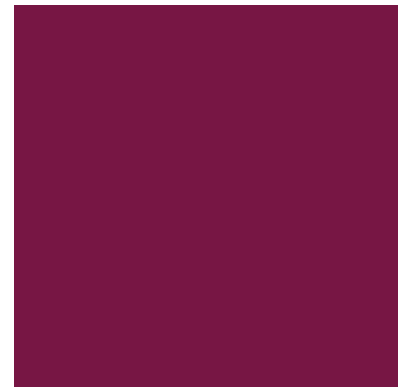


Grade 9 Assessment of Mathematics

Winter and Spring 2010

Guide for Accommodations and Special Provisions

**Support for Students
with Special Education Needs
and English Language Learners**



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Support for Students with Special Education Needs and English Language Learners

Purpose of This Guide

This guide provides information and directions to assist principals and teachers in making decisions about accommodations for students with special education needs and special provisions for English language learners.

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

- *Individual Education Plans: Standards for Development, Program Planning, and Implementation*
- *English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12*

Definitions

“Modifications” are changes to the content of the assessment and to performance criteria. Modifications are not permitted, because they affect the validity and reliability of the assessment.

“Accommodations” are supports and services that enable students with special education needs to demonstrate their competencies in the skills being measured by the assessment. Accommodations change only the way in which the assessment is administered or the way in which a student responds to its components. Accommodations do not alter the content of the assessment or affect its validity or reliability.

“Special provisions” are adjustments to the setting and/or timing for writing the assessment for English language learners. They do not affect the validity or reliability of the assessment.

Role of the Principal

The principal is responsible for making decisions about student participation in the assessment and ensuring that all accommodations and special provisions are provided and documented according to the instructions in this guide. Sample letters to parents are available on the secure section of the EQAO Web site, www.eqao.com.

Note: All students working toward a Grade 9 academic- or applied-level mathematics credit in a publicly funded school are required to participate.

1. Students with Special Education Needs

The Student

The student has an Individual Education Plan (IEP) that outlines accommodations that are necessary for and consistent with regular classroom practices used for the student. **The student must normally receive these accommodations for all forms of assessment, including summative assessments, and not only for provincial tests.**

Decision Making

Permit only the accommodations listed below.

Decide on the accommodations

- based on the student's IEP;
- based on regular classroom practice, including accommodations provided for all forms of assessment, including summative assessments;
- prior to the assessment;
- for each student individually and
- in consultation with the student and parent(s) or the adult student, and with the appropriate teaching staff.

Permitted Accommodations

Setting (*adjustments to the **environment** in which the assessment is written*)

- an individual or small-group setting or an individual study carrel
- preferential seating within the regular classroom
- adaptive equipment (e.g., special lighting, special pens or pencil grips or a device to support the student's arm for printing, writing or keyboarding)
- prompts for students with severe attention problems who are off-task for significant periods of time, solely to draw their attention back to the assessment (refer to page 5)

Timing (*adjustments to the **time allotted** for the assessment*)

- additional time, to a maximum of double the allotted time
- periodic supervised breaks

Presentation Format (*adjustments to the format of the assessment*)

- sign language or an oral interpreter*
- Braille version
- large-print version (with large-print Student Answer Sheets)
- coloured-paper version (with matching coloured-paper Student Answer Sheets)
- large-print coloured-paper version (with matching large-print coloured-paper Student Answer Sheets)
- audio version (CD)
- assistive technology: electronic formats (Word and PDF) used with mathematics presentation software or other software for text-to-speech purposes only
- verbatim reading of the instructions and/or questions

Note: A low-vision or otherwise visually impaired student can have access to both the Braille and the audio versions.

New

Response Format (*adjustments to the format of student responses*)

- use of a computer or word processor
- audio recording of student responses (for later transcription)
- assistive devices and technology used for recording responses only (e.g., a speech synthesizer, a Braille)
- verbatim scribing of responses (refer to page 4)

Note: Remember to complete the Student Answer Sheets for multiple-choice responses.

Required Documentation

- the student information recorded in the online EQAO Student Data Collection (SDC) system
- an information letter from the principal to the parent(s) or adult student outlining the accommodations approved (sample letters are available on the secure section of the EQAO Web site, www.eqao.com)

Keep all documentation on file.

Notes

The electronic formats (Word and PDF) will be available for download on the secure section of the EQAO Web site 48 hours prior to the start of the assessment for students whose IEP prescribes accommodation through an electronic presentation format. A set of regular-print booklets will also be sent to the school for those students.

New

* An oral interpreter mouths words for deaf or hard-of-hearing students so that they can lip-read. The interpreter does not vary from the approved administration instructions or from the assigned tasks.

2. Scribes and Prompters

Definition

- A scribe or a prompter is someone who supports the accommodations the student receives on a regular basis and for all forms of testing.
- Scribes and prompters must not be relatives of the students they are assisting.

Guidelines

A scribe or prompter must

- follow the guidelines outlined below,
- work under the supervision of a teacher, unless he or she is a teacher, and
- adhere to the “Professional Responsibilities for the Administration of the Grade 9 Assessment of Mathematics” and the “EQAO Policies and Procedures” (Appendix B) in *Administering the Grade 9 Assessment of Mathematics*, including the requirement to report child abuse.

Scribes

This accommodation allows for writing assistance for a student

- who normally requires a scribe in the classroom;
- who normally has all forms of assessment, including summative assessments, scribed or
- who has a temporary condition and is unable to write.

A student requiring a scribe must be assessed in a **separate quiet area** so that other students who are writing the assessment are not disturbed. The principal must ensure that scribes are aware of the acceptable practices for EQAO assessments, listed below.

The scribe must

- write or type exactly what the student dictates. Handwritten transcriptions must be made directly in the student booklet. Typed transcriptions must be stapled to the inside front cover of the appropriate booklet.

The scribe should

- assume that each sentence begins with a capital letter and ends with a period.
- fill in the circles on the Student Answer Sheets as directed by the student.

After the student has finished dictating his or her work, the scribe must ask the **student** to

- review and indicate any necessary corrections.

The scribe must not

- edit or alter the student’s dictation in any way;
- alert the student to mistakes;
- prompt the student in any way;
- initiate the use of test-taking strategies;
- show any reaction to the student’s responses;
- correct the student’s computations and/or responses or
- engage in incidental conversation with the student or others during the administration of the assessment.

Prompters

A prompter is allowed for students with **severe attention difficulties**.

Prompters are allowed to

- draw the student's attention back to the assessment through a tap on the arm, shoulder or desk or
- use a verbal signal, for example, a word or phrase, to redirect the student's attention.

Prompters are NOT allowed to

- clarify, explain or comment on the questions or
- draw the student's attention to a specific part of the assessment booklet.

Required Documentation

- the student information recorded in the SDC system
- an information letter from the principal to the parent(s) or adult student outlining the accommodations approved (sample letters are available on the secure section of the EQAO Web site, www.eqao.com)

Keep all documentation on file.

3. Special Versions

Under no circumstances may special versions be photocopied or otherwise reproduced for use by other students.

If a shortage is discovered the day of the administration, please call EQAO at 1-888-327-7377.

Special Versions (for students receiving presentation-format accommodations)

Contracted Braille plus a set of regular-print booklets for the scribe's use

Large-print booklets—white paper (with large-print Student Answer Sheets)

Regular-print coloured-paper booklets—blue, green or yellow paper (with matching coloured-paper Student Answer Sheets)

Large-print coloured-paper booklets—blue, green or yellow paper (with matching large-print coloured-paper Student Answer Sheets)

Audio CD plus a set of regular-print booklets

Audio CD plus a set of large-print booklets (with large-print Student Answer Sheets)

Assistive technology—electronic formats used with mathematics presentation software or other software for text-to-speech purposes only. A set of regular-print booklets will also be sent to the school for those students who receive this accommodation. The electronic formats (Word and PDF) will be available for download on the secure section of EQAO's Web site 48 hours prior to the start of the assessment.

Notes

- Any special versions provided to a student during the Grade 9 assessment must be consistent with normal classroom practice and all forms of testing for that student, including summative assessments.
- Order special versions using the SDC system. (There is now the option to order both the audio and the Braille versions for a student with low vision or one who is otherwise visually impaired.)
- Ensure that computers have sufficient memory, that student work is saved frequently and that it can be printed.

New

4. Submitting Student Responses in Different Formats

After the assessment has been completed, handle the different student response formats according to the chart below. This is important to ensure accurate links between student work and the package IDs assigned to students.

Response format	Special instructions	What to return to EQAO and how
Computer responses	<ul style="list-style-type: none"> Type the final 12 digits of the package ID number in the header of each page of the document. Complete the Student Answer Sheets. 	<ul style="list-style-type: none"> Print the student’s answers and staple the pages to the inside front cover of the corresponding assessment booklet. Place the booklets and the completed Student Answer Sheets in the Special Versions Envelope. Delete ALL electronic versions of the assessment and responses by the end of August.
Scribed responses	<ul style="list-style-type: none"> Responses scribed by hand should be written directly in the corresponding booklets or on the appropriate Student Answer Sheets. For word-processed or typewriter scribing, follow the procedures outlined in “Computer responses” above. 	<ul style="list-style-type: none"> For handwritten responses only, return the booklets and completed Student Answer Sheets with the rest of the assessment materials.
Audio-recorded responses	<ul style="list-style-type: none"> Clearly state the final 12 digits of the package ID number at the beginning of each recording session. Clearly print the final 12 digits of the package ID number on each audio recording. Complete the hard-copy Student Answer Sheets (if possible). 	<ul style="list-style-type: none"> Place the student’s audio-recorded responses with the student’s regular-print or large-print booklets and the Student Answer Sheets in the Special Versions Envelope.
Braille responses	<ul style="list-style-type: none"> Clearly print the final 12 digits of the package ID number at the top of each response page. Complete the hard-copy Student Answer Sheets (if possible). 	<ul style="list-style-type: none"> Place the student’s regular-print booklets inside the front cover of the corresponding Braille booklets. Return the booklets and the Student Answer Sheets with the rest of the assessment materials.
Braille transcriptions	<ul style="list-style-type: none"> Handwritten transcriptions should be made directly in the corresponding booklets or on the appropriate Student Answer Sheets. For word-processed transcriptions, follow the procedures outlined in “Computer responses” above. 	<ul style="list-style-type: none"> Place the student’s regular-print booklets inside the front cover of the corresponding Braille booklets. Return the booklets and the completed Student Answer Sheets with the rest of the assessment materials.

5. Students with Special Circumstances

The Student

The student is unable to participate in regular classroom assessments without accommodations due to special circumstances.

Students with a Temporary Condition

The student would not normally require accommodations but has a temporary condition (e.g., a hand injury) that prevents him or her from writing or using a keyboard.

Students New to the School

The student has transferred into the school from another school, school board, province or country shortly before the assessment, and there is no time to develop an IEP. There is documentation to show that accommodations are necessary.

Decision Making

Decide on the accommodations

- prior to the assessment;
- for each student individually;
- in consultation with the student and parent(s) or the adult student, and with the appropriate teaching staff and
- having referred to “Students with Special Education Needs” on page 2 of this guide for a list of permitted accommodations.

Required Documentation

- the student information recorded in the SDC system
 - Under “Special Circumstances,” indicate that the student has the principal’s permission for accommodations due to a temporary injury or condition or because the student is a recent arrival from another school.
 - Indicate the accommodations provided.
- an information letter from the principal to the parent(s) or adult student outlining the approved accommodations (sample letters are available on the secure section of the EQAO Web site, www.eqao.com)

Keep all documentation on file.

The Student

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*.

Decision Making**Decide on the special provisions**

- prior to the assessment;
- for each student individually and
- in consultation with the student and parent(s) or the adult student, and with the appropriate teaching staff.

Permitted Special Provisions**Setting** (*adjustments to the environment in which the assessment is written*)

- an individual or small-group setting or an individual study carrel

Timing (*adjustments to the time allotted for the assessment*)

- additional time, to a maximum of double the allotted time
- periodic supervised breaks

Presentation Format (*adjustments to the format of the assessment*)

- verbatim reading of instructions and/or questions

Required Documentation

- the student information recorded in the SDC system
- an information letter from the principal to the parent(s) or adult student outlining the approved special provisions (sample letters are available on the secure section of the EQAO Web site, www.eqao.com)

Keep all documentation on file.

Notes

- English language learners who have special education needs and an IEP are also entitled to accommodations in accordance with “Students with Special Education Needs” on page 2 of this guide.
- The audio version is available only to English language learners who have an IEP that indicates the audio accommodation.

**Education Quality and
Accountability Office**



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