Users Using Assessment Lock Plus

1. Confirm that the Assessment Lock Plus Chrome extension is downloaded onto the device.
2. Manually enter the PCAP URL into your search bar.

cmecc.ca/pcap-test

Note: The Assessment Lock Plus extension will launch when the student begins the assessment.

Answering questions: Please do not answer questions about assessment content, specific items, or provide hints, and any other teachers present must also refrain from doing so. You may answer questions about the assessment instructions, procedures, and how students

should record their responses to ensure that they understand how to navigate and complete the assessment properly.

Resources: Students are permitted to use a pen or pencil, an eraser, blank paper, a dictionary, a bilingual dictionary such as English–French (or another language combination), and a thesaurus. If students use blank paper to draft their answers, remind them to type any relevant work into the “explain your answer” boxes in the assessment for any applicable questions.

Student inactivity: The assessment autosaves responses every minute. If a student is inactive in the assessment for 15 minutes, their assessment will close. If this happens, the student will need to reopen the assessment and log in again. Once students reopen the assessment, they will be returned to the last question they were working on.

In the event of an emergency (e.g., fire alarm) that interrupts the assessment and causes the session to time out, please contact CMEC to request an extension of the assessment session.

Students leaving early: If a student needs to leave early, they must exit the assessment using the designated button on their platform.

- **For Macintosh and Microsoft (PC) users:** to exit, click on the Power button as seen in the image below. This button is located in the bottom-right corner of the screen.



- **For Chromebook users:** there is an **Exit Assessment** button near the top-left corner of the screen.

In both cases, the student will need to enter the exit password:

CMEC7634

Note: The student should be recorded as partially participated (Code 2B) on the Student Tracking Form. If a student leaves the session and returns, they can continue where they left off by reopening the LockDown Environment and logging in.

Test Administrator Checklist: For more information about tasks to complete on assessment day, please review the Test Administrator Checklist on the Resources section of the PCAP website (cmecc.ca/pcap).

Assessment Script

Although you should become familiar with the Assessment Script before the actual assessment session, do not attempt to memorize it. Read the script below exactly as written.

Part 1 (Try the Tools)

When students arrive, begin by welcoming them to the PCAP session.

Explain that the assessment will begin once all students are seated in their designated seats. Walk around the room to confirm that each student is in front of the correct device before beginning the scripted directions.

Once students are seated at their workspace, ensure that each student has received the Student Login Form specific to them. Each individual form contains the student's name, CMEC ID, and Password that allows them to access the assessment.

If a student is absent, put their Student Login Form aside and do not give it to anyone else, since each set of credentials is uniquely assigned to a specific student.

Say:

Hello everyone,

You have been chosen to take part in an important assessment called the Pan-Canadian Assessment Program, or PCAP for short. The assessment is designed to help us understand how to support students in reading. It is important that you try your best. The results of this assessment will not impact your grades in any way.

Respond to students' questions. You should not respond to students' questions about the actual content of the assessment, if they have any.

Then say the following:

You have been provided with a Student Login Form. Enter in your CMEC ID and Password found on your Student Login Form now and click "Sign In." Note that passwords are case-sensitive, meaning that you must enter the password exactly as it appears on your form, including any uppercase or lowercase letters.



Once you have signed in, please wait for further instructions.

Give the students a couple of minutes to sign in and help them if they encounter any difficulties.

Then, say the following:

Everyone should see a page that says “Welcome to the Pan-Canadian Assessment Program (PCAP): Home Page.”

On the right-hand side, everyone should see the first part that says “Part 1 (Try the Tools).”

Pause to ensure all students have identified Part 1 (Try the Tools).

Then, say the following:

Next, we will enter the access code to begin Part 1 (Try the Tools), which is a tutorial to demonstrate how the tools in the assessment will work.

I will give you the access code. Then we will go through the Try the Tools tutorial together.

Now please click on the “Part 1 (Try the Tools), Access Code:” box.

Type **8539** and press the blue arrow to submit.

You may write “Part 1 (Try the Tools), Access Code = 8539” on the board if desired.

We are going to work through the tutorial together. I will read the directions aloud while you follow along on your screen. We will go step by step, so please wait for me to tell you when to move forward.

Screenshots from a student's device have been provided.

Everyone should now be looking at the screen titled “Welcome to the Pan-Canadian Assessment Program (PCAP)!”.



During the assessment, different tools are available to you. You can see them in the toolbar on the right-hand side of your screen. As you explore these tools, you'll have a chance to try them out and get used to how they work.

Please click the Next button in the bottom-right corner.

Give students a minute to navigate to the next page. Then, continue reading.



Zoom and Line Reader

[Flag this question](#)

Zoom In and Zoom Out Tools

These tools make the page larger or smaller.

Try it!

Click the button to make this sentence larger.

Click the button to make the sentence smaller.

Line Reader Tool

The Line Reader tool can be dragged to focus on an area of the page.



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←
Back

→
Next

The Zoom In and Zoom Out Tools make the page larger or smaller. Please try clicking on the Zoom In button to make the sentence larger. Now, try clicking on the Zoom Out button to make the sentence smaller.

Confirm that all students have tried the Zoom In and Zoom Out tools.

Then, continue reading.

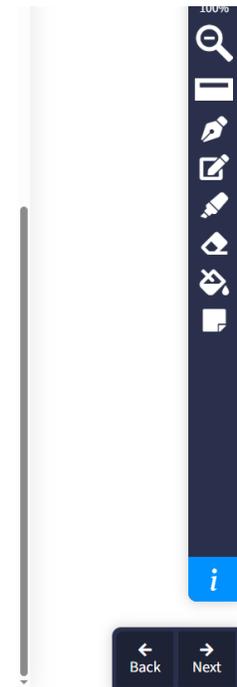
Line Reader Tool

The Line Reader tool can be used to focus on an area of the page.

Try it!

Click  on the toolbar to open the Line Reader.

Drag the line reader over this sentence.



You may now scroll down to the Line Reader Tool. The Line Reader Tool can be used to focus on an area of the page. Click on this tool in the toolbar to open the Line Reader and drag it over the sentence on your screen.

Confirm that all students have tried the Line Reader Tool.

Then, continue reading.

Please click the Next button in the bottom-right corner. You should now see the Freehand Tool page.

Confirm that all students have moved to the next page.

Freehand

Freehand Tool

This tool allows you to draw on the page.

Try it!

Click the  button to open the grey drawing surface.

Try circling two words in this sentence.

Click the  button to erase one of your circles.

Click either tool button again to close the grey drawing surface.
Notice how the circle remains after the tool has been closed!



← Back Next →

The Freehand Tool allows you to draw on the page. Try using the Freehand Tool by clicking the button in the toolbar to open the grey drawing surface. Now, using the Freehand Tool, try circling two words on your screen.

You can click the Eraser button in the toolbar to erase one of your circles. Click either button again to close the grey drawing surface. Notice how the circle you drew remains after the tools have been closed.

Confirm that all students have tried the Freehand Tool.

Then, continue reading.

Please click the Next button in the bottom-right corner. You should now see the Draw Line Tool page.

Confirm that all students have moved to the next page.

Draw Line

Draw Line Tool

This tool will draw a line on the page.

Try it!

Click the  button to open the grey drawing surface.

Draw two lines on the grey surface.

Click the  button to erase one of the lines.

Click either tool button again to close the grey drawing surface.
Notice how the line remains after the tool has been closed!



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The Draw Line Tool will help you draw a line on the page. Try using the Draw Line Tool by clicking the button in the toolbar to open the grey drawing surface. Now, using the Draw Line Tool, try drawing two lines anywhere on the grey surface.

You can click the Eraser button in the toolbar to erase one of your lines. Click either button again to close the grey drawing surface. Notice how one of the lines you drew remains after the tools have been closed.

Confirm all students have tried the Draw Line Tool.

Then, continue reading.

Please click the Next button in the bottom-right corner. You should now see the Highlighter Tool page.

Confirm that all students have moved to the next page.

Highlighter

Highlighter Tool

This tool highlights any text on the page.

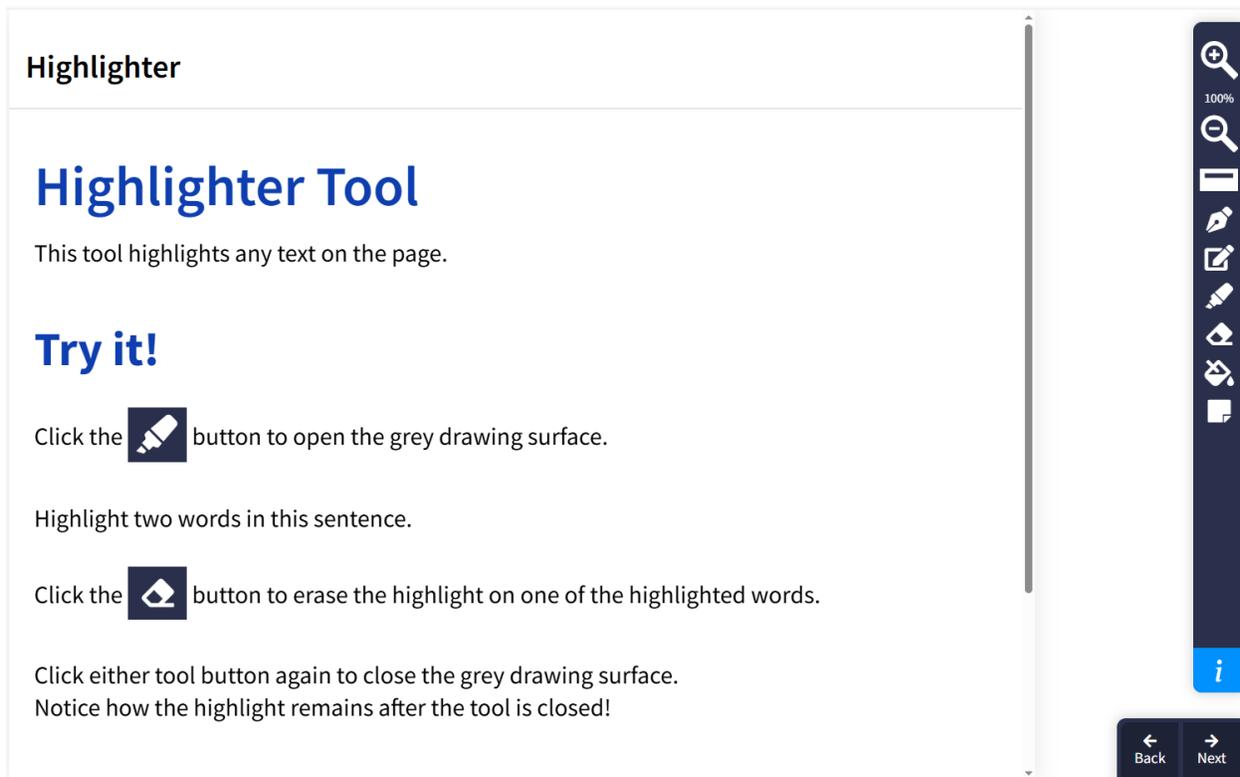
Try it!

Click the  button to open the grey drawing surface.

Highlight two words in this sentence.

Click the  button to erase the highlight on one of the highlighted words.

Click either tool button again to close the grey drawing surface.
Notice how the highlight remains after the tool is closed!



The Highlighter Tool will help you highlight any text on the page. Try using the Highlighter Tool by clicking the button in the toolbar to open the grey drawing surface. Now, using the Highlighter Tool, try highlighting two words on the grey surface.

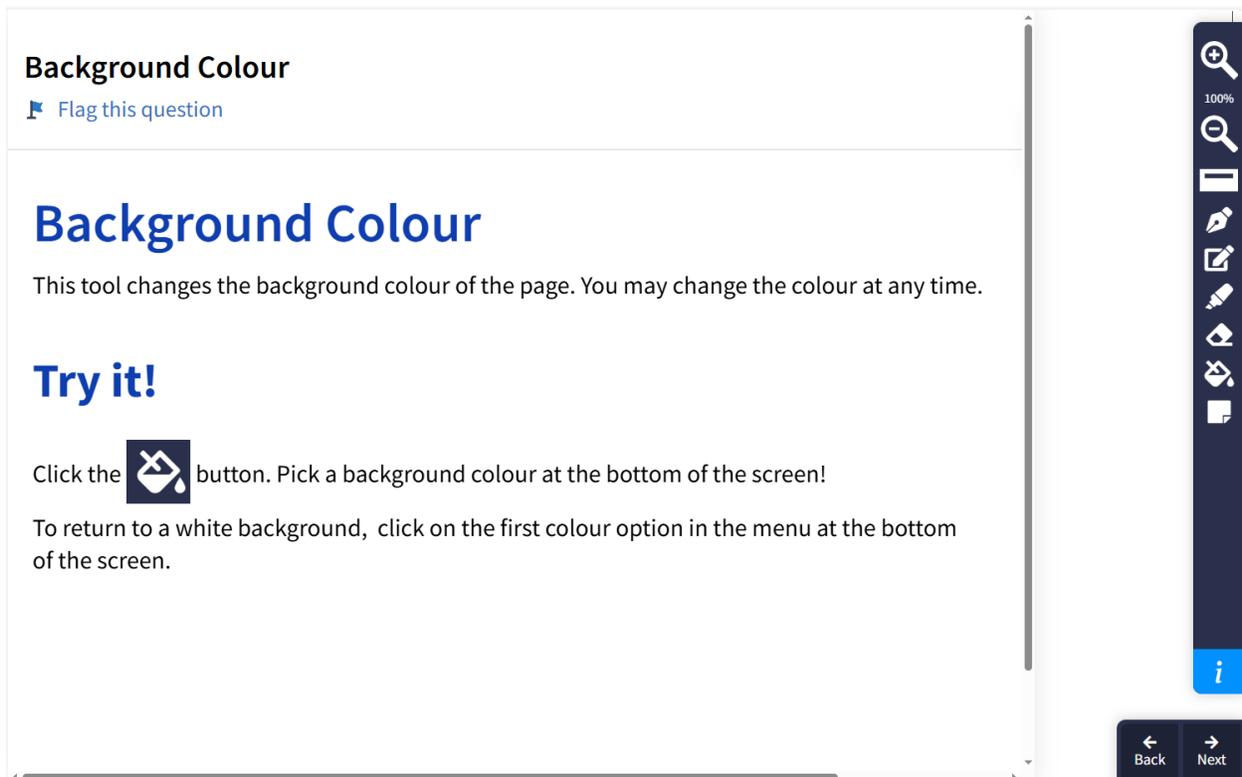
You can click the Eraser button in the toolbar to erase the highlight on one of your words. Click either button again to close the grey drawing surface. Notice how the highlight remains after the tool is closed.

Confirm that all students have tried the Highlighter Tool.

Then, continue reading.

Please click the Next button in the bottom-right corner. You should now see the Background Colour Tool page.

Confirm that all students have moved to the next page.



The Background Colour tool changes the background colour of the page. You may change the colour at any time. Try using the Background Colour Tool by clicking the button in the toolbar. Now, pick a background colour at the bottom of the screen.

To return to a white background, click on the first colour option in the menu at the bottom of the screen.

Confirm that all students have tried the Background Colour tool.

Then, continue reading.

Please click the Next button in the bottom-right corner. You should now see the Notepad Tool page.

Confirm that all students have moved to the next page.

Notepad

This tool lets you make notes and organize your thinking.

You can copy and paste from the notepad into an answer box.

Your work on the notepad will not be scored.

Try it!

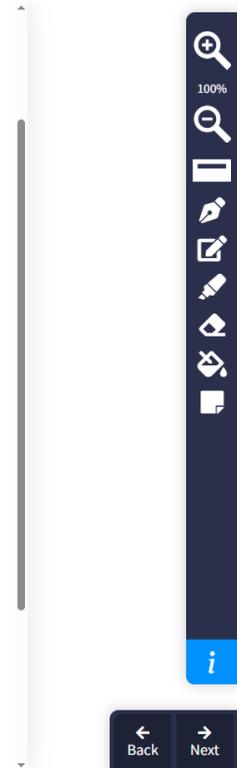
Click the  button on the toolbar to open the notepad and make notes.

Drag the notepad to place it where you want to use it.

Type a few words in the notepad.

Click the  button on the toolbar again to close it.

Closing the notepad will not erase your notes. You can go back to your notes at anytime until you submit that part of the assessment.



The Notepad tool lets you make notes and organize your thinking. You can copy and paste from the notepad into an answer box. This is very important to remember! Your work on the notepad will *not* be scored.

Try using the Notepad by clicking the button in the toolbar. Drag the notepad to place it where you want to use it. Type a few words in the notepad. Then, click the Notepad button on the toolbar again to close it.

Closing the notepad will not erase your notes. You can go back to your notes at anytime until you submit that part of the assessment.

Confirm that all students have tried the Notepad tool.

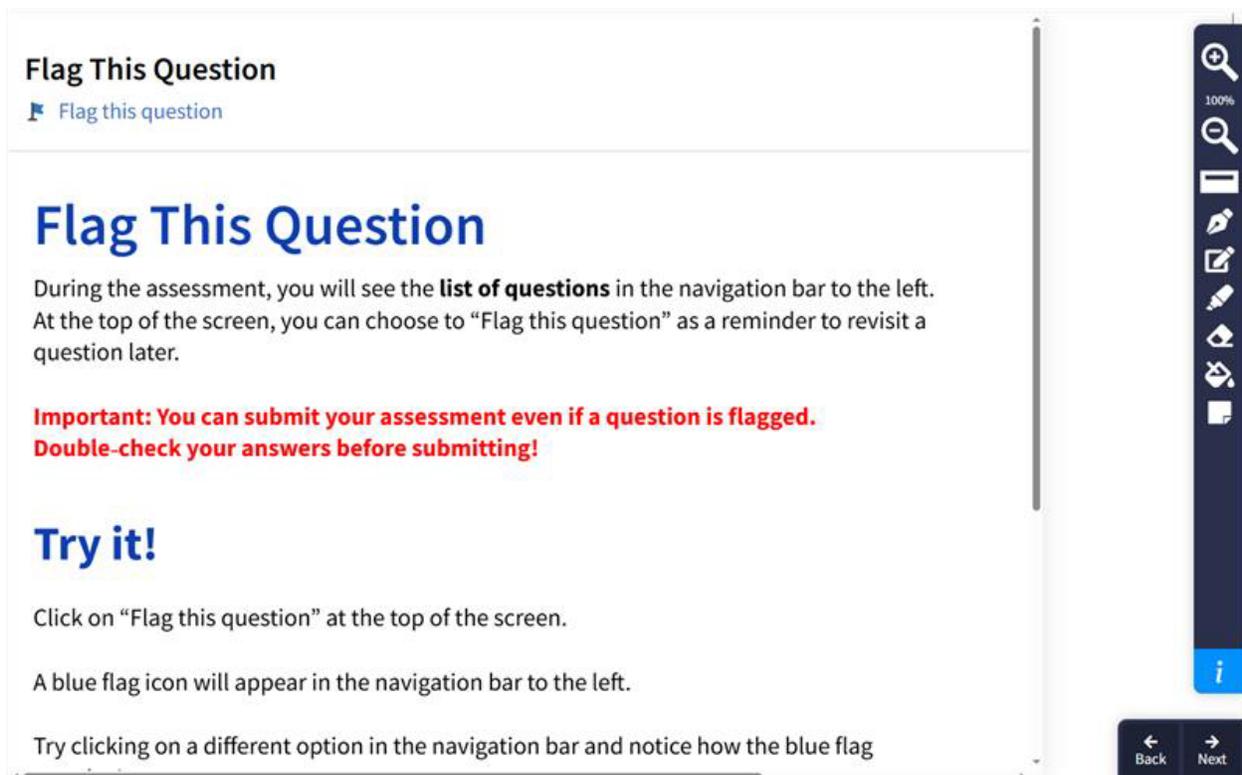
Then, continue reading.

Please click the Next button in the bottom-right corner. You should now see the Flag This Question page.

Confirm that all students have moved to the next page.

The Flag This Question tool is at the top of the screen. You can choose to “Flag this question” as a reminder to revisit a question later. This is very important to remember! You can submit your assessment even if a question is still flagged. Please double-check your answers before submitting your assessment.

Now, try clicking on “Flag this question” at the top of the screen.



A blue flag icon will appear in the navigation bar to the left. Try clicking a different option in the navigation bar and notice how the blue flag remains. Now, click back to the Flag This Question option.

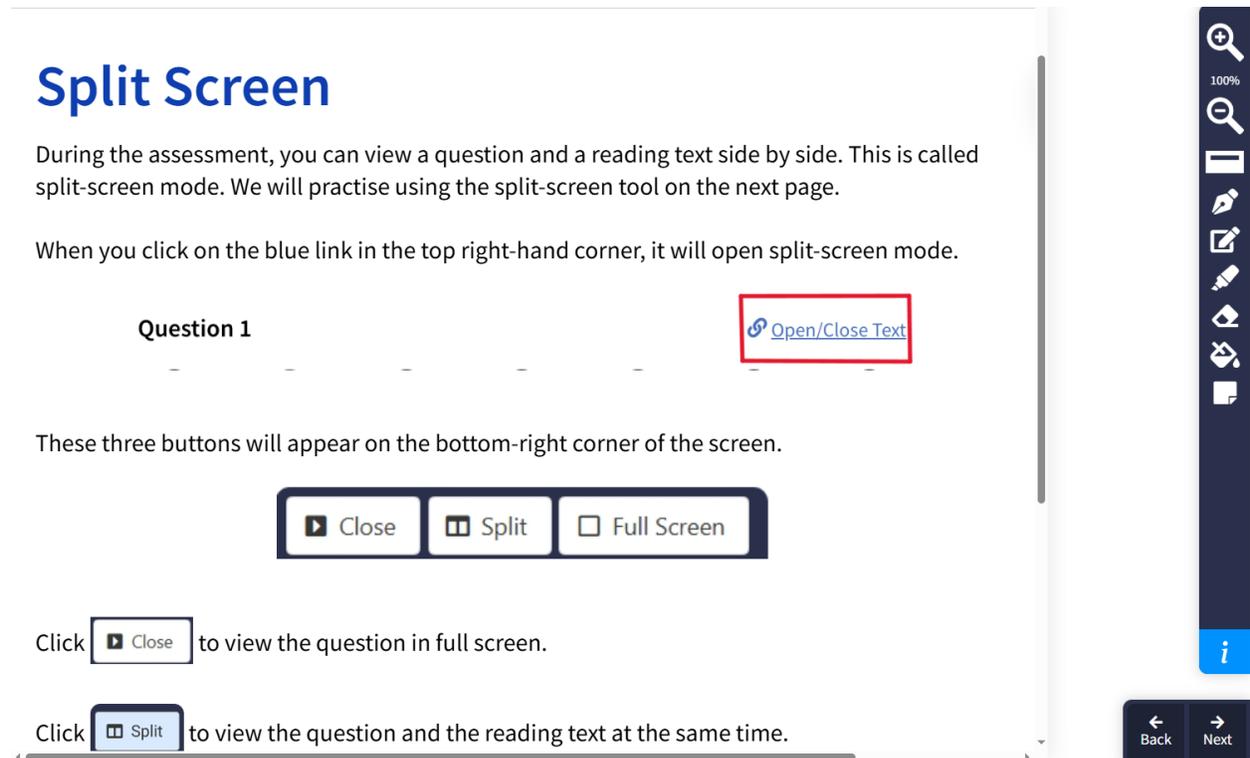
To remove a flag icon, click on “Remove flag from this question” at the top of the page.

Confirm that all students have tried to use the Flag This Question tool.

Then, continue reading.

Please click the Next button in the bottom-right corner. You should now see the Split-screen page.

Confirm that all students have moved to the next page.



Split Screen

During the assessment, you can view a question and a reading text side by side. This is called split-screen mode. We will practise using the split-screen tool on the next page.

When you click on the blue link in the top right-hand corner, it will open split-screen mode.

Question 1 [Open/Close Text](#)

These three buttons will appear on the bottom-right corner of the screen.

Close **Split** **Full Screen**

Click **Close** to view the question in full screen.

Click **Split** to view the question and the reading text at the same time.

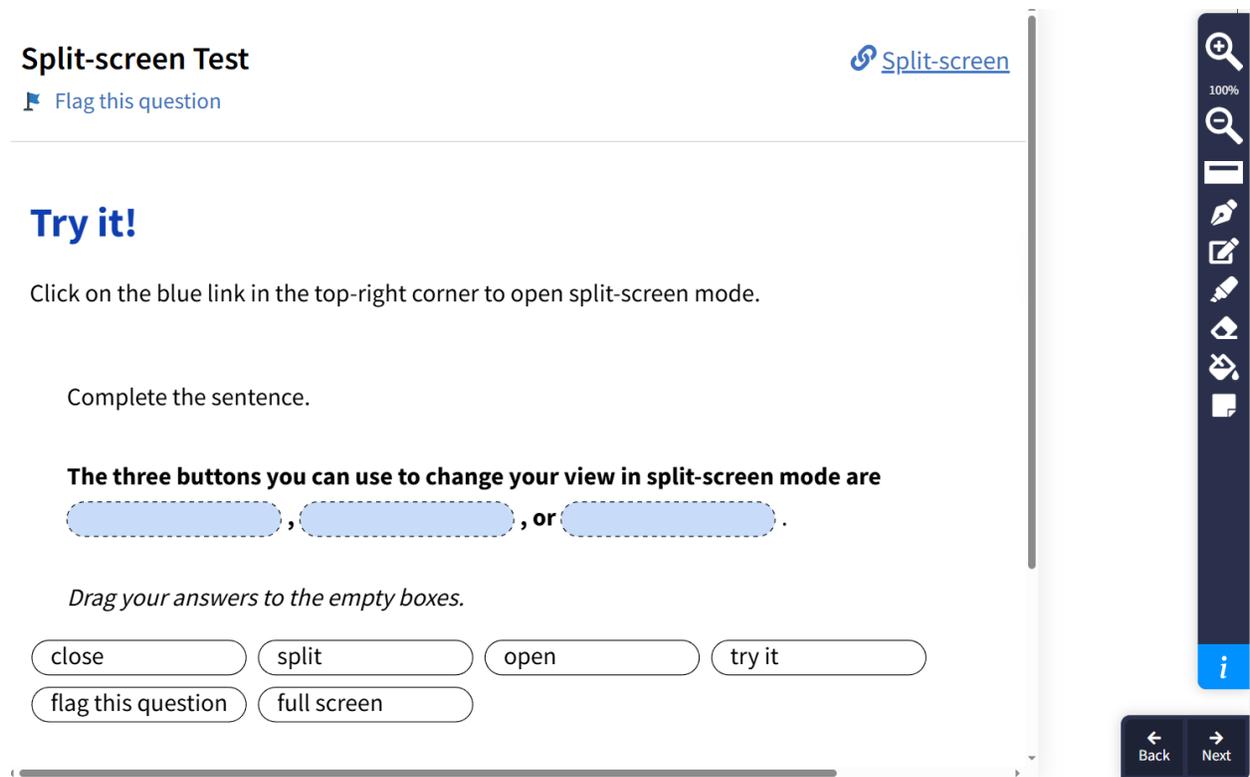
During the assessment, you can view a question and a reading text side by side. This is called split-screen mode. We will practise using the Split-screen tool on the next page.

When you click on Open/Close Text, the blue link in the top right-hand corner, it will open split-screen mode. These three buttons—Close, Split, and Full Screen—will appear on the bottom-right corner of the screen.

In split-screen mode, click “Close” to view the question in full screen. Click “Split” to view the question and the reading text at the same time. Click “Full Screen” to view the reading text in full screen.

Please click the Next button in the bottom-right corner. You should now see the split-screen test page.

Confirm that all students have moved to the next page.



Split-screen Test [Split-screen](#)

[Flag this question](#)

Try it!

Click on the blue link in the top-right corner to open split-screen mode.

Complete the sentence.

The three buttons you can use to change your view in split-screen mode are [] , [] , or [] .

Drag your answers to the empty boxes.

close split open try it

flag this question full screen

Back Next

Try clicking on the blue link in the top-right corner to open split-screen mode. You can now practise navigating between split-screen mode and full-screen mode.

Complete the sentence by dragging your answers from the options into the empty boxes.

Give students a minute to practise using the split-screen tool. Confirm that all students have tried the tool.

Then, continue reading.

Please click the Next button in the bottom-right corner. You should now see the first page of the Text Formatting tools.

Confirm that all students have moved to the next page.

Text Formatting (1)

These tools will help you emphasize and organize pieces of your writing when responding to questions on the assessment.

We will practise using these tools on the next page.

Bold: Highlight text and click **B**.

Italicize: Highlight text and click *I*.

Underline: Highlight text and click U.

Highlight: Highlight text and click .

Bulleted List: Make a bullet point list by clicking .

Numbered List: Make a numbered list for ordered items by clicking .











← Back Next →

This first set of Text Formatting tools will help you emphasize and organize pieces of your writing when responding to questions on the assessment. We will practise using these tools on the next page.

These tools can be used to bold, italicize, underline, and highlight. To use any of these, you will highlight the text with your mouse and click on the appropriate button.

You can create a bulleted or numbered list by clicking the appropriate list button in the toolbar. Then type your list item and press Enter to add each new item.

Please click the Next button in the bottom-right corner. You should now see a split screen of the Text Formatting (1) page and a writing practice page.

Confirm that all students have moved to the next page.

Practice (1)

[Text Formatting \(1\)](#)

[Flag this question](#)

Try it!

Type a sentence into the text box and practise using the text formatting tools.

B I U ↵ ☰ ☰ ☰ 🔍 AI ↶ ↷

Double Line Spacing
Page View

These tools will help you emphasize and organize pieces of your writing when responding to questions on the assessment.

We will practise using these tools on the next page.

Bold: Highlight text and click **B**.

Italicize: Highlight text and click *I*.

Underline: Highlight text and click U.

Highlight: Highlight text and click

Bulleted List: Make a bullet point list by clicking

Numbered List: Make a numbered list for ordered items by clicking

Close
Split
Full Screen
Back
Next

Try typing a sentence into the text box and practise using the Text Formatting tools.

Give students a minute to practise using the Text Formatting tools.

Confirm that all students have tried the different tools.

Then, continue reading.

Please click the Next button in the bottom-right corner. You should now see the second page of Text Formatting tools.

Confirm that all students have moved to the next page.

Text Formatting (2)

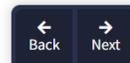
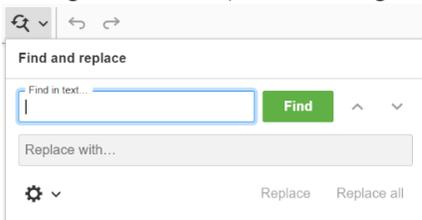
These tools will help you format and organize your writing when responding to questions on the assessment.

We will practise using the tools on the next page.

Alignment: Change the alignment of the text by clicking .

Font Size: Make the font bigger or smaller by clicking .

Find and Replace: Find text in your response by clicking  and entering the text you are looking for. You can replace text using this feature.



This second set of Text Formatting tools will help you format and organize your writing when responding to questions on the assessment. We will practise using these tools on the next page.

These tools can be used to edit text alignment, change font size, find and replace text, and undo and redo text.

Please click the Next button in the bottom-right corner. You should now see a split screen of the Text Formatting (2) page and a writing practice page.

Confirm that all students have moved to the next page.

Practice (2)

[Text Formatting \(2\)](#)

[Flag this question](#)

Try it!

Type a sentence into the text box and practise using the text formatting tools.

B *I* U

[Double Line Spacing](#) [Page View](#)

These tools will help you format and organize your writing when responding to questions on the assessment.

We will practise using the tools on the next page.

Alignment: Change the alignment of the text by clicking .

Font Size: Make the font bigger or smaller by clicking **AI**.

Find and Replace: Find text in your response by clicking and entering the text you are looking for. You can replace text using this feature.

Find and replace

Find in text: Find

Replace with:

Replace Replace all

Undo: Correct mistakes by clicking .

Redo: Reverse an action by clicking .

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[Close](#) [Split](#) [Full Screen](#) [Back](#) [Next](#)

Try typing a sentence into the text box and practise using the Text Formatting tools.

Give students a minute to practise using the Text Formatting tools.

Confirm that all students have tried them.

Then, continue reading.

Please click the Next button in the bottom-right corner.

You will see a message that says “You are about to submit this part of the assessment. If you wish, you can return to the questions and check your answers by clicking on the Back arrow on the bottom right. If you are ready to submit your work, click on ‘Review and Submit’ on the left.”

Please click on “Review and Submit” now. You will see a pop-up that says: “Are you sure you want to submit this part of the assessment? Once submitted, you cannot return to the questions. What do you want to do?”

Please click on “I want to submit this part of the assessment.”

You have now completed the “Part 1 (Try the Tools)” tutorial.

Part 2 (cognitive)

Everyone should now be looking at the main PCAP screen. This screen has the different parts of PCAP listed on the right. If you do not see this screen, please raise your hand.

If no students raise their hand, then continue. Otherwise, help students get started.

Once everyone is ready, say the following:

In a few minutes, you will begin Part 2 of PCAP. This part includes reading two texts and answering questions on each text. Be sure to read each question carefully and answer it as well as you can. Record all of your answers online. Questions may appear in different formats: multiple choice, multiple answer, true or false, yes or no, complete the sentence, drag and drop, or explain your answer.

There are different versions of this assessment. This means that you may not be reading and responding to the same texts as your classmates. Some versions have longer texts to read and some shorter, so please do not rush if your classmates are finished their assessment ahead of you.

In addition to the tools provided in the assessment, you may use a dictionary, a bilingual dictionary (for example, an English–French dictionary or other language combination), and a thesaurus.

You will have 45 minutes to complete this part, plus an additional 15 minutes, if needed.

If you complete Part 2 before the time is up and you have reviewed your work, please sit quietly or read a book at your desk.

Since this is an assessment, I can answer questions only about the instructions, but not about what is being tested.

Are there any questions?

Once all questions, if any, have been answered, you may supply the access code for Part 2.

Now please click on the “Part 2 (cognitive), Access Code:” box.

Type **3170** and press the blue arrow to submit.

You may write “Part 2 (cognitive), Access Code = 3170 – You will have 45 minutes.” on the board if desired.

- ✓ Monitor the students during the session and make sure that they are focused on the assessment. Students are not allowed to talk.

After 30 minutes, say:

Thirty minutes have elapsed. You have about 15 minutes left to finish Part 2 of PCAP.

As the end time approaches, watch for students who appear to have finished.

Remind students to go back and answer any questions that they may have flagged or missed before submitting. Once a student is satisfied that they have finished the assessment, they can submit their assessment and then read or work quietly until the end of Part 2.

Once the 15 minutes have elapsed (for a total of 45 minutes), if there are students still writing, you may ask students if they would like additional time. **This is not an accommodation that will be recorded on the Student Tracking Form.**

Say:

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

If students need more time, give them up to 15 additional minutes.

After the final 15 minutes have elapsed, say:

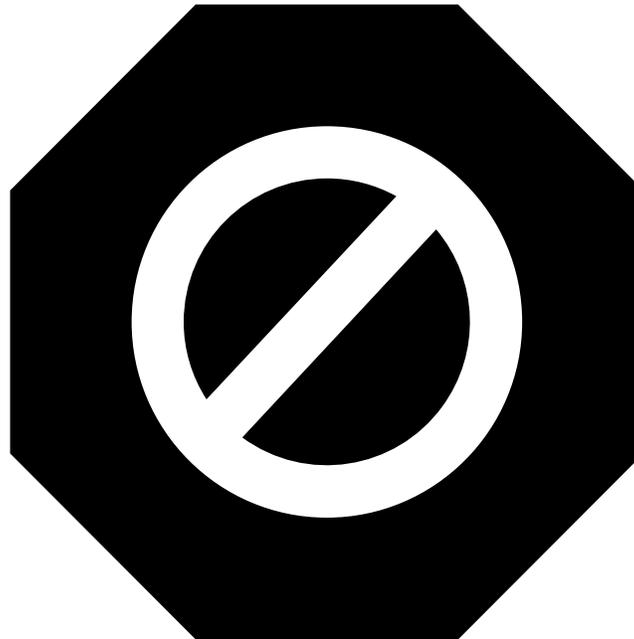
Please stop working.

Click on “Review and Submit” now. Then click on “I want to submit this part of the assessment.”

You have now completed Part 2 of PCAP.



NOTE: Please allow those students who have an accommodation with additional testing time to continue working. (Details about any accommodations, including additional time, should be recorded on the Student Tracking Form in the section on accommodations.)



Please do not continue to Part 3 (cognitive) until all students have completed Part 2.

OPTIONAL:

After **ALL** students have completed Part 2, a short break (of up to 30 minutes) may be provided.

If students leave the room, ensure that they do not take any assessment materials (e.g., Student Login Forms, scrap paper) with them. Do NOT leave any of the assessment materials unattended, and make sure to keep these materials secure at all times.

Part 3 (cognitive)

If a break was provided, ask students to return to their original device. Ensure that students are sitting at the same workspace and have the Student Login Form that was uniquely prepared for them.

Then say:

Welcome back. Is everybody sitting at the same computer as before?

Everyone should now be looking at the main PCAP screen again. If you do not see this screen, please raise your hand.

If no students raise their hand, then continue. Otherwise, help students get started.

Once everyone is ready, say the following:

In a few minutes, you will begin Part 3 of PCAP. This part includes reading two texts and answering questions on each text. Be sure to read each question carefully and answer it as well as you can. Record all of your answers online. Questions may appear in different formats: multiple choice, multiple answer, true or false, yes or no, complete the sentence, drag and drop, or explain your answer.

There are different versions of this assessment. This means that you may not be reading and responding to the same texts as your classmates. Some versions have longer texts to read and some shorter, so please do not rush if your classmates are finished their assessment ahead of you.

In addition to the tools provided within the assessment, you may use a dictionary, a bilingual dictionary (for example, English–French or other language combination), and a thesaurus.

You will have 45 minutes to complete this part, plus an additional 15 minutes, if needed.

If you complete Part 3 before the time is up and you have reviewed your work, please sit quietly or read a book at your desk.

Since this is an assessment, I can answer questions only about the instructions, but not about what is being tested.

Are there any questions?

Once all questions, if any, have been answered, you may supply the access code for Part 3.

Now please click on the “Part 3 (cognitive), Access Code:” box.

Type **7246** and press the blue arrow to submit.

You may write “Part 3 (cognitive), Access Code = 7246 – You will have 45 minutes.” on the board if desired.

- ✓ Monitor the students during the session and make sure that they are focused on the assessment. Students are not allowed to talk.

After 30 minutes, say:

Thirty minutes have elapsed. You have about 15 minutes left to finish Part 3 of PCAP.

As the end time approaches, watch for students who appear to have finished.

Remind students to go back and answer any questions that they may have flagged or missed before submitting. Once a student is satisfied that they have finished the assessment, they can submit their assessment and then read or work quietly until the end of Part 3.

Once the 15 minutes have elapsed (for a total of 45 minutes), if there are students still writing, you may ask students if they would like additional time. **This is not an accommodation that will be recorded on the Student Tracking Form.**

Say:

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

If students need more time, give them up to 15 additional minutes.

After the final 15 minutes have elapsed, say:



Please stop working.

Click on “Review and Submit” now. Then click on “I want to submit this part of the assessment.”

You have now completed Part 3 of PCAP.

Thank you for your participation in PCAP! You are helping us improve education for all students in Canada. Your effort matters, and we are grateful for your contribution!

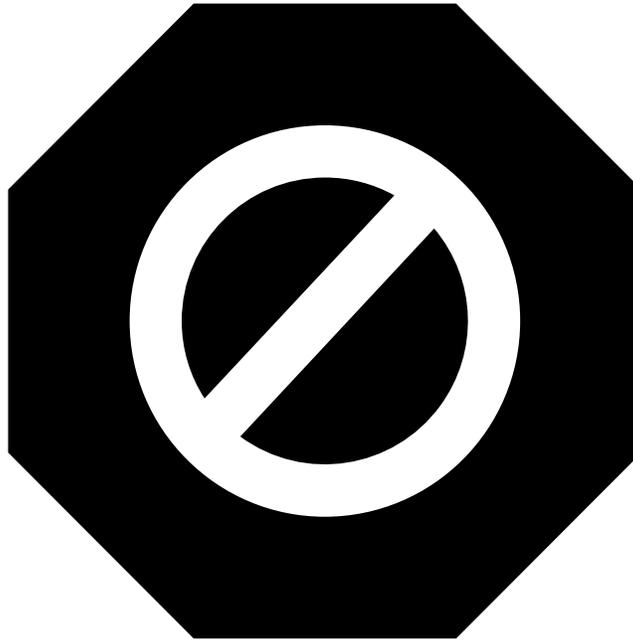
NOTE: Please allow those students who have an accommodation with additional testing time to continue working. (Details about any accommodations, including additional time, should be recorded on the Student Tracking Form in the section on accommodations.)

The main PCAP screen will now reappear. The test administrator should now:

- ✓ Shred any scrap paper that students used to work out their responses.
- ✓ Note students’ participation codes in the “Cognitive” column on the Student Tracking Form.

If the Student Questionnaire is NOT being completed on the same day as Parts 1–3:

- ✓ Collect the Student Login Forms now.



Please do not continue to Part 4 (Student Questionnaire) until all students have completed Part 3.

OPTIONAL:

After **ALL** students have completed Part 3, a short break (of up to 30 minutes) may be provided.

If students leave the room, ensure that they do not take any assessment materials (e.g., Student Login Forms, scrap paper) with them. Do NOT leave any of the assessment materials unattended, and make sure to keep these materials secure at all times.

Part 4 (Student Questionnaire)

If a break was provided, ask students to return to their original device to complete the Student Questionnaire. Please ensure that students are sitting at the same workspace and have the Student Login Form that was uniquely prepared for them.

When ready, say:

Welcome back. Is everybody sitting at the spot with the Student Login Form that has their name on it?

Everyone should now be looking at the main PCAP screen again. If you do not see this screen, please raise your hand.

If no students raise their hand, then continue. Otherwise, help students get started.

Once everyone is ready, say the following:

The Student Questionnaire takes about 30 minutes to complete. However, if you need extra time, it will be given.

Read the instructions carefully and answer all the questions.

Your answers are confidential. Please answer each question as accurately as possible and respond to all questions that you feel comfortable answering.

If you complete the Student Questionnaire before the time is up and you have reviewed your responses, please sit quietly or read a book at your desk.

Are there any questions?

Once all questions, if any, have been answered, you may supply the access code for Part 4.

Now please click on the “Part 4 (Student Questionnaire), Access Code:” box.

Type **5058** and press the blue arrow to submit.

You may write the “Part 4 (Student Questionnaire), Access Code = 5058” on the board if desired.

After 30 minutes, say:

Does anyone require more time to complete the questionnaire?

Please give remaining students additional time to complete their questionnaire (there is no time limit for completing the questionnaire).

Once all students have completed and submitted the Student Questionnaire, thank the students again for their participation.

The main PCAP screen will now reappear. The test administrator should now:

- ✓ Ask students to remain in their seats until you have collected all the Student Login Forms.
- ✓ Note students' participation codes in the "Questionnaire" column on the Student Tracking Form.

To wrap up PCAP 2027, the test administrator should complete the steps outlined at cmec.ca/pcap in the "On Assessment Day" and "After the Assessment" sections.

We thank you for your cooperation.
