## IMPORTANT DATES | 2018–2019

<table>
<thead>
<tr>
<th>WINTER</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BEFORE THE ASSESSMENT—SDC PHASE 1:</strong></td>
<td></td>
</tr>
<tr>
<td>Finalize student information using SDC system, and order special versions. Ensure all student information is up to date and accurate.</td>
<td>Monday, November 26 to Friday, December 7, 2018</td>
</tr>
<tr>
<td><strong>BEFORE THE ASSESSMENT—SDC PHASE 2:</strong></td>
<td></td>
</tr>
<tr>
<td>Make required changes or additions using the SDC system (e.g., add a new student, delete a student who has left the school).</td>
<td>Tuesday, December 18, 2018 to Friday, February 1, 2019</td>
</tr>
<tr>
<td>Receive assessment materials at school.</td>
<td>Wednesday, January 9 to Thursday, January 10, 2019</td>
</tr>
<tr>
<td>Verify, using SDC system, that all materials have arrived.</td>
<td>Wednesday, January 9 to Thursday, January 10, 2019</td>
</tr>
<tr>
<td>Download assistive technology and MP3 audio versions.</td>
<td>Available Thursday, January 10, 2019</td>
</tr>
<tr>
<td><strong>ADMINISTER GRADE 9 ASSESSMENT</strong></td>
<td>January 14–25, 2019</td>
</tr>
<tr>
<td><strong>AFTER THE ASSESSMENT</strong></td>
<td></td>
</tr>
<tr>
<td>Prepare assessment materials for return to EQAO, and delete all electronic versions of the assessment, including MP3 audio files.</td>
<td>Immediately after administration or no later than Monday, January 28, 2019</td>
</tr>
<tr>
<td>Delete electronic versions of students’ work.</td>
<td>Monday, September 30, 2019</td>
</tr>
</tbody>
</table>

EQAO Information Centre: 1-888-327-7377
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<td>Students with Special Circumstances</td>
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<tr>
<td>29</td>
<td>Student Materials Order Checklist</td>
</tr>
</tbody>
</table>
What’s NEW for 2019

- Dos and Don’ts—For Classroom Materials Displayed During the Assessment.
  (See page 4 for more information and guidelines.)

- English language learners are now permitted digital or paper language resources
  (e.g., dual-language dictionary, translating tools).
  (See page 27 for more information and guidelines.)

- Access to virtual manipulatives (e.g., some on Mathies.ca) or math applications
  (e.g., calculators) that require Internet connectivity to function is now permitted during
  the assessment, as long as these tools are not instructional.
  (See page 11 for more information and guidelines.)

- In order to reflect regular practice in classrooms, EQAO no longer requires an Individual
  Education Plan (IEP) for access to headphones for calming white noise or music.
  (See page 24 for more information and guidelines.)

- EQAO is no longer providing this guide in print format. It is available electronically only.
Reminders

✓ All school staff involved in the administration must read and adhere to the “Professional Responsibilities for the Administration of the Grade 9 Assessment” 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.

✓ There is a “Student Materials Order Checklist” in this guide. Schools are encouraged to make copies of this checklist in order to identify special orders prior to entering them into the Student Data Collection (SDC) system. All special orders must be placed in Phase 1 of the SDC process.

✓ Assistive-technology versions will be available for download from the secure EQAO Web site at 9:00 a.m. two days prior to the beginning of the administration period.

✓ The content (of some or all of the questions) may differ between the regular-print versions and special versions of the assessment received by your school. Supplemental material may also differ.

✓ 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 versions (Word, PDF or Read&Write for Google Chrome). 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.

✓ Responses printed on a computer must have the last 12 digits of the student's barcode on each page and will need to be stapled to the inside front cover of the appropriate Answer Booklet and returned in the Special Versions envelope. All Question Booklets must also be returned, but they should not be included in this envelope. Please note that although the page numbering may be different between the PDF version and the printed version, the content is the same.

✓ An instruction at the end of each Question Booklet reminds students to record all of their multiple-choice answers in the appropriate Answer Booklet. If a teacher is marking the assessment and notices a student has recorded answers in the Question Booklet only, the teacher must supervise the student’s transcription of the answers into the Answer Booklet, ensuring there are no additional changes.

✓ Used booklets must not be placed back in the plastic bags.
Dos and Don’ts—For Classroom Materials Displayed During the Assessment

<table>
<thead>
<tr>
<th>NON-INSTRUCTIONAL MATERIALS</th>
<th>INSTRUCTIONAL MATERIALS</th>
</tr>
</thead>
</table>

**CAN BE DISPLAYED**

Classroom materials that do not provide explicit instruction of knowledge and skills required for the Grade 9 applied or academic mathematics courses can be displayed. Some examples:

- illustrations, equations, formulas or terms with titles or headings, but without defining labels, definitions, explanations or specific examples
- EQAO formula sheets or classroom-generated area, perimeter, volume or surface area formulas with or without labelled images and titles
- EQAO “Key Words” document
- general classroom resources (e.g., classroom rules or tips, learning goals, success criteria, levels of achievement charts)

**SHALL BE COVERED OR REMOVED**

Classroom materials that provide explicit instruction of knowledge and skills required for the Grade 9 applied or academic mathematics courses (e.g., materials that define, explain or provide examples that help a student answer a mathematics question) must be removed from view or covered. Some examples:

- illustrations, equations, formulas or terms with defining labels, definitions, explanations or specific examples
- samples of student work or solutions to questions related to mathematics, including past EQAO assessment questions with responses
- anchor charts that outline the steps or processes to answer a question or solve a problem related to mathematics

Refer to the Guidelines for Classroom Displays available on the EQAO Web site for examples of non-instructional and instructional materials.
The Assessment at a Glance

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>ESTIMATED TIME</th>
<th>ALLOTTED TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Booklet 1 (Question and Answer)</strong></td>
<td>40 minutes</td>
<td>60 minutes*</td>
</tr>
<tr>
<td>• seven multiple-choice questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• four open-response items</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• seven multiple-choice questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Booklet 2 (Question and Answer)</strong></td>
<td>40 minutes</td>
<td>60 minutes*</td>
</tr>
<tr>
<td>• seven multiple-choice questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• four open-response items</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• seven multiple-choice questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Questionnaire (Answer Booklet 2)</strong></td>
<td>10 minutes</td>
<td>10–15 minutes (approximately)</td>
</tr>
</tbody>
</table>

* If students require extra time to complete a booklet, you may allow the additional time in one continuous sitting, with supervision, according to EQAO’s guidelines on page 24 of this guide.

**Additional Resources**

Additional resources, including the “SDC Guide for Principals, 2018–2019” and “Accounting and Reporting EQAO Results for Students with Unique or Special Circumstances,” are available on the secure section of EQAO’s Web site (www.eqao.com) under “Student Data Collection System—Resources.”

**Participation**

All students working toward an academic or applied Grade 9 mathematics credit are required to participate.

All students eligible for the assessment, including English language learners, students with special education needs and adult students, must be accounted for.

**Do NOT include**

- students enrolled in a locally developed Grade 9 mathematics course or a mathematics credit recovery program

**OR**

- students enrolled in a co-op course associated with Grade 9 mathematics who have previously passed the Grade 9 academic or applied mathematics course.
Professional Responsibilities for the Administration of the Grade 9 Assessment of Mathematics

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

Principals and teachers are responsible to ensure the fair and consistent administration of the assessment as outlined in the administration guide. These procedures must be followed:

**Principals** are responsible for ensuring that
- they and the teachers administering the assessment have read the current school year’s administration guide and board direction/policy.
- all students eligible for the assessment are accounted for in the SDC system, including those writing with accommodations and special provisions.
- any student receiving an accommodation has an Individual Education Plan (IEP) that outlines the accommodations that are necessary for and consistent with regular classroom assessment practices used for the student (refer to page 24 for accommodations not requiring an IEP). Any accommodation offered for the assessment must also be consistent with the permitted accommodations in this guide. The student must normally receive the accommodation for all forms of assessment, including summative assessments.
- complete and appropriate assessment materials are ordered for each student, using the EQAO SDC system, during phase 1.
- complete and accurate information for all students is provided to EQAO through the SDC system.
- all material necessary for the preparation for and administration of the assessment is provided to all participating teachers and support staff.
- all teachers and other personnel (e.g., scribes and principals themselves) participating in, preparing for and administering the assessment have received training this year and follow this year’s administration guide.
- all assessment materials are kept secure prior to, during and after the administration.
- the locations and conditions for writing the assessment allow each student to work independently of every other student and conform to EQAO requirements as defined in the administration guide.
- there is no deviation from the EQAO guidelines and instructions without explicit written direction from the relevant supervisory officer and EQAO’s Chief Assessment Officer.
- any breach or suspected breach of security is reported to EQAO.

**Before the Administration**
- The receipt of all materials and types of materials ordered must be confirmed.
- Student and teacher assessment packages must not be opened prior to the administration of the first booklet.
- Only staff members administering the assessment may have access to assessment materials.
- Teachers administering the assessment may receive the student assessment materials and the teacher’s package of assessment materials no earlier than on the morning of the day the administration begins.
- Scribes may have access to the assessment materials only during the administration sessions.
- Staff preparing test materials for assistive technologies may have access to the electronic materials no earlier than 48 hours prior to the start of the administration.
- Assessment materials must not be copied in any way for any reason.

**During and After the Administration**
- Only staff members administering the assessment may have access to assessment materials.
- Unused assessment packages (e.g., for absent students) must not be opened for any reason, except with EQAO’s permission.
- All classroom materials that provide explicit instruction of knowledge and skills required for the Grade 9 applied or academic mathematics course shall be removed from view or covered.
- Only those individuals directly involved in the administration and testing activities should enter the testing room.
- Students must be supervised at all times during the administration. This includes students who require additional time to complete the assessment.
During and After the Administration (cont’d)

- Assessment materials are to be kept secure during the administration.
- Once the assessment materials have been opened, no one may use information from the assessment to provide instruction on any concept or item being tested prior to, during or after the administration of the assessment.
- During the assessment, no one may explain, define, translate or provide examples of mathematics terminology to students, including those with accommodations.
- During the assessment, nothing may be said or done to influence student responses, including, but not limited to, actions such as drawing a student’s attention to an unanswered question.
- No cellphones, audio-or video-recording devices, or e-mail or text messaging devices are allowed into the assessment room. Exceptions may apply according to EQAO guidelines. Students who are using personal devices in accordance with these guidelines may not use them for any other purpose.
- At no point during or after the assessment may anything be said or done to encourage or influence students to alter or revise their responses.
- No one may read or review student work during or after the administration unless the school is marking student work for class marks.
- Student work must not be copied, corrected, darkened, rewritten, edited, erased or altered in any way for any reason.
- Each assessment booklet must be completed in one continuous session. A session may not be interrupted by lunch or by any other school programming. A session may include water fountain, stretch and washroom breaks.
- At the end of each session, all assessment materials must be collected and stored in a secure place without review except by teachers who are marking the assessment as a part of the student’s class mark.
- After a booklet has been administered, it must not be returned to students for further review, correction or completion.
- If a component of the assessment will be marked by the teacher, the assessments must be stored in a secure place in the school throughout this process.
- All assessment materials must remain in the school until they are returned to EQAO.
- All EQAO assessment materials, used or unused, must be returned to EQAO.
- Any circumstances that may affect the scoring of student work (e.g., package ID number issues) or may have affected the validity of any student performance (e.g., a discussion between two students during the assessment) must be documented and reported to EQAO on the Issues Envelope.
## Principal’s Steps | Before Administration

<table>
<thead>
<tr>
<th>STEP</th>
<th>ITEM</th>
<th>DETAILS</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| 1    | Student Data Collection (SDC) | • During Phase 1 of SDC process, finalize information using SDC system.  
• Order required special versions of assessment. | Secure Web site: SDC system, SDC Guide for Principals and “Accounting and Reporting EQAO Results for Students with Unique or Special Circumstances” and “SDC at a Glance” video |
|      | Security | • Identify secure location for assessment materials. | |
|      | Administration Schedule | • Determine administration schedule.  
• Determine schedule for students receiving additional time. | This guide, in particular “The Assessments at a Glance” section |
|      | Accommodations and Special Provisions | • Identify supports required and make arrangements for students receiving accommodations and/or special provisions.  
• Send letters to adult students or parents of students receiving accommodations and/or special provisions.  
• Ensure accommodations and special provisions are recorded in SDC system. | This guide  
Secure Web site: sample administration and information letters  
SDC system |
|      | Guide | • Print and distribute a copy of this guide for each teacher administering assessment. | |
|      | Meeting with Staff | • Determine whether some or all components of assessment will be counted for course grades.  
• Ensure all staff involved with administration have read this guide.  
• Review  
  – “Professional Responsibilities for the Administration of the Grade 9 Assessment,” and ensure that all staff, including scribes and prompters, are aware of their roles and responsibilities;  
  – permitted accommodations and special provisions outlined in this guide and related arrangements;  
  – school policy for late students and  
  – assessment room requirements. | Teachers’ Step 9, “Marking the Assessment,” and “Professional Responsibilities for the Administration of the Grade 9 Assessment of Mathematics” in this guide  
“Research” section of EQAO Web site: “Counting the EQAO Grade 9 Mathematics Assessment for Course Marks Makes a Difference in Student Results” |
### Principal’s Steps | Before Administration (continued)

<table>
<thead>
<tr>
<th>STEP</th>
<th>ITEM</th>
<th>DETAILS</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| 2    | Assessment Materials | ▪ Ensure all required materials have been received.  
▪ Do not open individual student packages. | Secure Web site: Class Tracking Sheet (CTS) printed from SDC system  
Packing list (with delivery) |
|      | Assistive Technology or Audio | ▪ For students using MP3 audio or assistive-technology formats, download file in correct format from SDC system and load onto student’s computer. These files are available at 9:00 a.m. two days before assessment period begins.  
**Only students for whom electronic versions were ordered may use them.** | This guide, in particular the “Accommodations and Special Provisions” section  
Secure Web site: SDC system |
|      | Additional Materials | ▪ Update student information in SDC system (e.g., students who have moved).  
▪ Order additional materials using SDC system (e.g., new students). | Secure Web site: SDC system |
|      | Secure Storage of Assessment Materials | ▪ Store assessment materials in secure location until distribution to teachers on first administration day.  
▪ Ensure materials remain secure until end of administration. | |

### Principal’s Steps | During and After Administration

<table>
<thead>
<tr>
<th>STEP</th>
<th>ITEM</th>
<th>DETAILS</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| 3    | CTS and Assessment Packages to Teachers | ▪ Print up-to-date CTS for each assessment room.  
▪ Distribute assessment materials on morning of assessment.  
▪ Resolve package ID problems. | Secure Web site: SDC system;  
“Administration Day: What Happens If...” section of this guide |
| 4    | Receipt of Assessment Materials from Teachers | ▪ Use CTS to check that all materials, including all Question and Answer booklets, including all teacher copies, have been returned. | Secure Web site: SDC system |
| 5    | Student Information Review | ▪ Check that student information is complete and accurate.  
▪ Update information if required. | Secure Web site: SDC system |
## Principal’s Steps | During and After Administration (continued)

<table>
<thead>
<tr>
<th>STEP</th>
<th>ITEM</th>
<th>DETAILS</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| 5 (cont’d) | School Files | - Store for one year:  
  - Class Tracking Sheets (CTSs);  
  - documentation for students with accommodations and/or special provisions and  
  - assessment room seating plans.  
- Delete electronic files of student work by date specified on front page of this guide. | |
| | Assisstive Technology and MP3 Audio Files | - Delete all assistive technology versions and MP3 audio files of assessment.  
- Retain electronic versions of student work until date specified on front cover of this guide. | “How to Return Computer Responses to EQAO” section of this guide |
| | Special Versions Envelope | - Staple all student work to inside front cover of appropriate Answer Booklet, and ensure last 12 digits of barcode are on each page.  
- Include only special version booklets containing responses typed on computer. | “How to Return Computer Responses to EQAO” section of this guide |
| | Issues Envelope | - Include all materials that require EQAO’s attention (e.g., materials with student ID problems, booklets with missing pages, notes to EQAO).  
- Provide detailed explanation of each issue on outside of Issues Envelope.  
- All booklets must be returned (excluding the plastic bags). | “How to Resolve Issues Through the SDC System or Issues Envelope” section of this guide |
| | Checking of Materials | - Use packing list to ensure that quantities returned are same as quantities received. | Packing List (with delivery) |
| | Packing and Sealing of Tote Boxes | - Include Teacher Questionnaires, Special Versions Envelopes, Issues Envelopes, all Booklet 1s and Booklet 2s (i.e., both Question and Answer, used or unused, including those in teacher packages).  
- Ensure Answer Booklets are not inside Question Booklets.  
- All used booklets must be returned without plastic bags.  
- All unused packages must be returned in plastic bags unopened. | |
| | Return Labels | - Affix label, ensuring that ID number on label matches one on tote box. | UPS Return Shipping Instructions (with delivery) |
| | UPS Pickup | - Prepare for pickup immediately upon completion of assessment or no later than date stated under “Important Dates” on cover of this guide.  
- Go to www.ups.ca or call 1-800-742-5877 for pickup.  
- Record date and shipment tracking number. | |
### Teachers’ Steps

<table>
<thead>
<tr>
<th>STEP</th>
<th>ITEM DETAILS</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Guide</td>
<td>• Read this guide.</td>
</tr>
<tr>
<td>2</td>
<td>Staff Meeting</td>
<td>• Meet with principal and other staff members administering assessment to review roles and responsibilities, and plan for administration, in-school marking, accommodations and special provisions.</td>
</tr>
<tr>
<td>3</td>
<td>Informing of Students</td>
<td>• Inform students about assessment (e.g., length, date, time, layout).</td>
</tr>
</tbody>
</table>
| 4    | Seating Plans | • Prepare seating plans.  
• Ensure students have sufficient room to write independently of others. | “Dos and Don’ts—For Classroom Materials Displayed During Assessment” section of this guide |
| 5    | Preparation of Assessment Room | • Remove or cover all instructional materials about mathematics. (See Dos and Don’ts section for more information and guidelines.)  
• Set up room to ensure students will work independently.  
• Post “Key Words” and “Formula Sheets” (both available at www.eqao.com) if desired. | “Dos and Don’ts—For Classroom Materials Displayed During Assessment” section of this guide |
| 6    | Student Supplies | • Ensure each student has pencil, eraser, ruler and scientific or graphing calculator with or without computer algebra systems. Students using programmable calculators must delete all programs before and after assessment.  
• Advise students to record all answers in pencil.  
• Ensure manipulatives are available. During assessment, students may choose ones they would like to use. Virtual manipulatives and math applications (e.g., calculators) that are not instructional are permitted as long as students have access only to these tools. Versions of these tools that require Internet connectivity are permitted. Manipulatives or applications that are instructional (e.g., that contain a glossary, lessons or definitions) are not permitted. | |
| 7    | Receipt of Assessment Materials | • Do not open individual student or teacher packages.  
• Check that number of student packages matches number of students listed on CTS.  
• Check that you have received teacher’s package (first one listed on CTS). | “Administration Day: What Happens If...?” section of this guide |
| 8    | Assessment Administration | • Follow “Assessment Day Instructions for Teachers.”  
• Circulate, and continuously monitor students.  
• Ensure students do not use electronic devices other than those permitted according to EQAO guidelines (see page 24 of this guide). | “Assessment Day Instructions for Teachers” and “Impacts on Reporting: What Happens If...?” sections of this guide |
<table>
<thead>
<tr>
<th>STEP</th>
<th>ITEM DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Marking the Assessment</td>
</tr>
<tr>
<td></td>
<td><strong>Details</strong>: All or some components of assessment may be marked on completion of assessment and prior to return of materials to EQAO.</td>
</tr>
<tr>
<td></td>
<td>- Marks may be used only according to Ministry of Education guidelines.</td>
</tr>
<tr>
<td></td>
<td>- Marking methodology is school or board decision.</td>
</tr>
<tr>
<td></td>
<td>- Assessment booklets must not be removed from school.</td>
</tr>
<tr>
<td></td>
<td>- Marks must not be made on students’ work.</td>
</tr>
<tr>
<td></td>
<td>- Student work must not be copied.</td>
</tr>
<tr>
<td></td>
<td>- All materials in teacher package must be returned to EQAO with rest of assessment material.</td>
</tr>
<tr>
<td></td>
<td>- Any materials generated during marking that include references to content of questions must be returned to EQAO.</td>
</tr>
<tr>
<td></td>
<td><strong>Reminder</strong>: Some or all questions will be different for students using special versions or supplemental packages.</td>
</tr>
<tr>
<td>10</td>
<td>Teacher Questionnaire</td>
</tr>
<tr>
<td></td>
<td><strong>Details</strong>: Complete questionnaire.</td>
</tr>
<tr>
<td></td>
<td>- If you are teaching both applied and academic courses, complete only one questionnaire for type of course that includes majority of your students.</td>
</tr>
<tr>
<td></td>
<td>- For confidentiality, completed questionnaires may be placed in sealed envelope labelled “Teacher Questionnaire.”</td>
</tr>
<tr>
<td>11</td>
<td>Collection of Materials and Deletion of MP3 Audio Files</td>
</tr>
<tr>
<td></td>
<td><strong>Details</strong>: Collect all student Question and Answer booklets (excluding plastic packaging bags) and unused student packages.</td>
</tr>
<tr>
<td></td>
<td>- Ensure Answer Booklets are not inside Question Booklets.</td>
</tr>
<tr>
<td></td>
<td>- Delete all assistive technology versions and MP3 audio files of assessment.</td>
</tr>
<tr>
<td></td>
<td>- Retain electronic versions of student work until date specified on front cover of this guide.</td>
</tr>
<tr>
<td>12</td>
<td>Issues</td>
</tr>
<tr>
<td></td>
<td><strong>Details</strong>: Provide principal with written explanation of any issues (e.g., missing pages, student package ID problems, notes to EQAO and booklets involved). These booklets will be returned in Issues Envelope.</td>
</tr>
<tr>
<td></td>
<td><strong>Resources</strong>: “How to Resolve Issues Through the SDC System or Issues Envelope” section of this guide</td>
</tr>
<tr>
<td>13</td>
<td>Special Versions</td>
</tr>
<tr>
<td></td>
<td><strong>Details</strong>: Staple all computer-printed responses to inside front cover of appropriate Answer Booklet.</td>
</tr>
<tr>
<td></td>
<td>- Provide principal with all special version Answer Booklets containing responses typed on computer for return in Special Versions envelope. Question booklets must also be returned, but not in envelope.</td>
</tr>
<tr>
<td></td>
<td><strong>Resources</strong>: “How to Return Computer Responses to EQAO” section of this guide</td>
</tr>
<tr>
<td>14</td>
<td>Return of Materials to Principal</td>
</tr>
<tr>
<td></td>
<td><strong>Details</strong>: Return all materials to principal (CTS, all Question and Answer booklets, Teacher Questionnaires, all teacher booklets, all unused assessment materials and all special versions and issues). You do not have to return formula sheets.</td>
</tr>
</tbody>
</table>
Assessment Day Instructions for Teachers | Booklet 1 (Day 1)

✓ ITEM  DETAILS  RESOURCES

☐ Use CTS to distribute packages to students
  ▪ Ensure last 12 digits of package ID match those on up-to-date CTS.
  Do not change the barcode or digits on this document.
  “Administration Day: What Happens If...?” section of this guide

☐ Ask students to check materials in their package
  ▪ Ensure package contains Question Booklet 1, Question Booklet 2, Answer Booklet 1, Answer Booklet 2, Formula Sheet and envelope.
  ▪ Ask students to check that last 12 digits match in each booklet.
  “Administration Day: What Happens If...?” section of this guide

☐ Read script to students
  Script:
  Put Question Booklet 2 and Answer Booklet 2 in the envelope.
  Follow along as I read the instructions and directions for both Booklet 1s.
  [Teacher: From your copies of the Question and Answer booklets, read the instructions and the “Directions” on the covers.]
  Use a pencil to complete the whole assessment.
  Once the assessment begins, I will not be able to answer your questions.
  You have 60 minutes to complete Booklet 1.
  Start Booklet 1.

☐ Announce the end of assessment time
  ▪ After 60 minutes, announce end of assessment time.

☐ Collect materials
  ▪ Collect all Booklet 1s (both Question and Answer).
  ▪ Have students place Formula Sheet in envelope with Booklet 2s.
  ▪ Collect envelopes for redistribution on Day 2.

TIPS

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.

Ensure that no cellphones, audio- or video-recording devices, or e-mail or text-messaging devices are used during the assessment. Exceptions may apply according to EQAO guidelines (see page 24 of this guide).

Remind the students when 15 minutes is left.

If students require extra time to complete a booklet, you may allow the additional time with supervision in one continuous sitting.

Ensure students record all of their answers in Answer Booklet 1. If students have recorded their multiple-choice answers in Question Booklet 1 only, supervise the students as they transcribe their answers into Answer Booklet 1.

French Immersion students studying mathematics in French will write the assessment for English-language students, in English. English/French and French/English glossaries of mathematics terms will be provided.
**Assessment Day Instructions for Teachers**  | **Booklet 2 (Day 2)**

<table>
<thead>
<tr>
<th>ITEM</th>
<th>DETAILS</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| ☑️ Read script to students | **Script:**
Remove *Question Booklet 2, Answer Booklet 2* and the Formula Sheet from your envelope.
Follow along as I read the instructions and directions for *Booklet 2.* [Teacher: From your copies of the *Question* and *Answer* booklets, read the instructions and the “Directions”]
Use a pencil to complete the whole assessment.
Once the assessment begins, I will not be able to answer your questions.
You have 60 minutes to complete *Booklet 2.*
This does not include time for the Student Questionnaire at the end of *Answer Booklet 2.*
I will tell you when to start the questionnaire.
*Start Booklet 2.* |
| ☑️ Announce the end of assessment time | After 60 minutes, announce end of assessment time. |
| ☑️ Complete Student Questionnaire | ▪️ Have students complete questionnaire if time permits, or allow students to complete questionnaire next day.
▪️ Collect both *Booklet 2s* (both *Question* and *Answer*).
▪️ If students completing questionnaire on next day, hand out *Answer Booklet 2* and have them complete questionnaire and collect all the booklets after. |
| ☑️ Update seating plan | Provide final seating plan to principal. |
| ☑️ Verify collection of all student materials | ▪️ Use CTS to ensure that all four booklets for each student (used or unused) have been collected.
▪️ Formula Sheets do not need to be returned to EQAO.
▪️ Ensure *Answer Booklets* are not inside *Question Booklets.* |
| ☑️ Marking of assessment | ▪️ If all or some components of assessment will be marked, store materials in secure place in school and return them to principal as soon as marking is completed and **prior to end of administration period.**
▪️ Provide all assessment materials to principal, including all teacher booklets. Review “Policies and Procedures” |

**TIPS**

Place all materials requiring EQAO’s attention in the Issues Envelope.
Remind the students when 15 minutes is left.
If students require extra time to complete a booklet, you may allow the additional time with supervision in one continuous sitting.
Place only *Answer Booklets* containing responses typed on a computer in the Special Versions Envelope.
Ensure students record all of their answers in *Answer Booklet 2.* If students have recorded their multiple-choice answers in *Question Booklet 2 only,* supervise the students as they transcribe their answers into *Answer Booklet 2.*

Refer to Teachers’ Step 9: “Marking the Assessment” in this guide.
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>OCCURRENCE</th>
<th>PRINCIPAL/TEACHER STEPS</th>
<th>Update SDC System</th>
<th>Place in Issues Envelope (with detailed explanation)</th>
<th>Place in Special Versions Envelope</th>
<th>Contact EQAO 1-888-327-7377 <a href="mailto:info@eqao.com">info@eqao.com</a></th>
<th>DO NOT ACTIONS</th>
<th>EQAO ACTIONS</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missing Packages or New Students</td>
<td>No materials arrive.</td>
<td>Use an unassigned student package OR Use the package of an absent student OR Order a new package.</td>
<td>Update the SDC system by adding the student to order a new package OR Reassign a package.</td>
<td>N/A</td>
<td>N/A</td>
<td>Contact EQAO to order a package.</td>
<td>Do not photocopy another student’s package.</td>
<td></td>
<td>Secure Web site: SDC system</td>
</tr>
<tr>
<td>Booklet Issues</td>
<td>A student package is incomplete.</td>
<td>Use an unassigned student package OR Use the package of an absent student OR Order a new package.</td>
<td>Update the SDC system by using the “Switch Packages” task button.</td>
<td>Place all student materials in the Issues Envelope.</td>
<td>N/A</td>
<td>Contact EQAO to describe the problem and to order a new package if required.</td>
<td>Do not photocopy another student’s package.</td>
<td></td>
<td>Secure Web site: SDC system</td>
</tr>
<tr>
<td>Some students’ questions are different.</td>
<td></td>
<td>Have the student complete all questions in the assigned booklet.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Do not photocopy another student’s package.</td>
<td></td>
<td>“EQAO Policies and Procedures”</td>
</tr>
<tr>
<td>Booklet and assistive technology versions do not match.</td>
<td></td>
<td>Ensure the package and material type provided to the student match the CTS. If the student has already begun the test and is responding using assistive technology, but the required assistive technology version has not been ordered, have the student continue using the booklets and responding on the computer.</td>
<td>N/A</td>
<td>Place all student materials in the Issues Envelope.</td>
<td>N/A</td>
<td>If the student requires an assistive technology presentation version, call EQAO for assistance.</td>
<td>Do not photocopy another student’s package.</td>
<td></td>
<td>EQAO will update the student’s records to indicate the use of assistive technology.</td>
</tr>
<tr>
<td>CATEGORY</td>
<td>OCCURRENCE</td>
<td>PRINCIPAL/TEACHER STEPS</td>
<td>Update SDC System</td>
<td>Place in Issues Envelope (with detailed explanation)</td>
<td>Place in Special Versions Envelope</td>
<td>Contact EQAO 1-888-327-7377 <a href="mailto:info@eqao.com">info@eqao.com</a></td>
<td>DO NOT</td>
<td>EQAO ACTIONS</td>
<td>RESOURCES</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------------------------------------------------------------------</td>
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<td>----------------</td>
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<td>-----------------------------------------</td>
</tr>
<tr>
<td>Booklet Issues (cont’d)</td>
<td>Booklet and assistive technology versions do not match (cont’d).</td>
<td>Ensure the last 12 digits of the package ID are included on each page of the computer-printed responses.</td>
<td>Place in Issues Envelope</td>
<td>Place in Special Versions Envelope</td>
<td>Do not change the package ID number or barcode.</td>
<td>Resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Package ID Number Issues</td>
<td>Do not change the barcode or digits on this document.</td>
<td>Resources</td>
<td>Place in Issues Envelope</td>
<td>Place in Special Versions Envelope</td>
<td>Do not change the package ID number or barcode.</td>
<td>Resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soiled/ Damaged Booklets</td>
<td>Booklets are soiled and/or damaged.</td>
<td>Resources</td>
<td>Place all student materials in the Issues Envelope</td>
<td>Place all student materials in the Issues Envelope</td>
<td>Do not change the package ID number or barcode.</td>
<td>Resources</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Administration Day: What Happens If...? (continued)

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>OCCURRENCE</th>
<th>PRINCIPAL/TEACHER STEPS</th>
<th>Update SDC System</th>
<th>Place in Issues Envelope (with detailed explanation)</th>
<th>Place in Special Versions Envelope</th>
<th>Contact EQAO 1-888-327-7377 <a href="mailto:info@eqao.com">info@eqao.com</a></th>
<th>DO NOT</th>
<th>EQAO ACTIONS</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absences</td>
<td>A student is absent (e.g., sick, vacation).</td>
<td>Have the student complete the assessment upon return if possible during the administration period and while the assessment booklets are in the school.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>“EQAO Policies and Procedures”</td>
</tr>
<tr>
<td>The teacher is absent.</td>
<td>Another teacher, supervised by the principal, may administer the assessment. This teacher must be familiar with administration procedures and must follow them.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>“EQAO Policies and Procedures”</td>
</tr>
<tr>
<td>Lateness</td>
<td>A student is late.</td>
<td>Have the student begin upon arrival. If possible, allow late students the full time allotted to write each booklet, with supervision.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>“EQAO Policies and Procedures”</td>
</tr>
<tr>
<td>Emergency</td>
<td>There is a fire alarm or another school emergency.</td>
<td>Tell students to leave their assessment materials on their desks and to exit immediately according to the school’s emergency exit plan. When the students return, instruct them to return to the assessment. Monitor the students at all times.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>“EQAO Policies and Procedures”</td>
</tr>
<tr>
<td>Student Responses</td>
<td>A student responds in a language other than English.</td>
<td>Do not influence students’ answers. French Immersion students studying mathematics in French will write the assessment for English-language students, in English. English/French and French/English glossaries of mathematics terms will be provided.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>The portion of the responses not in English will not be scored. “Professional Responsibilities for the Administration of the Grade 9 Assessment of Mathematics” “EQAO Policies and Procedures”</td>
</tr>
</tbody>
</table>
### Administration Day: What Happens If…? (continued)

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>OCCURRENCE</th>
<th>PRINCIPAL/TEACHER STEPS</th>
<th>EQAO ACTIONS</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Responses (cont’d)</strong></td>
<td>A student uses offensive language.</td>
<td>Do not influence students’ answers.</td>
<td>N/A</td>
<td>Pages with offensive language may not be scored. The principal will be notified.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Place all of the student’s materials in the Issues Envelope.</td>
<td>N/A</td>
<td>“EQAO Policies and Procedures”</td>
</tr>
<tr>
<td><strong>Ensuring Multiple-Choice</strong></td>
<td>Answers are not in the appropriate Answer Booklet.</td>
<td>Supervise student in transcription of answers for multiple-choice questions into the appropriate Answer Booklet. No other changes may be made to answers.</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td><strong>Assistive Technology</strong></td>
<td>Technical issues with computer/technology (e.g., computer crashes).</td>
<td>Contact your board’s IT department. If the work cannot be retrieved, print the remainder of the student’s work.</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Place all student materials in the Issues Envelope.</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The student cannot redo the work that has been lost.</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td><strong>Student Has Moved</strong></td>
<td>The student is no longer on school’s register.</td>
<td>If a package has been delivered to the school for the student, the package must be returned to EQAO in the school’s return shipment following the administration of the test.</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Delete the student from the SDC system.</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Do not send the package to the student’s new school.</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>
### Impacts on Reporting: What Happens If…?

<table>
<thead>
<tr>
<th>OCCURRENCE</th>
<th>POSSIBLE IMPACT</th>
<th>ACTION TO BE TAKEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration steps not followed</td>
<td>Scores may be withheld. EQAO may request information from school or school board as part of decision making.</td>
<td>Place all booklets in Issues Envelope, and note issue on front of envelope.</td>
</tr>
<tr>
<td>Scribe does not follow instructions and/or provides hints to student during administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scribe does not write down exact words of student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>During assessment, student receives instruction on any question or explanation, definition, translation (refer to page 27 for exceptions) or examples of mathematical terminology, or encouragement or influences to alter or revise responses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student is provided instructional material in addition to EQAO student package for use during assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student uses dictionary on assessment (refer to page 27 for exceptions)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student uses cellphone or other electronic device during administration of assessment (refer to page 24 for exceptions)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer printouts not stapled into booklet</td>
<td>Work may be scored incomplete or may not receive any score.</td>
<td>Staple pages to inside front cover of appropriate Answer Booklets, and place booklets in Special Versions Envelope.</td>
</tr>
<tr>
<td>Students practise questions from current year’s assessment before administration</td>
<td></td>
<td>Scores may be withheld.</td>
</tr>
<tr>
<td>Students copy from one another</td>
<td>Scores may be withheld. EQAO may request information from school or school board as part of decision making.</td>
<td>Place booklets in Issues Envelope, and note issue on front of envelope.</td>
</tr>
</tbody>
</table>
Accommodations and Special Provisions

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.
- documenting the relevant information in the Student Data Collection (SDC) system according to the instructions in this guide.
- sending an information letter.

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 setting or timing (e.g., digital or paper language resources or extended periodic supervised breaks for English language learners) while writing the assessment. These do not affect the validity or reliability of the assessment.

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

**Prompter:** an individual who draws the student's attention back to the assessment through a tap on the desk. Prompts can also be a verbal signal (e.g., a word or phrase to redirect the student's attention). Promters cannot clarify, explain or translate any part of the test or draw the student's attention to a specific part of the assessment.

Resources

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

- Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource Guide, 2017,
- English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12 (2007) and
- Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016.
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 (environment)

Assistive devices (adaptive equipment)

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

Time

Extended periodic supervised breaks

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

Presentation Format (administration formats of assessment)

Sign language or oral interpreter

- 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

- 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)

- Available: white, blue, green or yellow.

MP3 audio with regular- or large-print booklets (recommended for students with a visual impairment)

- 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.

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.
Permitted Accommodations for Students with Special Education Needs (continued)

Presentation Format (administration formats of assessment) continued

**Assistive technology formats**
- These electronic formats (Word or PDF) may be used with technology (e.g., text-to-speech software), and files 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.
- The version optimized for the Read&Write Google Chrome extension will be made available on the school board’s secure EQAO Web site at 9:00 a.m. two days before the assessment period begins. School boards will be responsible for sharing the files with schools that have requested Read&Write for Google Chrome.

**Braille, audio and assistive technology versions**
- 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 versions. 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 technology (see “How to Return Computer Responses to EQAO”)**
- Permitted: speech synthesizer, Brailler, speech-to-text software or augmentative or alternative communications systems.

**Verbatim scribing of responses**
- Print or type exactly what the student dictates.
- Fill in the multiple-choice circles in the Answer Booklets 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 working**, 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.)

**DO NOT**
- 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**
- A verbatim transcription plus the audio recording must be submitted.
- Ensure that the last 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 date specified on the front cover of this guide.
- Audio-recorded responses and verbatim transcriptions on loose sheets must be stapled to the front cover of the appropriate Answer Booklet and 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 (e.g., water fountain, stretch and bathroom 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 for one year.
Accommodations Not Requiring an IEP

EQAO assessment conditions should be as close as possible to the regular assessment environment that students experience throughout the year.

**Setting (environment)**

- **A quiet, individual and/or small group setting**

- **Preferential seating in the assessment room**

- **Prompts for students with severe attention problems who are at risk of being off task for significant periods of time**
  - Prompts draw the student's attention back to the assessment through a tap on the desk.
  - Prompts can also be a verbal signal (e.g., word or phrase to redirect the student's attention).
  - **Prompters cannot** clarify, explain or translate any part or draw the student's attention to a specific part of the assessment.

- **Use of headphones**
  - Headphones are for access to calming white noise or music for students who regularly use this type of accommodation during classroom assessments.
  - Eligible students can access the music or white noise on the device regularly used in class during assessments.
  - Schools are responsible for ensuring that students are not using personal devices for any other purpose.

**Presentation Format (administration formats of assessment)**

- **Verbatim reading of questions**
  - Students can request that a question be read to them. Readers are not permitted to define, translate, explain or review any terms.

- **Manipulatives**
  - Virtual manipulatives or math applications (e.g., calculators) **are** permitted during the assessment as long as they are **not** instructional (e.g., provide a glossary, tutorials or definitions). Any electronic calculator must have the same functionalities as a regular scientific or graphing calculator, with or without computer algebra systems.
  - Students can access manipulatives or calculators on the device regularly used in class during assessments.
  - Schools are responsible for ensuring that students are not using personal devices for any other purpose.

**Time**

- **Extra-Time Accommodations**
  - The majority of students will complete each booklet of the assessment in 60 minutes. Extra time is permitted for those who regularly receive additional time to complete assessments. Each booklet must be completed in one continuous sitting, with or without additional time.
  - A session may not be interrupted by lunch or by any other school programming. A session may include water fountain, stretch and washroom breaks. These routine supervised breaks are not considered part of the 60 minutes allotted for the assessment.

  Note: If a student’s IEP indicates periodic extended supervised breaks, this accommodation must be entered in the EQAO Student Data Collection (SDC) system.
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 (Answer Booklet 1 or Answer Booklet 2).

5. Include only the Answer Booklets containing responses typed on a computer in the Special Versions Envelope. Do not include blank booklets or booklets containing only written answers.
How to Resolve Issues Through the SDC System or Issues Envelopes

1 | Teachers: After the administration, provide your principal with a detailed written explanation of any errors or situations that did not adhere to EQAO’s guidelines.

2 | Principal: Review the written explanation of issues and determine an appropriate resolution workflow.

Common Issues and Appropriate Resolution Workflow

Issues that DO NOT require EQAO’s attention

Examples:

A. Student 1 did not use a scribe despite having the accommodation.

B. Students 2 and 3 accidentally received each other’s package for all of the administration.

Issues that DO require EQAO’s attention

Examples:

C. Student 4 used a dictionary for Booklet 1.

D. Students 5 and 6 accidentally used each other’s Booklet 2 only.

SDC System

Update the SDC system.

Issues Envelopes

Collect all of the affected students’ Answer Booklets.

Ensure the packages related to issues resolved through the SDC system are returned in the regular tote boxes.

DO NOT include these packages in the Issues Envelopes. No written explanation for these packages is required.

Write the last six digits of the student’s package ID in the boxes on the Issues Envelope, and provide a detailed explanation of the issues next to each listed package.

Include all Answer Booklets for each listed package ID in the Issues Envelope.
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;
- in consultation with the student and parents or the adult student, and with the appropriate teaching staff and consistent with regular classroom practice, including assessments.

If an English language learner is working toward an academic or applied Grade 9 mathematics credit in a publicly funded school, the student 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 the Grade 9 provincial assessment in 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)

Setting (environment)

Digital or paper language resources

- English language learners are permitted digital or paper language resources (e.g., dual-language dictionary, translating tools) if these are used on a regular basis and are non-instructional.
- Responses need to be provided in the language of the assessment.
- Schools are responsible for ensuring that students are not using resources for any other purpose.

Time

Extended periodic supervised breaks

- Routine 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.
**Special Provisions for English Language Learners (continued)**

**Documentation**

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

**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 for one year.
Student Materials Order Checklist

Student Name: OEN:

Permitted Accommodations

Setting

☐ Assistive devices or adaptive equipment

Time

☐ Extended 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, PDF or Read&Write for Google Chrome extension)

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

☐ Extended periodic supervised breaks

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

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

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 process to ensure that the materials arrive on time.