


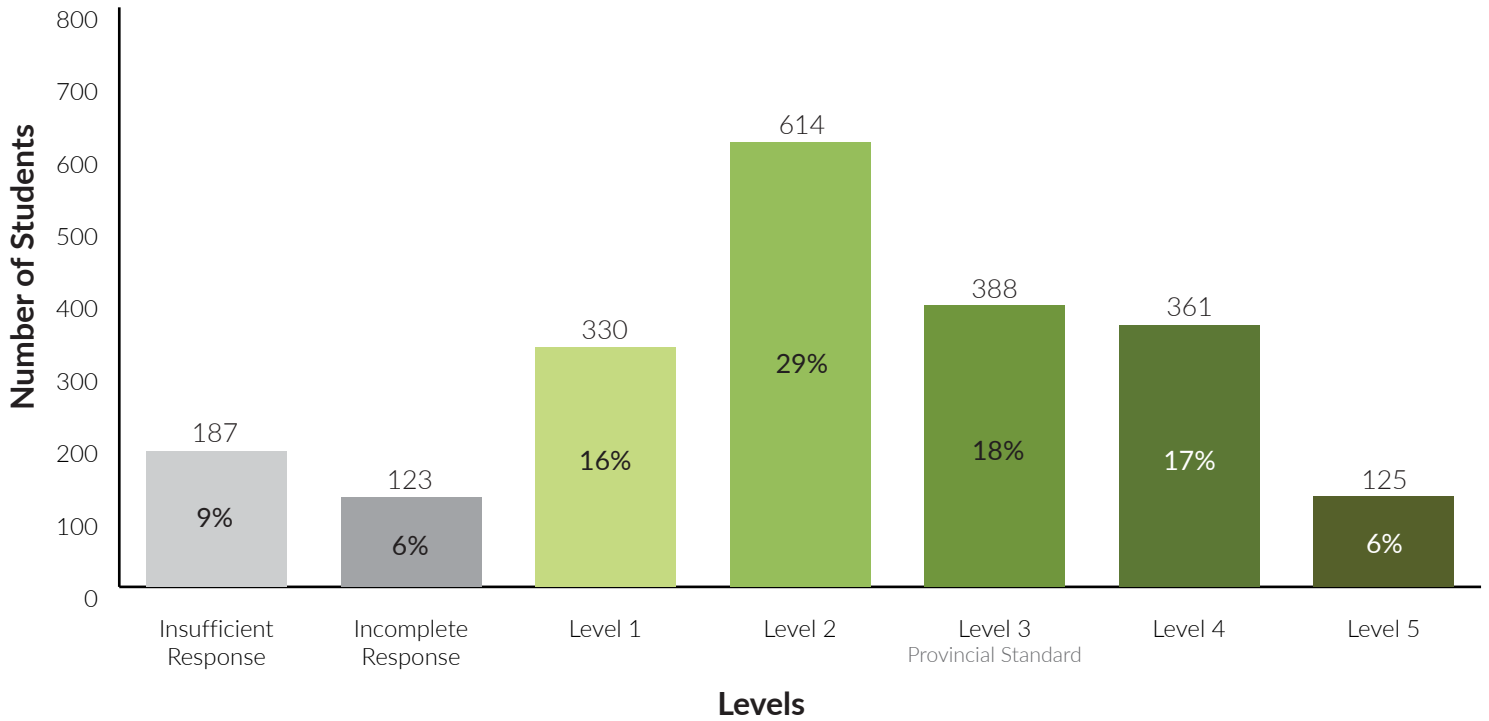
Sample Reports 2016

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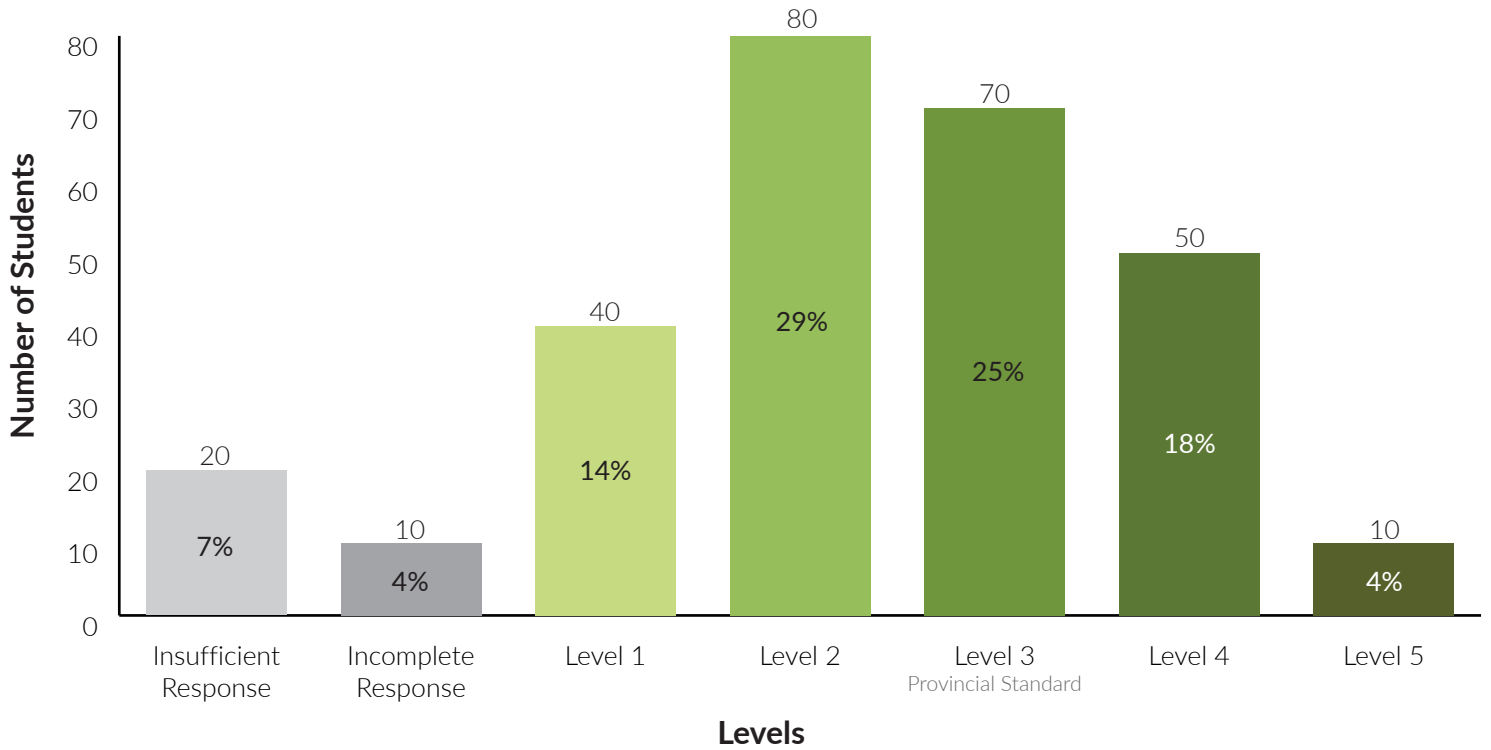
Sample Superintendent Report

 882/1798
Students Complete



*The Provincial Standard is the level of performance that is expected at the beginning of Grade 3.

 117/319
Students Complete

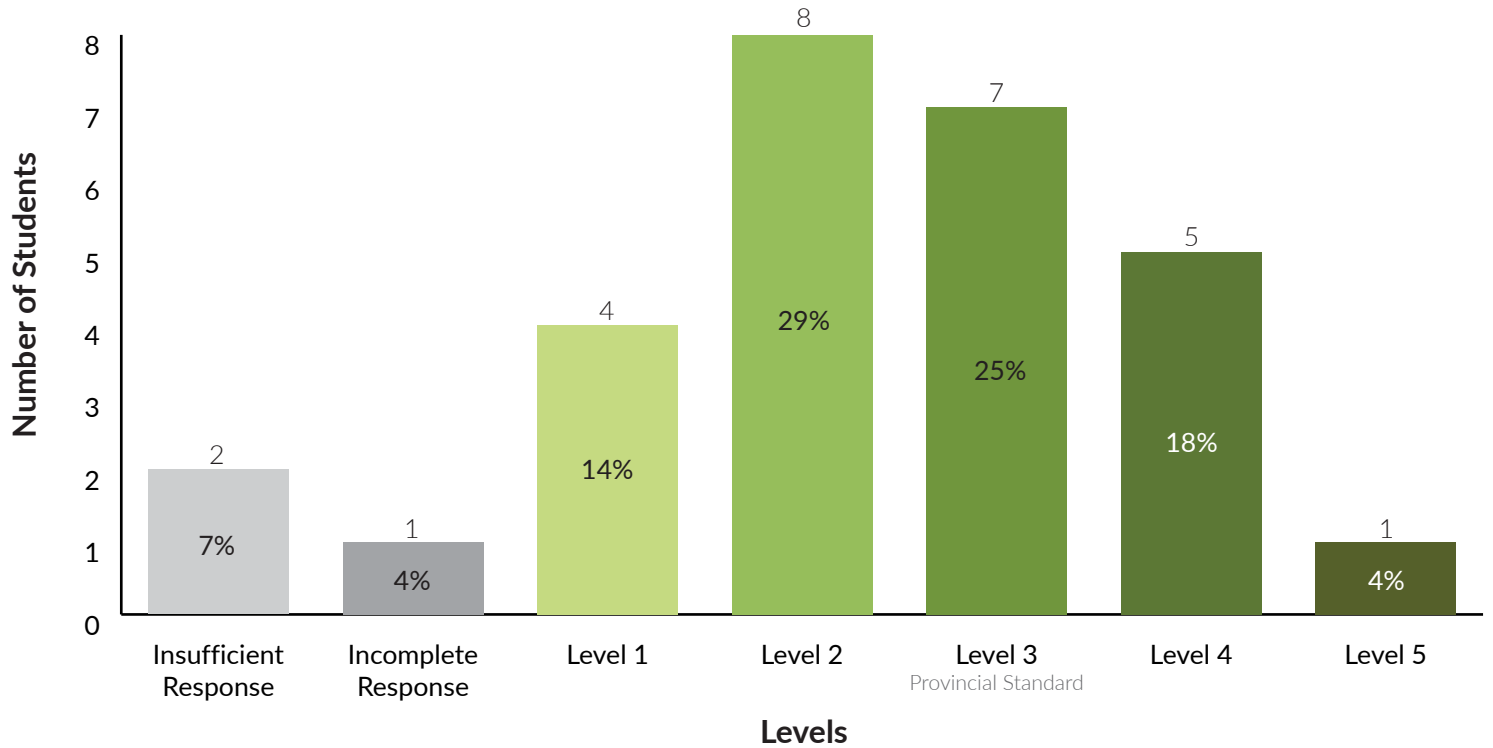


*The Provincial Standard is the level of performance that is expected at the beginning of Grade 3.

Sample Class Report

Class 1

English Literacy – Class Report – Grade 3 SLA Pilot 2016-17

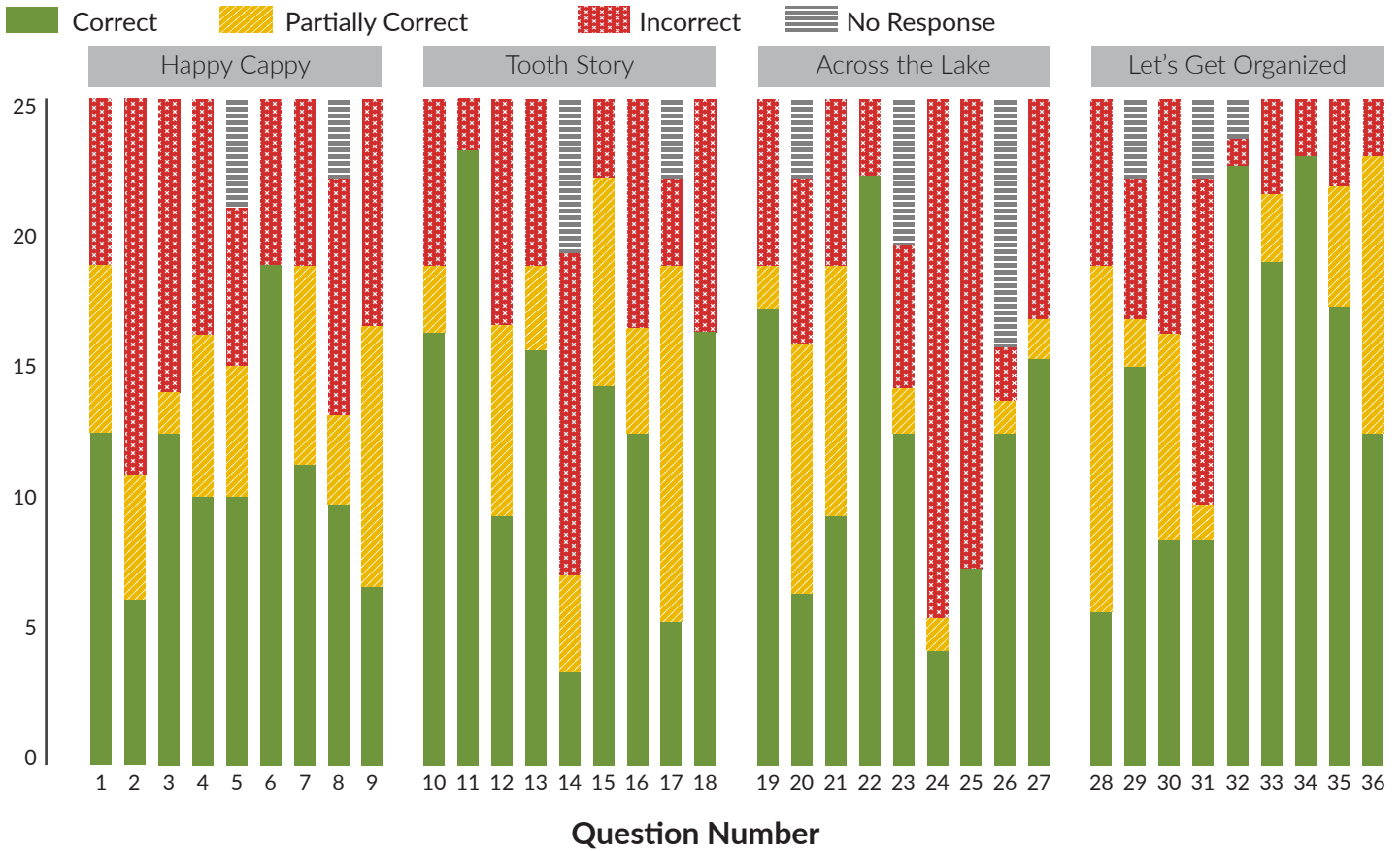


*The Provincial Standard is the level of performance that is expected at the beginning of Grade 3.

| Insufficient Response | Incomplete Response | Level 1 | Level 2 | Level 3 Provincial Standard | Level 4 | Level 5 |
|-----------------------|---------------------|-------------------------|------------------------|--------------------------------|-----------------------|-------------------|
| Smith Jayden | Khuchuk Kris | Oliver Ryan | Stockton Jason | Colangelo Anthony | van der Merwe Rian | Sturm Bernhard |
| Williams Harry | | Goodall Jane | Alexander James | Akpem Senongo | Andrews Rachel | |
| | | Longbottom Christina | Roller Colleen | Murtaugh Tim | Robertson Susan | |
| | | Blue Kelly | Pastoor Rick Maybel | Nordin Dan | | |
| | | | Nishant Kothary | Raghu Vinay | | |
| | | | Andrew Rachel | Dearden Alex | | |
| | | | Oosterveld Derk | Roper Charles | | |
| | | | King Jason | | | |

Class 1

English Literacy – Class Report – Grade 3 SLA Pilot 2016-17



Student Response Details

✔ Correct
 ⚠ Partially Correct
 ✘ Incorrect
 ○ No Response
 ❓ Could Not Assess

Happy Cappy

| Question | Response | Level | General Outcome | Outcome | Elements |
|----------|--|-------|-----------------|--|--------------------------|
| 1 | ✔ 24 ⚠ 4 ✘ 3 ○ 2 ❓ 1 | 2 | 3 | 2.1.6 Connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning | 2. Acquiring Information |
| 2 | ✔ 6 ⚠ 4 ✘ 12 ○ - ❓ - | 1 | 1 | 2.1.6 Connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning | 1. Rules of Language |
| 3 | ✔ 13 ⚠ 1 ✘ 12 ○ - ❓ - | 3 | 3 | 2.1.6 Connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning | 1. Construct Meaning |
| 4 | ✔ 13 ⚠ 1 ✘ 12 ○ - ❓ - | 3 | 3 | 2.1.6 Connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning | 1. Construct Meaning |
| 5 | ✔ 13 ⚠ 1 ✘ 12 ○ - ❓ - | 3 | 3 | 2.1.6 Connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning | 1. Construct Meaning |

Student Response Details

| Question | Response | Level | General Outcome | Outcome | Elements |
|----------|-----------------|-------|-----------------|--|----------------------|
| 6 | 6 4 12 - - | 1 | 1 | 2.1.6 Connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning | 1. Rules of Language |
| 7 | 13 1 12 - - | 3 | 3 | 2.1.6 Connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning | 1. Construct Meaning |
| 8 | 13 1 12 - - | 3 | 3 | 2.1.6 Connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning | 1. Construct Meaning |
| 9 | 13 1 12 - - | 3 | 3 | 2.1.6 Connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning | 1. Construct Meaning |

Tooth Story

| Question | Response | Level | General Outcome | Outcome | Elements |
|----------|-----------------|-------|-----------------|--|--------------------------|
| 10 | 24 4 3 2 1 | 2 | 3 | 2.1.6 Connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning | 2. Acquiring Information |
| 11 | 6 4 12 - - | 1 | 1 | 2.1.6 Connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning | 1. Rules of Language |
| 12 | 13 1 12 - - | 3 | 3 | 2.1.6 Connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning | 1. Construct Meaning |
| 13 | 13 1 12 - - | 3 | 3 | 2.1.6 Connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning | 1. Construct Meaning |
| 14 | 13 1 12 - - | 3 | 3 | 2.1.6 Connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning | 1. Construct Meaning |
| 15 | 13 1 12 - - | 3 | 3 | 2.1.6 Connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning | 1. Construct Meaning |
| 16 | 13 1 12 - - | 3 | 3 | 2.1.6 Connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning | 1. Construct Meaning |

Student Response Details

| Question | Response | Level | General Outcome | Outcome | Elements |
|----------|-------------------------|-------|-----------------|--|----------------------|
| 17 | 13 1 12 - - | 1 | 2 | 2.1.6 Connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning | 1. Construct Meaning |
| 18 | 10 2 11 2 - | 4 | 3 | 2.1.6 Connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning | 1. Construct Meaning |

Across the Lake

| Question | Response | Level | General Outcome | Outcome | Elements |
|----------|-------------------------|-------|-----------------|--|--------------------------|
| 19 | 24 4 3 2 1 | 2 | 3 | 2.1.6 Connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning | 2. Acquiring Information |
| 20 | 6 4 12 - - | 1 | 1 | 2.1.6 Connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning | 1. Rules of Language |
| 21 | 13 1 12 - - | 3 | 3 | 2.1.6 Connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning | 1. Construct Meaning |
| 22 | 13 1 12 - - | 3 | 3 | 2.1.6 Connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning | 1. Construct Meaning |
| 23 | 13 1 12 - - | 3 | 3 | 2.1.6 Connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning | 1. Construct Meaning |
| 24 | 13 1 12 - - | 3 | 3 | 2.1.6 Connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning | 1. Construct Meaning |
| 25 | 13 1 12 - - | 3 | 3 | 2.1.6 Connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning | 1. Construct Meaning |
| 26 | 13 1 12 - - | 3 | 3 | 2.1.6 Connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning | 1. Construct Meaning |
| 27 | 13 1 12 - - | 3 | 3 | 2.1.6 Connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning | 1. Construct Meaning |

Student Response Details

Let's Get Organized

| Question | Response | Level | General Outcome | Outcome | Elements |
|---------------|-----------------|-------|-----------------|--|--------------------------|
| 28 | 24 4 3 2 1 | 2 | 3 | 2.1.6 Connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning | 2. Acquiring Information |
| 29 | 6 4 12 - - | 1 | 1 | 2.1.6 Connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning | 1. Rules of Language |
| 30 | 13 1 12 - - | 3 | 3 | 2.1.6 Connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning | 1. Construct Meaning |
| 31 | 13 1 12 - - | 3 | 3 | 2.1.6 Connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning | 1. Construct Meaning |
| 32 | 13 1 12 - - | 3 | 3 | 2.1.6 Connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning | 1. Construct Meaning |
| 33 | 13 1 12 - - | 3 | 3 | 2.1.6 Connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning | 1. Construct Meaning |
| 34 | 13 1 12 - - | 3 | 3 | 2.1.6 Connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning | 1. Construct Meaning |
| 35 | 13 1 12 - - | 3 | 3 | 2.1.6 Connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning | 1. Construct Meaning |
| 36 | 13 1 12 - - | 3 | 3 | 2.1.6 Connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning | 1. Construct Meaning |
| End of Report | | | | | |

Sample Individual Student Report

What is the SLA ?

The Student Learning Assessment (SLA) is a digital provincial assessment tool that provides a beginning-of-the-year “check in.” This enables teachers to identify and parents to learn about student strengths and areas of growth. The SLA is based on outcomes related to literacy and numeracy in language arts and mathematics in Alberta’s current Grade 2 provincial programs of study. The SLA can be re-administered throughout the school year to further support learning and instruction.

What kind of result does a student get?

Provincial assessment programs, including the SLA, are sources of information that must be interpreted, used, and communicated within the context of regular and continuous assessment by classroom teachers. This report provides a summary of student results on the digital questions. Student performance is reported by a level from 1 to 5, with 5 being the highest level. Interpretation of results is best accomplished through conversation between the parent/guardian, student, and teacher. Parents are encouraged to discuss their child’s results on the digital questions in this report and the performance tasks that are marked locally with their child’s teacher.

Literacy

Literacy is the ability, confidence, and willingness to engage with language* to acquire, construct, and communicate meaning in all aspects of daily living.

*Language is a socially and culturally constructed system of communication.

When reading, viewing, listening to, and responding to this assessment, the student at

Level 5

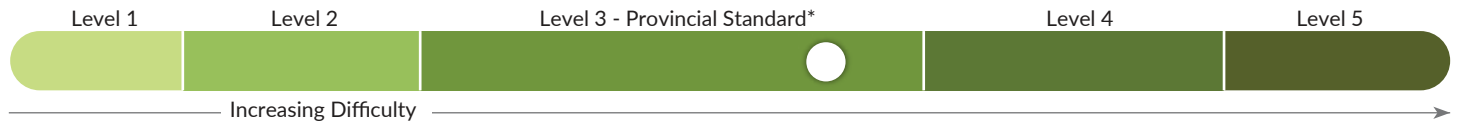
Level 4

Level 3

Level 2

Level 1

- demonstrates an understanding of literacy and its use in daily life
- understands the content and vocabulary in straightforward sources (e.g., stories, videos, reports)
- uses knowledge about features of print (e.g., titles, keywords)
- understands stated relationships between facts, events, and characters
- uses explicit information to make and confirm basic predictions, synthesize information, and draw basic conclusions



*The Provincial Standard is the level of performance that is expected at the beginning of Grade 3.

Jesse’s Assessment Details

Correct
 Partially Correct
 Incorrect
 No Response
 Could Not Assess

| Happy Cappy | | | | | Tooth Story | | | | | Across the Lake | | | | | Let’s Get Organized | | | | | | | | | | | | | | | | | | | | |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|----|----|----|----|----|----|----|----|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 |

Teacher Comments

Assessment Level Descriptors

Level Descriptors for Digital Questions

English Literacy

Level 5

When reading, viewing, listening to, and responding to this assessment, the student at **Level 5**

- consistently demonstrates an understanding of literacy and its use in daily life
- always understands the content and vocabulary in a variety of complex sources (e.g., poems, stories, videos, audio clips, presentations, etc.)
- uses in-depth knowledge about features of print and how information is organized (e.g., order of events in a story, charts, diagrams, font features, titles, captions, keywords, etc.)
- understands the stated and implicit relationships between facts, events, and characters
- effectively makes and confirms predictions, synthesizes information, and draws conclusions

Level 4

When reading, viewing, listening to, and responding to this assessment, the student at **Level 4**

- frequently demonstrates an understanding of literacy and its use in daily life
- understands the content and vocabulary in a variety of complex sources (e.g., poems, stories, videos, audio clips, presentations, etc.)
- uses sufficient knowledge about features of print and how information is organized (e.g., order of events in a story, charts, diagrams, font features, titles, captions, keywords, etc.)
- understands the majority of the stated and implicit relationships between facts, events, and characters
- makes and confirms predictions, synthesizes information, and draws conclusions

Level 3

When reading, viewing, listening to, and responding to this assessment, the student at **Level 3**

- generally demonstrates an understanding of literacy and its use in daily life
- understands basic content and vocabulary in straightforward sources (e.g., stories, videos, reports, etc.)
- uses knowledge about features of print (e.g., titles, keywords, etc.)
- understands the stated relationships between facts, events, and characters
- uses explicit information to make and confirm basic predictions, synthesize information, and draw basic conclusions

Level 2

When reading, viewing, listening to, and responding to this assessment, the student at **Level 2**

- occasionally demonstrates an understanding of literacy and its use in daily life
- understands minimal content and vocabulary in straightforward sources (e.g., stories, videos, reports, etc.)
- uses knowledge about some features of print (e.g., titles, keywords, etc.)
- understands some stated relationships between facts, events, and characters
- uses explicit information to make and confirm some predictions and draws simple conclusions

Level 1

When reading, viewing, listening to, and responding to this assessment, the student at **Level 1**

- seldom demonstrates an understanding of literacy and its use in daily life
- understands limited content and vocabulary in straightforward sources (e.g., stories, videos, reports, etc.)
- recognizes limited features of print (e.g., titles, keywords, etc.)
- identifies limited relationships between facts, events, and characters
- uses explicit information to make and confirm simple predictions and draw limited conclusions

Insufficient Response

The student did not provide enough correct responses to achieve the lowest performance level (Level 1) for students at the beginning of Grade 3. For more information, please contact Nicole Lamarre, Director of the Student Learning Assessments & Provincial Achievement Testing, at Nicole.Lamarre@gov.ab.ca.

Incomplete Response

The student's overall performance is not provided because the student answered too few questions. For more information, please contact Nicole Lamarre, Director of the Student Learning Assessments & Provincial Achievement Testing, at Nicole.Lamarre@gov.ab.ca.

Level Descriptors for Digital Questions

Numeracy

Level 5

When responding to this assessment, the student at **Level 5**

- consistently makes connections to personal experiences and background knowledge
- solves complex problems demonstrating an in-depth understanding of numeracy content (e.g., number sense, pattern rules, measurement, 2-D shapes and 3-D objects, statistics) and skills (e.g., mental mathematics, estimation, analysis, prediction, creation, explanation)
- uses logic and reasoning to support and communicate a comprehensive solution
- uses pictures and symbols to effectively represent and interpret information
- applies effective strategies

Level 4

When responding to this assessment, the student at **Level 4**

- frequently makes connections to personal experiences and background knowledge
- solves complex problems, demonstrating a substantial understanding of numeracy content (e.g., number sense, pattern rules, measurement, 2-D shapes and 3-D objects, statistics) and skills (e.g., compare/contrast, interpret, generalize)
- uses logic and reasoning to support and communicate a relevant solution
- uses pictures and symbols to accurately represent and interpret information
- applies reliable strategies

Level 3

When responding to this assessment, the student at **Level 3**

- generally makes connections to personal experiences and background knowledge
- solves basic problems, demonstrating an adequate understanding of numeracy content (e.g., number sense, pattern rules, measurement, 2-D shapes and 3-D objects, statistics) and skills (e.g., retrieve, recall, describe, explain)
- uses some logic and reasoning to support and communicate an appropriate solution
- uses pictures and symbols to appropriately represent and interpret some information
- applies appropriate strategies

Level 2

When responding to this assessment, the student at **Level 2**

- occasionally makes connections to personal experiences and background knowledge
- solves simple problems, demonstrating a minimal understanding of numeracy content (e.g., number sense, pattern rules, measurement, 2-D shapes and 3-D objects, statistics) and skills (e.g., recognize, identify, demonstrate, perform a simple one-or two-step procedure)
- uses logic and reasoning to support or communicate an inadequate solution
- uses pictures and symbols to partially represent and interpret some information
- applies straightforward strategies

Level 1

When responding to this assessment, the student at **Level 1**

- seldom makes connections to personal experiences and background knowledge
- solves simple problems and demonstrates a vague understanding of numeracy content (e.g., number sense, pattern rules, measurement, 2-D shapes and 3-D objects, statistics) and skills (e.g., recognize, recite, perform a simple single-step procedure)
- uses underdeveloped or missing logic and reasoning to communicate a solution
- uses underdeveloped pictures and symbols to represent information
- applies simple strategies

Insufficient Response

The student did not provide enough correct responses to achieve the lowest performance level (Level 1) for students at the beginning of Grade 3. For more information, please contact Nicole Lamarre, Director of the Student Learning Assessments & Provincial Achievement Testing, at Nicole.Lamarre@gov.ab.ca.

Incomplete Response

The student's overall performance is not provided because the student answered too few questions. For more information, please contact Nicole Lamarre, Director of the Student Learning Assessments & Provincial Achievement Testing, at Nicole.Lamarre@gov.ab.ca.

Level Descriptors for Digital Questions

French Literacy - Immersion

Level 5

When reading, viewing, listening to, and responding to this assessment, the student at **Level 5**

- consistently demonstrates an understanding of literacy and its use in daily life
- uses in-depth knowledge of the concept of the sentence, rich vocabulary relative to daily experiences and numerous graphic symbols to support understanding of the information
- uses effective strategies: identifying the main idea and supporting details in a variety of sources (e.g., illustrations, stories, videos, audio clips, etc.)
- makes strong links with the information presented and prior knowledge to predict, infer and understand the meaning of the message

Level 4

When reading, viewing, listening to, and responding to this assessment, the student at **Level 4**

- frequently demonstrates an understanding of literacy and its use in daily life
- uses sufficient knowledge of the concept of the sentence, varied vocabulary relative to daily experiences and multiple graphic symbols to support understanding of the information
- uses reliable strategies: identifying the main idea and supporting details in a variety of sources (e.g., illustrations, stories, videos, audio clips, etc.)
- makes relevant links with the information presented and prior knowledge to predict, infer and understand the meaning of the message

Level 3

When reading, viewing, listening to, and responding to this assessment, the student at **Level 3**

- generally demonstrates an understanding of literacy and its use in daily life
- uses basic knowledge of the concept of the sentence, adequate vocabulary relative to daily experiences and some graphic symbols to support understanding of the information
- uses appropriate strategies: identifying the main idea and supporting details in a variety of sources (e.g., illustrations, stories, videos, audio clips, etc.)
- makes appropriate links with the information presented and prior knowledge to predict, infer and understand the meaning of the message

Level 2

When reading, viewing, listening to, and responding to this assessment, the student at **Level 2**

- occasionally demonstrates an understanding of literacy and its use in daily life
- uses minimal knowledge of the concept of the sentence, limited vocabulary relative to daily experiences and few graphic symbols to support understanding of the information
- uses straightforward strategies: identifying some supporting details in a source (e.g., illustrations, stories, videos)
- makes incomplete links with the information presented and prior knowledge to make simple predictions and understand the meaning of the message

Level 1

When reading, viewing, listening to, and responding to this assessment, the student at **Level 1**

- seldom demonstrates an understanding of literacy and its use in daily life
- uses fragmentary knowledge of the concept of the sentence, very limited vocabulary relative to daily experiences and very few graphic symbols to support understanding of the information
- uses simple strategies: identifying a few supporting details in a source (e.g., illustrations, stories, videos)
- makes vague links with the information presented and prior knowledge to understand the meaning of the message

Insufficient Response

The student did not provide enough correct responses to achieve the lowest performance level (Level 1) for students at the beginning of Grade 3. For more information, please contact Nicole Lamarre, Director of the Student Learning Assessments & Provincial Achievement Testing, at Nicole.Lamarre@gov.ab.ca.

Incomplete Response

The student's overall performance is not provided because the student answered too few questions. For more information, please contact Nicole Lamarre, Director of the Student Learning Assessments & Provincial Achievement Testing, at Nicole.Lamarre@gov.ab.ca.

Descripteurs de niveau pour les questions à correction numérique

Littérature

Niveau 5

En lisant, visualisant, écoutant et répondant à cette évaluation l'élève peut au **niveau 5**

- constamment reconnaître que la littérature permet de satisfaire différents besoins dans la vie de tous les jours;
- utiliser ses connaissances approfondies du concept de la phrase, un vocabulaire riche relatif à ses expériences quotidiennes et de nombreux symboles graphiques pour soutenir sa compréhension des informations;
- se servir de stratégies efficaces : identifier l'idée principale et les idées secondaires dans une variété de sources (ex: illustrations, histoires, vidéos, audio clips);
- établir des liens solides entre l'information présentée et ses connaissances antérieures pour prédire, déduire et comprendre le sens du message.

Niveau 4

En lisant, visualisant, écoutant et répondant à cette évaluation l'élève peut au **niveau 4**

- fréquemment reconnaître que la littérature permet de satisfaire différents besoins dans la vie de tous les jours;
- utiliser ses connaissances suffisantes du concept de la phrase, un vocabulaire varié relatif à ses expériences quotidiennes et des symboles graphiques multiples pour soutenir sa compréhension des informations;
- se servir de stratégies fiables : identifier l'idée principale et les idées secondaires dans une variété de sources (ex: illustrations, histoires, vidéos, audio clips);
- établir des liens pertinents entre l'information présentée et ses connaissances antérieures pour prédire, déduire et comprendre le sens du message.

Niveau 3

En lisant, visualisant, écoutant et répondant à cette évaluation l'élève peut au **niveau 3**

- généralement reconnaître que la littérature permet de satisfaire différents besoins dans la vie de tous les jours;
- utiliser ses connaissances de base du concept de la phrase, un vocabulaire approprié relatif à ses expériences quotidiennes et quelques symboles graphiques pour soutenir sa compréhension des informations;
- se servir de stratégies appropriées : identifier l'idée principale et les idées secondaires dans une variété de sources (ex : illustrations, histoires, vidéos, audio clips);
- établir des liens appropriés entre l'information présentée et ses connaissances antérieures pour prédire, déduire et comprendre le sens du message.

Niveau 2

En lisant, visualisant, écoutant et répondant à cette évaluation l'élève peut au **niveau 2**

- occasionnellement reconnaître que la littérature permet de satisfaire différents besoins dans la vie de tous les jours;
- utiliser ses connaissances minimales du concept de la phrase, un vocabulaire limité relatif à ses expériences quotidiennes et peu de symboles graphiques pour soutenir sa compréhension des informations;
- se servir de stratégies simples: identifier quelques idées secondaires dans une source accompagnée d'illustrations;
- établir des liens incomplets entre l'information présentée et ses connaissances antérieures pour comprendre le sens du message.

Niveau 1

En lisant, visualisant, écoutant et répondant à cette évaluation l'élève peut au **niveau 1**

- rarement reconnaître que la littérature permet de satisfaire différents besoins dans la vie de tous les jours;
- utiliser ses connaissances vagues du concept de la phrase, un vocabulaire très limité relatif à ses expériences quotidiennes et très peu de symboles graphiques pour soutenir sa compréhension des informations;
- se servir de stratégies très simples : identifier quelques idées secondaires dans une source accompagnée d'illustrations;
- établir peu ou pas de liens entre l'information présentée et ses connaissances antérieures pour comprendre le sens du message.

Réponse insuffisante

L'élève n'a pas fourni suffisamment de bonnes réponses pour atteindre le niveau de rendement minimal (Niveau 1) des élèves au début de la 3e année. Pour obtenir plus d'information, veuillez communiquer avec Nicole Lamarre, Director of the Student Learning Assessments & Provincial Achievement Testing, à Nicole.Lamarre@gov.ab.ca.

Réponse incomplète

On ne donne pas le rendement global de l'élève parce qu'il ou elle n'a pas répondu à assez de questions. Pour obtenir plus d'information, veuillez communiquer avec Nicole Lamarre, Director of the Student Learning Assessments & Provincial Achievement Testing, à Nicole.Lamarre@gov.ab.ca.

Descripteurs de niveau pour les questions à correction numérique

Numératie

Niveau 5

En répondant à cette évaluation l'élève peut au **niveau 5**

- constamment créer des liens avec des expériences personnelles et des connaissances antérieures;
- résoudre des problèmes complexes qui démontrent une compréhension approfondie du contenu de la numératie (ex. : le sens du nombre, les règles des régularités, la mesure, les figures à deux dimensions et les objets à trois dimensions, la statistique) et des habiletés (ex. : le calcul mental, l'estimation, l'analyse, la prédiction, la création, l'explication);
- faire preuve de logique et de raisonnement pour appuyer et communiquer une solution complète;
- se servir d'illustrations et de symboles pour représenter et interpréter des données efficacement;
- appliquer des stratégies efficaces.

Niveau 4

En répondant à cette évaluation l'élève peut au **niveau 4**

- fréquemment créer des liens avec des expériences personnelles et des connaissances antérieures;
- résoudre des problèmes complexes qui démontrent une compréhension solide du contenu de la numératie (ex. : le sens du nombre, les règles des régularités, la mesure, les figures à deux dimensions et les objets à trois dimensions, la statistique) et des habiletés (ex. : comparer, contraster, interpréter, généraliser);
- faire preuve de logique et de raisonnement pour appuyer et communiquer une solution pertinente;
- se servir d'illustrations et de symboles pour représenter et interpréter des données correctement;
- appliquer des stratégies fiables.

Niveau 3

En répondant à cette évaluation l'élève peut au **niveau 3**

- généralement créer des liens avec des expériences personnelles et des connaissances antérieures;
- résoudre des problèmes de base qui démontrent une compréhension adéquate du contenu de la numératie (ex. : le sens du nombre, les règles des régularités, la mesure, les figures à deux dimensions et les objets à trois dimensions, la statistique) et des habiletés (ex. : repérer, se rappeler et décrire de l'information, expliquer);
- faire preuve d'une certaine logique et d'un certain raisonnement pour appuyer et communiquer une solution appropriée;
- se servir d'illustrations et de symboles pour représenter et interpréter certaines données de façon appropriée;
- appliquer des stratégies appropriées.

Niveau 2

En répondant à cette évaluation l'élève peut au **niveau 2**

- occasionnellement créer des liens avec des expériences personnelles et des connaissances antérieures;
- résoudre des problèmes simples qui démontrent une compréhension minimale du contenu de la numératie (ex. : le sens du nombre, les règles des régularités, la mesure, les figures à deux dimensions et les objets à trois dimensions, la statistique) et des habiletés (ex. : reconnaître, identifier, démontrer, exécuter une opération simple à une ou deux étapes);
- faire preuve de logique et de raisonnement pour appuyer et communiquer une solution inadéquate;
- se servir d'illustrations et de symboles pour représenter et interpréter certaines données partiellement;
- appliquer des stratégies directes.

Niveau 1

En répondant à cette évaluation l'élève peut au **niveau 1**

- rarement créer des liens avec des expériences personnelles et des connaissances antérieures;
- résoudre des problèmes simples et démontre une compréhension vague du contenu de la numératie (ex. : le sens du nombre, les règles des régularités, la mesure, les figures à deux dimensions et les objets à trois dimensions, la statistique) et des habiletés (ex. : reconnaître, énoncer, exécuter une opération simple à une étape);
- utiliser la logique et le raisonnement non développés ou absents pour appuyer ou communiquer une solution;
- se servir d'illustrations et de symboles qui sont insuffisamment développés pour représenter des données;
- appliquer des stratégies simples.

Réponse insuffisante

L'élève n'a pas fourni suffisamment de bonnes réponses pour atteindre le niveau de rendement minimal (Niveau 1) des élèves au début de la 3e année. Pour obtenir plus d'information, veuillez communiquer avec Nicole Lamarre, Director of the Student Learning Assessments & Provincial Achievement Testing, à Nicole.Lamarre@gov.ab.ca.

Réponse incomplète

On ne donne pas le rendement global de l'élève parce qu'il ou elle n'a pas répondu à assez de questions. Pour obtenir plus d'information, veuillez communiquer avec Nicole Lamarre, Director of the Student Learning Assessments & Provincial Achievement Testing, à Nicole.Lamarre@gov.ab.ca.