

“In discussions with colleagues, I have often used EQAO results when we talk across a grade level, as we look at the needs of students in our grade level, as we sit down to plan what it is that we’re going to do with students. . . . It gives us a broader picture of where students are and how we can best serve them as a school community.”

—Lesia Williams-George, Teacher, Grade 6

Quick Facts

Administration

The Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6) are administered to all students at the end of the primary division (Grade 3) and at the end of the junior division (Grade 6).

Six test sessions: two sessions per booklet.

The assessments must be conducted between May 31 and June 11, 2010.

Booklets

There are three booklets: one mathematics and two language, each of the latter containing reading and writing.

Field Test

Field-test questions for future assessments are embedded in the test. This means that not all test booklets will look exactly the same. Only students' responses to the operational items are used to determine their achievement on each component of the assessment.

Duration

Students will typically complete a session in one hour. However, they may have additional time, as long as it is in one continuous sitting on the day of the session.

Reporting

In early fall, EQAO reports in the following manner:

Individual Student Reports:

- Overall results for reading, writing and mathematics
- Comparative data showing individual student results in relation to school, board and provincial results

Provincial, board and school reports:

- Overall results for reading, writing and mathematics
- Overall results for reading, writing and mathematics by gender and by English language learner and special needs status as identified by the school in the student's Individual Education Plan (IEP) or through the Identification, Placement and Review Committee process
- Comparative data showing school, board and provincial results over time

Assessment Content

Mathematics Booklet

For both the primary- and junior-division assessments, there will be open-response and multiple-choice questions requiring students to demonstrate knowledge, application and thinking.

In the primary-division assessment, Section 1, Questions 1–7 must be answered without calculators or mathematics manipulatives.

Language Booklets

Reading Component

The reading selections will be

- narrative text;
- non-narrative informational text;
- poetry and
- graphic text.

Six reading selections will be provided, including at least one long reading selection.

■ Primary (Grade 3)

Short: 200 to 250 words

Long: 450 to 500 words

■ Junior (Grade 6)

Short: 300 to 350 words

Long: 650 to 700 words

- The reading selections are followed by multiple-choice and open-response questions.

Writing Component

The writing tasks will require a variety of short and long responses.

■ Primary (Grade 3)

• Two or three short-writing tasks (half a page each)

• One long-writing task (one page)

• Multiple-choice questions

■ Junior (Grade 6)

• Two or three short-writing tasks (one page each)

• One long-writing task (two pages)

• Multiple-choice questions

To Learn More

The following educator and student resources are available on the EQAO Web site:

The primary and junior *Frameworks* map how the tests reflect curriculum expectations.

The **student assessments** provide activities and questions to help students prepare for the assessments.

The **administration guides** provide teachers and principals with detailed information on the assessments.

The **French Immersion glossaries** list non-exclusive terms frequently used in mathematics to assist French Immersion students writing the mathematics components of the assessments.

Classroom Tips provide pointers for answering open-response and multiple-choice questions. Also provided are a problem-solving model and problem-solving strategies.

Rubrics and scoring guides for reading, writing and mathematics give the criteria for scoring and describe and show the type of student response that receives each of the codes.

Educator Opportunities

Ontario educators with expertise in primary- or junior-division language or mathematics, Grade 9 mathematics, Grade 10 literacy or cross-curricular equity principles are invited to apply for positions on EQAO assessment committees and for upcoming scoring opportunities. For more information, visit the EQAO Web site, www.eqao.com.

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

EQAO relies on principals and teachers in the development, administration, scoring and reporting of the Assessments of Reading, Writing and Mathematics, Primary Division and Junior Division.

Principals are responsible for ensuring that

- they and the teachers administering the assessment have read the 2010 administration guide and board direction/policy.
- all Grade 3 and Grade 6 students enrolled at the school are accounted for, including those who are English language learners 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) and those with special education needs, even if they are to be exempted.
- **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. The student must normally receive the accommodation for all forms of assessment, including summative assessments.**
- complete and accurate information is provided to EQAO for each student eligible to write the assessment, including those writing with accommodations or the special provision, and those exempted.
- complete and appropriate assessment materials are ordered for each student, using the EQAO SDC system, including, if necessary, additional materials requested after receipt of the initial shipment.
- all materials necessary for the preparation for and administration of the assessment are provided to all participating teachers and support staff.
- all teachers and other personnel (e.g., scribes, prompters and principals themselves) participating in, preparing for and administering the assessments have received training this year and follow this year's administration guide and the *Guide for Accommodations, Special Provisions and Exemptions*.
- all assessment materials are kept secure prior to, during and after the administration.
- the locations and conditions for writing the assessments allow each student to work independently of every other student and conform to EQAO requirements as defined in the administration guide and the *Guide for Accommodations, Special Provisions and Exemptions*.

- 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.

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

Before the Administration

- Ensure that all materials and types of materials ordered have been received.
- Student assessment material packages **must not** be opened prior to the administration of the first section of the assessment.
- Only staff members administering the assessment may have access to assessment materials.
- Teachers administering the assessment may receive the student assessment materials no earlier than the morning of the day the administration begins.
- Scribes and prompters may have access to the assessment materials only during the administration sessions.
- Staff preparing assessment materials for assistive technologies may have access to the 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.
- Student assessment materials must not be removed from the classrooms during the administration except for the purpose of placing the materials in a secure location.
- All classroom materials containing reading, writing or mathematics content of an instructional nature must be removed from view or covered. The "Classroom Tips" available at www.eqao.com may be posted or distributed to students. No additional tips or reminders may be posted in the classroom, written on the blackboard or handed out to students.
- Only those individuals directly involved in the administration and assessment activities (e.g., scribes and prompters) may enter the testing room.

- Students must be supervised at all times during the administration. This includes students with accommodations or the special provision, and students who require additional time to complete the assessment.
- Once the assessment materials have been opened, no one may use information from the assessment to provide instruction on any concept or question being tested prior to, during or after the administration of the assessment.
- During the assessment, no one may explain, define or provide examples of reading vocabulary or writing or 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.
- At no point during or after the assessment may anything be said or done to encourage students to alter or revise their responses.
- No one may read, review or correct student work during or after the administration. This includes darkening, rewriting, editing, erasing or altering student work in any way.
- Each section of the assessment must be completed in one continuous session. A session may include water fountain, stretch and washroom breaks.
- A session may not be interrupted by recess or lunch or by any other school programming.
- At the end of each section, all assessment materials must be collected and stored in a secure place without review.
- After a section of the assessment has been administered, booklets **must not** be returned to students for further review, correction or completion.
- Once all three booklets are completed, they must be bundled and returned immediately to the principal for secure storage, without review, prior to the return of materials to EQAO.
- All assessment materials, used or unused, must be returned to EQAO.
- Student responses must not be copied in any way for any reason. The only exception is for the recommended photocopying of the Grade 6 Student Answer Sheets before returning them 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**.