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</table>

Materials related to the Student Learning Assessment can be found on the Alberta Education website at [http://education.alberta.ca/department/ipr/SLAs](http://education.alberta.ca/department/ipr/SLAs).

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

The Grade 3 SLAs support student learning by assessing literacy and numeracy. This aligns with the goals of the Ministerial Order for Student Learning at http://education.alberta.ca/department/policy/standards/goals/.

The SLAs are 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 school council to give advice about the learning opportunities, resources, and services provided by the school;
- a superintendent to allocate resources appropriately and promote effective instructional practices;
- trustees to create or amend authority policies and to guide their advocacy work; and
- Alberta Education to be informed about the implementation and delivery of curriculum.

Assessment information also assures Albertans that the education system meets the needs of students and achieves the outcomes of the Ministerial Order on Student Learning.

Provincial assessment programs, including SLAs, are sources 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 http://education.alberta.ca/department/ipr/SLAs.
Structure of Student Learning Assessment

The four components of the Grade 3 SLA are:
- digital interactive literacy questions (45 questions)
- literacy performance task (4 activities)
- digital interactive numeracy questions (44 questions)
- 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 portions are developed in English, and the French versions for French Immersion and Francophone students are translations of the English version. Grade 3 students take the SLA in the language of their instruction (i.e., Grade 3 Francophone and French Immersion students will take only the assessment written in French).

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.

<table>
<thead>
<tr>
<th>Parts of the Student Learning Assessment</th>
<th>Suggested Administration Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Interactive Literacy Questions</td>
<td>About 60 minutes</td>
</tr>
<tr>
<td>Literacy Performance Task</td>
<td>About 60–90 minutes</td>
</tr>
<tr>
<td>Digital Interactive Numeracy Questions</td>
<td>About 60 minutes</td>
</tr>
<tr>
<td>Numeracy Performance Task</td>
<td>About 60 minutes</td>
</tr>
</tbody>
</table>

Format of Assessment

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 at the local school level, and not to Alberta Education, as was required in the first year of the Pilot.

Alberta Education is providing school authorities with the funding previously used for the central marking of the former Grade 3 Provincial Achievement Tests. This is to help school authorities with the local marking of performance tasks by teachers.
Administration of Student Learning Assessment

Administration Dates

The pilot administration period for the Grade 3 SLA digital interactive questions is September 14 to October 9, 2015.

The pilot administration period for the Grade 3 SLA performance tasks is September 14 to November 1, 2015.

It is important to remember that since the assessment is being administered at the beginning of Grade 3, the outcomes that will be assessed are from Alberta’s Grade 2 programs of study.

For a summary of all the significant dates for the SLA, refer to the General Information Bulletin at http://education.alberta.ca/department/ipr/SLAs.

Teacher Dashboard

The Teacher Dashboard provides access to all of the information, resources, and documentation necessary for administering the SLA. All teachers who are administrating the Grade 3 Pilot SLA must have an Extranet account and be authorized by their 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 http://education.alberta.ca/department/ipr/SLAs.

Technical Requirements

Detailed information about the technical requirements for the administration of the SLA is located at http://education.alberta.ca/department/ipr/SLAs.

Learning Supports

Please refer to the http://education.alberta.ca/department/ipr/SLAs 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 from the fall 2014 Pilot SLA 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 will have preview access to all 2015 digital questions and performance tasks beginning September 1, 2015, to assist in preparing for the fall 2015 Pilot administration.
Results from the Student Learning Assessment

The SLA3 is a digitally-based 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 at the start of the school year.

By November 16, 2015, detailed SLA3 results of the digital interactive questions (marked by Alberta Education) will be available to schools and teachers through the SLA Teacher Dashboard. Results will be in the form of interactive digital reports at the individual student and class levels. New for 2015, a print function has been built into the SLA Teacher Dashboard to allow teachers and administrators to print individual student reports. Results of the performance tasks (marked locally by teachers) will also be available, via schools, shortly after completion of the Pilot administration period.

For the 2015 Pilot, parents and guardians will be able to access their child’s results via their child’s school. Schools are expected to share students’ SLA3 individual results with students’ parent(s) or guardian(s). Interpretation of results is best accomplished through conversation between parent/guardian, student and teacher. As such, teachers and parents/guardians are encouraged to discuss students’ SLA3 results together. Alberta Education will work with school authorities to help them address any challenges in providing parents or guardians with their children’s results.

Results from the SLA will not be reported to the general public until the Grade 3 SLA has moved out of Pilot phase and is fully implemented.

Preparing Students for the Student Learning Assessment

The best way to prepare students for the SLA is to teach the programs of study and to ensure that students know what is expected. The attitudes, knowledge, skills, and strategies that support assessment are also foundational for learning.

How to Access the Student Learning Assessment

Information about how and when the SLA can be accessed will be communicated to your administrator. SLA information and updates are located at http://education.alberta.ca/department/ipr/SLAs.
**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.

<table>
<thead>
<tr>
<th>Component</th>
<th>Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literacy Awareness</strong></td>
<td><strong>Importance of Literacy (LA1)</strong> Students recognize that literacy provides enjoyment and enables them to make sense of and participate in the world around them.</td>
</tr>
<tr>
<td></td>
<td><strong>Learner Awareness (LA2)</strong> Students identify what they know, are able to do and need to learn when engaging in tasks that involve literacy.</td>
</tr>
<tr>
<td></td>
<td><strong>Task Awareness (LA3)</strong> Students are aware of the literacy demands within a task.</td>
</tr>
<tr>
<td><strong>Literacy Knowledge and Understanding</strong></td>
<td><strong>Rules of Language (LkU1)</strong> Students use rules of language to acquire, construct and communicate meaning.</td>
</tr>
<tr>
<td></td>
<td><strong>Acquire Information (LkU2)</strong> Students use efficient and effective strategies to acquire, evaluate and ethically use information.</td>
</tr>
<tr>
<td></td>
<td><strong>Construct Meaning (LkU3)</strong> Students use efficient and effective strategies to construct meaning.</td>
</tr>
<tr>
<td></td>
<td><strong>Communicate Meaning (LkU4)</strong> Students communicate to convey concepts, ideas and understandings.</td>
</tr>
</tbody>
</table>

**General Description of Literacy Assessment**

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

1. 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
2. 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 digital interactive questions may be administered at any time during its four-week administration period and the performance task may be administered any time during its seven-week administration period.
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 as they do 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. Complete the sentences by moving the word cards to the correct places.

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

3. Move the word cards to the correct places on the chart.
4. Put the events in the correct order.

5. Move the word cards to label the picture.

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

The full range of literacy interactive question types, as well as released questions from the fall 2014 Pilot SLA, are located at [https://public.education.alberta.ca/assessment](https://public.education.alberta.ca/assessment).
Question Complexity

Each digital Literacy question is based on one or more outcomes of Alberta’s Grade 2 programs of study. 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.

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 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.
- 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 answer. This supports students in making a choice when they cannot immediately identify the correct answer.

**Draft Blueprint for the Grade 3 Digital Literacy Student Learning Assessment**

<table>
<thead>
<tr>
<th>Rules of Language</th>
<th>Digital Questions</th>
<th>Percentage of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are able to identify and use:</td>
<td>5–7</td>
<td>14–19%</td>
</tr>
<tr>
<td>• phonetic rules</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• correct grammatical structure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• punctuation and capitalization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• spelling</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Acquire Information</th>
<th>Digital Questions</th>
<th>Percentage of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are able to:</td>
<td>10–12</td>
<td>28–33%</td>
</tr>
<tr>
<td>• develop and answer questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• gather information from a variety of sources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• evaluate sources by identifying fact and fiction as well as relevant and irrelevant information.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Construct Meaning</th>
<th>Digital Questions</th>
<th>Percentage of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are able to:</td>
<td>10–12</td>
<td>28–33%</td>
</tr>
<tr>
<td>• connect relevant personal experience and background knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• associate meaning of words using contextual cues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• recognize that texts are organized in various ways according to their purpose</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• utilize a variety of strategies to construct and confirm meaning.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communicate Meaning</th>
<th>Digital Questions</th>
<th>Percentage of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are able to:</td>
<td>7–9</td>
<td>19–25%</td>
</tr>
<tr>
<td>• consider audience and purpose</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• organize and clearly express thoughts, ideas, and information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• identify and use a variety of oral, print, and other media texts to communicate.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Questions</th>
<th>Digital Questions</th>
<th>Percentage of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Note:</strong> The number of questions assessed does not include the 9 embedded field-test questions.</td>
<td>36</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question Complexity</th>
<th>High*</th>
<th>Moderate*</th>
<th>Low*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6–10</td>
<td>17–23</td>
<td>6–10</td>
</tr>
</tbody>
</table>

*The number of questions is presented as a range.
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.**

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 Literacy 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 Literacy 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 **only** be marked and reported at the local level.

Classroom teachers are expected to assess their students’ Literacy 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 Literacy Performance Task, teachers will use the:

- 1. **Literacy Performance Task Descriptors** (See [http://education.alberta.ca/department/ipr/SLAs](http://education.alberta.ca/department/ipr/SLAs) for sample)
- 2. **Literacy Performance Task Exemplars**

All of these materials will be digitally available through the Teacher Dashboard from September 1 through November 1, 2015.
Use of Dictionaries

One purpose of the Literacy 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 ensure this purpose can be fulfilled, 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.

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

General Description of Numeracy Assessment

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

1. 44 digital questions organized into six separate sets: 35 questions will be assessed and 5 questions will be embedded field test questions. There are also 4 number fact questions that address the recall of addition facts to 10 (and the related subtraction facts) and the application of strategies for addition facts to 18 (and the related subtraction facts).
2. a performance task composed of two activities.

The digital interactive questions may be administered at any time during its four-week administration period and the performance task may be administered any time during its seven-week administration period. 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 as they do 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. View and listen to video. Select four correct answers.

   ![View and listen to video. Select four correct answers.](image)

   From the list, choose 4 supplies a dog needs.
   - Dish for food and water
   - Bones for dogs
   - Computer
   - Dog collar
   - Dog crate
   - Dog food
   - Blanket
   - Treats

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

   ![Drag and drop pictures to create a chart. Answer a question about the chart.](image)

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

   ![Use information from a chart to answer a question.](image)
4. Answer a multiple-choice question.

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

6. Respond to a Number Fact question.

The full range of numeracy interactive question types, as well as released questions from the fall 2014 Pilot SLA, are located at https://public.education.alberta.ca/assessment.
Question Complexity

Each digital Numeracy question is based on one or more outcomes of Alberta’s Grade 2 programs of study. As well, each question is designed with a specific level of complexity – low, moderate, or high.*

Low-complexity Questions

Low-complexity questions typically 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 typically 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 typically 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.

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.
- Recheck answers to make sure they are complete.
- Choose the correct or best answer. This supports students in making a choice when they cannot immediately identify the correct answer.

Draft Blueprint for the Grade 3 Digital Numeracy Student Learning Assessment

<table>
<thead>
<tr>
<th>Number Facts</th>
<th>Digital Questions</th>
<th>Percentage of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate addition and related subtraction facts to 18.</td>
<td>4</td>
<td>10%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number</th>
<th>Digital Questions</th>
<th>Percentage of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solve problems using quantitative information* in familiar contexts by</td>
<td>13–15</td>
<td>33–38%</td>
</tr>
<tr>
<td>• interpreting, comparing, estimating, and representing whole numbers up to 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• using personal strategies to apply learned concepts on whole numbers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Patterns and Relations</th>
<th>Digital Questions</th>
<th>Percentage of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solve problems using quantitative information* in familiar contexts by</td>
<td>7–9</td>
<td>18–23%</td>
</tr>
<tr>
<td>• recognizing, describing, and using numerical and non-numerical patterns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• demonstrating and recording the meaning of equality and inequality</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Shape and Space</th>
<th>Digital Questions</th>
<th>Percentage of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solve problems using spatial information† in familiar contexts by</td>
<td>8–10</td>
<td>20–25%</td>
</tr>
<tr>
<td>• using nonstandard units of measurement to measure, describe, and compare</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• identifying, describing, and comparing 2-D shapes and 3-D objects</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statistics and Probability</th>
<th>Digital Questions</th>
<th>Percentage of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solve problems using quantitative information* in familiar contexts by</td>
<td>3–5</td>
<td>7–12%</td>
</tr>
<tr>
<td>• collecting, organizing, and analyzing data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• constructing and interpreting concrete graphs and pictographs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Number of Questions             |                   | 100%                     |
| Note: The number of questions assessed does not include the 5 embedded field-test questions. | 39 | |

<table>
<thead>
<tr>
<th>Question Complexity</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>Moderate</td>
<td>Low</td>
</tr>
<tr>
<td>6–10</td>
<td>17–23</td>
<td>6–10</td>
</tr>
</tbody>
</table>

*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.
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 administrations of the Performance Task.**

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 clarity and completeness of the response.

The details for administering the Numeracy 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 Numeracy 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 **only** be marked and reported at the local level.

Classroom teachers are expected to assess their students' Numeracy 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 Numeracy Performance Tasks, teachers will use the:

1. Numeracy Performance Task Descriptors (See [http://education.alberta.ca/department/ipr/SLAs](http://education.alberta.ca/department/ipr/SLAs) for sample)

All of these materials will be digitally available through the Teacher Dashboard from September 1 through November 1, 2015.
Use of Calculators

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

Use of Manipulatives

Manipulatives 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 for the Number Facts.

Opportunities to Participate in SLA Development Activities

Field Testing

Field testing is an important component in the development process. Field test questions are administered to determine their difficulty level and their appropriateness for use on the SLA. As well, teachers are able to provide comments about potential questions, thereby contributing to the development of fair, valid, and reliable assessments.

Through the use of an online field test request system, teachers can now create and modify field test requests and check the status of these requests. Information about the field test process and the request system is available at http://education.alberta.ca/department/ipr/SLAs.

Once the completed requests are received by the Provincial Assessment Sector, 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 certain number of students, it may not be possible to fill all requests.

For further information about SLA field testing, see the Field Testing section of the General Information Bulletin at http://education.alberta.ca/department/ipr/SLAs.

SLA field tests will be administered in the fall of 2015 with Grade 3 students and in the spring of 2016 with Grade 2 students.

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

Literacy and Numeracy Performance Task Descriptors

Samples of the Performance Task Descriptors for Literacy and Numeracy are located at http://education.alberta.ca/department/ipr/SLAs. The Performance Task Descriptors and Student Exemplars will also be available on the Teacher Dashboard. These materials will be used by the classroom teacher to assess their students’ Performance Tasks.

SLA Quick Facts

Administrators

A concise list of what school administrators need to do in preparation for the administration of the Pilot SLA is located at http://education.alberta.ca/department/ipr/SLAs.

Teachers

A concise list of what Grade 3 teachers need to do in preparation for the administration of the Pilot SLA is located at http://education.alberta.ca/department/ipr/SLAs.

Parents

Information about the SLAs for teachers to send to parents before the Pilot SLA is administered is located at http://education.alberta.ca/department/ipr/SLAs.

Technical Support

Technical support for the administration of SLA is available by telephone and email.

Telephone: 780-427-5318
Toll-free within Alberta: 310-0000
Email: cshelpdesk@gov.ab.ca
Office Hours:
Monday thru Friday, 8:15 a.m. to 4:30 p.m.
The office is open during the lunch hour.
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