

Alberta Provincial
Achievement Testing

Subject
Bulletin
2011–2012

GRADE
3

English Language Arts

we educate
éduquer

Government
of Alberta ■

Alberta ■

Freedom To Create. Spirit To Achieve.

This document was written primarily for:

Students	
Teachers	✓ Grade 3 English Language Arts
Administrators	✓
Parents	
General Audience	
Others	

Distribution: This document is posted on the Alberta Education website at education.alberta.ca.

Copyright 2011, the Crown in Right of Alberta, as represented by the Minister of Education, Alberta Education, Assessment Sector, 44 Capital Boulevard, 10044 108 Street NW, Edmonton, Alberta T5J 5E6, and its licensors. All rights reserved.

Alberta educators may reproduce this bulletin for non-profit educational purposes only.

Contents

Grade 3 English Language Arts Assessment	1
General Description	1
Description of Language Arts Assessment Standards	2
Acceptable Standard	2
Standard of Excellence	2
Part A: Writing	4
Important Reminders	4
Local Marking	5
Information for Teachers Participating in Central Marking	6
Blueprint for <i>Part A: Writing</i>	7
Scoring Guides	8
Part B: Reading	13
Blueprint for <i>Part B: Reading</i>	13
Preparing Students for the English Language Arts Test	14
Suggestions for Preparing Students	14
Suggestions for Writing the Test	14
<i>Part A: Writing</i>	14
<i>Part B: Reading</i>	15
Opportunities to Participate in Test Development Activities	16
Field Testing	16
Working Groups	16
Test Development	17
Assessment Sector Contacts	18

You can find achievement test-related materials on the Alberta Education website at education.alberta.ca.

At the home page, click on the tab [Teachers](#); then click on the link [Provincial Testing](#). Next click on the link [Achievement Tests](#) and then click on one of the specific links listed under the *Achievement Tests* heading.

Additional topics of interest are found in the [General Information Bulletin](#).

Grade 3 English Language Arts Assessment

General Description

The Grade 3 English Language Arts Achievement Test consists of two parts—*Part A: Writing* and *Part B: Reading*.

Part A: Writing consists of one writing assignment developed to be completed in 70 minutes. For the first 10 of the 70 minutes, students may discuss the picture prompt with classmates in groups of two to four or think alone about the picture prompt. The picture is given to stimulate and direct the student’s writing. Students will engage in this discussion without teacher participation. During this discussion time, students may write their ideas on the *Planning* pages provided. For the next 60 minutes, students are expected to finish planning, to write, and to revise their stories. Children may be given a short break during the test, at a time deemed suitable by the classroom teacher. Students may take an additional 30 minutes to complete the test.

Those students for whom a dictionary is a familiar reference tool are encouraged, but not required, to use this resource during the editing phase of their writing. Use of a dictionary throughout the writing test may interfere with a student’s ability to complete his/her writing. When students want to use a specific word that they do not know how to spell, a teacher can give them the first few letters of a word so that they may use the dictionary more appropriately.

Students may use print versions of commercially published dictionaries, bilingual dictionaries, picture dictionaries, and a commercially published thesaurus when completing *Part A* **only**. They may also refer to a personalized dictionary and/or a wall of words posted in the classroom.

NEW

Students may do their writing using a computer. For information about using word-processing technology to complete the written component of the achievement test, see the *General Information Bulletin*.

Part B: Reading (multiple choice) consists of 40 multiple-choice questions based on reading selections from fiction, nonfiction, poetry, and visual media. The test is developed to be completed in 60 minutes; however, students may take an additional 30 minutes to complete the test. *Part B: Reading* is divided into two sections. Sections A and B each have several reading selections with corresponding multiple-choice questions. Students record their answers to all questions directly in their test booklets.

Children may be given a short break during the test, at a time deemed suitable by the classroom teacher.

If a word that warrants definition is used on a test, it will be defined on the page on which it appears.

Description of Language Arts Assessment Standards

The following statements describe what is expected of Grade 3 students at the *acceptable standard* and the *standard of excellence*, based on outcomes in the [Grade 3 Program of Study](#). These statements represent examples of the standards against which student achievement is measured. It is important to remember that one test cannot measure all the outcomes in the *Grade 3 Program of Study*.

<i>Acceptable Standard</i>	<i>Standard of Excellence</i>
<p data-bbox="203 562 764 625">Students who meet the <i>acceptable standard</i> are able to</p> <ul data-bbox="203 674 787 1766" style="list-style-type: none"><li data-bbox="203 674 787 846">• retell a series of connected personal experiences as a narrative and tell stories from their own perspective. These students use a writing style that generally holds the reader’s interest. <li data-bbox="203 1115 787 1430">• use relevant but general details and/or ideas in their writing. The students focus on important ideas related to a topic and arrange those ideas in a discernible order. These students provide a beginning and an ending that are connected to the ideas presented in the piece. The students also compose stories following a basic story structure. <li data-bbox="203 1587 787 1766">• experiment with words and sentence structures to express their ideas and experiences. These students use words and expressions that are clear, although they tend to be general rather than specific.	<p data-bbox="831 562 1409 625">Students who meet the <i>standard of excellence</i> are able to</p> <ul data-bbox="831 674 1416 1766" style="list-style-type: none"><li data-bbox="831 674 1416 1062">• readily retell a series of connected experiences as a narrative and tell stories from their own perspective or from another perspective. The students experiment with a variety of narrative formats. These students can express a unique experience and their own personality through their choice of topic, characters, actions, and specific language. The students use a style that is confident and holds the reader’s interest. <li data-bbox="831 1115 1416 1545">• use specific details and/or ideas that are appropriate for achieving the purpose of the writing. The students focus on important ideas related to a topic and arrange them in a logical sequence without gaps in the presentation of information. These students begin their writing in an interesting manner and draw a conclusion that is related to the focus of the piece. The students compose stories that incorporate setting, problem, characters, and resolution. They also experiment with dialogue in their writing. <li data-bbox="831 1587 1416 1766">• experiment with words and sentence structures to express ideas and experiences. These students show control and variation in their use of sentence structure and choose specific words to create desired effects.

Acceptable Standard (continued)

Students who meet the *acceptable standard* are able to

- read and understand a variety of fiction and nonfiction materials that are commonly found in Grade 3 classrooms. They use the features of narrative/poetic and informational text to aid understanding. These students use their prior experiences, knowledge of language, and context clues in order to construct meaning from text. They recognize explicit relationships between events and characters in a story. These students also explore print and non-print sources to extend knowledge, to retell key details or important ideas, and to draw conclusions.

Standard of Excellence (continued)

Students who meet the *standard of excellence* are able to

- read and clearly understand an increasing variety of genres, including those that are not usual story forms. They use their understanding of the organizational structure and presentation of narrative/poetic and informational text to assist them as readers. These students draw on prior experiences, knowledge of language, and context clues in order to construct meaning from text. They understand explicit as well as implicit relationships between events and characters in a story. They also explore print and non-print sources to extend knowledge, to synthesize information, to draw conclusions, or to make judgments.

Part A: Writing

For *Part A: Writing*, students are given an illustrated writing prompt. The person who administers the test will read the test description, instructions, and prompt aloud to the students.

Students will be given time to discuss the prompt with their classmates (in groups of two to four), or to think alone about it, and to plan their responses before beginning to write their story. During this time, students may record their ideas in their test booklets. The picture is given to prompt and direct the student's writing.

The booklet for *Part A: Writing* includes a page labelled *planning*, as well as lined pages for the students' writing.

The blueprint for *Part A: Writing* is given on page 7. Scoring guides are provided on pages 8 to 12.

Important Reminders

In order to facilitate valid and fair marking for all students during the July marking session, it is important that teachers

- have students plan their writing only on the page provided in the booklet
- follow the procedures for scribing papers, as outlined in the *General Information Bulletin*
- follow the procedures regarding classroom materials, as outlined in the *General Information Bulletin* and in this subject bulletin (See p. 1)
- not write anything in the booklets; for example, marks and rationales awarded at the school, spelling corrections, or interpretations of words and/or sentences written by their students

Local Marking

Classroom teachers will be able to mark students' writing, using the 2012 exemplars and rationales that are delivered with the tests, before returning the tests to Alberta Education. All papers will be marked centrally in Edmonton in July.

Locally awarded marks submitted to Alberta Education will be used as the first reading of a student's response. Local markers are to use the **For Teacher Use Only** section on the back of the *Part A: Writing* test booklet to record their marks by filling in the appropriate circles. The School Code and ACCOMMODATIONS USED sections should also be completed. If a teacher wants to know how his or her locally awarded marks compare with the marks that the tests received when marked centrally, then he or she must also create and fill in the "ID No." It is important that no two teachers from the same school use the same identification number. No other marks are to be made on the test booklet by the teacher.

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

Papers that are **not marked locally** by teachers will be marked centrally only once.

At least once a day, all markers mark a copy of the same paper for inter-rater reliability.

After central marking has been completed and school reports have been sent to the respective schools, teachers who submitted their marks with an identification number will receive a confidential report on their marking. This report is called the Local Marker Report and includes the locally awarded mark, the centrally awarded mark, a third-read mark if applicable, and the final mark.

To support local marking, Alberta Education will provide samples of student writing that exemplify the scoring criteria with the test materials. These exemplars are not to be shared with students and must be returned to Alberta Education with the tests.

Throughout the school year, teachers can refer to [Examples of the Standards for Students' Writing](#) on the Alberta Education website under [Achievement Tests](#). Stories written by Grade 3 students, along with scoring criteria, are posted at this location. Teachers can also access the rubric used to assess Grade 3 Narrative Writing using the [Additional Resources](#) link. This document is located under [Scoring Guides](#). A total score for a student's writing may be calculated by following the procedure on the following page.

Narrative Writing

To determine a student's mark, convert the word descriptors to the following numeric values:

Excellent = 5
Proficient = 4
Satisfactory = 3
Limited = 2
Poor = 1

Use the following information to assign the score for each students' test.

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

Maximum score possible for Narrative Writing = 35

Teachers may make a photocopy of a student's writing from the English Language Arts Part A: Writing test for inclusion in a portfolio of the year's work. Copies can also be made for parents who request them.

Information for Teachers Participating in Central Marking

Assessment Sector staff will contact superintendents in the spring for their nomination of markers. The teachers selected will reflect proportional representation from the various regions of Alberta.

To qualify for nomination by a superintendent, a prospective marker must satisfy ALL the following conditions:

- have a valid permanent Alberta Professional Teaching Certificate
- have taught the course within the past three years
- be currently employed by a school authority or private school
- be available on all scheduled days

Markers will be contacted in May, and the list of markers will be finalized no later than June 15. Group leaders will meet the day before the marking session for training.

Each year, many more teachers are nominated to mark than are needed. There must be a balance of first-time and experienced markers; regional representation by zone, school authority, and school; and gender balance when markers are selected. Unfortunately, not everyone whose name is submitted is selected.

Because the time allotted for marking is limited, markers are often asked to mark on Saturday and Sunday. The marking floor is open from 8:00 A.M. to 4:30 P.M., and markers are expected to be available to mark during those hours.

Blueprint for Part A: Writing

The blueprint below shows the reporting categories under which summary data will be reported to schools and school authorities.

Reporting Category	Description of Writing Assignment	Standards
<p>Content* (selecting ideas and details to achieve a purpose) Students select appropriate details to describe events and characters. Events and/or actions should be plausible within the context established by the writer.</p> <p>Organization* (organizing ideas and details into a coherent whole) Students organize ideas, events, and details in a coherent sequence.</p> <p>Sentence Structure (structuring sentences effectively) Students use a variety of sentence types and structures appropriately.</p> <p>Vocabulary (selecting and using words and expressions correctly and effectively) Students use words and expressions appropriately and effectively.</p> <p>Conventions (using the conventions of written language correctly and effectively) Students communicate clearly by adhering to appropriate spelling, punctuation, and capitalization.</p>	<p>A picture prompt is presented to students. The picture is designed to help stimulate the students' imaginations and direct their writing. Before students discuss the picture prompt and organize their ideas on the planning pages provided, the test description, instructions, and information about the picture prompt are read out loud by the teacher.</p>	<p>Students' achievement in each reporting category will be described according to the following descriptors:</p> <p>Excellent</p> <p>Proficient</p> <p>Satisfactory</p> <p>Limited</p> <p>Poor</p> <p>INS (insufficient)</p>

Note: *Content and Organization are weighted to be worth twice as much as each of the other categories.*

Scoring Guides

Content

<p><i>Focus</i></p> <p>When marking Content appropriate for Grade 3 writing, the marker should consider how effectively the writer</p> <ul style="list-style-type: none"> • establishes the relationship between events, actions, and the context (situation) • uses specific details • demonstrates the reader/writer relationship (voice)

<p>Excellent</p> <p>E</p>	<ul style="list-style-type: none"> • Events, actions, and/or ideas are creative and are consistent with the context established by the writer. • Details are precise and consistently effective. • The writing is confident, holds the reader’s interest, and presents a well-supported main idea.
<p>Proficient</p> <p>Pf</p>	<ul style="list-style-type: none"> • Events, actions, and/or ideas are intentionally chosen and are appropriate for the context established by the writer. • Details are specific and usually effective. • The writing is purposeful, draws the reader’s interest, and presents a supported main idea.
<p>Satisfactory</p> <p>S</p>	<ul style="list-style-type: none"> • Events, actions, and/or ideas are generally appropriate for the context established by the writer. • Details are general and may be predictable but are appropriate. • The writing is straightforward and generally holds the reader’s interest, and provides some support for a main idea.
<p>Limited</p> <p>L</p>	<ul style="list-style-type: none"> • Events, actions, and/or ideas are vague and may not be appropriate for the context established by the writer. • Details are few and/or may be repetitive. • The writing is ambiguous, it does not hold the reader’s interest, and the main idea is inadequately developed.
<p>Poor</p> <p>P</p>	<ul style="list-style-type: none"> • Events, actions, and/or ideas are undeveloped and/or inappropriate. • Details are scant. • The writing is confusing and/or frustrating for the reader, and a main idea is lacking.
<p>Insufficient</p> <p>INS</p>	<ul style="list-style-type: none"> • The marker can discern no evidence of an attempt to fulfill the assignment, or the writing is so deficient in length that it is not possible to assess Content.

Note: *Content and Organization are weighted to be worth twice as much as each of the other categories.*

Organization

Focus

When marking **Organization** appropriate for Grade 3 writing, the marker should consider how effectively the writer

- introduces the response
- establishes the connections and/or relationships between events, actions, details, and/or characters
- brings closure to the writing

Excellent E	<ul style="list-style-type: none"> • The beginning is purposeful and effectively establishes events, characters, and/or setting, and provides direction for the writing. • Connections and/or relationships between events, actions, details, and/or characters are developed and consistently maintained. • The ending effectively ties events and/or actions together.
Proficient Pf	<ul style="list-style-type: none"> • The beginning clearly establishes events, characters, and/or setting, and provides direction for the writing. • Connections and/or relationships between events, actions, details, and/or characters are usually maintained. • The ending clearly provides an appropriate finish for events and/or actions.
Satisfactory S	<ul style="list-style-type: none"> • The beginning directly presents information about events, characters, and/or setting. • Connections and/or relationships between events, actions, details, and/or characters are generally maintained. • The ending is predictable and/or may be contrived but is connected to events and/or actions.
Limited L	<ul style="list-style-type: none"> • The beginning presents information about events, characters, and/or setting but lacks direction. • Connections and/or relationships between events, actions, details, and/or characters are unclear or inconsistent. • The ending is predictable and/or contrived.
Poor P	<ul style="list-style-type: none"> • The beginning provides little information and/or is ineffective. • Connections and/or relationships between events, actions, details, and/or characters are missing. • The ending, if present, is unconnected to the events and/or actions
Insufficient INS	<ul style="list-style-type: none"> • The writing has been awarded an INS for Content.

Note: *Content and Organization are weighted to be worth twice as much as each of the other categories.*

Sentence Structure

Focus

When marking **Sentence Structure** appropriate for Grade 3 writing, the marker should consider how effectively the writer

- controls sentence structure
- uses different sentence patterns and lengths
- uses a variety of sentence beginnings

The length and complexity of response must be considered.

Excellent E	<ul style="list-style-type: none"> • Sentence structure is consistently controlled. • Sentence type and length are varied and effective. • Sentence beginnings are consistently varied.
Proficient Pf	<ul style="list-style-type: none"> • Sentence structure is usually controlled. • Sentence type and length are usually varied and effective. • Sentence beginnings are often varied.
Satisfactory S	<ul style="list-style-type: none"> • Sentence structure is generally controlled but may occasionally impede the meaning. • Sentences may vary in type and length. • Some variety of sentence beginnings is evident.
Limited L	<ul style="list-style-type: none"> • Sentence structure is sometimes lacking control, and this often impedes meaning. • There is little variation in sentence type and/or length. • There is little variety of sentence beginnings.
Poor P	<ul style="list-style-type: none"> • Thought units are difficult to recognize, and this severely impedes the meaning. • There is no variation in sentence type and/or length. • There is no variety of sentence beginnings.
Insufficient INS	<ul style="list-style-type: none"> • The writing has been awarded an INS for Content.

Vocabulary

Focus

When marking **Vocabulary** appropriate for Grade 3 writing, the marker should consider the extent to which the writer uses

- words appropriately
- expressions effectively
- words and expressions together to enhance the writing

The length and complexity of response must be considered.

<p>Excellent</p> <p>E</p>	<ul style="list-style-type: none"> • Well-chosen words are used effectively. • Expressions are consistently precise and effective. • Words and expressions are used to create vivid images and consistently enhance the writing.
<p>Proficient</p> <p>Pf</p>	<ul style="list-style-type: none"> • Well-chosen words are often used. • Expressions are usually specific and effective. • Words and expressions are descriptive and often enhance the writing.
<p>Satisfactory</p> <p>S</p>	<ul style="list-style-type: none"> • Words chosen tend to be common or ordinary. • Expressions are usually more general than specific. • Words and expressions sometimes enhance the writing.
<p>Limited</p> <p>L</p>	<ul style="list-style-type: none"> • Words used indicate a lack of vocabulary. • Expressions are simplistic and/or ineffective. • Words and expressions are basic and/or detract from the writing.
<p>Poor</p> <p>P</p>	<ul style="list-style-type: none"> • Words chosen are sometimes inappropriate and/or misused. • Expressions are misused or missing. • Words and expressions are simple and/or inadequate.
<p>Insufficient</p> <p>INS</p>	<ul style="list-style-type: none"> • The writing has been awarded an INS for Content.

Conventions

Focus

When marking **Conventions** appropriate for Grade 3 writing, the marker should consider the extent to which the writer

- uses end punctuation and capitalization
- controls spelling
- controls the usage of language and the clarity of communication

Proportion of error to length and complexity of response must be considered.

<p>Excellent</p> <p>E</p>	<ul style="list-style-type: none"> • End punctuation and capitalization are essentially correct. • Most words, familiar and unfamiliar, are spelled correctly; spelling errors are understandable “slips.” • Errors that are present do not affect the clarity or effectiveness of communication.
<p>Proficient</p> <p>Pf</p>	<ul style="list-style-type: none"> • End punctuation and capitalization are usually correct. • Familiar words are spelled correctly; spelling errors are “slips”; unfamiliar words may be spelled phonetically. • Errors that are present rarely affect the clarity of communication.
<p>Satisfactory</p> <p>S</p>	<ul style="list-style-type: none"> • Conventional end punctuation and capitalization are generally correct. • Many familiar words are spelled correctly; errors suggest uneven control of spelling rules; unfamiliar words are generally spelled phonetically. • Errors are sometimes intrusive and may affect the clarity of communication.
<p>Limited</p> <p>L</p>	<ul style="list-style-type: none"> • End punctuation and capitalization, when present, are inconsistent. • Many familiar words are misspelled and/or spelled phonetically. • Errors interfere with the clarity of communication.
<p>Poor</p> <p>P</p>	<ul style="list-style-type: none"> • There is little, if any, evidence that the writer understands correct use of end punctuation and capitalization. • Words may be difficult to discern and are generally spelled phonetically. • Communication is not clear.
<p>Insufficient</p> <p>INS</p>	<ul style="list-style-type: none"> • The writing has been awarded an INS for Content.

Part B: Reading

Part B: Reading of the Grade 3 Language Arts Achievement Test consists of 40 multiple-choice questions based on reading selections from fiction, nonfiction, poetry, and visual media.

Blueprint for Part B: Reading

The blueprint below shows the reporting categories and language functions under which questions are classified. The number of questions in each category is approximate.

Reporting Category	Language Function		Number (Percentage) of Questions
	Informational	Narrative/Poetic	
<p>Identifying and Interpreting Ideas and Details The student should be able to identify key details and main ideas, differentiate between main and supporting characters, recognize character motivation and explicit relationships between events and characters, and categorize ideas.</p>	4	12	16 (40%)
<p>Interpreting Text Organization The student should be able to identify genre (stories, poetry, plays, reports, and articles), organize features of story structure, use text and typographical features, recognize authors' techniques, and determine an author's purpose.</p>	4	4	8 (20%)
<p>Associating Meaning The student should be able to associate meanings of words, expressions, and literary devices from prior knowledge and contextual clues.</p>	2	5	7 (18%)
<p>Synthesizing Ideas The student should be able to draw conclusions by relating what is known to new information, and assess the plausibility of ideas and situations in literature.</p>	3	6	9 (22%)
<p>Number (Percentage) of Questions</p>	13 (33%)	27 (67%)	40 (100%)

Preparing Students for the English Language Arts Test

Suggestions for Preparing Students

The best way to prepare students for writing the achievement test is to teach the *Program of Study* well and to ensure that students know what is expected. Many of the skills and attitudes that support test writing are, in fact, good skills and strategies for approaching all kinds of learning tasks.

Teachers may use copies of any previously administered *Part A: Writing* booklets to familiarize their students with the test format. These tests are unsecured after their administration and extra copies of these test booklets may be kept at the school.

Teachers are encouraged to familiarize their students with the format of *Part B: Reading* using questions from the released 2008 and 2010 English Language Arts *Part B: Reading* tests. These can also be accessed online at [Released Materials](#) or [Quest A+](#).

Teachers should also familiarize students with the scoring guides in this bulletin. With instruction, students may be able to use these guides effectively when evaluating their own writing or that of their peers.

Examples of the Standards for Students' Writing in grades 3, 6, and 9 are available on the Alberta Education website at [Examples of the Standards for Students' Writing](#). These samples may be shared with the students.

Teachers are also encouraged to share the following information with their students to help them prepare for the Grade 3 English Language Arts Achievement Test.

Suggestions for Writing the Test

Part A: Writing

- *Listen carefully to the instructions as they are read out loud and do what the assignment asks you to do.* It is important for students to read over the instructions and use the picture prompt to think about what they will write.
- *Talk about your ideas.* Students will have a chance to share their ideas with some of their classmates. They should remember, though, that each student is to write his/her own story. Sharing ideas is just to help them get started. During this time, students may record their ideas on the planning page.
- *Think about some of the things that make good writing, such as*
 - using important ideas that make sense together
 - including details or describing events, characters, and actions
 - organizing ideas in an order that makes sense
 - using words and sentences that help the reader to understand what the writer wants to say
- *Plan your writing.* Students should make a plan that helps them to organize their ideas.
- *Check your work and make any changes on your first draft.*

Part B: Reading

- *Read the material, using the strategies that work best for you.* Students may
 - read the selection and think carefully about it before they try to answer the questions OR
 - read the questions first and then read the selection, remembering the questions they need to answer
 - use a pencil to underline key words in the selection or question to help them focus on what is expected. Students must avoid making marks near the alternatives, other than filling in the circle of the answer they choose.
- *Read a selection more than once.* It is all right for students to read a selection as many times as they need to in order to answer the questions. Remind them to go back to the reading selection before answering each question.
- *Make sure you look at all types of information given.* Information may be given in words, pictures, cartoons, or charts.
- *Take the time to reread the lines that are referred to in a question.* Many questions contain quotations from the selection with line references indicated. It is always worthwhile to reread the lines that are referenced and to consider the meanings of these lines in both their immediate context in the selection and the context of the selection as a whole.
- *Make sure you carefully read all four choices before choosing the answer that you think is best.* All the answers might seem partly correct, but only one is the **best** answer. If students do not see a correct or best answer right away, encourage them to try to find two choices that make the most sense and to choose one of them.

Opportunities to Participate in Test Development Activities

Field Testing

All Achievement Testing Program test questions are field tested before use. By “testing” the test questions, students who write field tests have an opportunity for a practice run at writing portions of an achievement test. As well, the teachers have an opportunity to comment on the appropriateness and quality of the test questions.

Request forms for Grade 3 English Language Arts field tests that will be administered in April, May, and June 2012 will be sent out to schools in August, 2011. Principals and teachers who wish to participate in the field-testing program must complete and return a [*Field Test Request Form*](#) to Alberta Education via an email message addressed to [*field.test@gov.ab.ca*](mailto:field.test@gov.ab.ca).

Once the completed request forms are received by Alberta Education, classes will be selected to ensure that a representative and sufficiently large sample of students from across the province take part in the field test. Every effort will be made to place field tests as requested; however, because field tests are administered to a prescribed number of students, it may not be possible to fill all requests. Once the field tests are placed, a confirmation letter of test placements will be sent to each principal in early April, with memos to the teachers who will be participating in the field testing.

For further information about achievement field testing, see the [*Field Testing*](#) section of the *General Information Bulletin*.

Working Groups

Teacher involvement in the development of provincial achievement tests is important because it helps to ensure the validity and appropriateness of the assessments.

To be selected to participate in a working group, a teacher must be nominated by a school administrator or superintendent, and that nomination must be approved by the superintendent. To ensure that selected working-group members have appropriate subject matter training and teaching experience, nominees are asked to provide their information to their school administrator so that it can be forwarded to the Assessment Sector at Alberta Education through the superintendent.

Test Development

Teacher working groups are used throughout the test development process to create raw forms of test questions and to review and revise draft forms of provincial achievement tests. These working groups usually meet for one or two days, two or three times per year. Occasionally, these meetings are held on weekends.

To be eligible to serve on a test development working group, a teacher must currently be teaching Grade 3 English Language Arts and must have a minimum of two years' experience teaching the course.

Teachers participating in test development and/or test review working groups are selected from the working-group nominees provided by superintendents of school jurisdictions.

Contacts

Achievement Testing Program

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

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

Assessment Standards Team Leaders

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

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

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

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

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

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

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

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

Assessment Sector

John Rymer, Executive Director
Assessment Sector
John.Rymer@gov.ab.ca

Examination Administration

Michele Samuel, Director
Examination Administration
Michele.Samuel@gov.ab.ca

Sylvia Lepine, Manager
Examination Administration & Marking Centre
exam.admin@gov.ab.ca

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

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

Dan Karas, Senior Manager
Digital Systems & Services
Dan.Karas@gov.ab.ca

Assessment Sector Mailing Address:

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

Telephone: (780) 427-0010
Toll-free within Alberta: 310-0000
Fax: (780) 422-4200
email: LAcontact@edc.gov.ab.ca
Alberta Education website:
education.alberta.ca

