

Grade 3

Information Bulletin

Literacy and Numeracy

Alberta Provincial Student Learning Assessment

2018–2019

This document was written primarily for:

Students	
Teachers	✓ of Grade 3
Administrators	✓
Parents	
General Audience	
Others	

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Contents

General Information About the Student Learning Assessment (SLA)	1
Purpose Statements for Assessment	1
Structure of the Student Learning Assessments	2
Language of Assessment	2
Length of Assessment	2
Format of Assessments.....	2
Administration of the Student Learning Assessment.....	3
Administration Dates	3
Teacher Dashboard.....	3
How to Access the Student Learning Assessment.....	3
Technical Requirements.....	3
Assistive Supports.....	3
Ensuring SLA Success.....	4
Results from the Student Learning Assessment	4
Literacy Level Descriptors for Digital Questions	5
Numeracy Level Descriptors for Digital Questions	6
English Literacy Student Learning Assessment	7
Definition of Literacy.....	7
Components and Elements of Literacy Progressions.....	7
General Description of Literacy Assessment	7
Description of Literacy Questions (Digital Format).....	8
Examples of Some Interactive Question Types	8
Question Complexity	10
Low-complexity Questions	10
Moderate-complexity Questions	10
High-complexity Questions	10
Suggestions for Effectively Responding to Digital Questions	11
Blueprint for the Grade 3 Digital Literacy Student Learning Assessment.....	11
Description of the Literacy Performance Task	12
Structure of the Literacy Performance Task.....	12
Assessing the Literacy Performance Task.....	12
Use of Dictionaries.....	12

English Numeracy Student Learning Assessment.....	13
Definition of Numeracy	13
Components and Elements of Numeracy Progressions	13
General Description of Numeracy Assessment.....	13
Description of Numeracy Questions (Digital Format)	14
Examples of Some Interactive Question Types	14
Question Complexity	16
Low-complexity Questions	16
Moderate-complexity Questions	16
High-complexity Questions	16
Suggestions for Effectively Responding to Digital Questions	17
Blueprint for the Grade 3 Digital Numeracy Student Learning Assessment.....	17
Description of the Numeracy Performance Task.....	18
Structure of the Numeracy Performance Task.....	18
Assessing the Numeracy Performance Task.....	18
Use of Calculators	19
Use of Manipulatives	19
Opportunities to Participate in SLA Development.....	19
Working Groups	19
Supporting Documents.....	20
SLA General Information Bulletin.....	20
Literacy and Numeracy Performance Task Samples.....	20
SLA Quick Facts	20
SLA Quick Tip Videos.....	20
Technical Support	20
Contacts 2018–2019	21

Materials related to the Student Learning Assessment can be found on the Alberta Education website at <https://education.alberta.ca/student-learning-assessments/>.

Student Learning Assessment administration guidelines are found in the [General Information Bulletin](#).

General Information About the Student Learning Assessment (SLA)

The Grade 3 SLA supports student learning by assessing outcomes related to literacy and numeracy in language arts and mathematics in Alberta's current Grade 2 provincial programs of study. This aligns with the goals of the **Ministerial Order for Student Learning**, which can be viewed at <http://education.alberta.ca/department/policy/standards/goals/>.

The SLA is specifically designed to fulfill the purposes of assessment described below.

Purpose Statements for Assessment

Assessment is a process, and the primary purpose of assessment is to improve student learning. To facilitate this, assessment information can be used by:

- a student to be informed about, to reflect upon, and to initiate activities to enhance his or her learning;
- parents to have meaningful conversations with their child and their child's teacher(s); and
- a teacher to assist in meeting the learning needs of a student.

Assessment information is also available to enhance instruction for students. To facilitate this, assessment information can be used by:

- a teacher to be informed about, to reflect upon, and to initiate activities to enhance his or her instruction;
- a principal to strategically support instructional practices and address the organizational needs within the school;
- a superintendent to allocate resources appropriately and promote effective instructional practices.

While the SLA is helpful for teachers to use as a tool, it will not be used in the Accountability Pillar.

The SLA is meant to complement, not replace, day-to-day teacher observations and classroom assessment. It is a source of information that must be interpreted, used, and communicated within the context of regular and continuous assessment by classroom teachers.

The purpose statements for assessment are also located at <https://education.alberta.ca/student-learning-assessments/>.

Structure of the Student Learning Assessments

The four components of the Grade 3 SLA are:

- digital literacy questions (45 questions);
- a literacy performance task (4 activities);
- digital numeracy questions (39 questions);
- a numeracy performance task (2 activities).

The SLA will continue to reference Alberta's current Grade 2 provincial programs of study until the implementation of new programs of study.

Language of Assessment

The literacy parts of the SLA are developed independently for English, French Immersion, and Francophone students. The numeracy parts are developed in English, and the French versions for French Immersion and Francophone students are translations of the English version. English-language SLAs can be administered to French Immersion and Francophone students.

Length of Assessment

The SLA is constructed to provide teachers with scheduling flexibility. There are no time limits on any part of the SLA. Each part can be administered in several short sessions and on different days.

Parts of the Student Learning Assessment	Suggested Administration Times (Note: There are no time limits on any part of the SLA. Each part can be administered in several short sessions and on different days.)
Digital Literacy Questions	About 60 minutes
Literacy Performance Task	About 60–90 minutes
Digital Numeracy Questions	About 60 minutes
Numeracy Performance Task	About 60 minutes

Format of Assessments

The two digital components of the Grade 3 SLA consist of multiple-choice and numerical-response questions as well as innovative question formats that leverage the digital platform, including responding to short videos, listening activities, drag-and-drop, rearrangement, and highlighting.

The digital components are composed of several sets of questions. The sets are designed to be completed separately from each other. This design supports flexible administration of the digital components.

The performance tasks are delivered digitally, but students respond through written and/or oral activities. Students have experienced the most success with the performance tasks when they have been administered during two or more short sessions.

The performance tasks are assessed by the classroom teacher. Student results for the performance tasks will be reported only by classroom teachers to individuals at the local school level, such as parents, guardians, and students.

Administration of the Student Learning Assessment

Administration Dates

The Grade 3 SLA will be available for administration starting late August, 2018, and will be available throughout the school year. Teachers are encouraged to use the SLA as soon as possible to maximize the value of this beginning-of-the-year assessment, as the outcomes that are assessed are from the Grade 2 programs of study.

For a summary of all significant SLA dates, refer to the *General Information Bulletin* at <https://education.alberta.ca/student-learning-assessments/about-the-slas/everyone/general-information-bulletin/>.

Teacher Dashboard

The Teacher Dashboard provides access to all of the information, resources, and documentation necessary for administering the SLA. All teachers who are administering the Grade 3 SLA must have an Extranet account and need to get authentication from their school administrator/principal to access the SLA Teacher Dashboard. Detailed information about accessing the Teacher Dashboard is in the Quick Facts for Teachers document, which is located at <https://public.education.alberta.ca/assessment/>.

How to Access the Student Learning Assessment

Information about how and when the SLA can be accessed will be communicated in information and updates which are located at <http://education.alberta.ca/department/ipr/SLAs>.

Technical Requirements

Detailed information about the technical requirements for the administration of the SLA is located at <https://education.alberta.ca/student-learning-assessments/resources/>.

Assistive Supports

Please refer to the *General Information Bulletin* at <https://education.alberta.ca/student-learning-assessments/about-the-slas/everyone/general-information-bulletin/> for the directives regarding learning supports for students who may require them.

Ensuring SLA Success

1. Make sure the technical requirements for administering the assessment are in place.
2. Familiarize students with the practice questions and released questions that are located at <https://public.education.alberta.ca/assessment>. Ensure that students know how to use the various interactive elements in the questions.
3. Review the Performance Task Administration Guidelines for Teachers and prepare the required materials. (All of these items are located on the Teacher Dashboard.)
4. Teachers who are administering the SLA will have preview access and the ability to administer the digital questions and performance tasks starting late August, 2018. To preview the digital questions, click on the icon for each testlet in the SLA Teacher Dashboard.

Results from the Student Learning Assessment

The 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 for growth at the start of the school year.

Detailed results of the digital questions (marked by Alberta Education) will be available through the SLA Teacher Dashboard to schools and teachers within 24 hours of a class completing the digital questions. Results will be in the form of interactive digital reports at the individual student and class levels. Superintendents will have access to a high-level report that provides an overview of school authority and school results for the digital questions. Teachers can re-administer any of the components of the SLA throughout the school year to further support learning and instruction.

Parents and guardians of students who have participated in the SLA will be able to access their child’s results from their child’s school. Schools are encouraged to use parent-friendly reports to share individual student results with parents or guardians. Interpretation of results is best accomplished through conversation between parent/guardian, student, and teacher. Student performance is reported in terms of a level from 1 to 5, with 5 being the highest level. Each level has a set of descriptors describing student behaviour generally exhibited at that level. Teachers and parents/guardians are encouraged to discuss students’ results together. Alberta Education will work with school authorities to help them address any challenges in providing parents/guardians with their children’s results.

Results from the SLA will not be reported to the general public and will not be used in the Accountability Pillar.

Literacy Level Descriptors for Digital Questions

	<p>Level 5: When reading, viewing, listening to, and responding to this assessment (student name/the student) at Level 5</p> <ul style="list-style-type: none"> ○ 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.
	<p>Level 4: When reading, viewing, listening to, and responding to this assessment (student name/the student) at Level 4</p> <ul style="list-style-type: none"> ○ 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.
	<p>Level 3: When reading, viewing, listening to, and responding to this assessment (student name/the student) at Level 3</p> <ul style="list-style-type: none"> ○ 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.
	<p>Level 2: When reading, viewing, listening to, and responding to this assessment (student name/the student) at Level 2</p> <ul style="list-style-type: none"> ○ 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 draw simple conclusions.
	<p>Level 1: When reading, viewing, listening to, and responding to this assessment (student name/the student) at Level 1</p> <ul style="list-style-type: none"> ○ 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.

Course description—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.

Numeracy Level Descriptors for Digital Questions

	<p>Level 5: When responding to this assessment (student name/the student) at Level 5</p> <ul style="list-style-type: none"> ○ 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.
	<p>Level 4: When responding to this assessment (student name/the student) at Level 4</p> <ul style="list-style-type: none"> ○ 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.
	<p>Level 3: When responding to this assessment (student name/the student) at Level 3</p> <ul style="list-style-type: none"> ○ 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.
	<p>Level 2: When responding to this assessment (student name/the student) at Level 2</p> <ul style="list-style-type: none"> ○ 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.
	<p>Level 1: When responding to this assessment (student name/the student) at Level 1</p> <ul style="list-style-type: none"> ○ 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.

Course description—Numeracy

Numeracy is the ability, confidence and willingness to engage with quantitative* or spatial† information to make informed decisions in all aspects of daily living.

*Quantitative information is information that can be measured and expressed as an amount.

†Spatial information is the physical location of objects or the relationship between objects.

English Literacy Student Learning Assessment

Definition of 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.

Components and Elements of Literacy Progressions

These updated elements identify the essential behaviour, knowledge, and understandings that are the building blocks for continued growth in literacy.

Component	Elements
Literacy Awareness	Importance of Literacy (LA1) Students recognize that literacy provides enjoyment and enables them to make sense of and participate in the world around them.
	Learner Awareness (LA2) Students identify what they know, are able to do, and need to learn when engaging in tasks that involve literacy.
	Task Awareness (LA3) Students are aware of the literacy demands within a task.
Component	Elements
Literacy Knowledge and Understanding	Rules of Language (LKU1) Students use rules of language to acquire, construct, and communicate meaning.
	Acquire Information (LKU2) Students use efficient and effective strategies to acquire, evaluate, and ethically use information.
	Construct Meaning (LKU3) Students use efficient and effective strategies to construct meaning.
	Communicate Meaning (LKU4) Students communicate to convey concepts, ideas, and understandings.

General Description of Literacy Assessment

The Grade 3 Literacy Student Learning Assessment consists of the following components:

- 45 digital questions organized into five separate sets – Each set consists of 9 questions. 36 questions will be assessed and 9 questions will be embedded field test questions. The embedded field test questions on this SLA are used to assess these questions themselves for possible future use and not the students' learning;
- a performance task composed of four activities.

Students may be given short breaks during the digital or performance task assessments when it is deemed suitable by the classroom teacher. The Grade 3 SLA will be available to teachers starting late August, 2018. The assessments are best administered at the beginning of Grade 3, as the outcomes that are assessed are from the Grade 2 programs of study. The assessments can be re-administered throughout the school year.

Description of Literacy Questions (Digital Format)


The digital environment supports a variety of interactive question types. The practice questions located at <https://public.education.alberta.ca/assessment> familiarize students with the digital interactivity of the SLA. These questions are not examples of the content or complexity of the assessment questions. Rather, they are designed to provide students with the opportunity to practise the various interactivities they will encounter on the SLA.

Examples of Some Interactive Question Types

When answering questions on the Grade 3 SLA, students will typically encounter the following types of interaction.

1. Complete the sentences by moving the word cards to the correct places.

Pip likes to play with his toys. He also likes to run and jump.




Use **TWO** word cards to correctly complete the sentences.

Pip plays with . He likes to run and .

bones	shoes
jump	sleep
toys	swim

2. Choose the TWO words that answer the question correctly.

When Pip hears someone knocking on the door, he barks and growls.




Choose the **TWO** correct answers.

Choose the **TWO** words that describe the sounds that Pip makes.

When Pip hears someone knocking on the door, he barks and growls.

3. Move the word cards to the correct places on the chart.

When Pip goes for a walk, he wears a red coat. On his walk, he sniffs trees and bushes. If Pip meets other dogs, he wants to play with them.




Move **FOUR** word cards to the correct places on the chart.

Pip's Walk		
Pip Wears	Pip Sniffs	Pip Meets

trees	dogs	cats
red coat	little hat	bushes

4. Put the events in the correct order.

When Pip wakes up from his nap, he stretches and yawns. He runs to his food dish. Then Pip eats everything in his dish.



Put **TWO** of the events in the correct order.


Events	Order of Events
Pip stretches and yawns.	
Pip eats his food.	
Pip drinks his water.	Pip runs to his dish.

5. Move the word cards to label the picture.

Move **ALL** of the word cards to correctly name the parts of Pip's body.

Pip listens with his ears. He eats with his mouth. Pip runs and jumps using his legs and feet. When Pip is happy, he wags his tail.

Pip

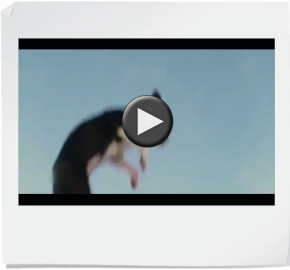



mouth feet tail ears


6. View the video. Listen to the students. Select the student who answers the question correctly.


Choose the correct answer.

In the video, what does the dog like to do?



▶ 

▶ 

▶ 

The full range of literacy interactive question types, as well as released questions from the fall 2014 and 2015 Pilot SLAs, are located at <https://public.education.alberta.ca/assessment>.

Question Complexity

Each digital literacy question assesses one primary outcome of Alberta's Grade 2 programs of study. The primary outcome measures the skills required for each question. Supporting outcomes demonstrate skills students may use for the question. As well, each question is designed with a specific level of complexity – low, moderate, or high.*

Low-complexity Questions

Low-complexity questions require students to receive or remember facts or to use simple skills or strategies. Straightforward comprehension is expected at this level. Questions require only a basic understanding of a source (e.g., text, video, audio, etc.) and often consist of verbatim recall or simple understanding of a single word or phrase.

A low-complexity literacy question may require a student to

- locate a detail;
- determine the meaning of a word using information that is given;
- determine the answer to a question based on information explicitly stated;
- identify a picture that represents an event;
- complete a sentence using keywords.

Moderate-complexity Questions

Moderate-complexity questions involve some mental processing beyond recalling or reproducing a response. They require both comprehension and subsequent processing of sources or portions of sources (e.g., text, video, audio, etc.). Questions at this level may include words such as *organize*, *sort*, *describe*, *predict*, and *compare*. Literal main ideas are stressed. A moderate-complexity assessment question may also require students to apply some of the skills and concepts that are expected when answering low-complexity questions.

A moderate-complexity literacy question may require a student to

- use context cues to identify the meaning of unfamiliar words;
- predict a logical outcome based on information;
- identify and summarize the major events in a narrative;
- sort words or information into two or more categories;
- determine an appropriate heading or title.

High-complexity Questions

Deep understanding becomes more of a focus in high-complexity questions. Students are encouraged to go beyond the source; however, they are still required to show understanding of the ideas in the source (e.g., text, video, audio, etc.). Students may be asked to explain, generalize, or connect ideas. High-complexity questions involve reasoning and planning. Students must be able to support their thinking. Questions may involve abstract concepts, consideration of information across an entire passage, or students' application of prior knowledge.

A high-complexity literacy question may require a student to

- determine the author's purpose;
- summarize information from more than one source (e.g., text and video);
- respond to a question that has multiple answers;
- formulate research questions;
- plan a written or spoken presentation.

*Adapted from Norman L. Webb, Wisconsin Center for Educational Research, *Depth-of-Knowledge Levels for Four Content Areas*, March 28, 2002.

Suggestions for Effectively Responding to Digital Questions

- Look at and/or listen to all of the information on the screen and think carefully before answering the questions. The instructions guide students to obtain information from text, videos, audio clips, pictures, photographs, and other representations.
- Listen to the instructions and carefully read the question. Think about what the question is asking and whether or not more than one answer is required.
- Read, watch, or listen to the information as many times as needed.
- Recheck answers to make sure they are complete.
- Choose the **correct** or **best** response(s). This supports students in making a choice when they cannot immediately identify the correct response(s).

Blueprint for the Grade 3 Digital Literacy Student Learning Assessment

	Digital Questions	Percentage of Assessment
Rules of Language Students are able to identify and use <ul style="list-style-type: none"> • phonetic rules; • correct grammatical structure; • punctuation and capitalization; • spelling in a variety of source material to comprehend and communicate meaning.	3–8	8–22%
Acquire Information Students are able to <ul style="list-style-type: none"> • develop and answer questions; • gather information from a variety of sources; • evaluate sources by identifying fact and fiction as well as relevant and irrelevant information. 	5–12	14–33%
Construct Meaning Students are able to <ul style="list-style-type: none"> • connect relevant personal experience and background knowledge; • associate meaning of words using contextual cues; • recognize that texts are organized in various ways according to their purpose; • utilize a variety of strategies to construct and confirm meaning. 	12–22	33–61%
Communicate Meaning Students are able to <ul style="list-style-type: none"> • consider audience and purpose; • organize and clearly express thoughts, ideas, and information; • identify and use a variety of oral, print, and other media texts to communicate. 	4–10	11–28%
Number of Questions Note: The number of questions assessed does not include the 9 embedded field-test questions.	36	100%

Question Complexity		
High	Moderate	Low
6–10	17–23	6–10

Description of the Literacy Performance Task

The performance task is designed to engage students in a variety of activities that are based on outcomes in Alberta's Grade 2 programs of study. They are constructed to incorporate thinking, viewing, peer discussions, writing, representing, and personal reflection.

Structure of the Literacy Performance Task

The performance task is composed of four activities, which are designed to be completed in about 60–90 minutes. It is recommended that the performance task be administered during several short sessions. **Breaks may be taken at any time during the administration of the performance task.** Although suggested durations are provided for each SLA component, there is no time limit to complete a component. Extra time is not an accommodation; it is a universal support for the SLA.

1. Presentation of Information

The purpose of this activity is to focus students' thinking and prepare them for the task. This is done through the presentation of information and class discussions.

2. Small Group Discussion and Planning

Students meet in small groups or work by themselves to plan their writing project.

3. Writing Time

Students work independently to complete their writing project, which may include visual representations.

4. Self-reflection

After students have completed their writing project, they independently reflect on their work.

The details for administering the performance task are in the Performance Task Administration Guidelines for Teachers, which are located on the Teacher Dashboard.

Assessing the Literacy Performance Task

The purpose of the performance task is to find out what students are able to do **independently** in order to identify their individual strengths as well as areas for improvement. The performance task will be marked and reported **only** at the local level.

Classroom teachers are expected to assess their students' performance tasks. The results from this part of the SLA are not reported to Alberta Education; however, the use of the results to inform local decision-making is encouraged. The students' performance tasks are kept at the school for reference during teacher, student, and parent conversations.

When assessing the performance task, teachers will use the

- Literacy Performance Task Descriptors;
- Literacy Performance Task Exemplars.

All of these materials will be digitally available through the Teacher Dashboard throughout the school year, starting late August, 2018.

Use of Dictionaries

One purpose of the performance task is to determine what students can write **independently**. This will support the teacher in designing instruction to meet individual strengths and areas for growth. To this end, students **shall not use** published or personal dictionaries for the performance task.

English Numeracy Student Learning Assessment

Definition of Numeracy

Numeracy is the ability, confidence, and willingness to engage with quantitative* or spatial† information to make informed decisions in all aspects of daily living.

*Quantitative information is information that can be measured and expressed as an amount.

†Spatial information is the physical location of objects or the relationship between objects.

Components and Elements of Numeracy Progressions

These updated elements identify the essential behaviour, knowledge and understandings that are the building blocks for continued growth in numeracy.

Component	Elements
Numeracy Awareness	Importance of Numeracy (NA1) Students recognize that numeracy enables people to make informed decisions in all aspects of daily living.
	Learner Awareness (NA2) Students identify what they know, are able to do, and need to learn when engaging in tasks that involve numeracy.
	Task Awareness (NA3) Students are aware of the numeracy demands within a task.
Component	Elements
Numeracy Knowledge and Understanding	Quantitative Information (NKU1) Students apply knowledge of quantitative information to make an informed decision.
	Spatial Information (NKU2) Students apply knowledge of spatial information to make an informed decision.
	Interpret, Represent, Communicate (NKU3) Students interpret, represent and communicate in a variety of digital and non-digital formats to support decisions in situations involving numeracy.
	Strategies, Methods, and Tools (NKU4) Students use efficient and effective strategies, methods, or tools to manage quantitative or spatial information.

General Description of Numeracy Assessment

The Grade 3 Numeracy Student Learning Assessment consists of the following components:

- 39 digital questions. Of the digital questions, four are number fact questions with 30 facts. Number fact questions address the recall of addition and subtraction facts involving two natural numbers each up to 5, and the application of strategies for addition and subtraction involving two natural numbers, each up to 9. Another 28 digital questions are arranged in four testlets of seven questions each. Also included are seven embedded field test questions, which on this SLA are used to assess these questions themselves for possible future use and not the students' learning.
- A Performance Task composed of two activities.

The Grade 3 SLA will be available to all teachers starting late August, 2018.

The assessment is best administered at the beginning of Grade 3, as the outcomes that are assessed are from the Grade 2 programs of study. The assessment can be re-administered throughout the school year. Students may be given short breaks during the digital or Performance Task assessments when it is deemed suitable by the classroom teacher. Students can choose to read and/or listen to the text in the numeracy assessment.

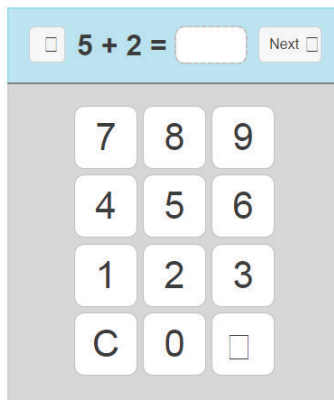
Description of Numeracy Questions (Digital Format)

The digital environment supports a variety of interactive question types. The practice questions located at <https://public.education.alberta.ca/assessment> familiarize students with the digital interactivity of the SLA. These questions are not examples of the content or complexity of the assessment questions. Rather, they are designed to provide students with the opportunity to practise the various interactivities they will encounter on the SLA.

Examples of Some Interactive Question Types

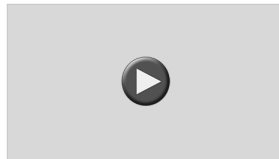
When answering questions on the Grade 3 SLA, students will typically encounter the following types of interactions.

1. Respond to a Number Fact question.



2. View and listen to video. Select four correct answers.

Use the information from the video to complete the question.



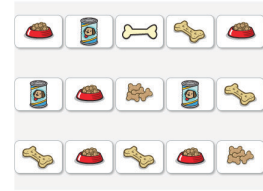
From the list, choose 4 supplies a dog needs.

- Dish for food and water
- Books about dogs
- Computer
- Dog collar
- Dog crate
- Dog food
- Blanket
- Treats

3. Drag and drop pictures to create a chart. Answer a question about the chart.

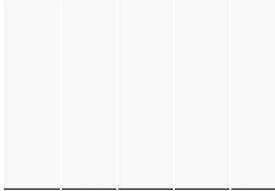
Drag the dog food into the correct columns on the right side of the screen to help answer the question.

Dog Food at the Pet Store



Choose the item at the bottom of the chart to answer the question.

The food the pet store has the most of is



Canined food Dental chews Dog bone Dry food Treats

4. Use information from a chart to answer a question.

Use the hundred chart to help answer the question.

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	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Click on the box. Use the number pad to enter your answer.

Dog Food	
Dry food	\$28
Canned food	\$3
Dog bone	\$2
Dental chews	\$16
Treats	\$5

The total cost of a can of dog food , dental chews , and treats is \$_____.

5. Answer a multiple-choice question.

28 kg	17 kg	12 kg	5 kg

The mass of the second lightest dog is

- 28 kg
- 17 kg
- 12 kg
- 5 kg

6. Move the picture to the correct place on the chart.

Drag the dogs to help answer the question.

Choose the best size of crate for each dog according to its mass.

Crate Size According to the Mass of the Dog		
Dog	Crate Size	Approximate Mass of the Dog
		1 - 10 kg
		10 - 16 kg
		16 - 25 kg
		25 - 30 kg

28 kg

17 kg

12 kg

5 kg

The full range of numeracy interactive question types, as well as released questions from previous SLAs, are located at <https://public.education.alberta.ca/assessment>.

Question Complexity

Each digital numeracy question assesses one primary outcome of Alberta's Grade 2 programs of study. The primary outcome measures the skills required for each question. Supporting outcomes demonstrate skills students may use for the question. As well, each question is designed with a specific level of complexity – low, moderate, or high.*

Low-complexity Questions

Low-complexity questions require students to recall and/or recognize basic numeracy concepts and procedures. Students are not expected to come up with original methods for finding a particular solution.

A low-complexity numeracy question may require a student to

- recall or recognize a fact, term, or definition;
- identify an example of a concept;
- perform a specified procedure (e.g., adding or subtracting);
- determine an unknown number in an equation or number expression;
- solve a one-step or simple two-step word problem;
- draw or measure a simple 2-D shape or 3-D object;
- retrieve information from a graph, table, or figure.

Moderate-complexity Questions

Moderate-complexity questions involve more flexibility of thinking than those in the low-complexity category. They require a response that goes beyond the habitual and may involve more than a single step. Students are expected to decide what to do, to use reasoning and problem-solving strategies, and to bring together their skills and knowledge to find a solution.

A moderate-complexity numeracy question may require a student to

- solve a word problem requiring multiple steps;
- compare patterns, data, or equations;
- provide justification for a solution process;
- interpret a concrete, pictorial, or symbolic representation;
- retrieve information from a graph and use it when solving a multi-step problem;
- formulate a generalization about one or more objects or patterns.

High-complexity Questions

High-complexity questions require students to engage in more-abstract reasoning, planning, analysis, judgment, and creative thought.

A high-complexity numeracy question may require a student to

- perform a procedure that has multiple steps and multiple decision points;
- analyze similarities and differences between procedures and concepts;
- formulate an original problem;
- solve a problem in more than one way;
- explain and justify a solution to a problem;
- describe, compare, and contrast solution processes;
- provide a numerical justification.

*Adapted from Norman L. Webb, Wisconsin Center for Educational Research, *Depth-of-Knowledge Levels for Four Content Areas*, March 28, 2002.

Suggestions for Effectively Responding to Digital Questions

- Look and/or listen to all of the information on the screen and think carefully before answering the questions. The instructions will guide students to obtain information from numbers, words, signs, charts, pictures, graphs, or maps.
- While viewing all of the information on the screen, remember the question that needs to be answered. This will help students to focus on what is being asked of them.
- Students can use paper, pencil, and manipulatives when solving the problem. This will support students in using a variety of strategies to help them solve the problems.
- Students may NOT use manipulatives when answering the Number Facts.
- Recheck answers to make sure they are complete.
- Choose the **correct** or **best** response(s). This supports students in making a choice when they cannot immediately identify the correct response(s).

Blueprint for the Grade 3 Digital Numeracy Student Learning Assessment

	Digital Questions	Percentage of Assessment
Number Facts Demonstrate addition and related subtraction facts to 18.	4	13%
Number Solve problems using quantitative information in familiar contexts by <ul style="list-style-type: none"> • interpreting, comparing, estimating, and representing whole numbers up to 100; • using personal strategies to apply learned concepts to whole numbers. 	9–14	28–44%
Patterns and Relations Solve problems using quantitative information in familiar contexts by <ul style="list-style-type: none"> • recognizing, describing, and using numerical and non-numerical patterns; • demonstrating and recording the meaning of equality and inequality. 	5–7	16–22%
Shape and Space Solve problems using spatial information in familiar contexts by <ul style="list-style-type: none"> • using nonstandard units of measurement to measure, describe, and compare; • identifying, describing, and comparing 2-D shapes and 3-D objects. 	5–8	16–25%
Statistics and Probability Solve problems using quantitative information in familiar contexts by <ul style="list-style-type: none"> • collecting, organizing, and analyzing data; • constructing and interpreting concrete graphs and pictographs. 	1–3	3–9%
Number of Questions Note: The number of questions assessed does not include the 7 embedded field-test questions.	32	100%

Question Complexity		
High	Moderate	Low
6–10	17–23	6–10

Description of the Numeracy Performance Task

The performance task is designed to engage students in a variety of activities. The activities are based on outcomes in Alberta's Grade 2 programs of study. They are constructed to reflect knowledge representations, cognitive skill processes, and intrapersonal skills.

Structure of the Numeracy Performance Task

The performance task is composed of two activities and a final check, which are designed to be completed in about 60 minutes. **Breaks may be taken at any time during the administration of the performance task.** Although suggested durations are provided for each SLA component, there is no time limit to complete a component. Extra time is not an accommodation; it is a universal support for the SLA.

- 1. Presentation of Information**

The purpose of the presentation is to focus students' thinking and prepare them for the task through the presentation of information and class discussions.

- 2. Activity 1: Problem Solving**

Students use the given scenario and problem. Students work **independently** to solve the problem and explain their thinking.

- 3. Activity 2: Problem Solving**

Students use the given scenario and problem. Students work **independently** to solve the problem and explain their thinking.

- 4. Final Check**

Students are encouraged to review their tasks to ensure the clarity and completeness of the response.

The details for administering the performance task are in the Performance Task Administration Guidelines for Teachers, which are located on the Teacher Dashboard.

Assessing the Numeracy Performance Task

The purpose of the performance task is to find out what students are able to do **independently** in order to identify their individual strengths as well as areas for improvement. The performance task will be marked and reported **only** at the local level.

Classroom teachers are expected to assess their students' performance task. The results from this part of the SLA are not reported to Alberta Education; however, the use of the results to inform local decision-making is encouraged. The students' performance tasks are kept at the school for reference during teacher, student, and parent conversations.

When assessing the performance tasks, teachers will use the

- Numeracy Performance Task Descriptors;
- Numeracy Performance Task Exemplars.

All of these materials will be digitally available for teachers through the Teacher Dashboard throughout the school year, starting late August, 2018.

Use of Calculators

In keeping with the intent and specific outcomes in the programs of study, students **may not use** calculators at any time for Grade 3 Numeracy questions.

Use of Manipulatives

Manipulatives and paper and pencil may be used when solving problems. In keeping with the intent of the specific outcomes in the programs of study, students shall not use manipulatives or paper and pencil for the digital Number Facts.

Opportunities to Participate in SLA Development

Working Groups

Teacher involvement in the development and review of Student Learning Assessment is important because it helps to ensure the validity and appropriateness of the assessment.

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 this information to their school administrator so that it can be forwarded to the Provincial Assessment Sector at Alberta Education through the superintendent.

To be eligible to serve on a Student Learning Assessment working group, a teacher must currently be teaching any grade from Kindergarten to Grade 4 and must have a minimum of two years' teaching experience.

Detailed information about how to become involved in working groups is located in the *General Information Bulletin* at <http://education.alberta.ca/department/ipr/SLAs>.

Supporting Documents

SLA General Information Bulletin

<https://education.alberta.ca/student-learning-assessments/about-the-slas/everyone/general-information-bulletin/>

Literacy and Numeracy Performance Task Samples

Samples of the Performance Tasks for Literacy and Numeracy are located at <https://education.alberta.ca/student-learning-assessments/supports-for-educators/>.

SLA Quick Facts

The quick facts are located at <https://education.alberta.ca/student-learning-assessments/resources/>.

- **Superintendents**
Information for Superintendents about the SLA in preparation for the administration of the SLA
- **Teachers**
A concise list of what Grade 3 teachers need to do in preparation for the administration of the SLA
- **School Trustees**
Information for trustees about the SLA
- **Parents/Guardians**
Information about the SLA for teachers to send to parents before the SLA

SLA Quick Tip Videos

The quick tip videos are located at <https://education.alberta.ca/student-learning-assessments/resources/>.

- **How to Access the Teacher Dashboard**
- **How to Use the Teacher Dashboard**
- **How to Use Some Promising Practices**

Technical Support

Technical support for the administration of the SLA resources is available at <https://education.alberta.ca/student-learning-assessments/resources/everyone/sla-workforce-development-help-desk/>.

Answers to further questions about technical support are available by telephone and email.

Telephone: 780-427-5318
Toll-free within Alberta: 310-0000
Email: WFDhelpdesk@gov.ab.ca
Office Hours:
Monday through Friday, 8:15 A.M. to 4:30 P.M.
The office is open during the lunch hour.
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