

2025-2026

Nova Scotia Assessment

Literacy
Mathematics
Mathématiques

3

Assessment Handbook

Contacts and Important Dates

Student Assessment Division: 902.424.7746, plans@novascotia.ca
Canada Post: 1.888.550.6333

Assessment Schedule: plans.ednet.ns.ca

Literacy and Mathematics in Grade 3 website: plans.ednet.ns.ca/grade3

Online version of this handbook: plans.ednet.ns.ca/grade3/documents

Professional Opportunities: plans.ednet.ns.ca/professional-opportunities

Nova Scotia Assessment Read-aloud registration: plans.ednet.ns.ca/content/school-registration

March 1–April 1



Request [Alternate Formats](#) in TIENET for eligible students (page 11).
Finalize this document in TIENET by April 1.

March 1–May 1



Register eligible students for the Nova Scotia Assessment – Read-aloud (NSA-RA) platform by May 1 ([Appendix A](#), page 33).

April 13–17



Receive school packages through Canada Post.
If packages have not arrived by April 17, please check with your local Canada Post outlet.

Become familiar with the schedules, procedures, and scripts outlined in this handbook.

April 27–May 8



Administer sample questions mini-lessons.

Distribute parent/guardian information sheets to students to take home.

May 1–25



If interested, teachers and administrators may submit an Expression of Interest to participate in the Writing in Grade 3 Scoring Session (online) at plans.ednet.ns.ca/professional-opportunities.

May 11–26



Administer Literacy and Mathematics in Grade 3 (LM3-EN) or *Mathématiques* in Grade 3 (M3-IM).

Mail packages by May 27 to the Department of Education and Early Childhood Development (EECD).

July 6–10



Scoring Session: Writing in Grade 3 (online)

- Table Leader Training: July 6 & 7
- Scoring: July 8–10

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Empowering Students for Success on Nova Scotia Assessments

Schools will ensure students experience...

Ongoing



- quality teaching and learning, including daily reading, writing, and mathematics lessons, with embedded opportunities to work independently.
- a positive and relaxed learning environment.

The month before administration



- reassurance about the assessment and its purpose (e.g., assessment results help teachers and schools support student learning).
- reassurance that everything they have been learning in school has prepared them for the assessment.

1–2 weeks before administration



- the assessment question formats by participating in mini-lessons as outlined in the *Sample Questions – Instructions for the Teacher* document.
- opportunities to discuss and share thinking strategies involved in responding to questions.

During the administration



- a calm and supportive environment (consider incorporating well-being strategies such as physical activity, relaxation techniques, healthy snacks).
- a consistent administration where all protocols and scripts are followed per this handbook.

About the Assessment

The assessment is designed and developed with Nova Scotia teachers. It reflects a selection of Nova Scotia curriculum outcomes in reading, writing, and mathematics that students have been learning throughout their school careers and that are appropriate for large-scale assessments. The assessment expectation is based on what students should know and be able to do independently by the end of grade 3.

Nova Scotia Assessments provide valid and reliable evidence about student performance. The results provide information to

- parents and guardians about their child’s performance;
- teachers to inform instructional planning;
- the Department of Education and Early Childhood Development and the school system to inform educational decisions.

For assessment results to be comparable, administration conditions must be as similar as possible across the province. It is important to follow the schedules, procedures, and scripts outlined in this handbook to ensure all students have a comparable experience.

Assessment Security

The assessment is a secure document. It is important the items and tasks remain confidential because parts of the assessment are repeated to allow for year-over-year comparisons.

- Keep booklets secure before, during, and after administration.
- Do not copy or photograph any part of the assessment, including student work.
- Do not allow students to use personal electronic devices.
- Delete all digital copies of student work produced using assistive technology after it has been printed and included in the student’s booklet.
- Except for sample questions, do not use any part of the assessment during teaching.
- Return all assessment booklets to the Department of Education and Early Childhood Development by the due date.



Academic Honesty

Students who copy work from another student, use the internet and/or use Artificial Intelligence (AI) to generate a piece of writing or answer questions will receive “Not Enough Evidence” on their individual student report. It is expected that teachers circulate around the room during administration sessions to ensure students are independently completing the assessment.

Scheduling the Assessment

Administer the assessment over four mornings during the administration dates outlined in the Program of Learning Assessment for Nova Scotia (PLANS) schedule. The mornings do not need to be consecutive, but the assessment must be administered in the order of the booklet (i.e., Literacy Day 1 and Day 2 followed by Mathematics Day 1 and Day 2).



Note: French Immersion students complete the *Mathématiques* component of the assessment; they do not write the literacy component.

Literacy, Day 1 and Day 2

Total time per day: 100–125 minutes

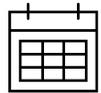
- 45 minutes for Reading
- 5–15 minutes for stretch break
- 50 minutes for Writing (includes 5 minutes for pre-writing prompt discussion)
- Up to 15 minutes extra for all students, if needed, to complete work from that day

Mathematics/ *Mathématiques*, Day 1 and Day 2

Total time per day: 65–90 minutes

- 30 minutes to work on Mathematics
- 5–15 minutes for stretch break
- 30 minutes to continue Mathematics
- Up to 15 minutes extra for all students, if needed, to complete work from that day

The principal, in consultation with the school assessment coordinator and administering teacher(s), will consider the following when determining the assessment schedule for their school.



- Schedule the assessment at times in the **morning** that are most convenient for your school and most accommodating for students (e.g., consider aligning stretch breaks with recess).
- Consider religious holidays and culturally significant days when scheduling assessment days.
- Each assessment day should be administered in one continuous block including the stretch break (e.g., students should not have a music class in the middle of writing the assessment).
- Students should participate in the assessment in a familiar environment where they can feel comfortable and relaxed. The classroom where they would normally take language arts or mathematics is best, if possible. Do not schedule all participating students together in a gymnasium, auditorium, or cafeteria.
- Students who are not participating in the assessment (e.g., in combined classes, exempt) must be in an alternate location while the assessment is being written.
- If the regular language arts or mathematics teacher is absent during an administration day, another teacher who is familiar to the students could administer the assessment while a substitute teacher covers that other class not involved in the assessment.

Principal Checklist

The principal is responsible for

- preparing for and overseeing the administration of provincial assessments;
- ensuring teachers follow the schedules, procedures, and scripts outlined in this handbook;
- ensuring a positive and relaxed assessment environment.

Timeline

Before the assessment

- Become familiar with the schedules, procedures, and scripts outlined in this handbook.
- Schedule and communicate the assessment days to staff and families.
- Plan to minimize disruptions on assessment days (e.g., announcements, bells).
- Ensure students with documented adaptations have access to them.
 - Confirm alternate formats, such as enlarged print for eligible students (page 11).
 - Confirm that teachers register eligible students for the Nova Scotia Assessment Read-aloud (NSA-RA) platform ([Appendix A](#), page 33).
- Plan staff and space allocation on assessment days.
 - All teachers who administer the assessment (including in alternate locations) must have a copy of this handbook to follow the schedules, procedures, and scripts.
 - Students who are not participating must be in a different location during the assessment.
- Plan well-being strategies for students on assessment days (e.g., mind breaks, stretches, healthy snacks).
- Ensure assessment materials remain secure.
- Ensure school assessment coordinator distributes the following to teachers:
 - a printed copy of this handbook;
 - sample questions (instructions for the teacher and student copies);
 - parent/guardian information sheets.
- Ensure teachers
 - read this handbook;
 - send home parent/guardian information sheets;
 - administer sample question mini-lessons in reading, writing, and mathematics, ensuring students registered for the Nova Scotia Read-aloud (NSA-RA) access them via the NSA-RA platform.
- Ensure students know the purpose of the assessment (i.e., that assessment results help teachers and schools support student learning) and encourage them to try their best (page iv, [Empowering Students for Success on Nova Scotia Assessments](#)).

Each morning of the assessment

- Limit interruptions once the assessment has started (e.g., announcements, bells).
- Ensure teachers follow the schedules, procedures, and scripts in this handbook.
- Circulate to briefly observe classrooms once the assessment has started.

After the assessment

- Sign the back of assessment booklets when a student with an IPP participates in the assessment.
- Ensure school assessment coordinator returns all secure materials to the department on or before the due date.

School Assessment Coordinator Checklist

The school assessment coordinator is responsible for

- preparing for and coordinating assessment administration with principal;
- managing the security, distribution, and return of assessment materials;
- ensuring a positive and relaxed assessment environment.

Timeline

Before the assessment

- Work with principal to schedule the assessment session and minimize any interruptions.

As soon as assessment materials arrive

- Check the shipment to make sure
 - it is complete (refer to Packing Slip);
 - there are enough materials for your school;
 - do not use a student’s personalized booklet for another student;
 - do not send booklets to another school;
 - if more materials are needed, email plans@novascotia.ca or call 902.424.7746.
 - Note: alternate formats ordered in TIENET may be shipped in a different package.
- Distribute immediately to teachers
 - *Nova Scotia Assessment Handbook*;
 - sample questions (instructions for the teacher and student copies);
 - parent/guardian information sheets.
- Become familiar with the schedules, procedures, and scripts outlined in this handbook.
- Keep assessment booklets secure. Do not distribute until the first morning of administration.

Before the first morning of administration

- Sort the materials by class. Confirm that
 - there is a booklet for each student;
 - all administering teachers have read and have a printed copy of this handbook.
- Update the List of Students (schools with French Immersion programs will have two lists).
 - Note any new students and any students who are no longer enrolled at the school.
 - Put aside booklets of students who are absent or not participating.
- Keep materials secure.

First morning of administration

- Distribute assessment materials to each class.
- Ensure teachers keep assessment materials secure at the end of each day.

Last day, after the assessment session

- Collect every booklet, including alternate formats.
- Make sure that any assistive technology writing tasks are printed with the student's name and provincial ID on each page and inserted loosely inside the front cover of student booklets (do not staple, glue, tape, or paperclip); ensure digital versions are deleted from all locations including Google Drive.
- Ensure student writing that was scribed explicitly states "scribed" on it; this may apply to one or both writing tasks (page 14).



Before due date for returns

- Ensure teachers arrange make-up sessions, if needed.
- Make sure the back cover of each assessment booklet is accurate.
 - Ensure teachers only noted adaptations that each student actively used during the administration.
 - Ensure principals signed the back of assessment booklets when a student with an IPP participated in the assessment.
- Prepare the return shipment by consulting the Packing Slip. Remember to include the following:
 - all booklets;
 - updated Student Lists;
 - completed Return Slip (on reverse side of Packing Slip).
- Use the pre-paid Canada Post slip to return materials to EECD. Drop the package off at your local post office or if your school is in an on-demand pick-up area, call Canada Post at 1.888.550.6333.

Teacher Checklist

The teacher is responsible for

- preparing for the assessment, including administering the sample questions mini-lessons to ensure all students are familiar with the format of the assessment;
- administering the assessment, while ensuring students have a consistent and fair experience by following the schedules, procedures, and scripts outlined in this handbook;
- ensuring a positive and relaxed assessment environment.

Timeline

Before the assessment

- Confirm the assessment administration days with principal/school assessment coordinator.
- Confirm alternate formats are requested (enlarged-print, Braille, black-and-white) (page 11).
- Register eligible students for the Nova Scotia Assessment – Read-aloud platform ([Appendix A](#), page 33).
- Ensure you receive the following (~3 weeks before the assessment):
 - a printed copy of this handbook;
 - sample questions (instructions for the teacher and student copies);
 - parent/guardian information sheets (to distribute at least one week before the assessment). The sheet is also available online at plans.ednet.ns.ca/grade3/documents, should you wish to share it by email.
- Read this handbook to familiarize yourself with assessment schedules, procedures, and scripts.
 - Refer to the [Adaptations](#) section (page 11) to plan for students who need to use documented adaptations on the assessment.
 - Refer to the [Student Participation](#) section (page 8) to plan for students who are not participating in the assessment.
- Administer sample questions mini-lessons.
 - Students registered for the NSA-RA platform should use it with the sample questions.
- Ensure students know the purpose of the assessment (i.e., that assessment results help teachers and schools support student learning) and encourage them to try their best (page iv, [Empowering Students for Success on Nova Scotia Assessments](#)).

Before the first morning of administration

- Make alternate arrangements for students not participating in the assessment.
- Re-read the [Administration Instructions](#) section of the handbook (page 17).
- Plan for the participation of students with documented adaptations such as arranging for alternate locations and/or additional teacher administrators (page 11). Do not fill out the back cover until *after* the assessment to ensure it accurately reflects the adaptations used.
- Prepare quiet activities for students who finish early. Students may rush through the assessment if they are looking forward to screen time, so other activities may be more appropriate.
- Prepare well-being strategies such as mind breaks, stretches, healthy snacks, etc.

Before the first morning of administration, continued

- Gather required materials:
 - sharpened pencils and erasers for each student;
 - dictionaries and thesauri available to the class for the reading and writing portions of the assessment (electronic dictionaries and thesauri should only be used on a teacher-monitored device);
 - a ruler and regularly used mathematics manipulatives (e.g., base-ten materials, pattern blocks, 3D solids) for the mathematics portion of the assessment.
- Prepare the classroom:
 - Arrange student seating to support privacy and independent work.
 - Review any support materials that are displayed on walls, desks, etc.
 - **May remain:** word walls, editing checklists, operations charts.
 - **Must be covered or removed:** supports that show *how to* write, solve problems, or understand concepts. This includes things like instructions, examples, step-by-step strategies, operations tables, or definitions in math. These can impact the fairness of the assessment.
 - Do not add any new support materials specifically for the assessment.
 - For more guidance on displaying support materials, refer to [Appendix B](#) (page 36).

Each morning of the assessment

- Ensure you have a booklet for every student (whether personalized or non-personalized). Do not use a personalized booklet for a different student; contact your school assessment coordinator if additional booklets are needed.
- Keep the assessment booklets secure after they are delivered to you and between sessions.
- Administer the assessment according to the instructions and scripts in this handbook.
- Take note of student attendance and participation (page 8).
- Manage late and absent students (page 8).
- Ensure students with documented adaptations have access to them as appropriate (page 11).
- Ensure students have 5–15 minutes for a stretch break in the middle of each administration session.

After the assessment

- Review and complete the back cover of the assessment booklet for each student. Fill in the circles completely for:
 - students with an IPP who did or did not participate;
 - students with adaptations that were actively used during the assessment;
 - students who did not participate in the assessment (e.g., no longer enrolled, exempt).
- Make sure that any assistive technology writing tasks are printed with the student's name and provincial ID on each page and inserted loosely inside the front cover of student booklets (do not staple, glue, tape, or paperclip); ensure digital versions are deleted from all locations including Google Drive.
- Ensure student writing that was scribed explicitly states "scribed" on it; this may apply to one or both writing tasks (page 14).
- Arrange make-up sessions, if needed, on or before the return date (page 9).
- Return every booklet (personalized and non-personalized, including unused copies) to the school assessment coordinator.

Student Participation

It is expected that most students participate in Nova Scotia Assessments. This section provides information about circumstances that may impact student participation. Refer to [Appendix B](#) (page 36) for examples of the assessment booklet back cover mentioned throughout this section.

Individual Program Plan (IPP)

Students with an academic IPP in language arts or mathematics are not required to participate in the corresponding part of the assessment. However, they may participate if the Student Planning Team determines it would be appropriate.

If a student with an IPP does participate:

- the student will receive a Student Assessment Report;
- the student's results will be included in overall school, region/CSAP, and provincial results;
- the back cover of the student booklet must be completed and signed by the principal.

Not Enrolled at the School

If a personalized booklet is received for a student who has moved or otherwise is not enrolled:

- fill in the "Not enrolled in grade 3 at this school" circle on the back cover;
- do not use the booklet for another student;
- do not send the booklet to a different school.

Absences and Make-up Sessions

Absence

- Students who are absent on administration days are expected to complete the assessment upon their return. Schedule make-up session(s) for the student(s).
- If a student returns during the administration, they will participate with their class and make up the missed day(s) before the return due date.
- If a student misses the entire administration and make-up period, fill in the "Absent" circle on the back cover of the booklet.

Late Arrival

- If a student arrives within the first half hour of the session, it is at the teacher's discretion whether the student participates on that day. The student must be given the full time of the assessment session and may be working on the assessment later than their peers.
- If a student arrives after the first half hour of the session, generally the student will have to complete that day of the assessment during a make-up session.

Leaving Early

- If a student must discontinue the assessment session unexpectedly after it has begun (e.g., leaving the school), collect the booklet, and note the reason. At the teacher's discretion, a make-up session may be arranged; if this is not possible, fill in the "Absent" circle on the back cover of the booklet.
- Consult with your school assessment coordinator for unusual circumstances.

Make-up Sessions

- The student should complete only one day of the assessment per make-up day.
- Try to ensure the entire assessment is finished on or before the return due date. If this is not possible, prioritize a component (i.e., completing both Day 1 and Day 2 in literacy or mathematics) when scheduling make-up days. If half or more of a component of the assessment is not completed, the student report will indicate “Not Enough Evidence” for that component of the assessment.

Exemptions

Fill in the “Exempt” circle on the back of the booklet for students who do not write some or all of the assessment due to a reason not listed above. Reasons for exemption could include the following:

- principal and Student Planning Team determine that participating would be inappropriate for this student;
- student is home-schooled and does not follow the Public School Program;
- other circumstances: please contact the Regional Assessment Coordinator to discuss.

English as an Additional Language (EAL) or French as an Additional Language (FAL)

Students learning EAL or FAL are generally expected to participate in the assessment.

Principals may exempt a student, in consultation with parents and guardians and the student, if:

- that student has been learning English/French for one year or less, or
- participating would be deemed inappropriate given the student’s current language skills.



In addition to any documented adaptations, students learning EAL or FAL may have access to the following supports without a documented adaptation:

- use of an electronic translator or bilingual dictionary on a screen large enough to be visible to the teacher such as computer, Chromebook, tablet, or iPad. These tools may only be used to translate individual words, not entire texts. Personal electronic devices (e.g., smartphones) are not permitted during provincial assessments;
- extra time: students may use up to twice the allotted time with periodic, supervised breaks.

French Immersion

French Immersion students participate in the Mathematics component of the assessment in French and do not participate in the Literacy component.

Other Circumstances Impacting Participation

Students who are:

- **enrolled in the Nova Scotia International Student Program (NSISP)** are expected to participate.
- **exhibiting heightened emotional state**
 - *leading up to* the assessment may be exempted. In this exceptional circumstance, the principal, in consultation with parents and guardians and the student, may exercise professional judgement to determine whether an exemption would be appropriate.
 - *during* the assessment should be offered support and, if appropriate, encouraged to continue. If the student is unable to continue the assessment that day, a make-up session may be arranged or the principal, in consultation with parents and guardians and the student, may exercise professional judgement to determine whether an exemption would be appropriate.
- **following the Public School Program at a different location** such as a hospital or long-term-care facility, are generally expected to participate; contact the Regional Assessment Coordinator to determine if participation is appropriate.
- **home-schooled** should be offered the opportunity to participate at their school, if following the Public School Program and registered at their local school. If students have been formally withdrawn and do not follow the Public School Program, they do not participate.
- **in combined classes** (non-grade-level students) do not participate in the assessment and should not be in the same classroom as participating students during the administration.
- **repeating a grade** should take the assessment a second time to provide updated results.
- **suspended** are expected to participate, at the school, preferably at the same time as their classmates, whether they are serving an in-school or out-of-school suspension.
- **other:** please contact the Regional Assessment Coordinator to determine if participation is appropriate.

Adaptations

Adaptations documented in TIENET and used on a regular basis in the classroom are generally available to the student while participating in the assessment. However, some adaptations compromise the validity of the assessment and are not permitted (page 16). Adaptations that were documented in TIENET for grade 2 that are still required may be used if the adaptations for grade 3 have not yet been entered into TIENET.

- Fill out the back cover *after* the assessment to ensure it accurately reflects the adaptations used. Refer to [Appendix B](#) (page 36) for examples of the assessment booklet back covers.
- Record only adaptations the student actively used on the back cover of the student booklet. Students may decide not to use an adaptation; do not record unused adaptations.
- If a student used an adaptation in both Literacy and Mathematics, document for both subjects.

Alternate Formats

The standard alternate formats are enlarged print, Braille, and black and white.

- The TIENET *Request for Alternate Formats (NSA and NSE)* document must be completed for all students requiring one of these formats.
- This TIENET document must be **finalized by April 1** for assessments in grade 3.
- PowerSchool roles that have TIENET access to create/finalize this form are School Administrators, Classroom Teachers, and Learning Support Teachers (e.g., Resource, Learning Centre Teachers).
- The *Request for Alternate Formats (NSA and NSE) – User Guide* is available online (ednet.ns.ca/inschool/).

If the alternate format required is not listed above, or if more information is needed, contact the Regional Assessment Coordinator or the Student Assessment Division at plans@novascotia.ca or 902.424.7746.

Note: In addition to filling in the circle on the back cover of the student booklet, also specify the type of alternate format used.

Read-aloud Adaptations

Consider a student's preference, comfort level with technology, and the format typically used in the classroom when selecting whether a human reader or assistive technology should be used for read-aloud.

A student must complete the assessment in the allotted time (including the optional extra 15 minutes) unless they have a documented adaptation for extra time (page 15).

Read-aloud: Human Reader

A student requiring a human reader should complete the assessment in a separate, quiet area so other students are not disturbed. During Literacy Days 1 and 2, students are encouraged to return to their classroom during and briefly after their stretch break to participate in the discussion prior to independent writing.

The reader must have a printed copy of this handbook and follow all administration scripts and procedures including the instructions below.

The reader must:

- read the assessment exactly as it appears in the booklet (verbatim);
- read abbreviations as they would be spoken (e.g., “ten grams” for 10 g);
- be aware of and follow punctuation – read in such a way that the student understands the use and purpose of punctuation, including the beginning and ending of each sentence;
- repeat readings as often as necessary and read consistently, the same way, each time.

The reader must not:

- add emphasis, inflection, or read in such a way as to prompt or guide the student;
- ask leading questions or provide suggestions, interpretations, or word definitions;¹
- alert the student to mistakes or show any reaction to the student’s responses;
- prompt the student in any way;
- initiate the use of test-taking strategies;
- correct the student’s responses or computations;
- engage in incidental conversations with the student, or with others, during the assessment.

Read-aloud: Assistive Technology (NSA-RA)

Students using the Nova Scotia Assessment – Read-aloud (NSA-RA) platform must be registered before **May 1**. They should be given an opportunity to test the platform *before* Day 1 of the assessment by using it to complete the sample questions. Refer to [Appendix A](#) (page 33) for detailed instructions on registration and using the platform.

Students may use the technology with headphones or earbuds in the classroom so other students are not disturbed. Other technologies such as a C-Pen that read printed text aloud may also be used, but the record feature must not be used. Read&Write for Google Chrome cannot be used for reading assessments aloud.

¹ During the *Mathématiques* portion of the assessment, if a French Immersion student is unfamiliar with a word unrelated to mathematics, the teacher may offer a description or synonym in the language of instruction. If the student requires further support, the teacher may then provide the translation of the word. Offer English only after other strategies have been tried to ensure that French remains the language of instruction.

Writing: Assistive Technology

Examples of assistive technology for writing include speech-to-text, word processors, and other writing software, as well as text-to-speech for reviewing written work. The tool used must not compromise the validity of the assessment and should show what students can write independently. Students may access grammar, spell-check, word prediction, thesaurus, and definition features during the writing portion of the assessment; however, if Co:Writer is used, the “Predict Ahead” feature must be turned off.

Internet access must be disabled, if possible. If this is not possible, the administering teacher *must* monitor the student to ensure appropriate use of technology during the administration. The use of internet resources or Artificial Intelligence (AI) to respond to writing prompts would invalidate the writing portion of the assessment, and a result of “Not Enough Evidence” would appear on the student report.

Students are encouraged to complete the assessment in the classroom, where appropriate. However, students who complete the assessment in an alternate location may return to their classroom during and briefly after their stretch break, so they can participate in the pre-writing discussion.

After the student has completed the writing,

- print the writing piece(s) and label with the student’s name and provincial ID on each page;
- insert the page(s) loosely inside the front cover of the student’s booklet – no staples, glue, tape, or paperclips;
- fill in the circle(s) in the adaptations used section on the back cover of the assessment booklet;
- delete digital versions from all locations including Google Drive.



Verbatim Scribe

In addition to students with a documented adaptation, students with a temporary condition such as a broken arm who are unable to physically write may use a verbatim scribe for reading, writing, and/or mathematics portions of the assessment. Students who use a verbatim scribe for one or both writing tasks will receive a result of “Not Enough Evidence” for Conventions – as there will not be sufficient information on the student’s independent use of conventions – but will receive an overall writing result and results for the criteria of Ideas, Organization, and Language Use.

A student with this adaptation should complete the assessment in a separate, quiet area so other students are not disturbed. Students are encouraged to return to their classroom during and briefly after their stretch break to participate in the pre-writing discussion leading into independent writing.

The scribe must have a printed copy of this handbook and follow all administration scripts and procedures including the following instructions.

The scribe must:

- fill in the circles on selected response items as directed by the student;
- write by hand directly in the student’s booklet, or type exactly what the student dictates;
- include the word “scribed” at the top of each writing task (in the booklet, if handwritten, or on printed typed copies);
- show the student the transcription after the student has finished dictating, or read the transcription, if requested;
- make any modifications the student requests (the scribe may erase, cross out, or insert as directed by the student).

The scribe must not:

- edit or alter the student’s dictation in any way without student request;
- alert the student to mistakes or show any reaction to the student’s responses;
- prompt the student in any way;
- initiate the use of test-taking strategies;
- correct the student’s responses or computations.

If the scribed writing has been typed,

- print the writing piece(s) and label with “scribed,” the student’s name and provincial ID on each page;
- insert the page(s) loosely inside the front cover of the student’s booklet – no staples, glue, tape, or paperclips;
- fill in the circle(s) in the adaptations used section on the back cover of the assessment booklet;
- delete digital versions from all locations including Google Drive.



Additional Time

A student with this documented adaptation may use up to twice the allotted time for the assessment with periodic, supervised breaks. This is over and above the extra 15 minutes per day offered to everyone.



Alternate Setting

A student with this documented adaptation may complete any part of the assessment in a different setting. The administering teacher should have a printed copy of this handbook to follow administration scripts and should be familiar with and follow all assessment administration procedures.

During Literacy Days 1 and 2, students are encouraged to return to their classroom during and briefly after their stretch break, if appropriate, to participate in the pre-writing discussion leading into independent writing. However, if multiple students are working in the same alternate location, they may choose to remain in that location for this discussion.

Operation Charts in Mathematics

If a student with a documented adaptation uses an operation chart during the assessment, it must be recorded on the back cover of the assessment booklet. Below are sample operation charts for addition and multiplication.

Operations tables are not operation charts and are not permitted on provincial assessments.

Operation Chart: Addition

+	1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10	11
2	3	4	5	6	7	8	9	10	11	12
3	4	5	6	7	8	9	10	11	12	13
4	5	6	7	8	9	10	11	12	13	14
5	6	7	8	9	10	11	12	13	14	15
6	7	8	9	10	11	12	13	14	15	16
7	8	9	10	11	12	13	14	15	16	17
8	9	10	11	12	13	14	15	16	17	18
9	10	11	12	13	14	15	16	17	18	19
10	11	12	13	14	15	16	17	18	19	20

Operation Chart: Multiplication

x	1	2	3	4	5	6	7	8	9	10
1						6	7			
2						12	14			
3						18	21			
4						24	28			
5						30	35			
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8						48	56			
9						54	63			
10						60	70			

Multiplication Table

0x0	2x0=0	3x0=0	4x0=0	5x0=0
1x1=1	2x1=2	3x1=3	4x1=4	5x1=5
1x2=2	2x2=4	3x2=6	4x2=8	5x2=10
1x3=3	2x3=6	3x3=9	4x3=12	5x3=15
1x4=4	2x4=8	3x4=12	4x4=16	5x4=20
1x5=5	2x5=10	3x5=15	4x5=20	5x5=25
1x6=6	2x6=12	3x6=18	4x6=24	5x6=30
1x7=7	2x7=14	3x7=21	4x7=28	5x7=35
1x8=8	2x8=16	3x8=24	4x8=32	5x8=40
1x9=9	2x9=18	3x9=27	4x9=36	5x9=45
1x10=10	2x10=20	3x10=30	4x10=40	5x10=50
6x0=0	7x0=0	8x0=0	9x0=0	1x0=0
6x1=6	7x1=7	8x1=8	9x1=9	10x1=10
6x2=12	7x2=14	8x2=16	9x2=18	10x2=20
6x3=18	7x3=21	8x3=24	9x3=27	10x3=30
6x4=24	7x4=28	8x4=32	9x4=36	10x4=40
6x5=30	7x5=35	8x5=40	9x5=45	10x5=50
6x6=36	7x6=42	8x6=48	9x6=54	10x6=60
6x7=42	7x7=49	8x7=56	9x7=63	10x7=70
6x8=48	7x8=56	8x8=64	9x8=72	10x8=80
6x9=54	7x9=63	8x9=72	9x9=81	10x9=90
6x10=60	7x10=70	8x10=80	9x10=90	10x10=100

Other

Other adaptations may be permitted on a case-by-case basis if they are documented in TIENET, used on a regular basis, and do not compromise the validity of what is being assessed. These must be recorded on the back cover of the student assessment booklet.

Adaptations That Are Not Permitted

Adaptations that compromise the validity of the assessment (i.e., impact the ability to assess what a student can do independently in relation to the curriculum outcomes) are not permitted. In these cases, the Student Planning Team should decide whether it is appropriate for the student to write the assessment without the adaptation or to be exempted.

If an adaptation is used that would compromise the validity of the results, the student report would read “Not Enough Evidence.”

The following examples of adaptations are not permitted because they do not allow for an independent determination of student performance in a large-scale assessment context:

- explaining items to students, defining concepts found within the curriculum, guiding students, and editing or rewriting student work;
- using a calculator, as it interferes with the assessment of student understanding regarding specific curriculum concepts;
- providing worked examples, cognitive credit cards, cue cards, and operations tables;
- Read&Write for Google cannot be used for the reading portion of assessments due to technological limitations. Students with read-aloud adaptations may access either a human reader or the Nova Scotia Assessment – Read-aloud (NSA-RA) platform.

Questions about adaptations may be directed to the Regional Assessment Coordinator or the Student Assessment Division at plans@novascotia.ca or 902.424.7746.

Administration Instructions

Assessments must be administered by teachers, including assessments being administered in alternate locations. Teachers administering the assessment must have a printed copy of this handbook and be familiar with the assessment schedules, procedures, and scripts.

Teachers must:

- Ensure a positive and encouraging environment for students participating in the assessment.
- Follow the teacher instructions and script for each day of the assessment.
- Ensure all students understand what they are to do and how to record their answers.
- Answer student questions about the assessment format, purpose, and timing.
- Circulate around the room frequently to ensure students are following directions, correctly filling in circles, and working in the correct part of the booklet.
- Encourage students to go back and check their work for the day if they finish early.
- Make sure students work only on the current day (not looking ahead or returning to a previous day).
- Make note of any problems encountered during the administration.
- Consult the school assessment coordinator with questions, if needed.

Teachers must not:

- Explain, elaborate, rephrase, or clarify assessment content or questions.
- Define concepts found within the curriculum; students may use a dictionary and thesaurus during reading and writing assessments.
- Rewrite or edit student handwriting, even if it is difficult to read.
- Prompt the student in any way or initiate the use of test-taking strategies.

Supports Available for Students

To ensure a consistent administration across the province, and to accurately assess what students can do independently, it is important that teachers do not help students in ways that could compromise the validity of the assessment.

Permitted Supports

- Dictionaries and thesauri, paper or electronic, are permitted during the reading and writing portions of assessments.
- Translators and bilingual dictionaries are permitted for those learning English as an Additional Language or French as an Additional Language (page 9).
- Privacy screens and personal offices are permitted only if cognitive credit cards, worked examples, etc. are not displayed (page 16).
- If a student is having difficulty with a word in the reading or writing portion of the assessment, the teacher may quietly read that word verbatim, with no elaboration or explanation.
- If a student is having difficulty with a word or question in the mathematics or *mathématiques* portion of the assessment, teachers may quietly read the word or question aloud, with no elaboration or explanation.
 - If the word is unrelated to mathematics and the student is unfamiliar with it, the teacher may offer a description or synonym in the language of instruction.
 - If a French Immersion student requires further support, the teacher may then provide the translation of the word. Offer English only after other strategies have been tried to ensure that French remains the language of instruction.

Prohibited Supports

- Teachers may not read an entire text or question in reading and writing assessments unless the student has a documented read-aloud adaptation: human reader/assistive technology.
- Dictionaries and thesauri are not permitted during mathematics assessments.
- Personal electronic devices are not permitted. If students require access to electronic dictionaries or translators for reading or writing, they may use a teacher-monitored device with a screen large enough for the teacher to read.
- Operations tables, cognitive credit cards, cue cards, and worked examples should not be displayed in the classroom and are not permitted even with a documented adaptation (page 16).
- Calculators are not permitted (page 16).

Literacy: Teacher Instructions and Scripts

Total time each day: 100–125 minutes

- 45 minutes for Reading
- 5–15 minutes for stretch break
- 50 minutes for Writing (includes 5 minutes for pre-writing prompt discussion)
- Up to 15 minutes extra for all students, if needed, to complete work from that day

The morning of the assessment

- Consult the [Teacher Checklist](#) (page 6) to ensure the classroom and student materials are prepared.
 - Have student booklets ready to distribute.
 - Put aside booklets of students who are absent/not participating (do not use for anyone else).
 - Use a non-personalized booklet for any student who doesn't have a personalized booklet. Write student's full name, date of birth, and provincial ID on the cover.
 - Make sure students have a book to read or another quiet activity to complete if they finish early.
 - Make sure paper or electronic dictionaries and thesauri are available.
 - Students may take turns using a teacher-monitored device to access an electronic dictionary or thesaurus. The screen must be large enough to be visible by the teacher.
 - Personal electronic devices may not be used.
 - Make sure students are quietly seated with a pen or pencil. Pencils should be sharpened for readability.
 - Follow the scripts and instructions in this section to ensure a consistent administration for all students.
-

Step 1 Teacher Instructions



- Read the following scripts to students on both Days 1 and 2.
 - Where **bolded**, read the first part on Day 1 and the second part on Day 2.
 - *Italics* are instructions to the teacher and should not be read aloud.
 - Use an encouraging tone. A positive, relaxed atmosphere will help students do their best work.
-

Step 2 Teacher Script



- Today is [**Day 1/Day 2**] of the Literacy assessment. It will help us learn what you know and can do as a reader and writer, and help us support your learning.
- This morning, you are going to read some texts and answer questions about what you read. There will be a mix of questions – some will be easier, and some might feel more difficult. That's on purpose. It helps show the different skills you're learning. All we ask is that you try your best.
- After the reading section, we will have a stretch break, and then you will work on a writing activity.
- I am going to hand out the booklets now. Please don't open your booklet until I tell you.

Step 3 Teacher Instructions



- While handing out the booklets, ensure students get the correct booklet as they are personalized.
- You may need to remind students to keep the booklets closed until you're ready to begin.

Step 4 Teacher Script



- All of your work will be done in the booklet. Make sure your name is on the front cover.
- Open your booklet to **[page 1/page 19]** and follow along while I read the Notes to Student:
 - Today you will read and answer questions, and then complete a writing activity.
 - Read all choices carefully before choosing the best answer.
 - Remember to choose only one answer for each question.
 - Completely colour the circle beside your answer (for example, ●).
 - You may use a dictionary at any time.
 - Stop at the stop sign and close your booklet.
- Do your best to answer all the questions. If you are unsure of an answer, choose your best answer and move on. Don't spend too much time on any one question.
- If you want to change an answer, cross it out or erase it completely and fill in the circle beside your new answer.
- You will have 45 minutes for the reading section. When you get to the stop sign, go back to the beginning of today's work to make sure you have answered all the questions and close your booklet. After you've done that, you can work on your quiet activity at your desk until I announce the stretch break.
[Teacher can specify the quiet activity.]
- Do you have any questions?
- Please begin.

Step 5 Teacher Instructions

- Begin timing the 45 minutes for the reading section.
- Circulate around the room to make sure students are following directions and are at the correct place in their booklets.
- Encourage any students who finish the reading section early to check their work and silently read a book at their desks (or other quiet activity) until the break is announced.
- When the 45 minutes are up, or earlier if all students have finished, announce the stretch break (5–15 minutes).

Step 6 Teacher Script

- Please close your assessment booklet and leave it on your desk.
- After the break, we will begin the writing activity. If needed, you will have more time after the writing activity to complete the reading section.
- Now we are going to take a stretch break.

Step 7 Teacher Instructions

- After the stretch break, students should return to their desks. Ensure students' pencils are sharp to improve readability.
- You will lead students through a pre-writing activity. Do not record ideas on the board since students must work independently.

Step 8 Teacher Script

- Please open your assessment booklet to the writing section on **[page 14/page 32]**.
- Read the instructions.
- Take a minute to think about what you would like to write about.
- Now we are going to share some of your ideas before you begin planning your writing on your own.

Step 9 Teacher Instructions

- After students read the instructions, they may discuss in partners and/or as a whole class their ideas about the writing prompt before they begin planning their writing (3–5 minutes).

Step 10 Teacher Script

- You can use the box on [page 14/page 32] to plan your writing.
- You will have 45 minutes to write. You only have to write a first draft.
- After you have completed your writing, please read it carefully. Look for places where you can make revisions or edits on your draft.
- There are dictionaries and thesauri available.
- If you finish your writing early, you can go back to review today's reading activities if you didn't get a chance to finish.
- Once you have reviewed your work for the day, close your assessment booklet and keep it on your desk until I collect it.
- You can work on your quiet activity at your desk until the assessment time is over. *[Teacher can specify the quiet activity.]*
- Do you have any questions?
- Please begin.

Step 11 Teacher Instructions

- Begin timing the 45 minutes for writing.
- Circulate around the room to make sure students are following directions and are at the correct place in their booklets.
- If you see students who are unable to engage with the prompt, encourage them to write on a topic of their choice; you may suggest a known topic of interest. Students are not required to adhere to the prompt.
- Do not otherwise help students with their writing. Students are expected to complete the task independently; this ensures a consistent administration for all students in the province.
- In an effort to be responsive to students' experiences with reading and writing, there is a brief survey at the end of Day 2. Please encourage students to complete this, as we value their feedback.
- When the 45 minutes are up, or earlier if all students have finished, please let the students know that the assessment for today is over.

Step 12 Teacher Script



- The time for the writing section has ended.
- Everyone who has not finished can keep working for another 15 minutes on either the reading or writing sections that you worked on today.
- If you have finished, you can use this time to review your work from today. Make sure that you have answered all the reading questions and that your writing is complete.
- **[Day 2 only]** After you have reviewed your work for today, please complete the survey on page 36 in your booklet. After you finish the survey, close your booklet and leave it on your desk.
- You can work on your quiet activity at your desk until the assessment time is over. *[Teacher can specify the quiet activity.]*

Step 13 Teacher Instructions



- Once the time is up, or earlier if all students have completed the day's assessment, the session has ended.

Step 14 Teacher Script



- Our time is up for today. Great job, everyone!

Step 15 Teacher Instructions



- Collect the student booklets.
- Complete the back covers of the booklets for students who:
 - o were absent or otherwise did not participate;
 - o were unable to complete the assessment day;
 - o used a documented adaptation during the assessment;
 - o used a scribe – ensure the writing task(s) have been labelled “scribed.”
- If student writing has been completed using technology,
 - o print the writing piece(s) and label with the student's name and provincial ID on each page;
 - o insert the page(s) loosely inside the front cover of the student's booklet – no staples, glue, tape, or paperclips;
 - o delete digital versions from all locations including Google Drive.
- Keep all student booklets in a secure location until they are required for the next day of the assessment.
- Arrange a make-up assessment session for students who were absent (page 9).



**The Nova Scotia Assessment is a secure form.
Do not copy or retain any part of the assessment, including student work.**

Mathematics: Teacher Instructions and Scripts

French Immersion teachers: use the *Mathématiques – instructions et scripts pour l’enseignant* (page 28).

Total time each day: 65–90 minutes

- 30 minutes to work on Mathematics
- 5–15 minutes for stretch break
- 30 minutes to continue Mathematics
- Up to 15 minutes extra for all students, if needed, to complete work from that day

The morning of the assessment

- Consult the [Teacher Checklist](#) (page 6) to ensure the classroom and student materials are prepared.
 - Have student booklets ready to distribute. Put aside booklets of students who are absent or not participating (do not use for anyone else).
 - Use a non-personalized booklet for any student who does not have a personalized booklet. Write the student ID, full name and date of birth on the cover.
- Make sure students have a book or other quiet activity to complete if they finish early.
- Ensure the following required materials are available for each student:
 - sharpened pencils and erasers
 - a ruler and regularly used mathematics manipulatives (e.g., base-ten materials, pattern blocks, 3D solids)
- Make sure students are quietly seated.
- Calculators are not permitted.
- No scrap paper is to be used. All work must be done in the student assessment booklets.
- Follow the scripts and instructions in this section to ensure a consistent administration for all students.

Step 1 Teacher Instructions



- Read the following scripts to students on both Days 1 and 2.
- Where **bolded**, read the first part on Day 1 and the second part on Day 2.
- *Italics* are instructions to the teacher and should not be read aloud.
- Use an encouraging tone. A positive, relaxed atmosphere will help students do their best work.

Step 2 Teacher Script



- Today you will be writing [**Day 1/Day 2**] of the Mathematics assessment. It will help us learn what you know and can do in mathematics, and help us support your learning.
- There will be a mix of questions – some will be easier, and some might feel more difficult. That’s on purpose. It helps show the different skills you’re learning. All we ask is that you try your best.

Step 2 Teacher Script (continued)



- There is no stop sign in the middle of the questions today, but we will take a stretch break about halfway through our time. There is a stop sign at the end of this day's work.
- I am going to hand out the booklets now. Please don't open your booklet until I tell you.

Step 3 Teacher Instructions



- While handing out the booklets, ensure students get the correct booklet as they are personalized.
- You may need to remind students to keep the booklets closed until you're ready to begin.

Step 4 Teacher Script



- All of your work will be done in the booklet. Make sure your name is on the front cover.
- Open your booklet to [**page 37/page 53**] and follow along while I read the Notes to Student:
 - Today you will answer mathematics questions.
 - Look carefully at pictures, charts, or graphs, and think about the information before choosing your answer.
 - Remember to choose only one answer for each question.
 - Completely colour the circle beside your answer (for example, ●).
 - Show your work in the space provided in your booklet.
 - Stop at the stop sign and close your booklet.
- Do your best to answer all the questions. If you are unsure of an answer, choose your best answer and move on. Don't spend too much time on any one question.
- If you want to change an answer, cross it out or erase it completely and fill in the circle beside your new answer.
- Remember to use the manipulatives that you have at your desk. If you want to use more manipulatives, let me know and I will bring them to you.
- Today's session will last one hour with a stretch break after thirty minutes. I will let you know when it's time for the stretch break. As a reminder, you will not see a stop sign before the stretch break like you did in the Literacy section.
- Do you have any questions?
- Please begin.

Step 5 Teacher Instructions



- Begin timing the first 30 minutes.
- Circulate around the room to make sure students are following directions and are at the correct place in their booklets.
- When the 30 minutes are up, announce the stretch break (5–15 minutes).

Step 6 Teacher Script



- Now we are going to take a stretch break.
- Please close your assessment booklet and leave it on your desk.
- After the break, you will continue to work on the assessment where you left off.

Step 7 Teacher Instructions



- Begin timing the second 30 minutes after students have settled from their stretch break.
- Move around the room to make sure students are following directions and are at the correct place in their booklets.
- Encourage any students who finish early to check their work for the day. They may not look ahead or back to previous days.
- In an effort to be responsive to students' experiences with mathematics, there is a brief survey at the end of Day 2. Please encourage students to complete this, as we value their feedback.
- Students who finish early may silently read a book or complete a quiet activity at their desks.
- When the 30 minutes are up, or earlier if all students have finished, please let the students know that the assessment day is over.

Step 8 Teacher Script



- 60 minutes have passed.
- Everyone who has not finished can keep working for another 15 minutes.
- If you have finished, you can use this time to go back to the beginning of today's work and make sure you have answered all the questions.
- **[Day 2 only]** After you have reviewed your work for today, please complete the survey on pages 70 and 71 in your booklet. After you finish the survey, close your booklet and leave it on your desk.
- You can work on your quiet activity at your desk until the assessment time is over. *[Teacher can specify the quiet activity.]*

Step 9 Teacher Instructions

- Once the time is up, or earlier if all students have completed the day's assessment, the session has ended.

Step 10 Teacher Script

- Our time is up for the day. Great job, everyone!

Step 11 Teacher Instructions

- Collect the student booklets.
- Complete the back covers of the booklets for students who:
 - o were absent or otherwise did not participate;
 - o were unable to complete the assessment day;
 - o used a documented adaptation during the assessment.
- Keep all student booklets in a secure location until they are required for the next day of the assessment. Give them to the school assessment coordinator at the end of the assessment.
- Arrange a make-up assessment session for students who were absent (page 9).

**The Nova Scotia Assessment is a secure form.
Do not copy or retain any part of the assessment, including student work.**

Mathématiques – instructions et scripts pour l’enseignant

Durée totale par jour : entre 65 et 90 minutes

- 30 minutes pour l’Évaluation de mathématiques
- pause de 5 à 15 minutes pour faire des étirements
- 30 minutes pour la suite de l’Évaluation de mathématiques
- jusqu’à 15 minutes supplémentaires (si nécessaire) pour permettre à tous les élèves de terminer leur travail pour la journée

Le matin de l’évaluation

- Consulter le [Teacher Checklist](#) (page 6) pour vérifier que la salle de classe et le matériel pour les élèves sont bien prêts.
- Préparer les cahiers des élèves pour qu’ils soient prêts à être distribués.
 - Mettre de côté les cahiers des élèves qui sont absents ou qui ne participent pas à l’évaluation. (Ne pas les utiliser pour qui que ce soit d’autre.)
 - Lorsqu’un élève n’a pas de cahier personnalisé, utiliser un cahier non personnalisé. Écrire le nom complet de l’élève, sa date de naissance et son numéro d’identification provincial sur la page couverture.
- S’assurer que chaque élève dispose d’un livre ou d’une autre activité à faire en silence s’il termine avant la fin.
- Vérifier que le matériel obligatoire suivant est disponible :
 - un crayon bien taillé et une gomme pour chaque élève ;
 - une règle et les matériels de manipulation utilisés régulièrement, pour chaque élève pour l’évaluation de mathématiques (par exemple, le matériel de base dix, les blocs-formes, les solides en trois dimensions, etc.).
- Vérifier que les élèves sont bien assis en silence.
- Il est interdit aux élèves d’utiliser une calculatrice.
- Il est interdit d’utiliser du papier brouillon. Tout le travail doit être fait dans le cahier d’évaluation.
- Suivre les scripts et les instructions de la présente section pour veiller à ce que l’évaluation se déroule de la même manière pour tous les élèves.

Étape 1 Instructions pour l’enseignant



- Lire les scripts suivants aux élèves lors de l’évaluation des jours 1 et 2.
- Lorsqu’une expression est en **gras dans le script**, lire la première option lors du jour 1 et la deuxième option lors du jour 2.
- Lorsqu’un passage est en *italique*, il est destiné à l’enseignant et ne doit pas être lu à voix haute aux élèves.
- Utiliser un ton encourageant. Pour que les élèves fassent de leur mieux, il faut instaurer un climat positif et détendu.

Étape 2 **Script pour l'enseignant**



- Aujourd'hui, c'est le [**jour 1 / jour 2**] de l'évaluation de mathématiques. Cette évaluation nous aidera à mieux comprendre ce que vous savez et ce que vous pouvez accomplir en mathématiques afin de mieux soutenir votre apprentissage.
- Il y aura un mélange de questions – certaines seront plus faciles, et d'autres pourront vous sembler plus difficiles. C'est fait exprès : cela nous permet de bien comprendre les différentes compétences que vous êtes en train d'apprendre. Tout ce que nous vous demandons, c'est de faire de votre mieux.
- Nous ferons une pause pour nous étirer vers le milieu de l'évaluation. Il y a un panneau d'arrêt à la fin du travail de cette journée.
- Je vais maintenant vous distribuer les cahiers. N'ouvrez pas votre cahier tant que je ne vous ai pas donné le signal.

Étape 3 **Instructions pour l'enseignant**



- Lors de la distribution des cahiers, vérifier que chaque élève reçoit bien le bon cahier personnalisé en son nom.
- Il faut parfois rappeler aux élèves de ne pas ouvrir le cahier tant que vous n'avez pas donné le signal.

Étape 4 **Script pour l'enseignant**



- Vous ferez tout votre travail dans le cahier. Vérifiez bien que votre nom figure sur la couverture.
- Ouvrez votre cahier à la [**page 1 / page 17**] et suivez pendant que je lis à haute voix les notes pour l'élève :
 - Aujourd'hui, tu vas répondre à des questions de mathématiques.
 - Examine attentivement les images, les tableaux et les graphiques et réfléchis bien aux informations avant de choisir ta réponse.
 - Choisis une seule réponse par question.
 - Noircis le cercle à côté de ta réponse (par exemple, ●).
 - Montre ton travail dans l'espace prévu dans ton cahier.
 - Arrête-toi au panneau « Arrêt » et ferme ton cahier.
- Faites de votre mieux pour répondre à toutes les questions. Si vous n'êtes pas sûr de la réponse, choisissez la meilleure réponse selon vous et passez à la question suivante. Ne perdez pas trop de temps sur une seule et même question.

Étape 4 **Script pour l'enseignant (suite)**



- Si vous voulez modifier votre réponse, barrez-la clairement ou effacez-la complètement et noircissez le cercle correspondant à votre nouvelle réponse.
- N'oubliez pas d'utiliser le matériel de manipulation que vous avez sur votre pupitre. Si vous voulez d'autre matériel, dites-le-moi et je vous l'apporterai.
- L'évaluation d'aujourd'hui durera une heure avec une pause pour faire des étirements au bout de 30 minutes. Je vous dirai quand ce sera le temps de la pause pour faire des étirements.
- Est-ce que vous avez des questions ?
- Vous pouvez maintenant commencer.

Étape 5 **Instructions pour l'enseignant**



- Commencer à chronométrer les 30 minutes prévues. Circuler dans la salle pour vérifier que les élèves suivent bien les instructions et sont bien au bon endroit dans leur cahier.
- Au bout des 30 minutes, annoncer que c'est les temps de la pause pour faire des étirements (de 5 à 15 minutes).

Étape 6 **Script pour l'enseignant**



- Nous allons maintenant faire une pause pour faire des étirements.
- Fermez votre cahier d'évaluation et laissez-le sur votre pupitre.
- Après la pause, vous reprendrez l'évaluation là où vous vous êtes arrêtés.

Étape 7 Instructions pour l'enseignant



- Une fois que les élèves se sont bien rassis après la pause pour faire des étirements, commencer à chronométrer la deuxième période de 30 minutes.
- Circuler dans la salle pour vérifier que les élèves suivent bien les instructions et sont bien au bon endroit dans leur cahier.
- Encourager les élèves qui terminent l'évaluation avant la fin à se relire. Il est interdit de regarder les pages des journées suivantes et de revenir aux évaluations des jours précédents.
- Pour tenir compte, dans les prochaines versions de l'évaluation, de la façon dont les élèves ont vécu les évaluations de mathématiques, nous avons prévu un bref questionnaire à la fin des évaluations du jour 2. Encourager les élèves à remplir ce questionnaire, parce que leur avis est important. Merci.
- Les élèves qui finissent avant la fin peuvent lire un livre ou faire une activité en silence à leur pupitre.
- Au bout des 30 minutes (ou avant, si tous les élèves ont terminé), dire aux élèves que l'évaluation est terminée pour aujourd'hui.

Étape 8 Script pour l'enseignant



- La période de 60 minutes est désormais terminée.
- Si vous n'avez pas terminé, vous pouvez continuer de travailler pendant 15 minutes supplémentaires.
- Si vous avez terminé, vous pouvez profiter de cette période supplémentaire pour relire votre travail. Retournez au début de votre travail d'aujourd'hui et assurez-vous de vérifier que vous avez répondu à toutes les questions.
- **[Jour 2 seulement]** Une fois que vous avez relu votre travail d'aujourd'hui, veuillez remplir le questionnaire qui se trouve dans votre cahier sur les pages 34 et 35. Ensuite, fermez votre cahier et laissez-le sur votre pupitre.
- Vous pouvez faire une activité en silence à votre pupitre jusqu'à la fin de la période d'évaluation. *[L'enseignant peut indiquer l'activité que l'élève peut faire en silence.]*

Étape 9 Instructions pour l'enseignant



- À la fin du temps supplémentaire alloué (ou avant, si tous les élèves ont terminé), dire ce qui suit.

Étape 10 Script pour l'enseignant



- C'est fini pour aujourd'hui. Bon travail, tout le monde !

Étape 11 **Instructions pour l'enseignant**



- Ramasser les cahiers d'évaluation.
- Remplir le dos du cahier pour les élèves :
 - o qui ont été absents ou qui n'ont pas participé pour une autre raison ;
 - o qui ne sont pas parvenus à terminer les évaluations de la journée ;
 - o qui ont utilisé une adaptation consignée dans leur dossier pendant l'évaluation.
- Ranger tous les cahiers des élèves en lieu sûr jusqu'à ce qu'ils soient nécessaires pour le jour suivant de l'évaluation. Les confier à la personne responsable de la coordination des évaluations dans l'école à la fin de l'évaluation.
- Organiser des séances de rattrapage pour les élèves absents (page 9).

L'évaluation provinciale de la Nouvelle-Écosse est un formulaire sécurisé.

Il est interdit de copier ou de conserver l'évaluation en tout ou en partie, sachant que cela comprend les travaux des élèves.

Appendix A: Nova Scotia Assessment – Read-aloud

The Nova Scotia Assessment – Read-aloud (NSA-RA) platform provides an audio recording of provincial assessments to a student who has a read-aloud adaptation documented in TIENET and regularly uses it for classroom assessments. We recognize the realities and variances that technology present; therefore, if students experience technical issues, we recommend a back-up plan to have a human reader.

Registration

- Classroom teachers must register eligible students in advance for the NSA-RA
- NSA-RA registration must be done at the school site (requires school IP address)
- NSA-RA Registration for grade 3: **March 1–May 1**
- NSA-RA Registration URL: plans.ednet.ns.ca/content/school-registration

Registration Instructions

1. Select the number of students to register.
 - Up to 10 students can be registered at a time; complete registration a second time if registering more than 10 students.
2. Select the grade and program.
 - If registering both English and French Immersion students, complete separate registrations.
 - If registering Intensive French program students, complete English registrations.
3. Click *Set up form*.
 - Enter the **student** GNSPES username/ID.
 - Click *Tab* which displays student name/grade and moves to the next field.
 - Only enter username/ID (do not include @gnspec.ca; do not register teacher GNSPES usernames/IDs; do not submit usernames/IDs that alert username is not found).
 - Click *Submit Registrations*.

Complete this request at the school site where the student attends.

Step 1. Requesting Read-Aloud (audio files) for how many students?
Select number

Step 2. In what grade and program?
Select Grade & Program

Step 3. Set up form

Access & Use Policy (French) | Code of Conduct (French) | Department of Education and Early Childhood Development | Google Apps Support

Read-Aloud adaptation requested by:

Region: NS
School: [redacted]
Teacher: [redacted]
From IP: [redacted]

This information will be saved with your request.

For the following students completing Literacy and Mathematics in Grade 3:
Enter GNSPES username only. For example, abc123456.
TAB (NOT ENTER) to next space.

abc123456	No user found.

Submit Registrations

Access & Use Policy (French) | Code of Conduct (French) | Department of Education and Early Childhood Development | Google Apps Support

NSA-RA Platform Access Dates

April 27–May 8, 2026: sample questions audio

May 11–26, 2026: assessment audio

Student Access Instructions

Ensure students access the NSA-RA to complete the sample questions mini-lessons so that they become familiar with the types of questions and the format of the NSA-RA platform.

Students are encouraged to use the NSA-RA platform as they typically do when using audio/read-aloud during regular class time (i.e., using headphones or earbuds rather than relocating to another area in the school).

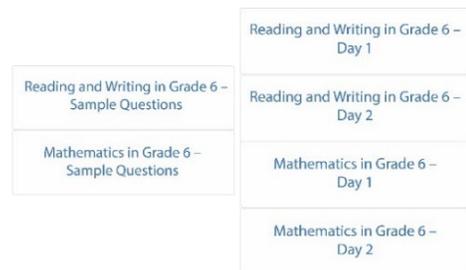
NSA-RA is only available from school site IP addresses from Monday through Friday during access dates between 8:00 am–3:00 pm.

The NSA-RA icon is available on the GNSPES landing page for registered students during scheduled access dates.

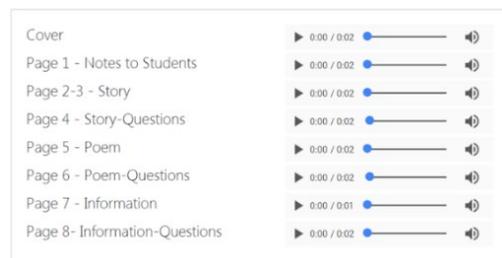
Step 1: Log into GNSPES (gnspes.ca) and then click on the NSA-RA icon under the Learning Resources & Support block of the GNSPES landing page.



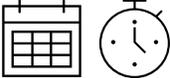
Step 2: To access the audio files for sample questions and for the day of the assessment being completed, click on the corresponding block.



Step 3: Click on the Play button (▶) to play the audio file; click on the pause button (⏸) to stop an audio file; drag sliders to replay a section or to skip ahead. Audio files are displayed in the order of the booklet.



Troubleshooting

NSA-RA access issue	Troubleshooting suggestion	
<p>NSA-RA audio access dates/times</p> 	<ul style="list-style-type: none"> • Sample questions audio files are available from 8:00 am to 3:00 pm, Monday through Friday, prior to the assessment administration dates (refer to the NSA-RA Platform Access Dates listed above). • Assessment audio files are available from 8:00 am to 3:00 pm, Monday through Friday, during the assessment administration dates (refer to the NSA-RA Platform Access Dates listed above). 	
<p>NSA-RA icon is not on the student's GNSPES landing page</p> 	<p>GNSPES account</p>	<ul style="list-style-type: none"> • The NSA-RA icon is available on the GNSPES landing page for students who are registered. • Ensure that the student is logged into their account, not a guest or other student account: click <i>Logout</i> and log back into GNSPES (even though a student logged in, the browser may remember a previous user). • In the Google Chrome browser, check which GNSPES account is logged in by clicking on the circle icon/picture on the top right of the browser, and select <i>Sign out</i>.
	<p>Browser</p>	<p>The recommended browser is Google Chrome; however, try logging in with another browser such as Edge, Firefox, etc.</p>
	<p>Device</p>	<p>If the device the student is using is not working, try logging in with a different device.</p>
	<p>IP address</p>	<p>NSA-RA only works on registered school site IP addresses. If your school has a new internet provider, new IP addresses are assigned. To confirm school site/school IP, go to whatismyip.com.</p>
<p>Still not working?</p> 	<p>Recognizing the realities and variances that technology present, if students have any technical issues, a back-up plan for a human reader is recommended.</p>	

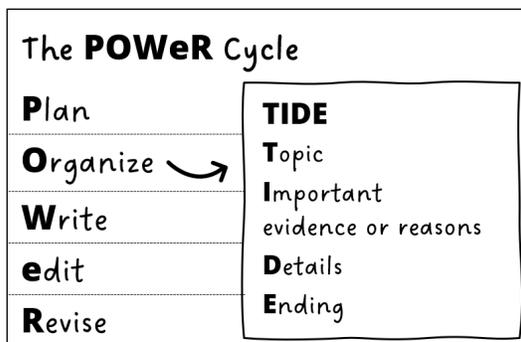
Appendix B: Guidance for Displaying Support Materials

Anchor charts and other visual supports are helpful teaching tools that can reinforce key ideas and support learning. However, they may affect the fairness of provincial assessments, especially if they include instructions, examples, step-by-step strategies, or, in mathematics, definitions. To keep the assessment valid and meaningful, it's important to think carefully about what these supports show. Visual supports should not take the place of students using their own independent thinking, reasoning, or problem-solving skills. A helpful way to check this is to ask:

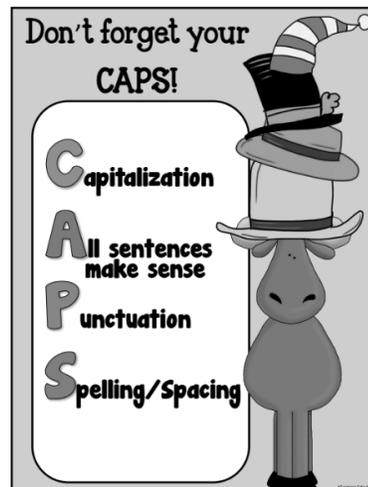
- Does it list strategies or steps to follow?
- Does it show an example?
- Does it explain **how** to solve a problem or produce a writing piece?

If the answer is yes, the chart should be covered or removed for the assessment.

✓ Literacy examples: may be displayed



This chart is acceptable because it is a reference for students but does not provide the instructional "how-to." Students would need to independently implement these steps.

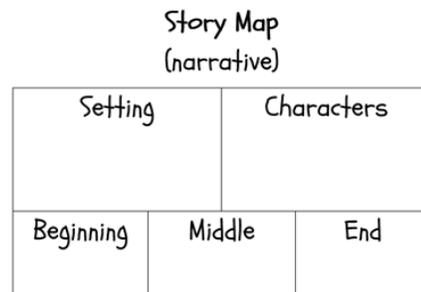


This chart is acceptable because it serves as a reminder for students to check over their own writing. It does not tell them how to edit their writing or give examples.

TRANSITION WORDS

One day	Suddenly
Long ago	Then when
Last year	When I
When I was...	Finally
After that	Next
And then,	First, then, finally
As soon as	Sometimes

This chart is acceptable because it includes an assorted list of transitional words that students may include in their writing, like a word wall. Students would still need to have an independent understanding of how and when to use transitions effectively in their own writing.



This chart is acceptable because it is a graphic organizer for students to reference as they independently plan their writing.

✗ Literacy examples: may not be displayed

Sentence starter ideas!		
Section	Sentence Starters	
T	Topic	In the story/article... - Title, author - Context - Thesis:
I	Important evidence or reasons	The first example shows... Another example... Finally...
D	Details	This explains... This example shows... This proves... It seems...
E	Ending	In conclusion - restate idea All in all... As you can see... To sum up...

This chart is not permitted because it provides guidance on how and when to use sentence starters. To ensure a fair assessment of Organization and Language Use, students need to demonstrate their independent understanding without this type of support.

Quotation Marks

“Want to go to the park?”
asked Jamie.

Sachi replied, “Yes! When
should we go?”

“Around lunchtime,” Jamie said.

“That’s a good time for me,”
Sachi answered. “Just let me
ask my nana.”

This chart is not permitted because it gives instructions on how to punctuate dialogue correctly. To fairly assess Conventions, students must show what they know and can apply on their own, without instructions.

TRANSITIONS

First...	Then....	Next...	Last
Firstly, To start, First of all, One day,	Now, Secondly, After, As well,	Additionally, Thirdly, To continue, Third of all,	Last of all, Finally, In the end Fourthly,

OPINIONS

Sentence starters	Other strong words	Concluding words
I think I feel strongly I believe In my opinion	Best Greatest Should, Must All, Every	As you can see, To sum up, In the end, Clearly,

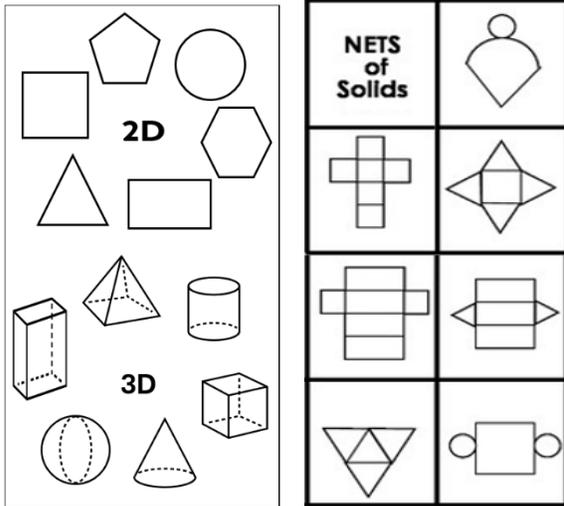
These charts are not permitted because they offer guidance on how and when to use transitional expressions. To ensure a fair assessment of Organization and Language Use, students need to demonstrate their independent understanding of these concepts.

Narrative

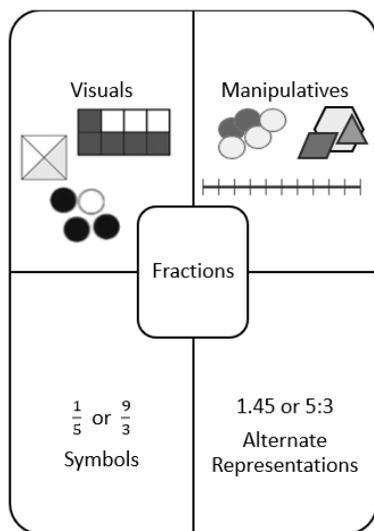
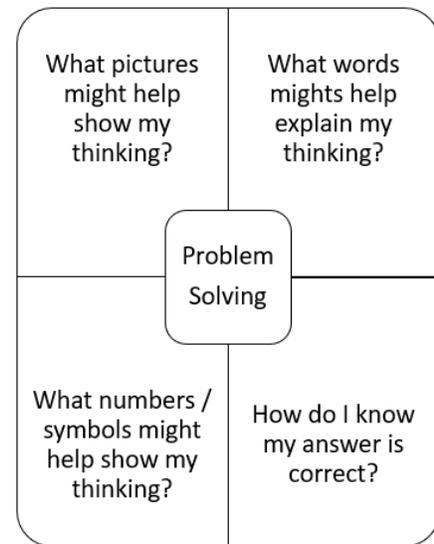
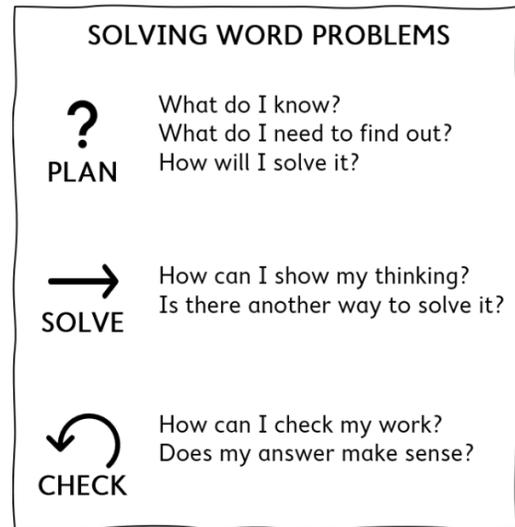
1. Small moment		
2. Beginning	Middle	End
- setting - characters - prepare for action to come	- order of events - feelings - transition words - showing not telling	- resolve problem - include feelings - lesson learned
3. Show! (Don't tell) → Sensory details		
4. Transition words		

This chart is not permitted because it provides guidance on how to organize writing and suggests content ideas. To fairly assess Ideas and Organization, students must demonstrate their own independent thinking and planning of writing.

✓ **Mathematics examples: may be displayed**



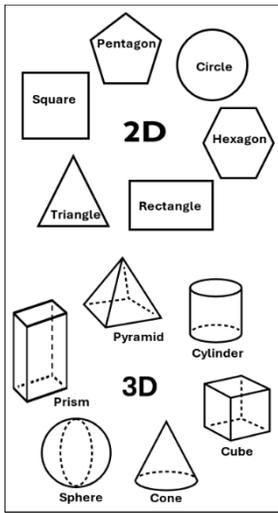
These charts are acceptable because, without names for the shapes and objects, they do not provide a definition for students to reference. Names without pictures (e.g. word walls) are also acceptable. The representation of nets is permitted since it does not indicate which object each net corresponds to.



This chart is acceptable because it includes various representations of fractions but does not show equivalent fractions, relate one fraction to another, or provide definitions. The chart encourages students to think independently about different ways to represent a fraction.

These charts with prompting questions are acceptable because they remind students to use their own strategies without providing worked examples, strategies, or procedures for solving specific problems. They support students' independent thinking without giving away how to solve assessment items.

✗ Mathematics examples: may not be displayed



This chart is not permitted in a grade 3 or grade 6 classroom because it includes names along with the images, defining the shapes for students.

SOLVING WORD PROBLEMS

Addition

Max loves apples! He ate 6 apples in the morning. Then he ate 2 apples that night. How many apples did Max eat?

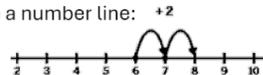
Write the equation:

$$6 + 2 = ?$$

Draw a picture:



Use a number line:



Finish the question:

$$6 + 2 = 8$$

Write the answer in a sentence:

Max ate 8 apples in all.

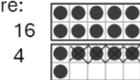
Subtraction

Jill went to the fair. She had 16 tickets to go on rides. Jill used 4 tickets on the roller coaster. How many tickets did she have left?

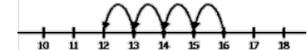
Write the equation:

$$16 - 4 = ?$$

Draw a picture:



Use a number line:



Finish the question:

$$16 - 4 = 12$$

Write the answer in a sentence:

Jill has 12 tickets left.

This chart is not permitted because it provides worked examples and includes strategies and procedures showing how to solve math problems. This type of chart provides direct instructions and examples of how to solve problems, rather than encouraging student reasoning.

All About Fractions

What is a fraction?

Shows equal parts of a whole

Equal parts:

Fraction bar:

1/5	1/5	1/5	1/5	1/5
-----	-----	-----	-----	-----

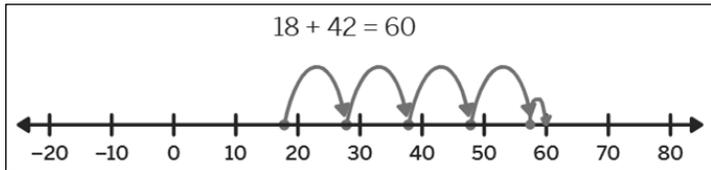
Parts of a set:

★	★	☆	☆	☆
★	★	☆	☆	☆

Numerator: $\frac{2}{5}$ Parts being counted
Denominator: $\frac{2}{5}$ Total number of parts

Number line:

This chart is not permitted because it provides definitions, shows relationships, and reveals equivalent fractions. This could give away answers and give students an unfair advantage during the assessment.



This chart is not permitted because it shows a worked example of using a number line to solve an addition problem. Students should be able to use tools like this independently during the assessment.

Appendix C: Assessment Booklet Back Covers

Below are examples of the back covers of the Nova Scotia Assessments: Literacy and Mathematics in Grade 3 and *Mathématiques en 3^e année*.

Teachers fill out the back cover *after* the assessment to ensure it accurately reflects participation status and any adaptations used.

FOR TEACHER USE ONLY					
<p>After the assessment administration period, complete this page. For detailed information, please refer to the Assessment Handbook.</p>					
1. Participation of a student on an Individual Program Plan (IPP)					
<p>Literacy in Grade 3 (L3)</p> <p><input type="radio"/> IPP in English language arts and student did not participate</p> <p><input type="radio"/> IPP in English language arts and student participated per Student Planning Team's decision. Principal Signature: _____</p>	<p>Mathematics in Grade 3 (M3)</p> <p><input type="radio"/> IPP in Mathematics and student did not participate</p> <p><input type="radio"/> IPP in Mathematics and student participated per Student Planning Team's decision. Principal Signature: _____</p>				
2. Student used adaptations as documented in TIENET during the assessment (record only those adaptations that the student used during the assessment)					
<p>Adaptation(s) used on L3:</p> <p><input type="radio"/> Alternate Format, please specify: _____</p> <p><input type="radio"/> Read aloud: Human reader</p> <p><input type="radio"/> Read aloud: Assistive Technology (NSA-RA)</p> <p><input type="radio"/> Writing: Assistive Technology</p> <p><input type="radio"/> Verbatim Scribe</p> <p><input type="radio"/> Additional Time</p> <p><input type="radio"/> Alternate Setting</p> <p><input type="radio"/> Other, please specify: _____</p>	<p>Adaptation(s) used on M3:</p> <p><input type="radio"/> Alternate Format, please specify: _____</p> <p><input type="radio"/> Read aloud: Human reader</p> <p><input type="radio"/> Read aloud: Assistive Technology (NSA-RA)</p> <p><input type="radio"/> Verbatim Scribe</p> <p><input type="radio"/> Additional Time</p> <p><input type="radio"/> Alternate Setting</p> <p><input type="radio"/> Operation Charts</p> <p><input type="radio"/> Other, please specify: _____</p>				
3. Student did not participate in the assessment (for reasons other than an IPP)					
<p>Student did not participate in L3</p> <p><input type="radio"/> Not enrolled in grade 3 at this school</p> <p><input type="radio"/> Absent</p> <p><input type="radio"/> Exempt</p>	<p>Student did not participate in M3</p> <p><input type="radio"/> Not enrolled in grade 3 at this school</p> <p><input type="radio"/> Absent</p> <p><input type="radio"/> Exempt</p>				
FOR DEPARTMENT USE ONLY					
<input type="radio"/> E	<input type="radio"/> C	<input type="radio"/> P	<input type="radio"/> A	<input type="radio"/> Z	<input type="radio"/> Y

FOR TEACHER USE ONLY

After the assessment administration period, complete this page.

For detailed information, please refer to the Assessment Handbook.

1. Participation of a student on an Individual Program Plan (IPP)

Mathématiques in Grade 3 (**M3**)

- IPP in Mathématiques and student did not participate
- IPP in Mathématiques and student participated per Student Planning Team's decision.

Principal Signature: _____

2. Student used adaptations as documented in TIENET during the assessment

(record only those adaptations that the student used during the assessment)

Adaptation(s) used on **M3**:

- Alternate Format, please specify:

- Read aloud: Human reader
- Read aloud: Assistive Technology (NSA-RA)
- Verbatim Scribe
- Additional Time
- Alternate Setting
- Operation Charts
- Other, please specify:

3. Student did not participate in the assessment (for reasons other than an IPP)

Student did not participate in **M3**

- Not enrolled in grade 3 at this school
- Absent
- Exempt

FOR DEPARTMENT USE ONLY

E C P A Z Y