

ADMINISTRATION AND ACCOMMODATION GUIDE

**Assessments of Reading, Writing and Mathematics
Primary Division (Grades 1–3) and Junior Division (Grades 4–6)**

Including information about special provisions and exemptions for
English language learners and students with special education needs

SPRING 2017 IMPORTANT DATES

BEFORE THE ASSESSMENTS – SDC PHASE 1

Enter or confirm information using
SDC system (order special versions)

February 27 to March 10

Receive delivery of assessment
materials

May 15 to May 19

BEFORE THE ASSESSMENTS – SDC PHASE 2

Verify, using SDC system, that all student
information is up to date and accurate

March 20 to June 9

Verify, using SDC system, that all
materials have arrived

May 19

Download assistive technology
versions

May 17

ADMINISTER PRIMARY AND JUNIOR ASSESSMENTS

May 23 to June 5

AFTER THE ASSESSMENTS

Prepare assessment materials
for return to EQAO

**Immediately after
administration or
no later than June 6**

Delete electronic versions of the
assessment and students' work

September 29

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What's NEW for 2017

This Guide is a combined document including the Administration Guide and the Guide for Accommodations, Special Provisions and Exemptions.

Reminders

- ✓ **All** school staff involved in the administration must read and adhere to the “Professional Responsibilities for the Administration of the Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions” in this guide.
- ✓ All provisions outlined in this guide must be adhered to whether the student is taking the assessment in a paper or an electronic format. No instructional materials, including electronic instructional applications, that facilitate responses to questions can be used. We rely on the professional judgment of educators to administer the assessments in accordance with EQAO guidelines and to ensure the assessments’ security and validity.
- ✓ Please indicate, in the Student Data Collection (SDC) system, each student requiring a special version of an assessment.
- ✓ Starting at 9:00 a.m. three days prior to the start of the administration period, board or school contacts are able to download the assistive technology versions to format them for distribution to their own users, providing they do not alter content or item order. A set of print booklets will also be sent to the school for students receiving these versions.
- ✓ For ease of use, each of the following electronic versions of language booklets will be presented as a single booklet (i.e., with reading passages followed by items, etc.): audio, Braille, assistive technology. Students using these versions will also receive the identical content laid out as two print booklets: a *Reading Book* and a *Language Answer Booklet*.
- ✓ The following electronic formats will be available for reading and writing: Kurzweil 3000 (version 12), Kurzweil 1000 (version 12), accessible Word (.doc), Word (.doc) optimized for text-to-speech software (e.g., for Premier, WordQ, Read and Write Gold), HTML, PDF, accessible PDF and MP3 audio.
- ✓ The following electronic formats will be available for mathematics: Word (.doc), accessible Word (.doc), PDF, accessible PDF and MP3 audio.
- ✓ EQAO will be offering Unified English Braille (UEB) versions of the assessments (language and mathematics).
- ✓ From May 23 until June 5, principals can log in to the secure portion of the EQAO Web site and click the link in the “What’s New” section of the secure home page to complete the Principal Questionnaire online.
- ✓ EQAO assessment materials sent to schools for administration should not be copied or altered in any way for any reason. Prior to the administration, you can use the assessment materials on EQAO’s Web site to familiarize students with the format of the assessments and the types of questions asked.
- ✓ The use of cellphones, audio- or video-recording devices, digital music players or e-mail or text-messaging devices during the assessments is not permitted. Their use may result in no score being provided.
- ✓ Students are **NOT** permitted to use **personal** electronic devices such as laptops and tablets for the EQAO assessments.
- ✓ The language and mathematics booklets contain embedded field-test items.

The Assessments at a Glance

STUDENT BOOKLET	SECTION	TIME (additional time may be provided but must directly follow the allotted hour)
Language (reading and writing)	A	One hour
Language (reading and writing)	B	One hour
Language (reading and writing)	C	One hour
Language (reading and writing)	D	One hour
Mathematics	1	One hour
Mathematics	2	One hour

Notes

The sections in each student booklet must be completed in the sequence in which they are presented. Each section must be completed in one **continuous** session. (A session may include water fountain, stretch and washroom breaks.)

The mathematics sections can be administered at any time during the assessments. Here are two examples of an administration schedule.

Example 1	Example 2
Mathematics, Section 1	Language, Section A
Language, Section A	Mathematics, Section 1
Language, Section B	Language, Section B
Mathematics, Section 2	Language, Section C
Language, Section C	Mathematics, Section 2
Language, Section D	Language, Section D

Grade 3 and Grade 6 students do not have to complete the assessments at the same time.

Assessment Procedures at a Glance

Follow the specific policies and procedures for accommodations outlined in this guide and record the accommodations in the SDC system.

	READING	WRITING	MATHEMATICS
 DO		<ul style="list-style-type: none"> ▪ Allow the use of a dictionary and a thesaurus for the short- and long-writing tasks only. ▪ Allow English language learners to use a dual language dictionary for the short- and long-writing tasks only. ▪ Only students who request it should have the instructions and/or questions read to them. ▪ Inform primary students that areas below the lines are shaded. Students are not to write in these areas. No work written in shaded areas will be scored. ▪ Encourage students to answer using pencil rather than a highlighter, as highlighted responses may not be detected when the booklets are read or scanned for scoring. 	<ul style="list-style-type: none"> ▪ Allow students to choose to use mathematics manipulatives and a calculator after questions 1–7 in Section 1 and for all of Section 2 for the primary assessment. ▪ Calculators and mathematics manipulatives are permitted throughout the junior assessment. ▪ Only students who request it should have the questions read to them. ▪ Encourage students to answer using pencil rather than a highlighter, as highlighted responses may not be detected when the booklets are read or scanned for scoring.
 DO NOT	<ul style="list-style-type: none"> ▪ Do not read the passages to the students. ▪ Do not read the questions to the students. ▪ Do not translate or explain passages, questions or individual words for the students. ▪ Do not influence the students' answers. ▪ Do not allow the use of a dictionary or a thesaurus (including electronic dictionaries and translators). ▪ Do not add any lines or pages. Student work must be completed in the space provided. 	<ul style="list-style-type: none"> ▪ Do not edit the students' work (e.g., do not help with spelling, vocabulary, punctuation). ▪ Do not instruct students in the writing forms (e.g., story, letter). ▪ Do not add any lines or pages. Student work must be completed in the space provided. 	<ul style="list-style-type: none"> ▪ Do not allow the use of calculators or mathematics manipulatives for questions 1–7 in Section 1 for the primary assessment. ▪ Do not choose manipulatives for students. ▪ Do not define, translate, explain or review mathematical terms. ▪ Do not allow the use of a dictionary or a thesaurus (including electronic dictionaries and translators). ▪ Do not influence the students' answers.
	DO NOT USE HIGHLIGHTER for responses, as highlighted responses may not be detected when booklets are read or scanned for scoring.		

Guide for Principals Preparing for the Administration of EQAO Tests

Available on the secure section of EQAO's Web site (www.eqao.com) under "Student Data Collection System—Resources."

Participation

All Grade 3 and Grade 6 students, including English language learners and students with special education needs, enrolled at the school must be accounted for and are expected to participate in the assessments. English language learners and students with special education needs may be exempted if they meet the criteria for an exemption outlined in this guide.

Professional Responsibilities for the Administration of the Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions

All staff (including scribes and prompters) must read and adhere to the following.

Note: For more detail, please see the full document, also called “Professional Responsibilities for the Administration of the Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions,” posted on EQAO’s Web site (www.eqao.com).

Principals will ensure that

- all Grade 3 and Grade 6 students enrolled at the school (including those requiring accommodations, special provisions and exemptions) are accounted for;
- complete and accurate information on the students is provided to EQAO;
- appropriate assessment materials have been ordered for all students;
- all staff involved in the administration have been trained and have read this page and the rest of this guide;
- scribes and prompters are aware of their roles and responsibilities;
- all assessment materials have been received and are kept secure and confidential;
- access to assessment materials occurs only on the first day of administration, except in the case of staff preparing materials for assistive technology, who may have access three days prior to the beginning of the administration period; and
- any suspected security breach related to the administration of the assessments is reported to EQAO immediately.

Teachers and principals will ensure that

- assessment packages are not opened prior to the start of the first administration session;
- each student has sufficient room to work independently of every other student;
- scribes and prompters have access to the assessment materials only during the administration;
- assessment materials and student responses are not copied in any way;
- at the end of each section, all assessment materials are collected and stored in a secure place;
- all posted instructional materials containing reading, writing or mathematics content of an instructional nature are removed or covered;
- students are supervised at all times during the administration;
- no cellphones, audio- or video-recording devices, digital music players or e-mail or text-messaging devices are allowed in the assessment room;
- each section is completed in one continuous session;
- during the assessments, students do **not** receive
 - instruction on any concepts or items from the assessments once the assessment materials have been opened;
 - explanations, definitions, translation or examples of reading, writing or mathematics terminology or
 - encouragement or influence to alter or revise their responses;
- during and after the assessments, student booklets are **not** read, reviewed, rewritten, edited or corrected in any way; and
- all circumstances that may affect the scoring of a student’s work are documented and reported to EQAO on the **Issues Envelope**.



Principal's Steps | Before Administration

STEP	ITEM	DETAILS	RESOURCES
1	<input type="checkbox"/> Student Data Collection (SDC)	<ul style="list-style-type: none"> Enter or confirm information using SDC system. 	Secure Web site: SDC system Guide for Principals Preparing for the Administration of EQAO Tests “Accounting and Reporting EQAO Results for Students with Unique or Special Circumstances: Guidelines for Schools and School Boards”
	<input type="checkbox"/> Administration Schedule	<ul style="list-style-type: none"> Determine administration schedule based on administration timelines on front cover of this guide. 	“The Assessments at a Glance” chart in this guide
	<input type="checkbox"/> Accommodations, Special Provisions and Exemptions	<ul style="list-style-type: none"> Identify and make arrangements for students receiving accommodations, special provisions and exemptions. Send letters to parents of students receiving accommodations, special provisions or exemptions. 	Secure Web site: sample letters
	<input type="checkbox"/> Meeting with Staff	<ul style="list-style-type: none"> Ensure all staff involved with administration have read guide. Review <ul style="list-style-type: none"> Professional Responsibilities for the Administration of the Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions,” and ensure that all staff, including scribes and prompters, are aware of their roles and responsibilities; arrangements for students requiring accommodations, special provisions and exemptions and assessment room requirements. 	EQAO’s Video Guide to Key Test Administration Procedures and “Impacts on Reporting: What Happens If...?” (section of this guide)
	<input type="checkbox"/> Security	<ul style="list-style-type: none"> Identify secure location for assessment materials. 	
2	<input type="checkbox"/> Assessment Materials	<ul style="list-style-type: none"> Ensure all required materials have been received. Do not open individual student packages. 	Secure Web site: Class Tracking Sheet printed from SDC system Packing List (with delivery)
	<input type="checkbox"/> Additional Materials	<ul style="list-style-type: none"> Update student information in SDC system. Order additional materials using SDC system. 	Secure Web site: SDC system
	<input type="checkbox"/> Secure Storage of Assessment Materials	<ul style="list-style-type: none"> Store assessment materials in secure location until distribution to teachers on first administration day. Ensure materials remain secure until end of administration. 	
	<input type="checkbox"/> Guide	<ul style="list-style-type: none"> Distribute this guide to all teachers administering assessment. 	EQAO’s Video Guide to Key Test Administration Procedures and “Impacts on Reporting: What Happens If...?” (section of this guide)
3	<input type="checkbox"/> Assistive Technology	<ul style="list-style-type: none"> For students using MP3 audio or assistive technology, download file in the correct format from SDC system and load it onto student’s computer three days prior to the beginning of the administration period. Only students for whom electronic versions were ordered may use them. 	This guide



Principal's Steps | During and After Administration

STEP	ITEM	DETAILS	RESOURCES
4	<input type="checkbox"/> Class Tracking Sheet (CTS) and Assessment Packages to Teachers	<ul style="list-style-type: none"> Print up-to-date CTS for each class. Distribute assessment materials on administration day. Resolve package ID problems. 	Secure Web site: SDC system "Administration: What Happens If...?" (section of this guide)
	<input type="checkbox"/> Principal Questionnaire	<ul style="list-style-type: none"> Complete Principal Questionnaire online. (Log in to the secure Web site, and click link in "What's New" section of secure home page.) 	
6	<input type="checkbox"/> Receipt of Assessment Materials from Teachers	<ul style="list-style-type: none"> Use CTS to check that all materials have been returned. 	Secure Web site: SDC system
7	<input type="checkbox"/> Student Information Review	<ul style="list-style-type: none"> Check that student information is complete and accurate. Update information if required. 	Secure Web site: SDC system
	<input type="checkbox"/> School Files	<ul style="list-style-type: none"> Store for one year: <ul style="list-style-type: none"> CTS; documentation for students with accommodations, special provisions and exemptions and class seating plans. By date specified on front page of this guide, delete electronic files (assistive technology and MP3 audio) and student work. 	
	<input type="checkbox"/> Preparation for Pickup	<ul style="list-style-type: none"> Prepare for pickup immediately upon completion of assessment or no later than date stated under "Important Dates" on cover of this guide. 	
	<input type="checkbox"/> Special Versions Envelope	<ul style="list-style-type: none"> Ensure all of student's work is stapled to inside front cover of appropriate mathematics or language answer booklet, and ensure last 12 digits of package ID appear on each page. Include only special version booklets containing responses typed on computer or in audio format or responses written on printed PDF. 	This guide: "How to Return Computer Responses to EQAO."
	<input type="checkbox"/> Issues Envelope	<ul style="list-style-type: none"> Include all materials that require EQAO's attention (e.g., materials with package ID problems, booklets with missing pages, notes to EQAO). Provide detailed explanation of each issue on outside of Issues Envelope. 	This guide
	<input type="checkbox"/> Checking of Materials	<ul style="list-style-type: none"> Use packing list to ensure that quantities returned are same as quantities received. 	Packing List (with delivery)
	<input type="checkbox"/> Packing and Sealing of Tote Boxes	<ul style="list-style-type: none"> Include Teacher Questionnaire (which may be placed in sealed envelope), Special Versions Envelopes, Issues Envelopes and all assessment booklets (used or unused). All booklets must be returned (including printed <i>Reading Book</i>, Braille booklets and tactile). Do not return plastic packaging. 	
	<input type="checkbox"/> Return Labels	<ul style="list-style-type: none"> Prepare for pickup immediately upon completion of assessment or no later than date stated under "Important Dates" on tote box. Affix label, ensuring that ID number on label matches one on tote box. 	UPS Return Shipping Instructions (with delivery)
	<input type="checkbox"/> UPS Pickup	<ul style="list-style-type: none"> Prepare for pickup immediately upon completion of assessment or no later than date stated under "Important Dates" on cover of this guide. Call 1-800-742-5877 for pickup. Record date and shipment tracking number. Do not return plastic packaging. 	



Teachers' Steps

STEP	ITEM	DETAILS	RESOURCES
1	<input type="radio"/> Guide	<ul style="list-style-type: none"> Read this guide. 	
2	<input type="radio"/> Staff Meeting	<ul style="list-style-type: none"> Meet with principal and other staff members administering assessment to review roles and responsibilities and plan for administration, accommodations, special provisions and exemptions. 	
3	<input type="radio"/> Preparation of Classroom for Assessment	<ul style="list-style-type: none"> Set up room to ensure students will work independently. Prepare seating plans. Cover or remove from view all instructional materials about reading, writing or mathematics (e.g., word wall with definitions or pictures, diagrams or anchor charts, graphic organizer templates, editing checklist, mathematics formulas). None of these may be distributed to students. It is recommended that you remove material if you are unsure whether it is instructional. “Classroom Tips” available at www.eqao.com may be posted. You may make copies or enlarge originals as required. 	
4	<input type="radio"/> Student Supplies	<ul style="list-style-type: none"> Ensure pencils, erasers, rulers, protractors (Grade 6), dictionaries and thesauruses (for short- and long-writing tasks only) are available. For Grade 6 French Immersion classes, glossary is available for printing at www.eqao.com. Grade 3 French Immersion students will receive glossary in student package. Ensure mathematics manipulatives and calculators are available for students to use for assessment (except questions 1–7 in Section 1 of primary-division <i>Mathematics Booklet</i>). During assessment, students may choose which manipulatives to use. 	
5	<input type="radio"/> Receipt of Assessment Materials	<ul style="list-style-type: none"> Do not open individual student packages. Check that number of student packages matches number of students identified on CTS. 	“Impacts on Reporting: What Happens If...?” (section of this guide)
6	<input type="radio"/> Administration of Assessment	<ul style="list-style-type: none"> Follow “Assessment Day Instructions for Teachers.” Circulate among and continuously monitor students. Ensure students do not have electronic devices (e.g., cellphones). Record student absences and inform principal of them. 	“Assessment Day Instructions for Teachers” (section of this guide)
7	<input type="radio"/> Teacher Questionnaire	<ul style="list-style-type: none"> Complete questionnaire. For confidentiality, completed questionnaires may be placed in sealed envelope labelled “Teacher Questionnaire.” (An envelope is not provided by EQAO.) 	“Assessment Day Instructions for Teachers” (section of this guide)
8	<input type="radio"/> Collection of Assessment Materials	<ul style="list-style-type: none"> Collect all student booklets, unused student packages, and Student Questionnaires, using CTS. (discard plastic packaging.) Ensure <i>Reading Book</i> and <i>Answer Booklets</i> are separate and are not inserted in one another. 	Secure Web site: SDC system

Teachers' Steps (continued)

STEP	○ ITEM	DETAILS	RESOURCES
9	○ Issues	<ul style="list-style-type: none"> ▪ Provide principal with detailed written explanation of any issues that require EQAO's attention (e.g., materials missing pages, student package ID problems, notes to EQAO). Place written explanation and booklets involved in Issues Envelope. ▪ Do not place booklets in plastic packaging. 	
10	○ Special Versions	<ul style="list-style-type: none"> ▪ Staple all student's work to inside front cover of appropriate <i>Answer Booklet</i>. ▪ Provide principal with Special Versions Envelope. Include only special version booklets containing responses typed on computer or in audio format or responses written on printed PDF. 	This guide: "How to Return Computer Responses to EQAO."
11	○ Return of Materials to Principal	<ul style="list-style-type: none"> ▪ Return all materials (including <i>Reading Books</i>, Braille booklets and tactiles), used or unused, to principal. 	

Assessment Day Instructions for Teachers

ITEM	DETAILS	RESOURCES	TIPS
<input type="radio"/> Use Class Tracking Sheet (CTS) to distribute packages to students	<ul style="list-style-type: none"> ▪ For each student, ensure final 12 digits of package ID match those on CTS. <p>Do not change the barcode or digits on this document.</p>  <p>111 16101 00 777777 06 52 99 mident grade class package #</p>	<p>“Administration: What Happens If...?” section of this guide</p>	<p>If a student begins work in the incorrect package, the student should continue using the package for the entire assessment. Notify the principal to update the SDC system after the assessment.</p>
<input type="radio"/> Read script to students	<p>Script:</p> <ol style="list-style-type: none"> 1. Open your package. 2. Ensure your package includes <ul style="list-style-type: none"> – a <i>Reading Book</i> – a <i>Language Answer Booklet</i> – a <i>Mathematics Booklet</i> – a <i>Student Questionnaire</i> – a <i>Glossaire de termes mathématiques</i> (Grade 3 French Immersion classes only) 3. Check that the final 12 digits of your package ID match the final 12 digits on each booklet. 4. Attempt all questions. If you leave a question blank or choose more than one answer for a multiple-choice question, the question will be scored 0. 5. Read the instructions on the front cover of the language or mathematics answer booklet. (Teachers may read the instructions on the front cover to students.) 6. Do not work past the stop sign. 7. Complete your Student Questionnaire (Grade 3 teachers: Read each question with students. See next page). Note: Student questionnaire can be administered any time during the administration period. 		<p>Ensure that there are no cellphones, audio- or video-recording devices, digital music players or e-mail or text-messaging devices in the assessment room.</p>
<input type="radio"/> Collect materials	<ul style="list-style-type: none"> ▪ Collect all booklets at end of each session, and secure all assessment materials. ▪ Collect Student Questionnaires. 		
<input type="radio"/> Complete remaining five sections	<ul style="list-style-type: none"> ▪ Follow school administration schedule. ▪ Communicate with administrative staff regarding questions, absences or other issues. 		
<input type="radio"/> Complete Teacher Questionnaire	<ul style="list-style-type: none"> ▪ Return to Step 7 of “Teachers’ Steps,” on page 6. 		

Primary Student Questionnaire

These questions are about reading, writing and mathematics and the activities you do when you are not at school.

Instructions:

For each row, choose the **one** answer that seems right for you. There are no wrong answers.

Press firmly and fill in the circle completely, using a pencil. Correct: ● Incorrect: ⊗ ✓ ☹ ●

Cleanly erase any answer you want to change.

1. About reading:		Never	Sometimes	Most of the time	
a) I like to read.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b) I am a good reader.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c) I am able to understand difficult reading passages.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
d) I do my best when I do reading activities in class.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
e) I make sure I understand what I am reading.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. About writing:		Never	Sometimes	Most of the time	
a) I like to write.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b) I am a good writer.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c) I am able to communicate my ideas in writing.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
d) I do my best when I do writing activities in class.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
e) I organize my ideas before I start to write.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
f) I edit my writing to make it better.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
g) I check my writing for spelling and grammar.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. About mathematics:		Never	Sometimes	Most of the time	
a) I like mathematics.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b) I am good at mathematics.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c) I am able to answer difficult mathematics questions.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
d) I do my best when I do mathematics activities in class.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<i>When I am working on a mathematics problem,</i>		Never	Sometimes	Most of the time	
e) I read over the problem first to make sure I know what I am supposed to do.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
f) I think about the steps I will use to solve the problem.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4. How often do you read the following when you are <i>not</i> at school?	Never	1 or 2 times a month	1 to 3 times a week	Every day or almost every day	
a) Stories or novels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b) Comics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c) Books, newspapers, magazines or Web sites for information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
d) E-mail, text or instant messages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
e) Any other type of reading material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5. How often do you write the following (using paper or a computer) when you are <i>not</i> at school?	Never	1 or 2 times a month	1 to 3 times a week	Every day or almost every day	
a) Stories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b) Journal entries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c) E-mail, text or instant messages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
d) Letters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6. How often do you and a parent, a guardian or another adult who lives with you do the following?	Never	1 or 2 times a month	1 to 3 times a week	Every day or almost every day	
a) We talk about the activities I do in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b) We talk about the reading and writing work I do in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c) We talk about the mathematics work I do in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
d) We read together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
e) We look at my school agenda.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
f) We use a computer together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7. How often do you do the following when you are <i>not</i> at school?	Never	1 or 2 times a month	1 to 3 times a week	Every day or almost every day	
a) I participate in art, music or drama activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b) I participate in after-school clubs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c) I participate in sports or other physical activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8. On a school day, how many TV programs do you normally watch?	0 programs	1 program	2 or 3 programs	4 programs or more	
a) Before school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b) After school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9. How many schools did you attend before this one?	Only this school	1 other school	2 other schools	3 other schools	4 other schools or more
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Please answer these questions.	Only English	Mostly English	Another language (or other languages) as often as English	Mostly another language (or other languages)	Only another language (or other languages)
a) Which languages do you speak at home?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) In which languages do people speak to you at home?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for completing this questionnaire.

Administration: What Happens If...? (continued)

CATEGORY	ISSUE	SOLUTION	RESOURCES
Absences	student is absent	Have student complete assessment upon his or her return if this is possible while assessment booklets are in school.	“EQAO Policies and Procedures”
	teacher is absent	Another teacher, supervised by principal, may administer assessment. This teacher must be familiar with administration procedures and must follow them.	“EQAO Policies and Procedures”
Lateness	student is late	Have student begin when he or she arrives. If possible, allow late student full time allotted to write each section.	“EQAO Policies and Procedures”
Emergency	fire alarm or other school emergency	Tell students to leave assessment materials on their desks and to exit immediately according to school’s emergency exit plan. When students return, instruct them to return to assessment.	“EQAO Policies and Procedures”
Student Responses	responds in language other than English (except in case of French Immersion students, who respond in French)	Student will not receive scores, or individual questions will be given score of zero.	
	uses offensive language	Pages with offensive language may not be scored. Principal will be notified.	“EQAO Policies and Procedures”
Assistive Technology	computer crashes	Contact your board’s IT department. If work cannot be retrieved, place remainder of student work and booklets in Issues Envelope with explanation. Student cannot redo work that has been lost.	
	student responses not saved	Contact your board’s IT department. Ask students to save their work frequently. Place student materials in Issues Envelope. Student cannot redo work that has been lost.	This guide
Student Has Moved	student is no longer on school’s register	Delete student from SDC system. If package has been delivered to school for student, do not send package to student’s new school. Package must be returned in school’s return shipment following administration of test.	

Impacts on Reporting: What Happens If...?

ISSUE	POSSIBLE IMPACT	ACTION TO BE TAKEN
Student's computer responses not stapled into appropriate booklets	Student's work may be scored incomplete or may not receive any score.	Staple pages to inside front cover of appropriate mathematics or language answer booklet, and place booklets in Special Versions Envelope .
Booklets not distributed according to Class Tracking Sheet (CTS) (students received wrong booklet)	Scores will be reported according to distribution on CTS.	If students have begun test, do not switch packages and do not change barcodes or digits on any document. If mix-up involves one or more pairs of students, use "Switch Packages" task button in SDC system to switch package IDs between students. Do not include packages with IDs corrected in this manner in Issues Envelope.
Package ID numbers on barcode have been changed	Barcode will override handwritten number change.	If mix-up involves many students, print CTS, write by hand final 12 digits of ID of package each student actually used, call EQAO to communicate changes that need to be made, fax CTS to 416-325-6622, and place all student materials and copy of faxed CTS in the Issues Envelope. Note: Review Preliminary Student Summary during posting period.
Administration steps not followed	Scores may be withheld. EQAO may request information from school or school board as part of decision making.	Place booklets in Issues Envelope , and note issue on front of envelope.
Students copy from one another	Investigation will be conducted.	
Students practise current year's assessment before administration	Scores may be withheld.	
Scribe or prompter does not follow instructions and provides hints to students	Scores for student may be withheld.	
Scribe does not write down exact words of student		
Student receives explanation of concepts in reading, writing and/or mathematics		
Student is provided with instructional material		
Student uses a dictionary for the reading or mathematics portion of assessment		

Accommodations, Special Provisions and Exemptions

Support for English Language Learners and Students with Special Education Needs

Role of the Principal

The principal is responsible for

- making decisions about student participation;
- ensuring that all accommodations, special provisions and exemptions are provided;
- documenting the relevant information in the Student Data Collection (SDC) system according to the instructions in this guide;
- sending an information letter to parents outlining approved accommodations and special provisions and
- sending an information letter to parents informing them of the exemption.

Sample letters are available on the secure section of the EQAO Web site, www.eqao.com.

Definitions

Modifications: changes to the content of the assessment. These are not permitted, because they affect the validity and reliability of the assessment.

Accommodations: changes in the way the assessment is administered or the way in which a student with special education needs responds to its components. These do not alter the content of the assessment nor affect validity or reliability.

Special Provisions: a change to the setting for writing the assessment for English language learners. This does not affect the validity or reliability of the assessment.

Exemptions: decisions for students who are unable to participate in the assessment even with accommodations.

Scribe or Prompter: an individual who supports the accommodations the student receives on a regular basis for all forms of assessment. Scribes and prompters must not be relatives of the students they are assisting.

Resources

This guide is based on the following Ministry of Education documents, available at www.edu.gov.on.ca:

- *Individual Education Plans: Standards for Development, Program Planning, and Implementation (2000)*
- *English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12 (2007)*
- *STEP: Steps to English Proficiency, A Guide for Users (2015)*

Permitted Accommodations for Students with Special Education Needs

THE STUDENT

- has an Individual Education Plan (IEP) that outlines accommodations that are necessary for and consistent with regular classroom practices and
- receives these accommodations for **all** forms of assessment.

ACCOMMODATION DECISIONS MUST BE

- based on the accommodations outlined in this guide and those identified on the student's IEP;
- consistent with regular classroom practice, including assessments;
- made prior to the assessment;
- made for each student individually and
- made in consultation with the student and parents and with the appropriate teaching staff.

Setting (adjustments to environment)

Individual or quiet setting

Assistance for students with severe attention problems who are off-task for a significant period of time, in the form of permitted prompts

- A teacher may draw the student's attention back to the assessment through a non-verbal signal, e.g., tap on desk.
- A teacher can use a verbal signal (e.g., a word or phrase to redirect the student's attention).

Do not

- clarify, explain or translate any part of the assessment.
- encourage or ask student to change or add to his or her response.
- draw the student's attention to a specific part of the assessment.

Presentation Format (administration formats of assessment)

READING, WRITING AND MATHEMATICS

Sign language or oral interpreter

- Interpreters translate the English text of the assessment into American Sign Language (ASL) and the student reponses from ASL into written English.
- An oral interpreter mouths words so the student can lip-read.

Unified English Braille (UEB) for both language and mathematics

- Available: contracted and uncontracted.
- Students may have access to both the Braille and the MP3 audio versions.

Large-print booklets

- White paper

Coloured-paper versions (regular or large-print)

- Available: blue, green or yellow

MP3 audio (plus tactiles) with regular- or large-print booklets

- **Only** for students with a visual impairment.
- Available for download three days prior to the beginning of the administration period.
- All MP3 audio files must be deleted immediately after the administration.
- CDs are no longer offered. Schools requiring an audio CD can burn one.

Assistive technology formats

- The following assistive technology formats are available for reading and writing: Kurzweil 3000 (version 12), Kurzweil 1000 (version 12), accessible Word (.doc), Word optimized for text-to-speech software ([.doc], e.g., for Premier, WordQ, Read and Write Gold), HTML, PDF and accessible PDF. They are available for download at 9:00 a.m., three days prior to the beginning of the administration period and are provided as a Zip file.
- Board or school contacts are able to download the assistive technology versions three days prior to the assessment to format them for distribution to their own users, providing they do not alter content or item order. A set of print booklets will also be sent to the school for students receiving these versions. **The only assistive technology formats available for mathematics are Word (.doc), accessible Word (.doc), PDF and accessible PDF.**

Permitted Accommodations for Students with Special Education Needs (continued)

Presentation Format (administration formats of assessment)

Assistive technology formats (continued)

- For ease of use, the audio, Braille and assistive-technology versions will not be presented as a separate *Reading Book* and a separate *Answer Booklet* for language. Although students will receive printed booklets, a PDF that will match the audio, Braille and assistive-technology versions will be available for download from the secure site at 9:00 a.m., three days prior to the beginning of the administration period. **All responses will need to be stapled to the inside front cover of the appropriate *Answer Booklet* and returned in the Special Versions envelope.**

Response Format (permitted formats for student responses)

Reading, Writing and Mathematics

Use of a computer or word processor or assistive devices and technology (See “How to Return Computer Responses to EQAO”)
Note: Preferred font size and recommended length of response may be posted for students.

- Type the final 12 digits of the package ID on the top of each page of the computer printout.
- Label each response with both the question number and the section number.
- Recommended font: 14 point Times Roman or Times New Roman; Paper: letter-sized with 3 cm margins
 - Short-writing tasks: five lines for Grade 3 and 10 for Grade 6.
 - Long-writing task: 10 lines for Grade 3 and 20 for Grade 6.
 - Open-response reading: three lines for Grades 3 and 6.
- Permitted: speech synthesizer, Braille, speech-to-text software or augmentative or alternative communications systems provided by the board or the school.

Audio recording of student responses

- A verbatim transcription plus the audio recording must be submitted.
 - Ensure that the final 12 digits of the package ID are on both the transcription and the audio recording.

	READING	WRITING	MATHEMATICS
 <p>DO</p>	<ul style="list-style-type: none"> Assume each sentence begins with a capital and ends with a period. 	<ul style="list-style-type: none"> Print or type exactly what the student dictates as one long statement with no punctuation or capitalization (you may spell words correctly). Show the student the completed dictation and ask the student to indicate where capital letters and punctuation should be placed. Make any other revisions or changes the student requests (e.g., erase, cross out, delete or insert corrections). 	<ul style="list-style-type: none"> Assume each sentence begins with a capital and ends with a period.
	<ul style="list-style-type: none"> Print by hand or type exactly what the student dictates. Handwritten transcriptions must be made directly in the booklet. Typed transcriptions must be stapled to the inside front cover of the appropriate booklet. Read the dictation back to the student. 		
 <p>DO NOT</p>	READING	WRITING	MATHEMATICS
	<ul style="list-style-type: none"> review the assessment prior to administration edit or alter the student’s dictation in any way alert the student to mistakes prompt the student initiate the use of test-taking strategies show any reaction to the student’s responses correct the student’s responses engage in incidental conversation with the student or others 		

Permitted Accommodations for Students with Special Education Needs (continued)

Return of Materials

- Computer responses, responses in assistive technology (speech-to-text software) formats and audio version transcriptions on loose sheets must be stapled to the inside front cover of the appropriate mathematics or language answer booklet. These booklets and the audio recording must be placed in the **Special Versions Envelope**. (See “How to Return Computer Responses to EQAO” in this guide.)
- Retain the electronic version of the student’s work until the date indicated on the cover of this guide.
- Place all student materials that contain an issue in the **Issues Envelope**, and document the issues on the outside of the envelope.

Notes

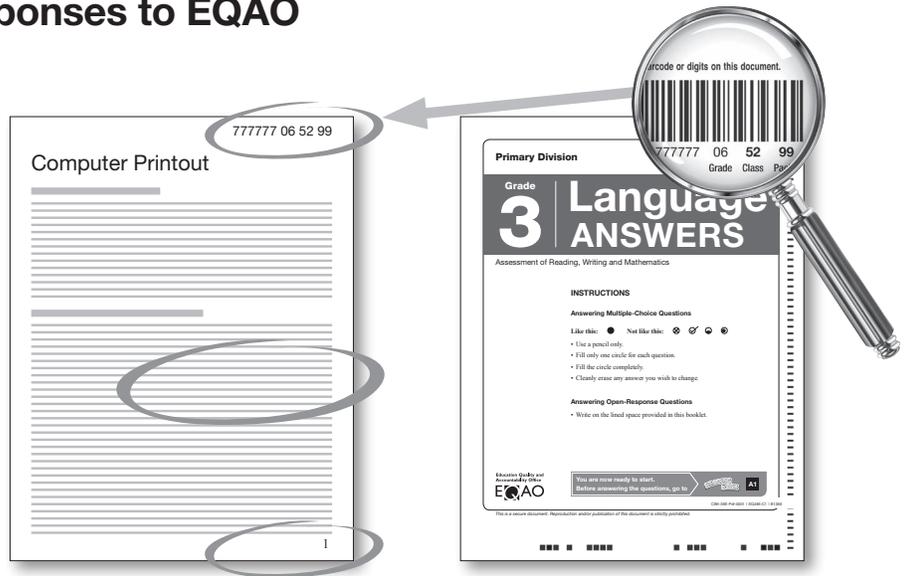
- All provisions outlined in this guide must be adhered to whether the student is taking an assessment in a paper or an electronic format. No instructional materials, including applications of an instructional nature, that facilitate responses to questions can be used. We rely on the professional judgment of educators to administer the assessments in accordance with EQAO guidelines and to ensure the security and validity of the assessments.
- The download of assistive-technology versions in alternative formats from the secure section of EQAO’s Web site can be completed at **the school or board level**.
- Variations in the pronunciation or inflection of words and phrases may occur due to the variety of software versions, speech engines and computer systems. Revisions may be made by the school to rectify such variations, providing that no change is made to any content.
- Ensure that computers have sufficient memory to accommodate the electronic formats, that students’ work is saved frequently and that it can be printed. EQAO recommends printing student work after each session.
- Electronic devices such as laptops and tablets are permitted during the assessment as long as they are provided by the board or school.
- A student requiring a scribe must be assessed in a **separate quiet area** so that other students who are writing the assessment are not disturbed.
- Verbatim reading of instructions and/or questions for writing and mathematics only is not considered an accommodation (note that such reading should be performed only if students request it).

Documentation

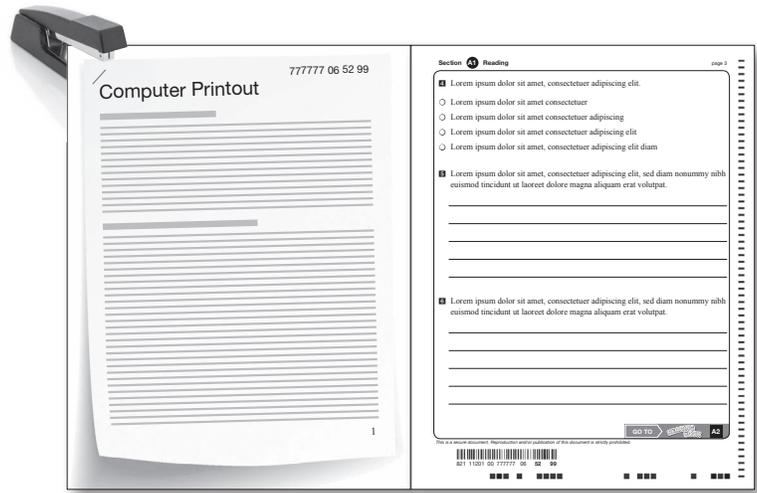
- Record the accommodations in the SDC system.
- A copy of the information letter from the principal to the parents outlining the approved accommodations must be kept on file at the school.

How to Return Computer Responses to EQAO

- 1 Before the test, **type the last 12 digits** of the package ID at the top of **each page**.
- 2 Ensure that all text is legible. Times New Roman or Times Roman (14 pt.) is recommended.
- 3 Print all student responses. Ensure pages are numbered and in order (e.g., 1, 2 of 10). Identify the section and question number (e.g., Section A, #5) for each response.



- 4 Staple the pages to the inside front cover of the mathematics or language answer booklet.



- 5 Include only **Answer Booklets** containing responses typed on a computer or responses written on the PDF of the special versions envelope. Include blank booklets or the **Reading Book** with **all other materials in the return tote box**.



Students with Special Circumstances

THE STUDENT

is unable to participate without accommodations, due to special circumstances.

New to School: Student does not have an IEP, due to a **recent transfer** into the school from another jurisdiction. There is documentation to show that accommodations are necessary.

Temporary Condition: Student has a temporary condition that prevents him or her from writing or using a keyboard (e.g., a hand injury) and would not normally require accommodations.

MAKE DECISIONS ABOUT SPECIAL CIRCUMSTANCES

- prior to the assessment;
- for each student individually;
- in consultation with the student and parents and with the appropriate teaching staff and
- having referred to the permitted accommodations in this guide.

Documentation

- Record the accommodations in the SDC system.
- A copy of the information letter from the principal to the parents outlining the special circumstances and approved accommodations must be kept on file at the school.

English Language Learners and the Assessments

THE STUDENT

is an English language learner as defined by *English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12* (2007).

MAKE SPECIAL PROVISION DECISIONS

- prior to the assessment;
- for each student individually and
- in consultation with the student and parents, and with the appropriate teaching staff.

Section 2.9.1 of *English Language Learners* states: “English language learners should participate in the Grade 3 and Grade 6 provincial assessments in reading, writing and mathematics...when they have acquired the level of proficiency in English required for success.”

Further reference:

- *Supporting English Language Learners: A Practical Guide for Ontario Educators, Grades 1 to 8* (2008)
- *STEP: Steps to English Proficiency, A Guide for Users* (2015)

Special Provisions

- Setting (adjustments to environment): Individual or quiet setting

Additional Information

- English language learners in the **early stages** or **steps** of English-language acquisition are eligible for special provisions as well as permitted accommodations. It is assumed that these students require accommodations for classroom assessments throughout the school year. Record the accommodations in the SDC system.
- English language learners who have special education needs and an IEP are entitled to accommodations listed under “Permitted Accommodations for Students with Special Education Needs” in this guide. Record the accommodations in the SDC system.
- The location and conditions of the quiet setting must allow students to work independently (e.g., desks must be appropriately separated).
- Verbatim reading of instructions and/or questions for writing and mathematics is not considered an accommodation.

Return of Materials

- Place all student materials that contain an issue in the **Issues Envelope** and document the issue on the outside of the envelope.

Documentation

- Record special provisions and/or any accommodations in the SDC system.
- A copy of the information letter from the principal to the parents outlining the approved special provisions and/or accommodations must be kept on file at the school.

Exemptions

THE STUDENT

is unable to participate in part or all of the assessment even with accommodations or special provisions.

A student **must** be **exempted** from

- **reading**, if the student has to be read to by a teacher or another adult, and
- **mathematics**, if mathematics terms have to be defined.

MAKE EXEMPTION DECISIONS

- prior to the assessment;
- for each student individually and
- in consultation with the student, parents and appropriate teaching staff, and with the consent of the parents.

Notes

- If a student is exempt from reading, the teacher must **highlight** for the student which **portions to omit** and which to complete in the *Language Answer Booklet*.
- If the parents want their son or daughter to write the assessment, the student must be allowed to write.
- Student materials (booklets, etc.) will not be shipped for exempted students. Alternative learning activities must be provided by the school, possibly in a different environment.

Documentation

- Record student information and exemption in the SDC system.
- An information letter from the principal to the parents informing of the exemption or a letter from the parents requesting exemption (the final decision rests with the principal) must be kept on file at the school.
- Keep all other documentation on file.

**Education Quality and
Accountability Office**



2 Carlton Street, Suite 1200, Toronto ON M5B 2M9

Telephone: 1-888-327-7377 Web site: www.eqao.com

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