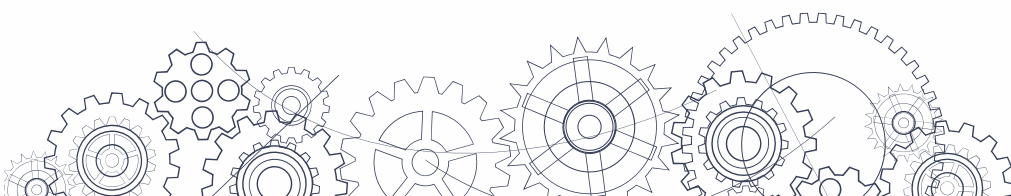


Grade 10 and Grade 12 Literacy Assessments **ADMINISTRATION GUIDE**

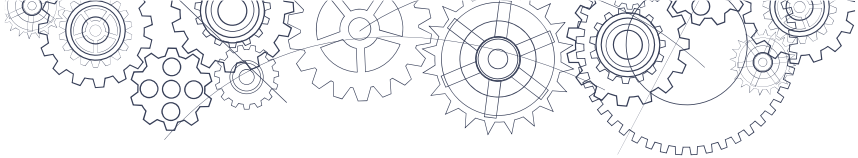


Ministry of
Education and
Child Care

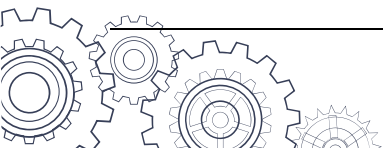


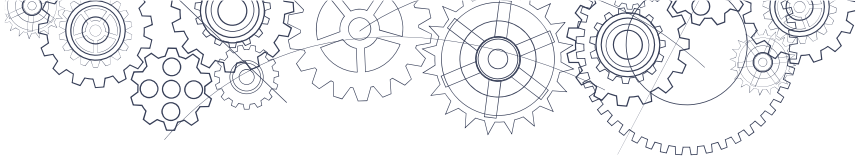
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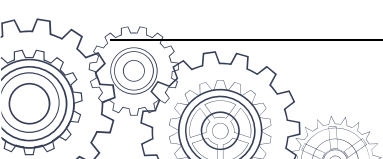


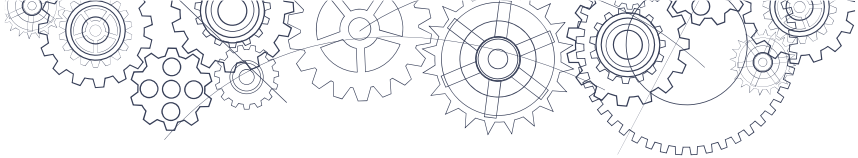


Key Contacts and Resources

For questions related to:	Contact:
Systems or assessment technical issues	e-Assessment Technical Support 1-888-887-3882 (toll-free) bc-ed-support@vretta.com
Adjudication	Adjudications Coordinator educ.adjudication@gov.bc.ca
Assessment administration	Assessment Administration Coordinator assessments@gov.bc.ca
Online graduation assessment register	trax.support@gov.bc.ca
E-Assessment System registration issues	bc-ed-support@vretta.com

For information on:	Consult:
Assessment dates and times	Assessment Schedule
Assessment registration window and results release dates	Chart of Important Dates





Note: The general instructions in the main body of this document apply to all five literacy assessments (LTE10, LTE12, LTP10, LTP12, and LTF12). However, LTP10, LTP12, and LTF12 have specific guidelines in addition to the general instructions. For guidelines specific to LTP10 and LTP12, please see Appendix A. For guidelines specific to LTF12, please see Appendix B.

Early Preparation

Register students

Submit your school's Grade 10 and Grade 12 Literacy Assessment registrations via your TRAX data submissions. Register students using the English, Français langue première, or Français langue seconde literacy assessment codes—LTE10/LTE12, LTP10/LTP12, and LTF12 respectively—and submit them to the Ministry in the TRAX XAM file along with the DEM and CRS files.

Registration should be done in advance of the opening of the Online Graduation Assessment Register on the [School Secure Web](#). The register should only be used as a confirmation of the students registered via the XAM file and to make changes and deletions for registrations if required. Check the [Chart of Important Dates](#) for registration timelines.

The Ministry sends regular updates regarding assessment registration and other TRAX related topics. Use your valid school email address to subscribe to the [TRAX Updates](#) distribution list to stay informed.

Schools and districts using MyEducation BC for their student information system, please follow instructions on how to “Enroll a Student to Write an Assessment” in Section 3.1 of the MyEducation BC User Guide on [Graduation Assessments](#).

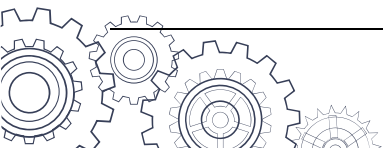
Schools and districts NOT using MyEducation BC must ensure that the system they are using is set to allow assessments to be entered so that students are registered via the TRAX data submission process. See **Appendix C** for detailed instructions.

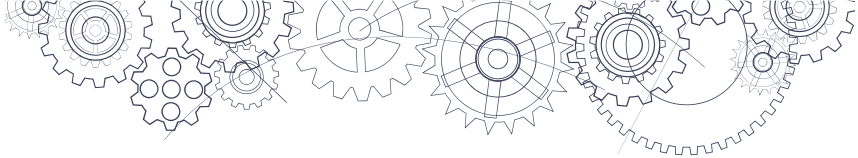
Set up your School Administrator account

You will receive an email invitation to create a School Administrator account on the e-Assessment system (EAS). This email will include a link to an account creation page. You will need to create your account using the link within 7 days of receiving the email. If you have not created your account in that time, you will need to reach out to e-Assessment Technical Support (1-888-887-3882 or bced-support@vretta.com) to reset your account link.

Once your account is created, you will be able to use it for the following purposes:

- Review the technical readiness documentation to ensure access to the assessment for students.
- Review students' registration and submission information for accuracy and completeness.





Set up your students for success

To set up your students for success, encourage them to view the introductory videos, attempt a sample assessment, review marking rubrics, and view examples of student responses. These resources can be found on the webpage of each assessment:

- [Grade 10 Literacy Assessment \(LTE10\)](#)
- [Évaluation de littératie de la 10^e année – Français langue première \(LTP10\)](#)
- [Grade 12 Literacy Assessment \(LTE12\)](#)
- [Évaluation de littératie de la 12^e année – Français langue première \(LTP12\)](#)
- [Évaluation de littératie de la 12^e année – Français langue seconde - immersion \(LTF12\)](#)

Technical specifications and security

Schools should review and test student computers well in advance of each administration to ensure a smooth delivery and the security of the literacy assessments. Schools have two options when setting up the computers for the assessment. The first option is direct access to the assessment from a regular browser and the second option is using a secure lockdown browser. Each option has dedicated preparation procedures:

Option 1: Preparing for Direct Link Access

1. Check each student's computer to ensure it aligns with the Ministry-required [technical specifications](#).
2. Test each computer that will be used by logging into the [Pre-Administration System Testing site](#).

Option 2: Preparing for Lockdown Browser Access

Schools can use either the SafeExamBrowser (SEB) software or Kiosk as a secure lockdown environment to administer the assessment. Please note that the SEB software is recommended for schools that have used SEB for prior assessment administration periods without experiencing any issues. Kiosk is recommended for schools that are using a secure lockdown environment for the first time or schools that experienced any issues with the SEB software in previous administrations.

Note: SEB or Kiosk should not be utilized if accessibility tools are being used.

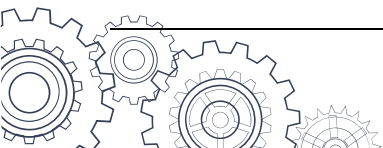
To prepare for lockdown browser access:

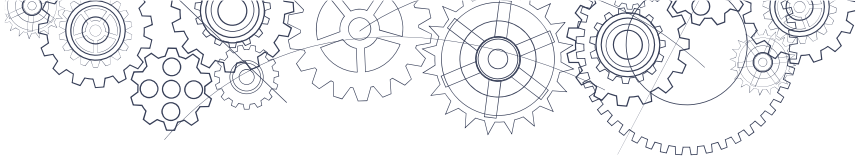
1. Ensure each workstation has the required security control installed. Follow the steps identified in the [Security Control Information](#) section of the Technical Guides webpage to download and configure the SEB Lockdown Browser or Kiosk, which can be used as a secure environment to administer the Numeracy assessment.
2. Test each computer that will be used by logging into the [Pre-Administration System Testing site](#).

Preparing for the Oral Component

To ensure that you are prepared for the oral component of the assessment (only for the French literacy assessments), please check that each testing device has the following:

1. Working headphones that have been tested.



- 
2. A working microphone that has been tested.

Additionally, ensure that the browser being used allows both the headphones and microphones to work.

iPads and other hand-held devices

The Literacy Assessments will work on hand-held tablets (e.g., iPads and Chromebook); however, special preparations are required to ensure compatibility, connectivity, and usability. For more information, please see **Appendix E**.

Adjudication criteria

Schools are responsible for ensuring that text-to-speech and/or speech-to-text software for students with identified needs is configured to work with the Literacy Assessments

It is essential that schools complete a practice session for students with identified needs prior to the assessment day. Click [here](#) to access the Literacy Assessment samples.

Appendix F provides an overview of the revised adjudication criteria and contact information.

Further details about adjudication criteria are available on the Ministry's website under [adjudication](#) and in Chapter 2 of the B.C. Graduation Program [Handbook of Procedures](#).

Approximately Two Weeks Before the Assessment

Approve and designate invigilators

Determine the number of invigilators needed for each assessment. This will vary by number of students, room layout, etc.

Assessments must be administered by a qualified invigilator, such as a school administrator (principal or vice-principal) or a BC-certified teacher.

- ✓ Best practice is that teachers do not invigilate their own students. However, if this is unavoidable, teachers should be reminded that they must not read or comment on students' answers or clarify questions.
- ✓ Ensure that an invigilator is not left alone for an entire session. There must be a system of relief or some way for an invigilator to communicate if a problem arises.
- ✓ Ensure each invigilator has read and is familiar with the **Day of Assessment** section of this Guide.
- ✓ Ensure invigilators are aware of the proper procedures if student behaviour is observed that may lead to disqualification.
- ✓ Review the procedures for late registrants (walk-ins). See the **instructions for adding late or new registrants** on page 8.

Five Business Days Before the Assessment

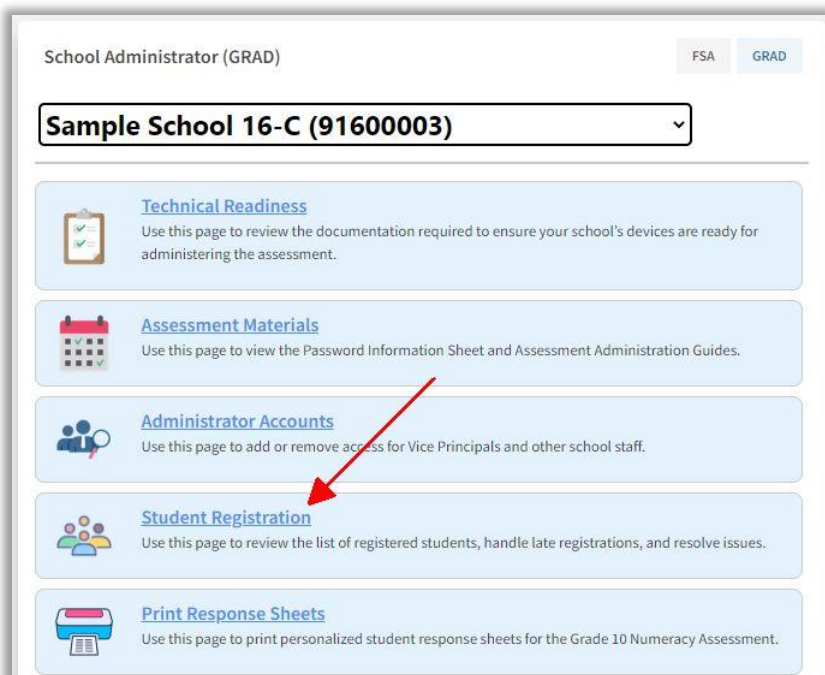
Log into administrative functions and verify the list of students registered

If feasible, it can help to have the *List of Students* checked to ensure that all students known to be writing the assessment are on the list and, if any are missing, they can be added at that time. Follow these steps to access your list of students:

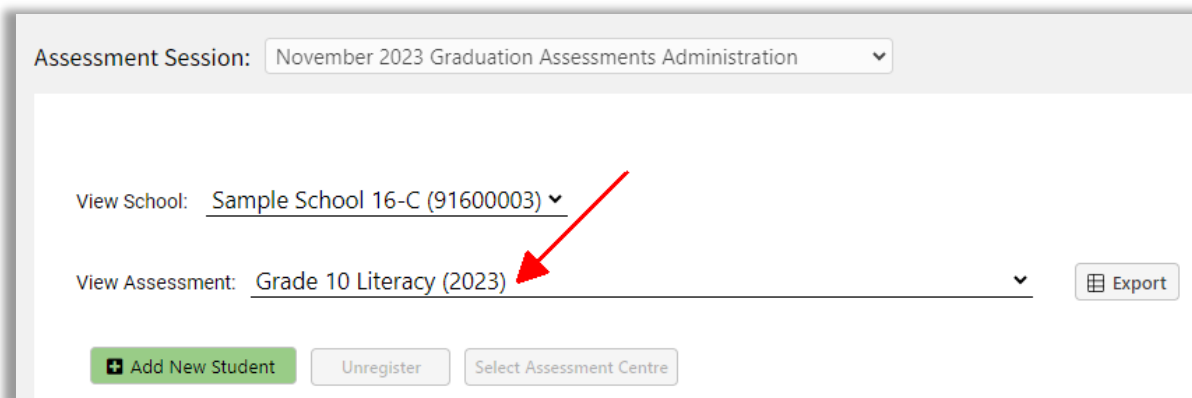
1. Go to [this page](#) and log into your account.

Note: All important information and any other links for online graduation assessments are accessible from this link.

2. Once logged into your account, select the “Student Registration” tab from your dashboard.



3. Once on the “Student Registration” page, use the drop-down menus to select the assessment session, school, and assessment for which you would like to view the list of registered students.



4. Once you have selected the assessment, a list of **all students** currently registered at your school will appear. The “Registered” column will indicate whether a particular student is registered for the selected assessment. You can use the column filter to view only those students who are registered for the selected assessment.

Assessment Session: November 2023 Graduation Assessments Administration

View School: Sample School 16-C (91600003)

View Assessment: Grade 10 Literacy (2023) Export

+ Add New Student Unregister Select Assessment Centre

Page 1 of 74 Total: 1466 students

<input type="checkbox"/>	PEN	Last Name	First Name	Registered	Assessment Centre	Is New Registration
<input type="checkbox"/>	140000001	4a5edc23	40664f28	No	N/A	
<input type="checkbox"/>	140000002	4a5edc6e	40664f77	No	N/A	
<input type="checkbox"/>	140000003	4a5edcbc	40664fc6	No	N/A	
<input type="checkbox"/>	140000004	4a5edd06	40665014	No	N/A	
<input type="checkbox"/>	140000005	4a5edd4e	40665062	No	N/A	
<input type="checkbox"/>	140000006	4a5edde0	406650b0	No	N/A	
<input type="checkbox"/>	140000007	4a5ede2e	406650ff	No	N/A	

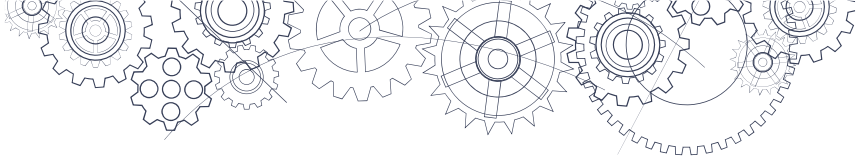
5. You can download and print a version of this list by selecting the “Export” button at the top of the page. If there are any students not found in the list of pre-registered students, proceed to the **instructions for adding late or new registrants**.

Assessment Session: November 2023 Graduation Assessments Administration

View School: Sample School 16-C (91600003)

View Assessment: Grade 10 Literacy (2023) Export

+ Add New Student Unregister Select Assessment Centre



Instructions for adding late or new registrants

All students need to be registered in advance of taking the Literacy Assessments. Late or new registrants are those students who register after the TRAX registration deadline.

As a School Administrator, you can add students who may be late to register or who are walk-ins for the assessment. However, please note that the preference is to have all students register initially through the method outlined in **Appendix C**.

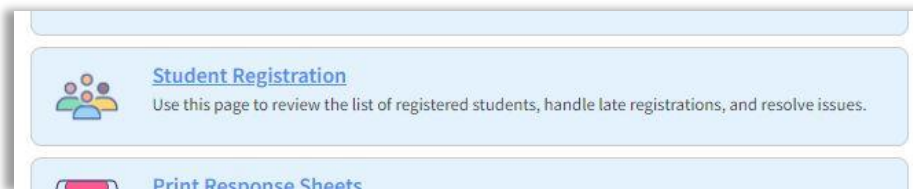
All late or new registrants must provide acceptable government-issued photo ID (see **Appendix D**).

Note for MyEducation BC schools

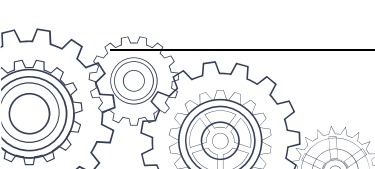
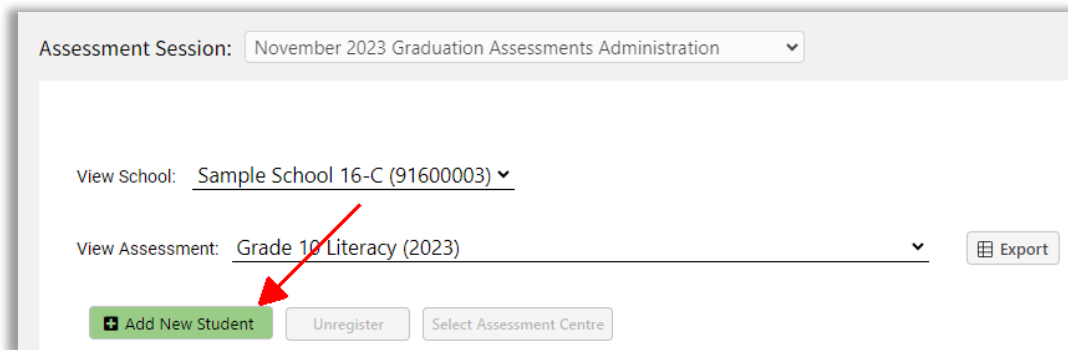
For late registrations, remember to add the student's registration to the XAM file in the student information system before the release of the results. Completing this step will reduce the number of results that need to be manually entered.

The following steps should only be followed in cases of a last-minute student registration. Please follow these steps to add a late registrant:

1. Go to [this page](#) and log into your account.
2. Once logged into your account, select the “Student Registration” tab from your dashboard.



3. From this page, use the drop-down menus to select the assessment session, school, and assessment for which you would like to view the list of registered students. Select the “Add New Student” button.



- This will open a page where you can add students by entering their PEN, Legal Last Name, Legal First Name, and selecting the assessment(s) that the student will be writing.

Add Student(s) [Back to Registered Students](#)

As a School Administrator you can add students who may be late to register for any of the assessments listed below.

	PEN	Legal Last Name	Legal First Name	Grade 10 Literacy <input type="checkbox"/> Select All	Grade 10 Numeracy <input type="checkbox"/> Select All	Évaluation de numératie de la 10 ^e année <input type="checkbox"/> Select All	Grade 12 Literacy <input type="checkbox"/> Select All	Évaluation de littératie de la 12 ^e année – Français langue première <input type="checkbox"/> Select All	
1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> LTE10	<input type="checkbox"/> NME10	<input type="checkbox"/> NMF10	<input type="checkbox"/> LTE12	<input type="checkbox"/> LTP12	Clear Row
2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> LTE10	<input type="checkbox"/> NME10	<input type="checkbox"/> NMF10	<input type="checkbox"/> LTE12	<input type="checkbox"/> LTP12	Clear Row
3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> LTE10	<input type="checkbox"/> NME10	<input type="checkbox"/> NMF10	<input type="checkbox"/> LTE12	<input type="checkbox"/> LTP12	Clear Row
4	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> LTE10	<input type="checkbox"/> NME10	<input type="checkbox"/> NMF10	<input type="checkbox"/> LTE12	<input type="checkbox"/> LTP12	Clear Row
5	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> LTE10	<input type="checkbox"/> NME10	<input type="checkbox"/> NMF10	<input type="checkbox"/> LTE12	<input type="checkbox"/> LTP12	Clear Row

[Create 10 more rows](#)

- Please note that students will be able to register to take an assessment at any school as long as they have a valid PEN. If they are using an invalid PEN, the system will prompt you to refer to the [Ministry's PEN Services](#) to obtain the student's valid PEN in order to complete the process.

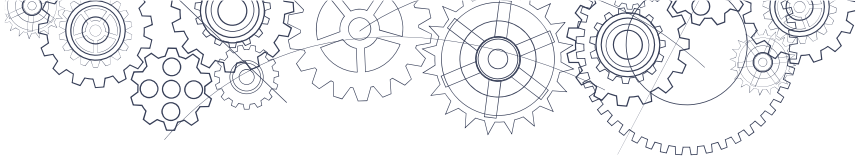
Add Student(s) [Back to Registered Students](#)

As a School Administrator you can add students who may be late to register for any of the assessments listed below.

i One or more rows contain invalid PENs. Please visit the [Ministry's PEN Services website](#) to obtain the student's personal education number. A valid PEN is required if you wish to register this student.

	PEN	Legal Last Name	Legal First Name	Grade 10 Literacy <input type="checkbox"/> Select All	Grade 10 Numeracy <input type="checkbox"/> Select All	Évaluation de numératie de la 10 ^e année <input type="checkbox"/> Select All	Grade 12 Literacy <input type="checkbox"/> Select All	Évaluation de littératie de la 12 ^e année – Français langue première <input type="checkbox"/> Select All	
1	123456789 This PEN is invalid.	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> LTE10	<input type="checkbox"/> NME10	<input type="checkbox"/> NMF10	<input type="checkbox"/> LTE12	<input type="checkbox"/> LTP12	Clear Row

After clicking the “Submit” button the student information will be added to the table. You must also click on the “Save” button and follow the prompts on the screen to complete this process. Once you have completed the process, students will appear in the *List of Registered Students*.



Day of Assessment

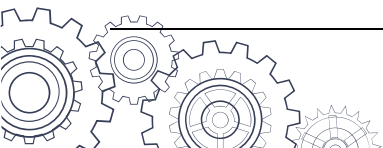
Set up the computers

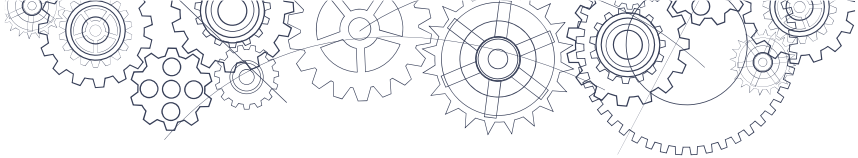
The invigilator (or designate) must do the following:

1. Go to the [e-Assessment website](#). This will take you directly to the student login page.
2. Select or enter, where applicable, the following information:
 - ➔ **District** – select the district associated with the student’s home school or select the district where they were added as a late registrant.
 - ➔ **Independent school** – select from the list if the student is registered in an independent school.
 - ➔ **Session password** – this password is specific to the assessment that the student will be writing (each assessment has a different session password). **Note:** The passwords for each assessment can be accessed from your School Administrator account. A different password is provided for each day of the assessment. Passwords become available on the e-Assessment website 5 business days prior to the start of administration.
 - ➔ **Personal Education Number (PEN)** – double-check against your SIS records that the PEN has been entered correctly.

The screenshot shows a login form titled "Student Access: Graduation Assessments". It contains the following fields and options:

- School District (Includes Yukon and Offshore)**: A dropdown menu with the text "Select your school district" and a blue downward arrow.
- or, Independent Schools**: A dropdown menu with the text "Select your independent school" and a blue downward arrow.
- Session Password**: A text input field with the placeholder text "Enter password here".
- PEN**: A text input field with the placeholder text "Enter PEN here".
- Sign In**: A dark blue button with white text.





Start the assessment session

- ✓ Assessment administration staff **must check the acceptable ID of all students not known to them.** See **Appendix D.**
- ✓ When all students are seated and ready to begin, an invigilator should read the Invigilator Script (see Appendix I) out loud.
- ✓ Advise students to confirm they are logged in under the correct PEN and name—this is vital. If students are unsure, direct them to check with the invigilator.
- ✓ Direct students to leave any items not specifically authorized in a designated area. Unauthorized items include notes, smartwatches, cell phones, and any other electronic devices.
- ✓ Invigilators may hand out scrap paper, but all pages must be collected and shredded at the end of the session.
- ✓ Inform students that they are not allowed to have any unauthorized equipment, paper, or items on their person. **If any such item is detected the school must submit a disqualification report.**
- ✓ Read aloud the rules and online instructions immediately before the assessment begins. It is important that students do not use assessment time to read this information.
- ✓ Remind students that they must not start the assessment until the assessment has formally begun and the official time limit is in effect.
- ✓ Students who start the assessment late can be accommodated at the school's discretion according to situational circumstances and operational feasibility.

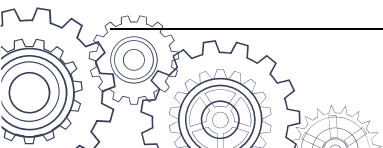
Reporting disqualification incidents

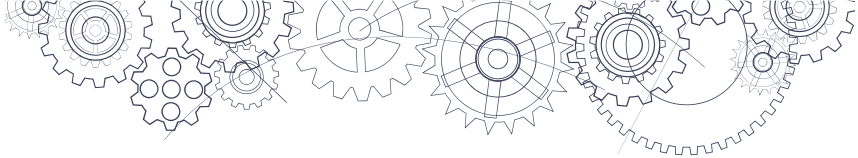
If an invigilator suspects or is certain that a student is breaching assessment rules, the student should be allowed to continue writing but be closely monitored for the remainder of the session.



At the end of the assessment, invigilators are required to collect all paper material, including any suspected disqualifying material. They are also required to write an account of any disqualification incident and report it to the principal, who must then submit a Disqualification Incident Report to the Ministry.

Either the invigilator or principal must inform the student suspected of breaching the rules of their intention to submit the report and must offer the student an opportunity to respond to the allegations. The student may submit a response report and include it with the school report or send it independently to the Ministry. A Disqualification Incident Report is available as a webform [here](#).





During the assessment session

- ✓ **Do not attempt to fix ANY technical issues yourself or call in your school technicians.** If there are any technical challenges during the assessment, stop using the computer immediately and call the e-Assessment Technical Support at 1-888-887-3882.
- ✓ Student responses are saved to the system every 60 seconds. Staff at the e-Assessment support helpdesk can look at an individual assessment and see what is happening.
- ✓ Invigilators and supervisors must not read or comment on students' answers or clarify assessment questions for them.
- ✓ Students must be supervised at all times. Invigilators should walk around and view students' screens continuously.
- ✓ If the assessment is interrupted by an unexpected event (e.g., a fire alarm), ensure the exact amount of time of the interruption (including "settling down" time) is added to the regulation time.
 - If the room must be vacated due to such an event, ensure that the doors are locked.
 - If there is an indefinite interruption, contact e-Assessment Technical Support immediately and inform them of the situation at 1-888-887-3882

Conclusion of the assessment session

- ✓ Instruct students to stop working, proceed to the review page, then click "**Submit**" and follow the instructions on the screen.

Confirmation codes report

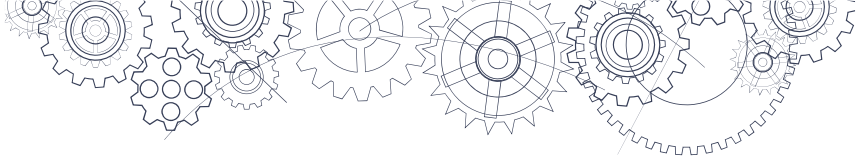
It is essential that the invigilator attest to the accuracy of the entire list because there are no student signature sheets to confirm a specific student's attendance.

After the session is complete, the invigilator must review the online confirmation codes report to confirm all students have submitted their work and are on the list with correct PEN and surname information. This is essential to ensure assessment marks are credited to the student who wrote the assessment. Schools will be able to view and print confirmation codes reports for all sessions administered through the e-Assessment system.

To access this list to provide to the invigilator to confirm, log in to your School Administrator account at [this page](#) and select the "Completion Reports" tab.

1. Once on the "Completion Reports" page, select the assessment session, school, and assessment for which you would like to access the confirmation codes.





School Administrator (GRAD) / Completion Reports BC Ministry Assessment Support Line

Completion Reports

Assessment Session: November 2023 Graduation Assessments Administration

Use the drop down menu above to select a previous or the current assessment session.

Use this report to view student login and submission activity. Use the filter icons next to the header names to search for specific student login/submission information.

Select School: Sample School 16-C (91600003)

Export

Page 1 of 1 0 total rows

- This will populate a list of all registered students as well as their confirmation codes if they have submitted their assessment. If you wish to export and save the list of student confirmation codes, click on the “Export” button. You can then print the exported file if you need a paper copy of the confirmation codes list.

School Administrator (GRAD) / Completion Reports BC Ministry Assessment Support L


Completion Reports

Assessment Session: November 2023 Graduation Assessments Administration

Use the drop down menu above to select a previous or the current assessment session.

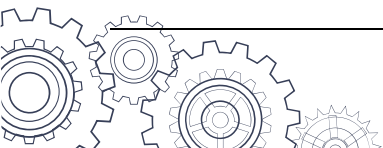
Use this report to view student login and submission activity. Use the filter icons next to the header names to search for specific student login/submission information.

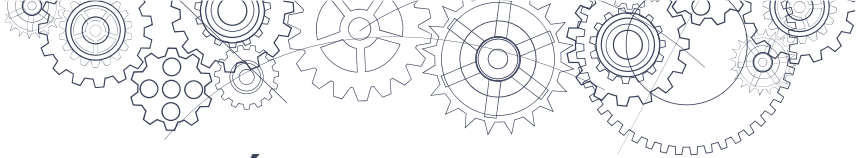
Select School: Sample School 16-C (91600003)

Export 

Page 1 of 21 401 total rows

Date	Login Time	PEN	Last Name	First
2022-04-26	08:31:03 am	133344895	869185a7	82ea1
2022-04-26	08:31:33 am	133222273	86918205	82ea0
2022-04-26	08:31:53 am	133542936	86919125	82ea1
2022-04-26	08:32:13 am	134297241	86919b5c	82ea2
2022-04-26	08:32:24 am	131101263	86916401	82e9f.
2022-04-26	08:32:42 am	133078451	86916e52	82e9f.





Appendix A: Guidelines Specific to the Évaluation de littératie de la 10^e année – Français langue première (LTP10) and the Évaluation de littératie de la 12^e année – Français langue première (LTP12)

IMPORTANT: The *Évaluation de littératie de la 10^e année – Français langue première* and the *Évaluation de littératie de la 12^e année – Français langue première* each contain two required components: the written component and the oral component.

The oral component is administered separately from and after the written component. Students must complete both components during the same administration session (the November, January, April or June session).

Required materials

Since the French language literacy assessments contain video and audio texts, students require headphones and a microphone. Materials required for each of the two components are as follows:

Written Component

- ✓ Computer
- ✓ Headphones

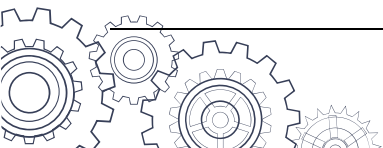
Note: Students are permitted to take notes using paper and pencil. They may also take notes on the built-in digital notes tool.

Oral Component

- ✓ Computer
- ✓ Headphones
- ✓ Microphone

Note: Students are permitted to take notes using paper and pencil. They may also take notes on the built-in digital notes tool.

Schools must have a sufficient number of headphones and microphones available for student use during the assessment. Students are permitted to bring their own headphones and microphones. Students should test their headphones and microphones prior to the day of the assessment.



Accessing the assessment

The login process is identical for the oral and written components except for the password, which is different for each component.

IMPORTANT: There are **different** literacy assessments in French for students in the Francophone programme and for students in the French Immersion programme. It is important to ensure that students in the Francophone programme log into the ***Français langue première*** assessments.

Ouvrir une séance : Évaluations du secondaire

Conseil scolaire : (comprend Yukon et Outre-mer)

Sélectionnez votre conseil scolaire. ▼

ou, École indépendante

Sélectionnez votre école indépendante. ▼

Mot de passe

Inscrivez votre mot de passe ici.

Numéro scolaire personnel (NSP)

Inscrivez votre numéro scolaire personnel (NSP) ici.

Se connecter

Vous allez commencer la composante écrite de l'Évaluation de littératie de la 12^e année – Français langue première

NSP : 000000000

Nom : S

Cette information est-elle correcte?

Oui Non

Instructions for the Written Component

Timing

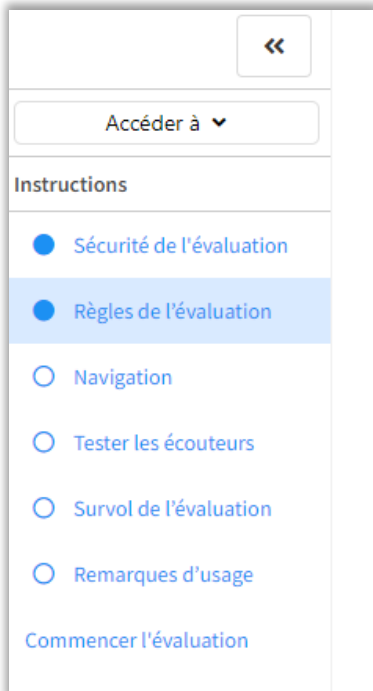
The written component is administered separately from the oral component. The written component should take most students approximately 120 minutes (2 hours). Students are permitted to take up to 180 minutes (3 hours) to complete the written component.

Room configuration

For the written component, each student should be seated in front of a computer with headphones.

Instructions

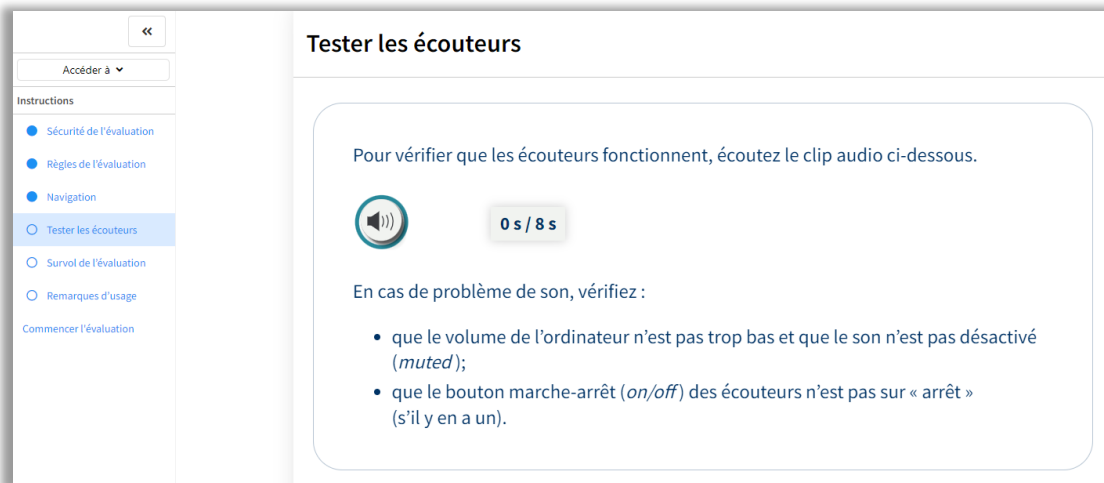
After logging into the written component with their Personal Education Number (PEN), students will see the following instructions (available only in French):



Students should be reminded to:

- carefully read all rules and instructions;
- familiarize themselves with the available tools and functions;
- test their headphones.

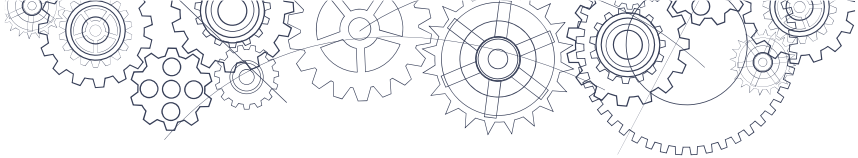
Students are responsible for completing the headphone sound test before proceeding to the first text of the written component (available only in French):



In the event of technical difficulties, the invigilator can contact **e-Assessment Technical Support** at **1-888-887-3882** (service available in English and French).


Students then proceed to the next screen, which presents an overview of the written component.

Each of the assessments presents a choice to students at a certain point in the assessment:



On the **Grade 10 assessment**, students are presented with a choice at the end of Part A (*la question à réponse construite longue*).

On the **Grade 12 assessment**, students are presented with a choice for the last question of Part B (*la communication écrite créative*). Students must choose one of the two options presented.

 **IMPORTANT:** After students have made and confirmed their choice they will not be able to change it. Students will see the following message when confirming their choice (available only in French):

Vous êtes sur le point de confirmer votre choix.
Vous ne pourrez pas annuler ce choix.

Completion

After a student has completed and submitted the written component, they may leave the assessment room.

Instructions for the Oral Component

Timing

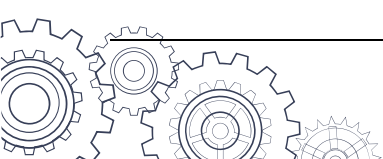
The oral component is administered separately from the written component. The oral component should take most students approximately 30 minutes to complete (including the time to review the instructions, read/view/listen to the text(s), plan their responses, and speak). Each part of the oral component includes a timed thinking/planning time. Some students may take longer to complete the oral component depending on the amount of time they use to read the instructions, test their microphones, etc. Since the steps of the oral component are automatically timed in the electronic platform, it is not necessary for the invigilator to stop students after a certain number of minutes have passed.

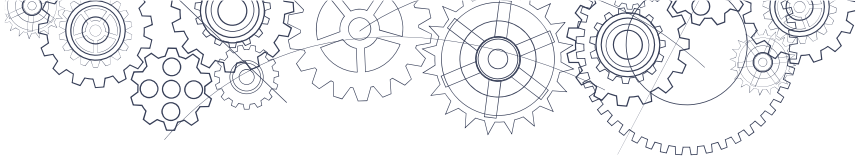
Room configuration

Please pay careful attention to the amount of available space (e.g., room size, dimensions, station layout) to minimize sound interference that could disturb students and affect the quality of the recordings. Each student should be seated in front of a computer with headphones and a microphone. The room should allow each student sufficient personal space to ensure they will not be impacted by other students who are also completing the oral component.

Instructions

After logging into the oral component with their Personal Education Number (PEN), students will see the following instructions (available only in French):





«

Instructions

- Règles de l'évaluation
- Préparatifs
- Tester les écouteurs
- Tester le microphone
- Déroulement de la composante orale
- Aperçu de l'évaluation

Commencer la composante orale de l'évaluation

Students should be reminded to:

- carefully read all rules and instructions;
- familiarize themselves with the available tools and functions;
- test their headphones;
- test their microphone;
- ensure their microphone is well positioned;
- speak clearly, without whispering;
- respect the speaking time required in each part of the oral component.

Students are responsible for completing the headphone sound test and microphone test before proceeding to part 1 of the oral component (available only in French):

«


Instructions

- Règles de l'évaluation
- Préparatifs
- Tester les écouteurs
- Tester le microphone
- Déroulement de la composante orale
- Aperçu de l'évaluation

Commencer la composante orale de l'évaluation

Tester les écouteurs

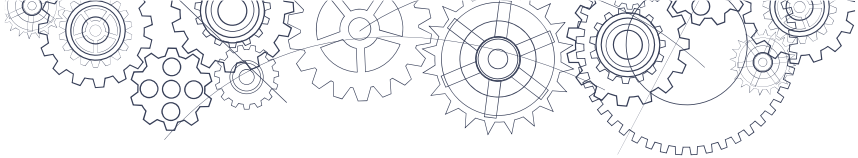
Pour vérifier que les écouteurs fonctionnent, écoutez le clip audio ci-dessous.

 0 s / 8 s

En cas de problème de son, vérifiez :

- que le volume de l'ordinateur n'est pas trop bas et que le son n'est pas désactivé (*muted*);
- que le bouton marche-arrêt (*on/off*) des écouteurs n'est pas sur « arrêt » (s'il y en a un).





«

Tester le microphone

Instructions





- Règles de l'évaluation
- Préparatifs
- Tester les écouteurs
- **Tester le microphone**
- Déroulement de la composante orale
- Aperçu de l'évaluation

Commencer la composante orale de l'évaluation

Informations à lire avant de tester le microphone

Vous devez tester la connexion et le bon fonctionnement du microphone en utilisant les boutons de commande situées tout en bas de cet écran.


Légende des boutons de commande :

-  Démarrer l'enregistrement
-  Arrêter l'enregistrement
-  Écouter l'enregistrement
-  Envoyer l'enregistrement

Avant de commencer l'enregistrement, il est important de bien positionner le microphone. Ensuite, il faut parler clairement, sans chuchoter.

Il faut écouter l'enregistrement avant de l'envoyer. Si la qualité de l'enregistrement n'est pas bonne, ajustez le microphone ou réglez le volume sur l'ordinateur, puis refaites l'enregistrement. En cas de difficultés techniques, adressez-vous à la personne responsable.

Enregistrer Arrêter Envoyer



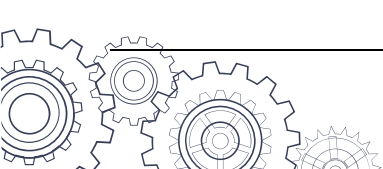
IMPORTANT: If a student's recording is incomprehensible due to poor sound quality, the student will not receive a mark on that portion of the assessment.

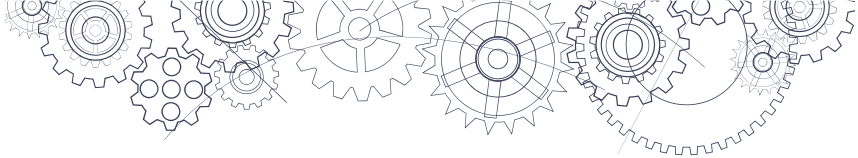
In the event of technical difficulties, the invigilator can contact **e-Assessment Technical Support** at **1-888-887-3882** (service available in English and French).

After students have tested their microphones and sent their test recordings, they will proceed to the next screen of the assessment, which presents an overview of the three distinct parts of the oral component.

For each of the three parts:

- the task/question, the instructions, and the thinking/planning time countdown bar will appear on the screen automatically;
- students have a limited amount of thinking/planning time before they must begin recording their response. During this time, they are permitted to note down key ideas on a piece of paper or using the built-in digital notes tool.





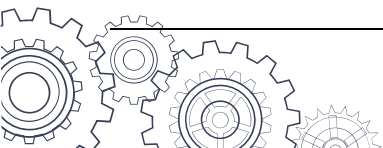
Completion

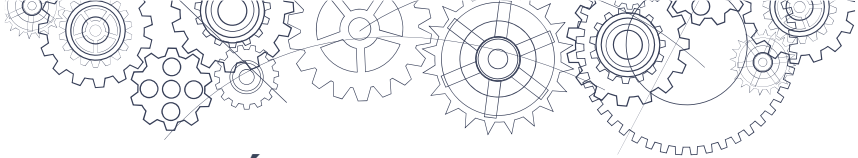
After a student has completed and submitted the oral component, they may leave the assessment room.

To better understand the format and the flow of the assessments, please review the sample assessments and the assessment specifications:

[Évaluation de littératie de la 10^e année – Français langue première](#)

[Évaluation de littératie de la 12^e année – Français langue première](#)





Appendix B: Guidelines Specific to the Évaluation de littératie de la 12^e année – Français langue seconde – immersion (LTF12)

IMPORTANT: The *Évaluation de littératie de la 12^e année – Français langue seconde – immersion* contains two required components: the written component and the oral component.

The oral component is administered separately from the written component. The oral component can be administered **before or after** the written component. However, students must complete both components during the same administration session (the January session or the June session).

The content of the oral component is not linked to the content or the essential question of the written component.

Required materials

Since the *Évaluation de littératie de la 12^e année – Français langue seconde – immersion* contains video and audio texts, students require headphones and a microphone. Materials required for each of the two components are as follows:

Oral Component

- ✓ Computer
- ✓ Headphones
- ✓ Microphone

Note: Students are NOT permitted to take notes using paper and pencil. However, they may make note of key ideas on the built-in digital notes tool.

Written Component

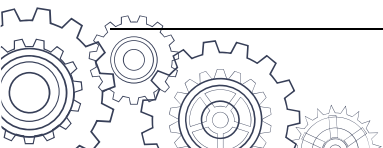
- ✓ Computer
- ✓ Headphones

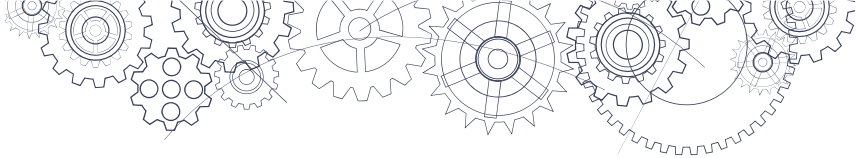
Note: Students are permitted to take notes using paper and pencil. They may also take notes on the built-in digital notes tool.


Schools must have a sufficient number of headphones and microphones available for student use during the assessment. Students are permitted to bring their own headphones and microphones. Students should test their headphones and microphones prior to the day(s) of the assessment.

Accessing the assessment

The login process is identical for the oral and written components except for the password, which is different for each component.





 **IMPORTANT:** There are **different** literacy assessments in French for students in the French Immersion programme and for students in the Francophone programme. It is important to ensure that students in the French Immersion programme log into the ***Français langue seconde – immersion*** assessments.

Ouvrir une séance : Évaluations du secondaire

Conseil scolaire : (comprend Yukon et Outre-mer)

Sélectionnez votre conseil scolaire. ▼

ou, École indépendante

Sélectionnez votre école indépendante. ▼

Mot de passe

Inscrivez votre mot de passe ici.

Numéro scolaire personnel (NSP)

Inscrivez votre numéro scolaire personnel (NSP) ici.

Se connecter

Vous allez commencer la composante écrite de l'Évaluation de littératie de la 12^e année – Français langue seconde – immersion

NSP : 000000000

Nom : S

Cette information est-elle correcte?

Oui **Non**

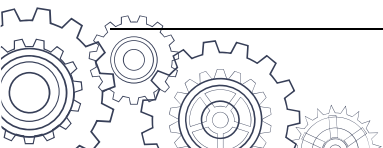
Instructions for the Oral Component

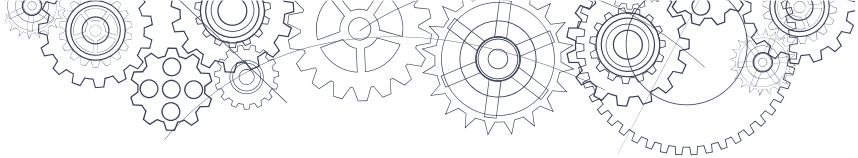
Timing

The oral component is administered separately from the written component. The oral component should take most students approximately 20 minutes to complete (including the time to review the instructions, listen to the text, plan their responses, and speak). Each part of the oral component includes a timed thinking/planning period. Some students may take longer to complete the oral component depending on the amount of time they use to read the instructions, test their microphones, etc. Since the steps of the oral component are automatically timed in the electronic platform, it is not necessary for the invigilator to stop students after a certain number of minutes have passed.

Room configuration

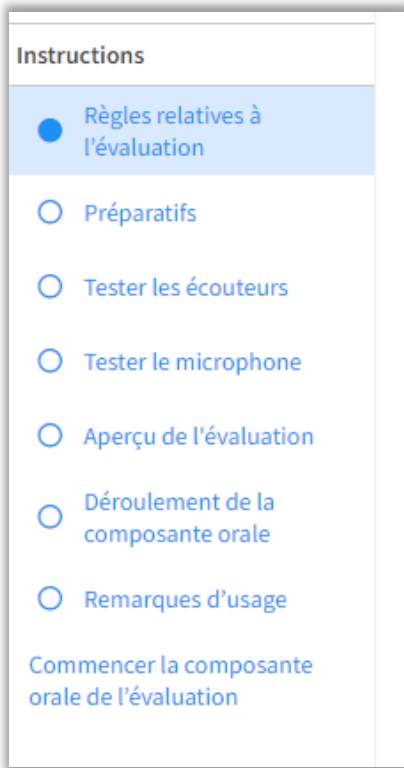
Please pay careful attention to the amount of available space (e.g., room size, dimensions, station layout) to minimize sound interference that could disturb students and affect the quality of the recordings. Each student should be seated in front of a computer with headphones and a microphone. The room should allow each student sufficient personal space to ensure they will not be impacted by other students who are also completing the oral component.





Instructions

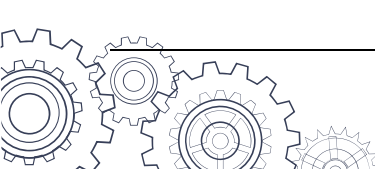
After logging into the oral component with their Personal Education Number (PEN), students will see the following instructions (available only in French):

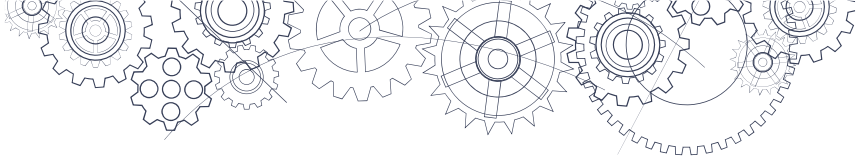


Students should be reminded to:

- carefully read all rules and instructions;
- familiarize themselves with the available tools and functions;
- test their headphones;
- test their microphone;
- ensure their microphone is well positioned;
- speak clearly, without whispering;
- respect the speaking time required in each part of the oral component.

Students are responsible for completing the headphone sound test and microphone test before proceeding to part 1 of the oral component (available only in French):





«


Instructions

- Règles relatives à l'évaluation
- Préparatifs
- **Tester les écouteurs**
- Tester le microphone
- Aperçu de l'évaluation
- Déroulement de la composante orale
- Remarques d'usage

Commencer la composante orale de l'évaluation

Tester les écouteurs

Pour vérifier que les écouteurs fonctionnent, écoutez le clip audio ci-dessous.

 0 s / 8 s

En cas de problème de son, vérifiez :

- que le volume de l'ordinateur n'est pas trop bas et que le son n'est pas désactivé (*muted*);
- que le bouton marche-arrêt (*on/off*) des écouteurs n'est pas sur « arrêt » (s'il y en a un).

«

Instructions

- Règles relatives à l'évaluation
- Préparatifs
- Tester les écouteurs
- **Tester le microphone**
- Aperçu de l'évaluation
- Déroulement de la composante orale
- Remarques d'usage





Commencer la composante orale de l'évaluation

Tester le microphone

Informations à lire avant de tester le microphone

Vous devez tester la connexion et le bon fonctionnement du microphone en utilisant les boutons de commande situés tout en bas de cet écran.




Légende des boutons de commande :

-  Démarrer l'enregistrement
-  Arrêter l'enregistrement
-  Écouter l'enregistrement
-  Envoyer l'enregistrement

Avant de commencer l'enregistrement, il est important de bien positionner le microphone. Ensuite, il faut parler clairement, sans chuchoter.

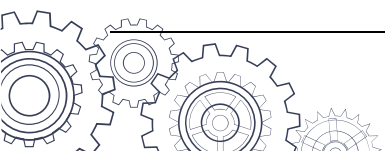
Il faut écouter l'enregistrement avant de l'envoyer. Si la qualité de l'enregistrement n'est pas bonne, ajustez le microphone ou réglez le volume sur l'ordinateur, puis refaites l'enregistrement. En cas de difficultés techniques, adressez-vous à la personne responsable.

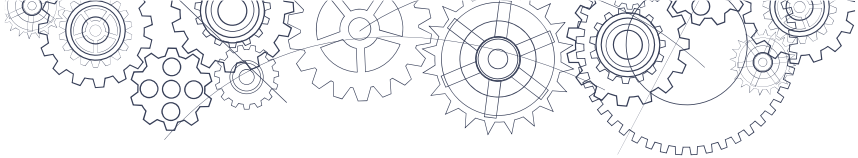
Enregistrer Arrêter Envoyer

 |  | 



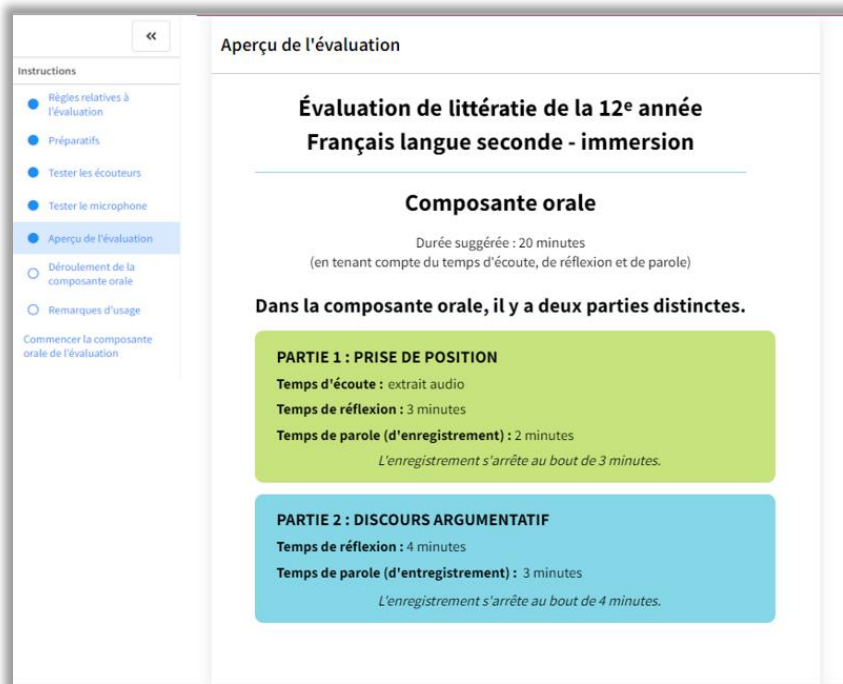
IMPORTANT: If a student's recording is incomprehensible due to poor sound quality, the student will not receive a score on that portion of the assessment.





In the event of technical difficulties, the invigilator can contact e-Assessment technical support at **1-888-887-3882** (service available in English and French).

After students have tested their microphones and sent their test recordings, they will proceed to the next screen of the assessment, which presents an overview of the two distinct parts of the oral component (available only in French):



For each of the two parts:

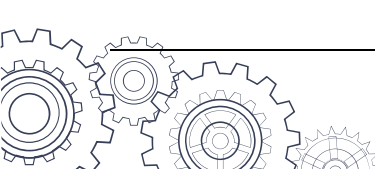
- the audio texts, the questions, the instructions and the thinking/planning time countdown bar will appear on the screen automatically;
- students have a limited amount of thinking/planning time before they must begin recording their response. During this time, they are permitted to note down a few key ideas on the built-in digital notes tool.

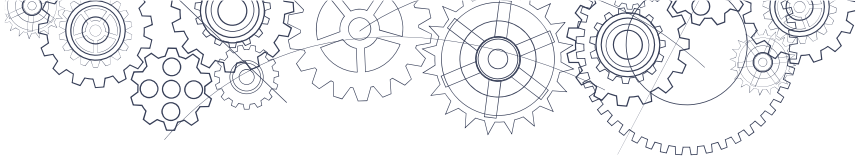
It should be noted that the audio texts and questions are assigned to students randomly. Therefore, students will not all receive the same audio texts in part 1 or the same questions in Part 2 of the oral component.

To better understand the format and the flow of the oral component, [please review the sample assessments and the assessment specifications.](#)

Completion

After a student has completed and submitted the oral component, they may leave the assessment room.





Instructions for the Written Component

Timing

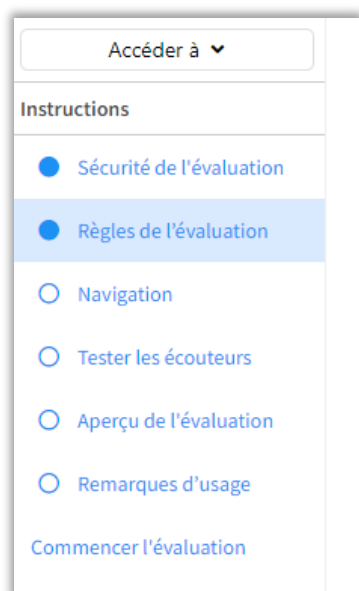
The written component is administered separately from the oral component. The written component should take most students approximately 120 minutes (2 hours). Students are permitted to take up to 180 minutes (3 hours) to complete the written component.

Room configuration

For the written component, each student should be seated in front of a computer with headphones.

Instructions

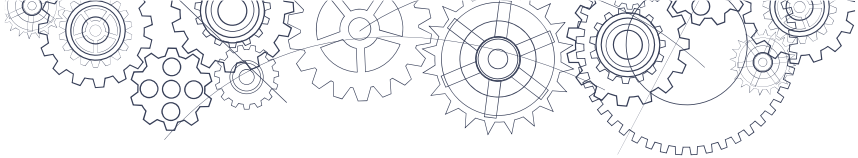
After logging into the written component with their Personal Education Number (PEN), students will see the following instructions (available only in French):



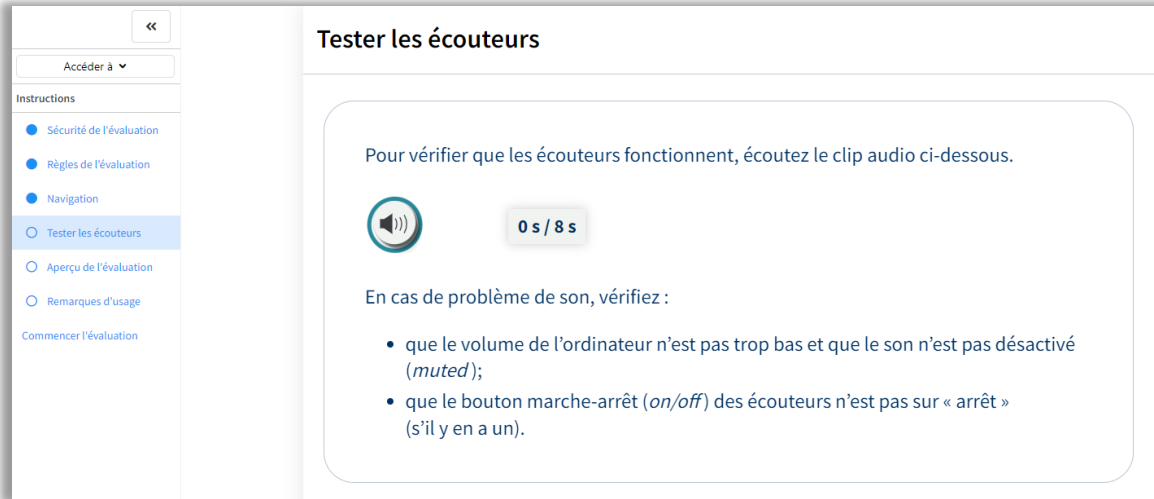
Students should be reminded to:

- carefully read all rules and instructions;
- familiarize themselves with the available tools and functions;
- test their headphones.





Students are responsible for completing the headphone sound test before proceeding to the first text of the written component (available only in French):



In the event of technical difficulties, the invigilator can contact e-Assessment technical support at **1-888-887-3882** (service available in English and French).

Students then proceed to the next screen, which presents an overview of the written component.

At the end of Part A, students must select one of the two pathways for Part B, titled *le monde de l'information* or *le monde de l'expression*.

IMPORTANT: After students have selected their pathway for part B of the written component and have confirmed their selection, they will not be able to change it. Students will see the following message when confirming their selection (available only in French):

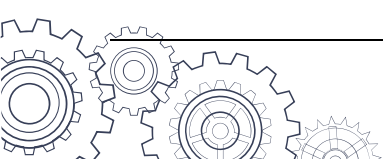
Vous êtes sur le point de confirmer votre choix.
Vous ne pourrez pas annuler ce choix.

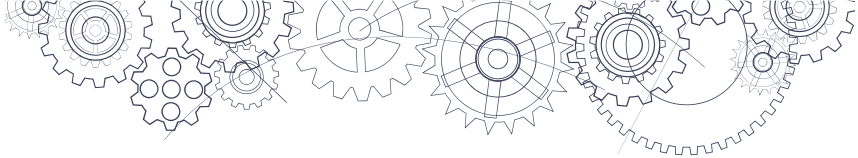
Revoir les options Confirmer

To better understand the format and the flow of the written component, [please review the sample assessments and the assessment specifications](#).

Completion

After a student has completed and submitted the written component, they may leave the assessment room.



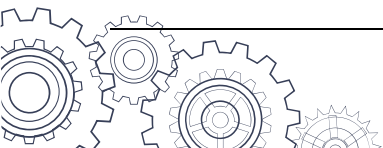


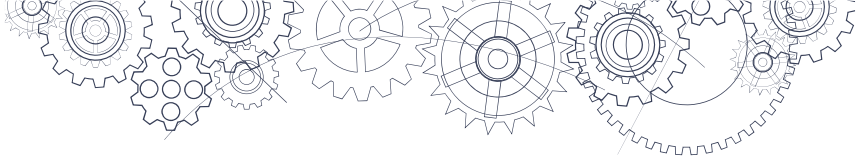
Appendix C: Pre-Registering Students with the Ministry

1. Set up literacy assessments in your student information system (SIS) like a scheduled, provincially examinable course. (This is one method that schools have used to enable assessment registrations to be extracted into their TRAX XAM file.)
2. Determine which students will be participating in the administration sessions of the literacy assessments.
3. Within your SIS, assign students to the LTE10 (English), LTP10 (Français langue première), LTE12 (English), LTP12 (Français langue première), and/or LTF12 (Français langue seconde – immersion) literacy assessment codes for the appropriate session.
4. Ensure the literacy assessment records are being extracted correctly when you run your SIS TRAX extract procedure.
 - ✓ Grade 10 (LTE10 and LTP10) and Grade 12 (LTE12, LTP12, and LTF12) literacy assessment codes should appear in the TRAX XAM file that your SIS creates.
 - ✓ Assessment records do not have associated grade levels or credits, so these fields should be left blank in the XAM file.
 - ✓ The mark fields should also be left blank.
5. Upload TRAX Data Files (DEM, XAM, and CRS) on the [School Secure Web](#).

Online graduation assessment register

- Ensure your students are registered for the literacy assessment by checking the Online Graduation Assessment Register on the [School Secure Web](#). A TRAX Update will inform schools when the register is open for editing.





Appendix D: Acceptable Student ID

Late registrant student ID

- It is the responsibility of the student to provide acceptable photo ID. They must arrange this **prior to writing the assessment** at the school.
- It is the responsibility of administration staff at the host school to ensure that the person presenting the ID is the student who should be writing the assessment.
- Students who cannot identify themselves satisfactorily should be refused permission to write the assessment.

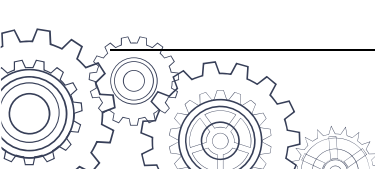
Acceptable student ID

Students who are not known to school staff must provide one piece of government-issued photo ID from the list below:

BC Driver's License or Learners' License	Secure Certificate of Indian Status
Passport	Status Card
Combo Driver's License and BC Services Card	Canadian Citizenship Card – with photo
BC Identification (BCID) card with expiry date	Canadian Forces ID
BC Services Card with photo	Naturalization Certificate
US Passport Card	NEXUS Card
Canadian or US Driver's License	Parole Certificate ID
Permanent Resident Card	Police Identification
DND Photo Identification Card	

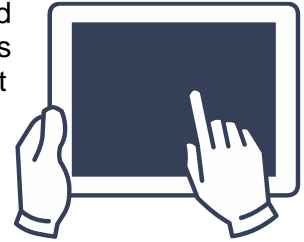
Alternatively, before attending the host school, if a student does not have any of the preferable ID listed but:

- **comes from a school that uses MyEducation BC or YESNet in the Yukon**, they must obtain from their home school the top part only of the *MyED Student Information with Photo* report, add their PEN, and take it to the assessment site.
- **comes from a school that uses CIMS**, they should log in to their Student Connect account, produce a page with photo ID on it, and take it to the assessment site.
- **comes from a school that uses DRUMS**, they must obtain a sheet from their home school with the student's name, PEN, and photograph, and take it to the assessment site.



Appendix E: Hand-Held Device Technical Requirements

The literacy assessment functions on hand-held tablets such as iPads and Chromebooks. Just as with the set-up on test computers, schools have two options when setting up the handheld devices for the assessment. The first option is direct access to the test from a regular browser and the second option is using a secure lockdown browser. Each option has dedicated preparation procedures listed below.



General technical information for iPad

Minimum iOS version: 9.0+

Option 1: e-Assessment direct link for hand-held devices

On a hand-held device, the assessment can be accessed by visiting the [e-Assessment website](#). Please ensure that you are opening this link on one of the recommended browsers depending on the device being used. You can consult the Technical Information Sheet [here](#) to see which browser is recommended for which device.

Option 2: e-Assessment secure lockdown environment for hand-held devices

SafeExamBrowser on an iPad

The live assessment can be accessed through the Safe Exam Browser (SEB) using a valid configuration file. The SEB is a specialized web browser that restricts students' access to external tools and resources while they are taking the assessment. The SEB configuration file regulates access to system functions, other applications, and other settings, while also pointing the SEB to the assessment and performing a special "handshake" to validate security. If you would like to pursue this option, the "EAS Device Configuration Lockdown Environment" instructions, [located here](#), describe the process for downloading and accessing the Safe Exam Browser on iPads

Kiosk App on a Chromebook

The Kiosk application can be used on Chromebook devices to restrict a student's ability to access external resources or tools outside the assessment. Within the Kiosk application, students cannot access the internet or take pictures or screenshots. Kiosk mode does not affect the student's ability to interact with the questions or use the assessment tools. The "Configuring Chromebooks from a Central Device" instructions, [located here](#), describe the process for downloading and accessing the Kiosk App on Chromebooks.

For technical setup questions about handheld devices, contact e-Assessment Technical Support directly at **1-888-887-3882** (toll-free) or at bced-support@vretta.com.



Appendix F: Adjudication Criteria

The Ministry of Education and Child Care allows for supports currently provided to students in the classroom (extra time and speech-to-text or text-to-speech software) to also be provided during the Provincial Graduation Assessments.

Universal supports may be used on graduation assessments if the required supports:

- are routinely used in the classroom; and
- have been recommended by the School Based Team (rather than an individual teacher, administrator, or other school staff member); and
- have been recommended in consultation with a BCASP-certified school psychologist or BC-registered psychologist (who may be part of the School Based Team); and
- are documented in either an Individual Education Plan (IEP) or Student Learning Plan (SLP); and
- show use over time.

If use of the supports began during the secondary years, in addition to demonstrated need for the specific supports, documentation is required in the form of:

- report cards, School Based Team minutes, and/or other school records indicating the student's need for assistance in reaching academic goals
- standardized academic achievement results or a psycho-educational assessment report and/or relevant reports from outside agencies

Supports for the Graduation Assessments are allowed when there is clear evidence that the supports are consistent with the classroom assessment practices regularly used to assess the student's learning:

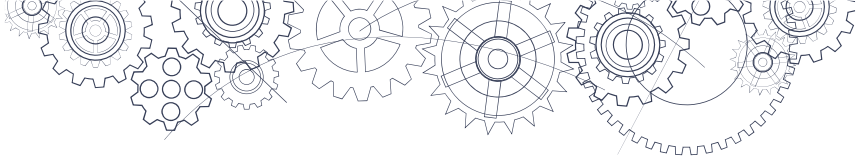
- ➔ The specific supports must be appropriate for the student's documented needs in the Individual Education Plan or the Student Learning Plan.
- ➔ The specific supports are regularly provided for school-based learning and classroom assessment practices (tests and assessments).

Further demonstration of use could be reflected in report card data referencing how the supports assisted the student in achieving goals.

For more information about adjudication, please see Chapter 2 of the B.C. Graduation Program *Handbook of Procedures*, located [here](#).

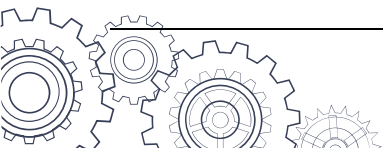
For questions regarding adjudication, please email EDUC.Adjudication@gov.bc.ca.

Further details about adjudication criteria are available on the [adjudication website](#).



Resource Links

- Sample assessments:
 - LTE10: <https://curriculum.gov.bc.ca/provincial/grade-10-literacy-assessment>
 - LTE12: <https://curriculum.gov.bc.ca/provincial/grade-12-literacy-assessment>
 - LTP10: <https://curriculum.gov.bc.ca/fr/provincial/evaluation-de-litteratie-francais-langue-premiere-10>
 - LTP12: <https://curriculum.gov.bc.ca/fr/provincial/evaluation-de-litteratie-francais-langue-premiere-12>
 - LTF12: <https://curriculum.gov.bc.ca/fr/provincial/evaluation-de-litteratie-francais-langue-seconde-immersion-12>



Appendix G: Administration for Online Learning Schools and Students Writing Out of Province

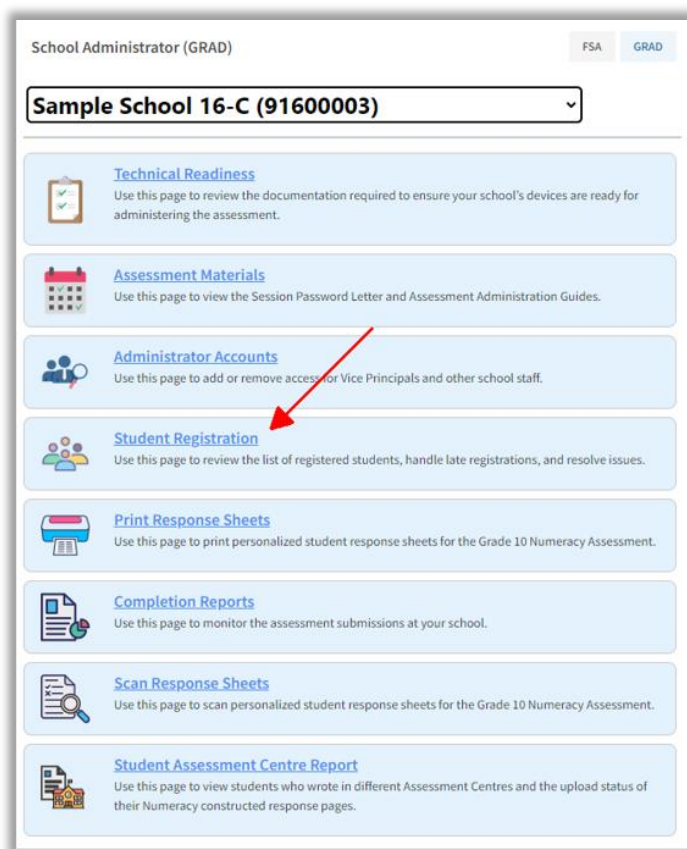
Online Learning (OL) schools and schools that have students writing Out-of-Province (OOP) must assign a physical writing location—an “assessment centre”—to all students who require it.

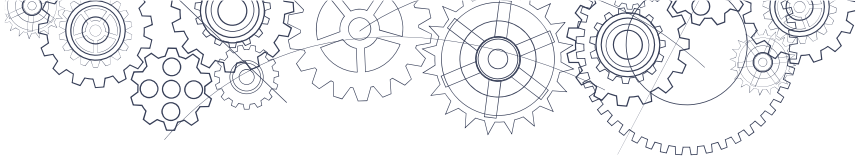
Since OL schools may be unable to offer their own assessment centre, or since it may not be feasible for all registered students to access the same assessment centre, OL and OOP administrators can assign each registered student to an assessment centre.

Assigning Students to an Assessment Centre

The assessment centre is where the student will write their assessment. To assign students to an assessment centre, the OL or OOP administrator should:

1. Log into their administrator account from [this page](#) and select “Student Registration”.





2. Use the dropdowns to select the correct assessment session, school of record (the student's home school), and assessment type.

Assessment Session: November 2023 Graduation Assessments Administration ▼

View School: Sample School 16-C (91600003) ▼

View Assessment: Grade 10 Literacy (2023) ▼ Export

3. Click the checkbox next to the student's name to whom they wish to assign an assessment centre and click "Select Assessment Centre". Administrators may select up to 20 students at a time to assign to an assessment centre.

Assessment Session: November 2023 Graduation Assessments Administration ▼

View School: Sample School 16-C (91600003) ▼

View Assessment: Grade 10 Literacy (2023) ▼ Export

Add New Student Unregister Select Assessment Centre ←

Page 1 of 678 ◀ ▶ Total: 13546 students

<input type="checkbox"/>	PEN	Last Name	First Name	Registered	Assessment Centre
<input type="checkbox"/>	900002433	00d78d3815	7aa81a02b9	No	N/A
<input checked="" type="checkbox"/>	900002076	00f453c811	c879cd83c0	No	N/A

4. Use the dropdowns to select the district and school for the assessment centre and click "Submit".

Register to Assessment Centre

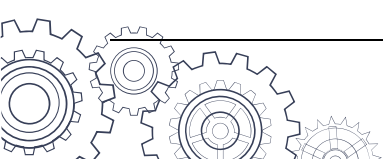
District: _____

School: _____

Submit Cancel

5. The student will now appear in the list of registered students for the chosen assessment centre.

Note: The assigned assessment centre is not limited to a school in the same district as the OL school or the school of record for students writing OOP.

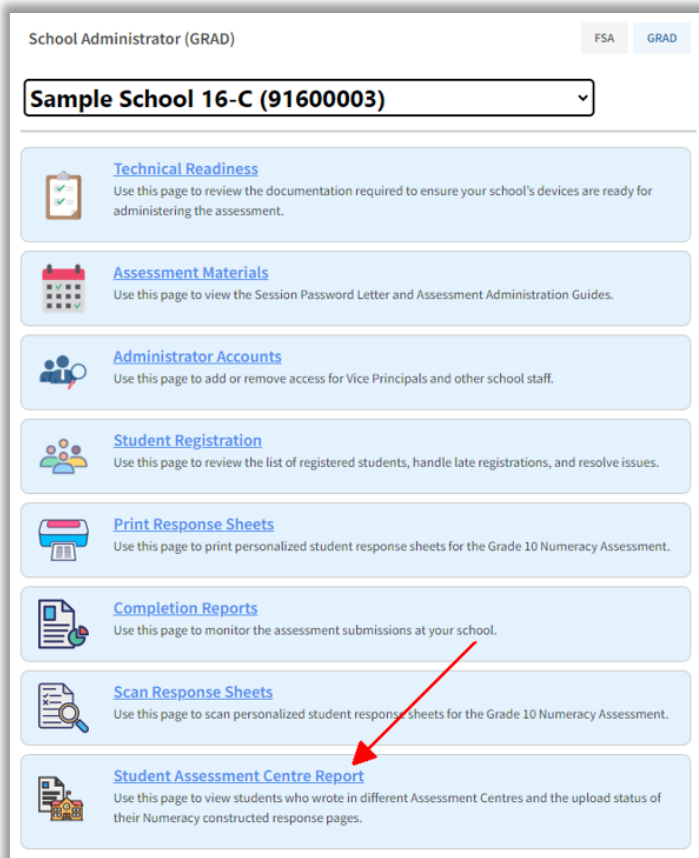


Monitoring Reports of OL and OOP Students

Regardless of where students write their assessments, OL and OOP administrators can monitor the completion reports for each of their students through their administrator account.

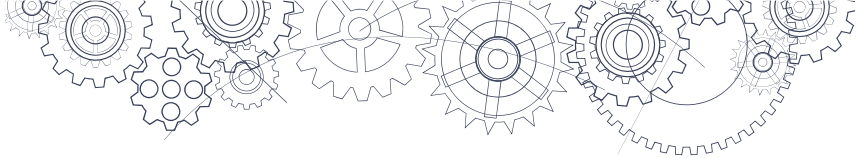
To view the completion reports of students who wrote their assessment at a different school, the OL or OOP administrator should:

1. Log into their administrator account from [this page](#) and select “Student Assessment Centre Report”.



The screenshot displays the 'School Administrator (GRAD)' interface. At the top, there are tabs for 'FSA' and 'GRAD'. Below the tabs is a dropdown menu showing 'Sample School 16-C (9160003)'. The main content area consists of several blue-tinted cards, each with an icon and a title. A red arrow points to the 'Student Assessment Centre Report' card at the bottom of the list.

Icon	Title	Description
	Technical Readiness	Use this page to review the documentation required to ensure your school's devices are ready for administering the assessment.
	Assessment Materials	Use this page to view the Session Password Letter and Assessment Administration Guides.
	Administrator Accounts	Use this page to add or remove access for Vice Principals and other school staff.
	Student Registration	Use this page to review the list of registered students, handle late registrations, and resolve issues.
	Print Response Sheets	Use this page to print personalized student response sheets for the Grade 10 Numeracy Assessment.
	Completion Reports	Use this page to monitor the assessment submissions at your school.
	Scan Response Sheets	Use this page to scan personalized student response sheets for the Grade 10 Numeracy Assessment.
	Student Assessment Centre Report	Use this page to view students who wrote in different Assessment Centres and the upload status of their Numeracy constructed response pages.

- 
2. Use the dropdowns to select the correct assessment session, school of record, and assessment type.

Student Assessment Centre Report

Assessment Session:

Use this report to view login and submission activity for students that wrote any of the Graduation assessments in a different Assessment Centre. Use the filter icons next to the header names to search for specific student information.

Please note: If a student should be on this view but is not because they were registered as a new student during administration, contact the [BC Ministry Assessment Support Line](#).

Select Assessment:

Select School:

Page 1 of 1 0 total rows

Date	PEN	Login Time	Assmt Centre	Last Name	First Name	Confirmation Code
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On this page, the OL or OOP administrator can see the following student assessment information:

- The date and login time of a student’s assessment attempt.
- The student’s name and PEN.
- The assessment centre at which the student is writing.
- The confirmation code (**Note:** this only appears when the student has submitted their assessment).

Note: If the OL school offers their own assessment centre, the completion reports of any students who wrote at that assessment centre will appear in the “Completion Reports” tab, not in the “Student Assessment Centre Report” tab.

Access for OOP Schools

OOP school administrators will receive invitations to create their accounts.

Please note that administrators at OOP schools will be able to view the list of registered students but will not be able to register or unregister students themselves.

If you have any questions about access for OOP administrators, please contact e-Assessment Support directly at **1-888-887-3882** (toll-free) or at bc-ed-support@vretta.com.

Appendix H: Accessing Third-Party Accommodation Tools

Using the Secure Accommodations Link to Access the Assessment

Students who require accommodations must access assessments using the [“Secure Accommodations” link](#). This link will ensure that the assessment platform works optimally with any third-party software that the student is allowed to use.

Note: SEB or Kiosk should not be utilized if accessibility tools are being used.

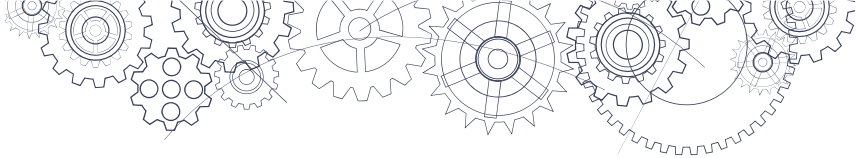
Schools should follow these steps to access assessments through the “Secure Accommodations” link:

1. Go to bced.vretta.com.
2. Select “Secure Accommodations” from the taskbar along the top of the screen, then click on “Graduation Assessments.”



3. You will then see the “Student Access: Graduation Assessment” Login Screen. Enter the District (or School, if independent), the session password, and PEN.

A screenshot of the 'Student Access: Graduation Assessments' login screen. It features a form with the following fields: 'School District (Includes Yukon and Offshore)' with a dropdown menu labeled 'Select your school district'; 'or, Independent Schools' with a dropdown menu labeled 'Select your independent school'; 'Session Password' with a text input field labeled 'Enter password here'; and 'PEN' with a text input field labeled 'Enter PEN here'. A blue 'Sign In' button is located at the bottom of the form.



Appendix I: Invigilator Script

Before the assessment is launched, invigilators should read the following script out loud to students. If it is not possible to read the script out loud (e.g., to avoid disturbing students who are already writing), invigilators may have students review this script individually as appropriate. Portions of the script that are in [square brackets] are instructions to the invigilator and should not be read out loud. Portions that are in *italics* should be read out loud. You may paraphrase as appropriate, as long as the key elements are covered. Please note that some sections of the script only apply to French language assessments.

[Greet students]

We have a few items to go over before you begin your assessment.

- 1) *First, please check that you are logged in with the correct PEN and name. If unsure, let me know.*
- 2) *You are not permitted to have any unauthorized equipment, electronics, notes, reference materials or other items. These should be placed in [designated area] before you begin. Be aware that possessing an item that might assist you in writing an assessment, including books, notes, a dictionary, or electronic equipment such as a smartwatch or phone will lead to a disqualification.*
- 3) *Do not navigate outside the assessment screen to access any material on the internet for any reason. This includes accessing online articles, dictionaries, translators (e.g., Google Translate) or generative AI (e.g., ChatGPT). Doing so will lead to a disqualification.*
- 4) *If you have any issues or concerns during your assessment, please stop writing and let me know right away. I can reach out to our e-Assessment provider if needed.*

[If you are administering an English language assessment, skip to item 6. If you are administering a French language assessment, please read 5a. or b. below as appropriate]

- 5) *This assessment has both a written and an oral component.*
 - a. *For the **written component**, please ensure your headphones are working. You will be prompted to test your headphones before you begin the assessment.*
 - b. *For the **oral component**:*
 - i. *Please ensure you have a microphone and headphones prior to beginning your assessment. Please make sure your microphone is not muted.*
 - ii. *Please speak clearly and at a normal volume to ensure good recording quality. Please also avoid touching the microphone during your recording as this can affect the recording quality.*
 - iii. *After each question, you will have an opportunity to listen to your recording. Please take this opportunity to ensure that you can hear it clearly. If you find that you cannot clearly hear the recording, please let me know immediately.*
 - iv. *Please avoid stopping your recording until your response is complete. You only have one opportunity to record your response for each question.*
- 6) *At the end of your assessment there will be an optional Self Reflection component. After the Self Reflection component please ensure to submit your assessment before logging out.*
- 7) *Additional information is provided in the Instructions section of the assessment. Let's read through this now. Please don't start the assessment until I tell you to.*

