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| **FAQ** | **Overview of SD72 Common Formative Numeracy (CFNA) Assessment K - 9** |
| 1. Why were the math assessments developed? | The assessments were developed in response to the need expressed by teachers for a tool that would aid them in identifying specific skills and concepts where there were ‘gaps.’ Having this data will allow teachers to respond more effectively to students’ learning needs. |
| 1. What assessment should a student write? | Students are expected to attempt the assessment which reflects their current assigned grade, including any IEP specific supports. |
| 1. How are the assessment results meant to be used? | The assessments are intended to act as a form of formative, NOT summative, assessment. They are intended to provide teachers with information on what students understand, to inform decisions around instruction, grouping, differentiation, and interventions. |
| The assessments provide a snapshot that can be used at the classroom, school, and district level. |
| The assessments are not diagnostic. However, they may indicate a need for deeper exploration through diagnostic assessments. |
| 1. Is there a time limit? | Speed in processing is not a strong indicator of conceptual understanding. Thus, the amount of **time required to complete an assessment should not be limited**. However, teachers may want to take note of those students needing excessive time as that may be an indicator of a lack of understanding. Please refer to the resource entitled *Attention Span* for additional guidance. |
| 1. What accommodations are allowed? | A separate testing environment is allowed. Assessments can be administered in parts. It is not necessary for students to complete all parts of the assessment in one sitting. The decision to “chunk” or divide the assessment into smaller pieces is at the discretion of the teacher. |
| 1. Why are the questions assessed as incorrect or correct (not based on points)? | Many of the questions can be answered in a variety of ways. For instance, an answer may be given in numerals or in words. Symbols may or may not be included. If asked to draw a picture, a variety of representations are acceptable. The intent of each question is to ascertain whether students understand the concept. With ascertaining competency and understanding as the goals, please exercise professional judgement when technicalities present themselves. |
| 1. What resources and supports can be provided? | **Universal Supports**: Students should have access to the non-digital measurement and modeling tools and manipulatives that are typically used at their grade level. Refer to the teacher instructions for each assessment for more detailed information about grade-level supports. |
| 1. Can students use calculators? | **Students should not use calculators**. The assessments look for competency in basic understanding of numbers and operations. Questions are designed to be done without a calculator.  If a student is unable to complete a question without a calculator, mark it as incorrect. The need for a calculator may indicate a gap that may need to be addressed. |
| 1. Does spelling count? | Spelling is **not** assessed for questions that require a written response. Letter and number reversals are considered correct. |
| 1. What supports are allowed for ELL & ESD students? | Prompting: A conscious effort was made to use common curriculum language and commonly used models. However, it must be acknowledged that language and models can differ slightly from classroom to classroom. Clarification and prompting may be required to ensure student understanding of questions. Please exercise professional judgement when providing clarification or prompting. |
| 1. What supports are allowed for French immersion students? | Interviews and assessments may be conducted in English and/or French. Please exercise professional judgement when clarifying or translating unfamiliar words. A French/English Math Glossary may also be provided as a reference tool. |
| 1. How can teachers record and share results? | Results are entered into an excel spreadsheet contained in the Assessment Teams folder.    Teachers can download and save additional copies for their own use. |
| 1. What happens after the assessment data is collected? | The assessment package includes resource and instructional routine suggestions related to the skills and knowledge required for each grade level.  Teachers may also use the “***Numeracy Screener Reflection*”** document to help unpack their class results and identify priority areas for additional support.  LST teachers may wish to collaborate with grade-based teams to develop additional supports for key areas of need.  Professional development opportunities and collaboration grants will be available for teachers who wish to explore ways to target numeracy growth areas. |
| 1. **Is there a reflection opportunity for students?** | **Yes. After the test has been scored**, verification and thinking about mistakes is an opportunity for growth and reflection. Students in grade 3 and older may also use a calculator to verify and correct their answers. |