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Education Quality and Accountability Office



GUIDE FOR 2017 Accommodations and Special Provisions

Grade 9 Assessment of Mathematics

For English Language Learners and Students with Special Education Needs

IMPORTANT DATES

	WINTER	SPRING
SDC Phase 1: Enter or confirm information using SDC system (order special versions).	Monday, November 28 to Friday, December 9	Tuesday, April 18 to Friday, April 28
Receive assessment materials at school.	Wednesday, January 11 to Friday, January 13	Wednesday, May 31 to Friday, June 2
SDC Phase 2: Verify, using SDC system, that all student information is up to date and accurate.	Monday, December 19 to Friday, February 3	Monday, May 8 to Friday, June 23
Verify, using SDC system, that all materials have arrived.	Wednesday, January 11 to Friday, January 13	Wednesday, May 31 to Friday, June 2
Download assistive technology and MP3 audio versions.	Available January 12	Available June 1
ADMINISTER GRADE 9 ASSESSMENT	JANUARY 16–27	JUNE 5–16
Prepare assessment materials for return to EQAO, and delete MP3 audio files.	Immediately after administration or no later than Monday, January 30	Immediately after administration or no later than Monday, June 19
Delete electronic versions of students' work.	Friday, September 29	Friday, September 29

Support for English Language Learners and Students with Special Education Needs

Role of the Principal

The principal is responsible for

- making decisions about accommodations and special provisions for students and
- documenting the relevant information in the Student Data Collection (SDC) system according to the instructions in this guide.

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 or affect validity or reliability.

Special Provisions: changes to the setting and/or timing for writing the assessment for English language learners. These do not affect the validity or reliability of the assessment.

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)
- *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements*, 2011

Permitted Accommodations for Students with Special Education Needs

THE STUDENT

- has an IEP that outlines accommodations that are necessary for and consistent with regular classroom practice and
- receives these accommodations for all forms of assessment.

ACCOMMODATION DECISIONS MUST BE

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

Setting (adjustments to environment)

Individual or small-group setting or individual study carrel

Preferential seating in the assessment room

Assistive devices (adaptive equipment)

Prompts for students with severe attention problems who are off task for significant periods of time

- Permitted: special lighting, special pens or pencil grips, and devices for supporting the student's arm for printing, writing or keyboarding.

- Prompts draw the student's attention back to the assessment through a tap on the arm, shoulder or desk.
- Prompts can also be 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.
- draw the student's attention to a specific part of the assessment.

Time

Additional time to a maximum of double the allotted time

Periodic supervised breaks

- *Booklet 1* is completed in one continuous session, as is *Booklet 2*. Continuous sessions may include supervised breaks.

- Breaks are not considered part of the time allotted for the assessment.

Presentation Format (administration formats of assessment)

Sign language or oral interpreter	<ul style="list-style-type: none"> Interpreters translate the English text of the assessment into American sign language (ASL) and student responses from ASL into written English. An oral interpreter mouths words so the student can lip-read.
Braille versions	<ul style="list-style-type: none"> Available: contracted or uncontracted. Students may have access to both the Braille and the audio versions.
White or coloured-paper versions (regular or large-print)	<ul style="list-style-type: none"> Available: white, blue, green or yellow.
MP3 audio with regular- or large-print booklets (recommended for students with a visual impairment)	<ul style="list-style-type: none"> Available for download at 9:00 a.m. two days before the assessment period begins. All MP3 audio files must be deleted immediately after the administration.
Assistive technology formats	<ul style="list-style-type: none"> These electronic formats (Word, accessible Word, PDF or accessible PDF) may be used with technology (e.g., text-to-speech software) and will be available for download (as a zip file) at 9:00 a.m. two days before the assessment period begins. A set of regular-print booklets will also be sent to the school for students using assistive technology.
Braille, audio and assistive technology versions	<ul style="list-style-type: none"> For ease of use, both Booklet 1s (Question and Answer) are presented as a single document for the audio version, Braille version and assistive-technology formats. This is also the case for both Booklet 2s (Question and Answer). Students will still receive the printed booklets as two separate booklets. Although the layout of the printed booklets differs from the layout of these versions, the content is the same.

Response Format (permitted formats for student responses)

Use of a computer or word processor or assistive devices and technology (see “How to Return Computer Responses to EQAO”)	<ul style="list-style-type: none"> Permitted: speech synthesizer, Braille, speech-to-text software or augmentative or alternative communications systems.
Verbatim scribing of responses	<ul style="list-style-type: none"> Print or type exactly what the student dictates. Fill in the multiple-choice circles in the <i>Answer Booklets</i> as directed by the student. Assume each sentence begins with a capital and ends with a period. Read the dictation back to the student if requested. After the student has finished his or her work, show the student the transcription and ask the student to indicate any corrections. (The scribe may erase, cross out or insert according to the student’s directions.) <p>DO NOT</p> <ul style="list-style-type: none"> review the assessment prior to administration. edit or alter the student’s dictation in any way, except at the student’s request. alert the student to mistakes. prompt the student. initiate the use of assessment-taking strategies. show any reaction to the student’s responses. correct the student’s responses. engage in incidental conversation with the student or others.
Audio recording of student responses	<ul style="list-style-type: none"> 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.

Permitted Accommodations for Students with Special Education Needs (continued)

Return of Materials

- Computer responses and responses in assistive technology (speech-to-text software) format must be stapled to the inside front cover of the appropriate *Answer Booklet*. Only booklets containing responses typed on a computer must be placed in the **Special Versions Envelope**. (See “How to Return Computer Responses to EQAO” in this guide.)
- Retain electronic student responses to the assessment until the Individual Student Reports are received.
- Audio-recorded responses and verbatim transcriptions on loose sheets (staple these to the front cover of the appropriate *Answer Booklet*) must be placed in the **Special Versions Envelope**.
- Place all student materials that contain an issue in the **Issues Envelope**, and document the issue on the outside of the envelope.

Notes

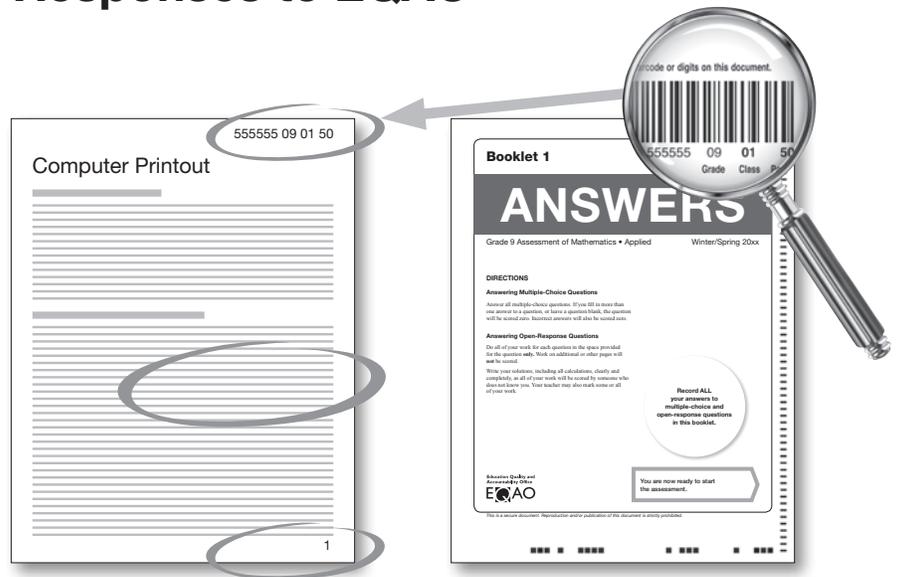
- Students are no longer required to have an Individual Education Plan (IEP) to have the questions read to them. Only students who request it should have the questions read to them. Readers are **not** permitted to define, translate, explain or review **any** terms.
- Scribes and prompters must be adults. Neither a scribe nor a prompter can be a relative of the student.
- *Booklet 1* is completed in one continuous session, as is *Booklet 2*. Continuous sessions may include supervised breaks.
- Time to read the instructions, take supervised breaks and answer the questionnaire is not considered part of the time allotted for the student to complete the assessment.
- All students, including students with special education needs, can choose to use manipulatives during the assessment. Teachers may provide students who are blind with any three-dimensional solids that are pictured in each question.

Documentation

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

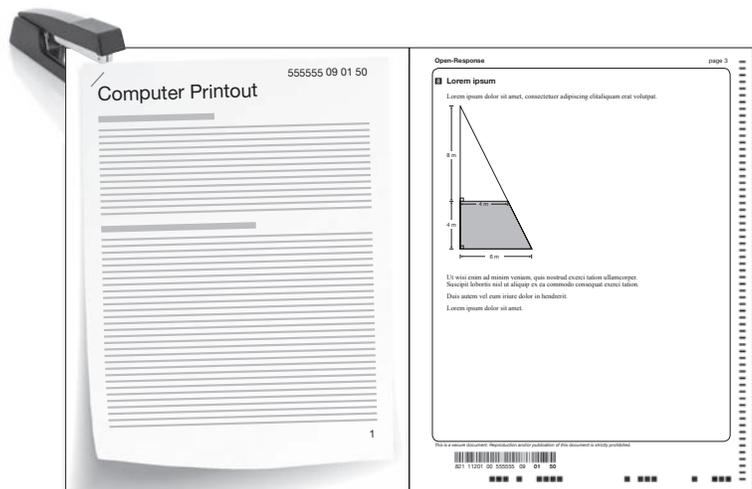
How to Return Computer Responses to EQAO

1 Before the assessment, **type the last 12 digits** of the package ID at the top of **each page**.



2 Ensure that all text is legible. Use 12 pt. Times New Roman or Times Roman.

3 **Print all student work.** Ensure that the pages are numbered and are in order.



4 **Staple the pages** to the inside front cover of the appropriate **Answer Booklet**.

5 Include **only Answer Booklets** containing responses typed on a computer in the **Special Versions Envelope**. Do not include blank booklets or booklets containing only written answers.

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Télécopieur : 416 325-0831
Site Web : www.oqre.on.ca

Special Versions Envelope

Enveloppe des versions spéciales

School Contact Information

School Name: _____

Principal Name: _____

Telephone Number: () _____

Coordonnées de l'école

Nom de l'école : _____

Nom : _____

Special Provisions for English Language Learners

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 or the adult student, and with the appropriate teaching staff.

If an English language learner is working toward an academic or applied Grade 9 mathematics credit in a publicly funded school, he or she is required to participate in the Grade 9 Assessment of Mathematics. There are no deferrals or exemptions for Grade 9.

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, and in the Grade 9 provincial assessment in mathematics, when they have acquired the level of proficiency in English required for success.”

Setting (adjustments to environment)

Individual or small-group setting or individual study carrel

Time

Additional time to a maximum of double the allotted time

Periodic supervised breaks

- *Booklet 1* must be completed in one continuous session, as is *Booklet 2*. Continuous sessions may include supervised breaks.
- Breaks are not considered part of the time allotted for the assessment.

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.

Notes

- 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.
- *Booklet 1* is completed in one continuous session, as is *Booklet 2*. Continuous sessions may include supervised breaks.
- Time to read the instructions, take supervised breaks and answer the questionnaire is not considered part of the time allotted for the student to complete the assessment.
- The audio version of the assessment is available only to English language learners who have special education needs and an IEP that indicates the audio accommodation. The audio version is recommended for students who have a visual impairment.
- Students are no longer required to have a special provision to have the questions read to them. Only students who request it should have the questions read to them. Readers are not permitted to define, translate, explain or review **any** terms.

Documentation

- Record special provisions in the SDC system.
- A copy of the information letter from the principal to the parents or adult student outlining the special provisions must be kept on file at the school.

Students with Special Circumstances

THE STUDENT

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

Temporary Condition: student does not normally require an accommodation but has a temporary condition (e.g., a hand injury that prevents the student from writing or using a keyboard).

New to School: student has recently transferred to the school and there has been no time to develop an IEP, but documentation exists to show accommodations are required.

MAKE DECISIONS ABOUT SPECIAL CIRCUMSTANCES

- prior to the assessment;
- for each student individually;
- in consultation with the student and parents or the adult student, and with the appropriate teaching staff and
- with reference to the permitted accommodations in this guide.

Documentation

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

Student Materials Order Checklist

Student Name:

OEN:

If a student is responding using assistive technology, ensure that an assistive technology presentation version is ordered.

Schools may copy and use this page to help them prepare to enter information into the SDC system. All special orders must be placed in Phase 1 of the SDC to ensure that the materials arrive on time.

Note: Orders for special versions (presentation format) *must* be entered into the SDC system during the first SDC window.

Permitted Accommodations

Setting

- Individual or small-group setting or individual study carrel
- Preferential seating in the assessment room
- Assistive devices or adaptive equipment
- Prompts for students with severe attention problems

Time

- Additional time to a maximum of double the time allotted
- Periodic supervised breaks

Presentation Format

(This identifies the type of package that the student requires in order to participate.)

- Sign language or oral interpreter
- Braille contracted uncontracted
- Large-print version (white)
- Large-print coloured-paper version blue green yellow
- Coloured-paper version blue green yellow
- MP3 audio with regular print large print
- Assistive technology format (Word, accessible Word, PDF or accessible PDF only)

Response Format

(This identifies *how* the student will respond.)

- Computer or word processor or assistive device and technology
- Verbatim scribing of responses
- Audio recording of student responses

Special Provisions

Setting and Time

- Individual or small-group setting or individual study carrel
- Additional time to a maximum of double the time allotted
- Periodic supervised breaks

**Education Quality and
Accountability Office**



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