

# Administering the Grade 9 Assessment of Mathematics

Winter and Spring 2010

A Guide for Teachers and Principals



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## Purpose of This Guide

This guide has been developed to provide direction and information to principals and teachers administering the Grade 9 Assessment of Mathematics in winter or spring 2010. Administering the assessment according to the guidelines in this document will ensure province-wide consistency before, during and after the administration.

This guide and the Guide for Accommodations and Special Provisions are available on the public section of EQAO's Web site, [www.eqao.com](http://www.eqao.com). *A Guide for Principals Preparing for the Administration of EQAO Tests* is available on the secure section of the same site, under "Student Data Collection System—Resources."

New

## What's New for the 2010 Assessment

- The Grade 9 Assessment of Mathematics, Winter 2010, must take place between January 7 and 22, 2010. Your assessment materials will arrive between January 4 and 6.
- The Grade 9 Assessment of Mathematics, Spring 2010, must take place between June 3 and 18, 2010. Your assessment materials will arrive between May 31 and June 2.
- In the **Special Versions Envelope**, place only special versions that use the following response formats: computer, assistive technology and audio.
- This year, the electronic format (PDF and Word) for assistive technology will be available for download starting on January 5 and June 1, 2010.
- The student and teacher questionnaires have been revised.
- The formula sheets for both the applied and the academic courses have been revised.
- Low-vision or otherwise visually impaired students will be permitted to use the Braille and audio versions together. You must order both versions using the online Student Data Collection (SDC) system.
- The Consistency and Fairness section (Appendix B—EQAO Policies and Procedures) has been revised and updated to include information on compliance with test administration procedures.
- No assessment materials may be removed from your school without prior approval from EQAO (see Appendix B—EQAO Policies and Procedures).
- For students writing the Grade 9 Assessment of Mathematics at a location other than the school holding their OSR, requests for permission must be received and approved by EQAO prior to the administration of the assessment (see Appendix B—EQAO Policies and Procedures).

## Important Information

- Section 2 of this guide, “Professional Responsibilities for the Administration of the Grade 9 Assessment of Mathematics,” outlines the responsibilities of principals and teachers administering the assessment.
- The *Guide for Accommodations and Special Provisions* supplements this guide with information about English language learners, students with special education needs and students with special circumstances, and outlines related required documentation.
- Upon receipt of the tote boxes, assessment materials should be verified using an up-to-date version of the Class Tracking Sheet (CTS) printed from EQAO’s SDC system. The materials **must not be distributed** until the morning of the first administration day.
- No cellphones, audio- or video-recording devices, pagers, digital music players or e-mail or text-messaging devices will be permitted during the assessment.
- Student and teacher packages **must not be opened** until the students start the assessment on the first day of the administration.

## Package ID Numbers

A 22-digit package ID number is printed on all student assessment materials. The final **12 digits** are identical on all assessment materials in a student package. When distributing packages to students, teachers must ensure that the final 12 digits on each student’s booklets match the ID number assigned to the student on the CTS.

### Problems with Package Before Assessment

#### ID Numbers on Materials in Student’s Package Do Not Have Same Final 12 Digits

Continue to use the package and place all of the student’s assessment materials in the **Issues Envelope**. Document the problem on the outside of the envelope. **OR**

Contact EQAO to describe the problem and request replacement materials.

#### Package Incomplete or Assessment Materials Missing

Contact EQAO to describe the problem and request replacement materials.

## **Problems with Package During Assessment** (Students Have Begun Working on Assessment)

### **Incorrect Package Given to Student**

(Packages Not Distributed According to Number Assigned on CTS)

If the error affects two students,

- instruct the students to continue working in the assessment materials they have and
- inform EQAO by using the SDC system's "Switch Packages" task.

If the error affects more than two students,

- instruct the students to continue working in the assessment materials they have;
- on a CTS, print the students' names beside the packages they are actually using and fax the CTS to EQAO at 1-416-325-6622 and
- place all booklets of the students who received the wrong package and a copy of the CTS that indicates the changes in the **Issues Envelope** and document the problem on the outside of the envelope.

### **ID Numbers on Materials in Package Do Not Have Same Final 12 Digits**

Instruct the student to continue to work with the set of materials. When the assessment is complete, place all of the student's materials in the **Issues Envelope** and document the problem on the outside of the envelope.

### **Package Incomplete or Assessment Materials Missing**

Contact EQAO to describe the problem and request materials.

### **ID on Assessment Materials Damaged**

Clearly write the **final 12** digits of the ID number on the cover of the affected materials. Place all of the student's materials in the **Issues Envelope** and document the problem on the outside of the envelope.

## Section 2

# Professional Responsibilities for the Administration of the Grade 9 Assessment of Mathematics

EQAO relies on principals and teachers in the development, administration, scoring and reporting of the Grade 9 Assessment of Mathematics.

**Principals** are responsible for ensuring that

- they and the teachers administering the assessment have read the 2009–2010 administration guide and board direction/policy.
- all students eligible for the assessment are accounted for, 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. The student must normally receive the accommodation for all forms of assesment, 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 special provisions.
- 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 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, prompters and principals themselves) participating in, preparing for and administering the assessment have received training this year and follow this year's administration guide and the *Guide for Accommodations and Special Provisions*.
- 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 and the *Guide for Accommodations and Special Provisions*.
- 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 assessment 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 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 and prompters may have access to the assessment materials only during the administration sessions.
- 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 containing mathematics content of an instructional nature must be removed from view or covered. The “Key Words” and “Formula Sheet” available at [www.eqao.com](http://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 testing activities (e.g., scribes and prompters) should enter the testing room.
- Students must be supervised at all times during the administration. This includes students with accommodations or special provisions who are permitted 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 item being tested prior to, during or after the administration of the assessment.
- During the assessment, no one may explain, define 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.
- 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 or review student work during or after the administration unless a school is marking student work for class marks.
- Student work must not be corrected, darkened, rewritten, edited, erased or altered in any way.

- 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, ensure that the assessments are 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 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 Student Answer Sheets prior to 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**.

## The Assessment at a Glance

Day 1: <i>Booklet 1</i>	Estimated Time	Allotted Time
<ul style="list-style-type: none"> <li>• 7 multiple-choice questions</li> <li>• 4 open-response questions</li> <li>• 7 multiple-choice questions</li> </ul>	40 minutes	50 minutes
Day 2: <i>Booklet 2</i>	Estimated Time	Allotted Time
<ul style="list-style-type: none"> <li>• 7 multiple-choice questions</li> <li>• 4 open-response questions</li> <li>• 6 multiple-choice questions</li> </ul>	40 minutes	50 minutes
<ul style="list-style-type: none"> <li>• Student Questionnaire</li> </ul>	10 minutes	10 minutes

## Section 3

# Detailed Steps for the Principal

A Guide for Principals Preparing for the Administration of EQAO Tests describes the steps for ordering test materials and ensuring that complete and accurate information is collected for each student. This document is available on the secure section of EQAO’s Web site, [www.eqao.com](http://www.eqao.com), under “Student Data Collection System—Resources.”

Follow the steps below for the administration of the assessment and the return of all assessment materials to EQAO.

Step	Action
<p style="text-align: center;"><b>STEP 1</b></p> <p style="text-align: center;"><b>Prior to receipt of assessment materials</b></p>	<ul style="list-style-type: none"> <li>• Determine the administration schedule for all students working toward an academic- or applied-level Grade 9 mathematics credit.</li> <li>• Meet with the staff administering the assessment to review the “Professional Responsibilities” (Section 2), “EQAO Policies and Procedures” (Appendix B), administration schedule, accommodations and special provisions to be provided and other details pertaining to the administration of the assessment.</li> <li>• Send letters to adult students or parents of students receiving accommodations or special provisions as documented in the SDC system (sample letters are available on the secure section of EQAO’s Web site).</li> <li>• Order any required special versions, using the SDC system.</li> <li>• Make the necessary arrangements for students who are               <ul style="list-style-type: none"> <li>– receiving accommodations or special provisions and/or</li> <li>– receiving special versions of the assessment.</li> </ul> </li> <li>• Decide whether or not all or some of the assessment will be marked for course grades.</li> <li>• Ensure that the rooms for writing the assessment are appropriate and meet the requirements outlined in the “Professional Responsibilities” in Section 2 of this guide.</li> <li>• Identify a secure location for the assessment materials.</li> </ul>
<p style="text-align: center;"><b>STEP 2</b></p> <p style="text-align: center;"><b>Receipt of assessment materials</b></p>	<ul style="list-style-type: none"> <li>• For the winter assessment, the shipment will arrive between January 4 and 6, 2010. For the spring assessment, the shipment will arrive between May 31 and June 2, 2010.</li> <li>• As soon as the shipment arrives, use up-to-date CTSs from the SDC system and the Packing List to ensure that all required materials have been received, including all special versions ordered. <b>(Do not open individual student packages.)</b></li> <li>• Use the SDC system immediately to order additional materials and to make any necessary changes to student information. If materials are missing from your shipment, refer to page 2 of this guide.</li> <li>• Distribute a copy of this guide and the Guide for Accommodations and Special Provisions to each teacher administering the assessment.</li> </ul>
<p style="text-align: center;"><b>STEP 3</b></p> <p style="text-align: center;"><b>Security</b></p>	<ul style="list-style-type: none"> <li>• Store the assessment materials in a secure location until their distribution to the teachers administering the assessment on the morning of the first administration day.</li> </ul>

Step	Action
<p style="text-align: center;"><b>STEP 4</b></p> <p style="text-align: center;"><b>Distribution of CTSs and assessment packages to teachers</b></p>	<ul style="list-style-type: none"> <li>• From the SDC system, print an up-to-date CTS for each class.</li> <li>• On the morning of the day the administration begins, distribute the assessment materials and a copy of the CTSs to the teachers administering the assessment.</li> <li>• If there is a package ID problem or a package is incomplete, follow the directions under “Package ID Numbers” on pages 2 and 3 of this guide.</li> </ul>
<p style="text-align: center;"><b>STEP 5</b></p> <p style="text-align: center;"><b>Receipt of assessment materials from teachers</b></p>	<ul style="list-style-type: none"> <li>• Use the CTSs to check that all student assessment materials and teacher packages have been returned by all teachers.</li> <li>• Follow the instructions in the <i>Guide for Accommodations and Special Provisions</i> for returning special versions of the assessment.</li> </ul>
<p style="text-align: center;"><b>STEP 6</b></p> <p style="text-align: center;"><b>Return of assessment materials to EQAO</b></p>	<ul style="list-style-type: none"> <li>• Review the data in the SDC system to ensure that the student information is complete and accurate.</li> <li>• To help resolve potential issues in the future, EQAO recommends that you photocopy all completed Student Answer Sheets and keep the copies on file.</li> <li>• Keep the following on file and do not send them to EQAO: <ul style="list-style-type: none"> <li>– the completed Packing List</li> <li>– the CTS and student information for each class, printed from the SDC system</li> <li>– all documentation for students with accommodations or special provisions as outlined by the <i>Guide for Accommodations and Special Provisions</i></li> </ul> </li> <li>• In the <b>Issues Envelope</b>, place all materials that require EQAO’s attention (e.g., materials with student package ID problems, booklets with missing pages and any notes addressed to EQAO representatives). Provide a <b>detailed explanation</b> of the problem on the outside of the envelope.</li> <li>• Place all materials belonging to students using the computer, assistive technology and audio special version <b>response formats</b> (including the computer and audio responses themselves) in the <b>Special Versions Envelope</b>. Refer to the <i>Guide for Accommodations and Special Provisions</i> for further instructions on submitting student responses in different response formats (page 7).</li> <li>• Check the original Packing List to ensure that the quantities returned to EQAO are the same as the quantities received by the school.</li> </ul> <p style="text-align: right;">(cont’d)</p>

Step	Action
<p data-bbox="191 226 375 260"><b>STEP 6</b> (cont'd)</p> <p data-bbox="168 327 397 411"><b>Return of assessment materials to EQAO</b></p>	<ul style="list-style-type: none"> <li data-bbox="440 180 1463 243">• Use the Packing List to ensure you return the following materials (including all supplemental materials) in the tote boxes: <ul style="list-style-type: none"> <li data-bbox="500 254 1463 317">– all Teacher Questionnaires together (if teachers have placed their questionnaire in an envelope, leave it in the envelope)</li> <li data-bbox="500 327 1422 390">– all original Student Answer Sheets (put them in the <b>Student Answer Sheet Envelope</b> and ensure that no answer sheets remain in the booklets)</li> <li data-bbox="500 401 792 432">– all <i>Booklet 1s</i> together</li> <li data-bbox="500 443 792 474">– all <i>Booklet 2s</i> together</li> <li data-bbox="500 485 1463 516">– all teacher packages together (all <i>Booklet 1s</i> and <i>Booklet 2s</i> must be returned)</li> <li data-bbox="500 527 1065 558">– all unused, sealed student packages together</li> <li data-bbox="500 569 1016 600">– all Issues and Special Versions envelopes</li> </ul> </li> <li data-bbox="440 611 1406 674">• Place all assessment materials, including unused student packages, in the tote boxes. Fill any free space with the original packing material.</li> <li data-bbox="440 695 1422 758">• Affix the Return Service labels to the tote boxes, ensuring that the ID number on each label matches the one on the tote box.</li> <li data-bbox="440 779 1349 810">• Seal the tote boxes as indicated on the UPS Return Shipping Instructions.</li> <li data-bbox="440 831 1455 936">• Immediately upon completion of the assessment, call UPS (1-800-742-5877) for pickup: <ul style="list-style-type: none"> <li data-bbox="500 873 1211 905">– no later than January 25, 2010, for the winter assessment</li> <li data-bbox="500 915 1179 947">– no later than June 21, 2010, for the spring assessment</li> </ul> </li> <li data-bbox="440 957 1243 989">• Record the date of the pickup and the shipment tracking number.</li> </ul>

Follow the steps below for the administration of the assessment and the return of all assessment materials to the principal (for return to EQAO).

Step	Action
<p style="text-align: center;"><b>STEP 1</b></p> <p style="text-align: center;"><b>Preparation for assessment</b></p>	<ul style="list-style-type: none"> <li>• Meet with the principal and staff administering the assessment to review the “Professional Responsibilities” (Section 2), “EQAO Policies and Procedures” (Appendix B), administration schedule, accommodations and special provisions to be provided and other details pertaining to the administration of the assessment.</li> <li>• Determine whether or not all or a part of the assessment will be marked for course grades.</li> <li>• Refer to “EQAO Policies and Procedures” (Appendix B) for guidelines for the classroom-teacher marking of student work.</li> <li>• Advise students of the details of the assessment, including the date and time of the writing. Refer students to the “Student Resources” page at <a href="http://www.eqao.com">www.eqao.com</a> for examples of multiple-choice and open-response questions. They may also try last year’s Sample Assessment Questions and then check their answers.</li> </ul>
<p style="text-align: center;"><b>STEP 2</b></p> <p style="text-align: center;"><b>Assessment environment</b></p>	<ul style="list-style-type: none"> <li>• Arrange the classroom to ensure that students work independently.</li> <li>• Ensure you have a seating plan that indicates where each student will be sitting during the assessment.</li> <li>• Make sure that the rooms for writing the assessment are appropriate and meet the requirements outlined in the “Professional Responsibilities.”</li> <li>• Cover or remove from view any materials containing mathematics content, e.g., mathematics definitions. (See the “Professional Responsibilities” for further information.)</li> <li>• The “Key Words” and the “Formula Sheet” available at <a href="http://www.eqao.com">www.eqao.com</a> may be posted. You may make copies or enlarge the originals as required; however, these are included in the assessment package provided to each student.</li> <li>• Ensure students have the required materials for the completion of the assessment:             <ul style="list-style-type: none"> <li>– sharpened HB pencils, an eraser, a ruler</li> <li>– a scientific calculator or graphing calculator with or without computer algebra systems (students must have at least a scientific calculator; if using a programmable calculator, students must delete all programs before and after the assessment)</li> <li>– some paper for rough work for multiple-choice questions</li> </ul> </li> </ul> <p><b>Note:</b> Allow students to choose to use manipulatives for the assessment.</p>

Step	Action
<p style="text-align: center;"><b>STEP 3</b></p> <p style="text-align: center;"><b>Receipt and security of CTSs and assessment packages</b></p>	<ul style="list-style-type: none"> <li>• Check that you have received from your principal an up-to-date CTS and the correct number of student packages for each of your classes.</li> <li>• If materials are incomplete, refer to page 2 of this guide.</li> <li>• Do not open the individual student packages.</li> <li>• For students using assistive technology, ensure the assessment materials have been downloaded from the SDC system and loaded onto the student’s computer. Only students for whom this version has been ordered may use these materials.</li> <li>• Store all assessment materials (including materials loaded on computers) securely in the school throughout the administration.</li> </ul> <p><b>Note:</b> A teacher’s package of assessment materials will be included in your shipment. This is the first package listed on the CTS. This package can be opened at the same time as your students begin the assessment on the first day of the administration.</p>
<p style="text-align: center;"><b>STEP 4</b></p> <p style="text-align: center;"><b>Administration and instructions to students</b></p>	<p><b>Follow the instructions below, without providing extra instructions to students.</b></p> <p><b>Day 1</b></p> <ul style="list-style-type: none"> <li>• Distribute student packages according to the CTS.</li> <li>• <b>Read the following instructions to your students</b> <ol style="list-style-type: none"> <li>1. <i>Open your packages.</i></li> <li>2. <i>Ensure your package includes</i> <ul style="list-style-type: none"> <li>– <i>Student Answer Sheet, Booklet 1</i></li> <li>– <i>Student Answer Sheet, Booklet 2</i></li> <li>– <i>Booklet 1</i></li> <li>– <i>Booklet 2 (includes Student Questionnaire)</i></li> <li>– <i>a Formula Sheet</i></li> <li>– <i>an envelope</i></li> <li>– <i>(French Immersion students studying mathematics in French only) a Glossaire de termes mathématiques</i></li> </ul> </li> <li>3. <i>Ensure that the <b>final</b> 12 digits of the ID numbers on all booklets and the Student Answer Sheets are the same. If there is a problem with an ID number, tell me immediately.</i>            [Teacher: If there is a package ID problem or if a package is incomplete, follow the directions under “Package ID Numbers” on page 2 of this guide.  <b>Note:</b> Do not attempt to change package IDs. It is very important that they not be altered, as alteration may affect the accuracy of students’ scores.]</li> <li>4. <i>Print and sign your name on both Student Answer Sheets and on the envelope.</i></li> <li>5. <i>Place Booklet 2 and Student Answer Sheet, Booklet 2 in the envelope.</i></li> <li>6. <i>Follow along as I review the directions for Booklet 1.</i> [Teacher: From your teacher’s package, read the “Directions for Booklet 1” (“Answering Multiple-Choice Questions,” “Answering Open-Response Questions” and “Key Words”).]</li> <li>7. <i>Attempt all questions. If you leave a question blank, the question will be scored zero.</i></li> <li>8. <i>You have 50 minutes to complete Booklet 1.</i></li> </ol> </li> </ul> <p style="text-align: right;">(cont’d)</p>

Step	Action
<p style="text-align: center;"><b>STEP 4</b> (cont'd)</p> <p style="text-align: center;"><b>Administration and instructions to students</b></p>	<ul style="list-style-type: none"> <li>• Indicate changes to the seating arrangement on the seating plan.</li> <li>• Advise the students when they have 15 minutes left.</li> <li>• At the end of this session, have the students place the Formula Sheet in their envelope for the following day. Collect the student envelopes. Collect and bundle all <i>Booklet 1s</i> and Student Answer Sheets, <i>Booklet 1</i>. Secure all assessment materials.</li> </ul> <p><b>Day 2</b></p> <ul style="list-style-type: none"> <li>• Distribute the envelopes to the students.</li> <li>• <b>Read the following to your students:</b> <ol style="list-style-type: none"> <li>1. <i>Follow along as I review the directions for Booklet 2.</i> [Teacher: From your teacher’s package of assessment materials, read the “Directions for <i>Booklet 2</i>” (“Answering Multiple-Choice Questions,” “Answering Open-Response Questions” and “Key Words”).]</li> <li>2. <i>You have 50 minutes to complete Booklet 2.</i></li> </ol> </li> <li>• Indicate changes to the seating arrangement on the seating plan.</li> <li>• Advise students when they have 15 minutes left.</li> <li>• Have students complete the Student Questionnaire if they finish the assessment early, or at the end of the 50-minute assessment period (the time to complete the Student Questionnaire is not included in the 50 minutes allotted for <i>Booklet 2</i>). Remind students to record their answers on the questionnaire section of Student Answer Sheet, <i>Booklet 2</i>.</li> <li>• At the end of this session, collect and bundle all <i>Booklet 2s</i> and Student Answer Sheets, <i>Booklet 2</i> (refer to <b>Step 6</b>).</li> </ul> <p><b>Note:</b> Printed copies of any responses in computer format must be stapled to the inside front cover of the corresponding booklet. Ensure that the final 12 digits of the student’s package ID number appear in the header of each page. Ensure that the Student Answer Sheet has been completed.</p>
<p style="text-align: center;"><b>STEP 5</b></p> <p style="text-align: center;"><b>Teacher Questionnaire</b></p>	<ul style="list-style-type: none"> <li>• If you are teaching both applied and academic classes, complete only one Teacher Questionnaire—for the larger number of students you teach.</li> <li>• You may use a sealable envelope labelled “Teacher Questionnaire” for confidentiality.</li> </ul>

Step	Action
<p style="text-align: center;"><b>STEP 6</b></p> <p style="text-align: center;"><b>Return of assessment materials and CTS to principal</b></p>	<ul style="list-style-type: none"> <li>• Use the CTS to check that each student’s booklets and answer sheets have been collected. Record student absences on the CTS.</li> <li>• Ensure <b>all</b> booklets and <b>all</b> answer sheets are removed from the students’ envelopes (do not return the emptied student envelopes).</li> <li>• If all or some components of the assessment will be marked on completion, store them in a secure place in the school and return the materials to the principal as soon as the marking is completed and <b>prior to the end of the administration period.</b></li> <li>• Return all of the following materials to the principal: <ul style="list-style-type: none"> <li>– Teacher Questionnaires</li> <li>– CTSs</li> <li>– all completed <i>Booklet 1s</i> together</li> <li>– all completed <i>Booklet 2s</i> together</li> <li>– all completed Student Answer Sheets for <i>Booklet 1</i> and <i>Booklet 2</i> in the Student Answer Sheet envelope (ensure that no answer sheets remain in the booklets)</li> <li>– all the teacher copies of <i>Booklet 1</i> and <i>Booklet 2</i> together</li> <li>– all unused, sealed student packages</li> <li>– a copy of the seating plan</li> </ul> </li> <li>• Bundle all materials that require EQAO’s attention (e.g., materials with student package ID problems, booklets with missing pages and any notes addressed to EQAO representatives). Provide a <b>detailed written explanation</b> of each problem to the principal; he or she will include it on the outside of the <b>Issues Envelope.</b></li> <li>• Bundle all special versions using computer, assistive technology and audio <b>response formats</b> (see page 7 of the <i>Guide for Accommodations and Special Provisions</i> for further instructions). The principal will include these in the <b>Special Versions Envelope.</b></li> <li>• Return all materials to the principal.</li> </ul>

### The Role of EQAO

EQAO conducts province-wide assessments at the primary, junior and secondary levels to measure student achievement against curriculum expectations. The data can be used as an additional tool to direct improvements in education at the individual, school, board and provincial levels. For access to our frameworks, which map how the tests reflect curriculum expectations, and other useful educator resources, visit [www.eqao.com](http://www.eqao.com).

The role of EQAO is to

- design and implement a comprehensive program of student assessment within government-established guidelines;
- develop and implement a system for measuring the quality of education in Ontario;
- manage Ontario's participation in national and international assessments;
- promote research in best practices in assessment and accountability and
- report to the Minister of Education, the public and the education community on system quality issues, and recommend improvements.

### Development of the Assessment

EQAO has developed the assessment in collaboration with teams of Ontario teachers, consultants and principals. These educators have contributed their expertise in mathematics, their knowledge of *The Ontario Curriculum, Grades 9 and 10: Mathematics* (revised 2005), their experience with equity issues, their knowledge concerning students with special education needs and their technical knowledge pertaining to validity and reliability.

EQAO's commitment to both accountability and improvement has led to the following criteria for the Grade 9 Assessment of Mathematics. The assessment must

- be of high quality, to ensure that reliable information about student achievement is obtained;
- reflect the performance of each student when working independently;
- give a broad view of students' knowledge and skills in mathematics and
- contribute to student learning.

### Consistency and Fairness

In order to ensure that the assessment is administered consistently and fairly, EQAO publishes guides for schools to follow. The guides outline in detail what is expected of educators involved in the administration of the assessment, including

- professional responsibilities for the administration of the assessment;
- steps to follow (e.g., procedures for the preparation of materials for distribution to students, the administration and the return of materials to EQAO) and
- the accommodations and special provisions made for students with special education needs and English language learners.

During the assessment, students must work independently to answer the multiple-choice and open-response questions in a quiet environment supervised by teachers trained to administer the assessment.

Quality assurance procedures help to ensure that the assessment produces valid and reliable data. EQAO follows a number of procedures that ensure parents, educators, students and the public can have confidence in the reliability and validity of the data the agency reports. These include

- quality-assurance monitoring: EQAO contracts quality-assurance monitors to visit a random sample of schools and observe the administration of the assessment.
- database analysis: EQAO conducts two types of statistical analysis of student-response data. The first identifies student-response patterns that suggest collusion between two or more students. The second examines overall patterns in school results and the proportion of students succeeding over time.

Actions that breach EQAO assessment-administration procedures and assessment security may affect item and student-response validity. **EQAO will release individual student, school or board achievement results only if it is confident in the quality and integrity of the data.** When EQAO has reason to believe that the integrity of the data has been compromised, the school and/or board administration is required to conduct an investigation. If irregularities in assessment administration or breaches of assessment security are confirmed by the investigation at the local level, one or more of the following actions may be taken:

- The reporting of the assessment results may be delayed until a full investigation has been completed.
- Individual student, school and board results may be withheld.
- The violation may be reported to the school community, school board or the Ontario College of Teachers.


Examples of actions that breach EQAO assessment-administration procedures and test security include but are not limited to

- opening and reviewing the assessment packages before the administration of the first session;
- coaching students during the assessment, including interpreting, explaining or paraphrasing the items; remarking on the quality or quantity of student responses; returning student responses and indicating that the student should rethink or change an answer and
- failure to follow the detailed steps in this guide and the *Guide for Accommodations and Special Provisions*.

## Student Participation, Absences and Lateness

Ensure that all students enrolled in an applied or academic Grade 9 mathematics course are accounted for (regardless of whether they have participated in a previous administration), 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.

### Do not include

- 
- students enrolled in a locally developed Grade 9 mathematics course or mathematics credit recovery program.
  - students enrolled in a co-op course associated with Grade 9 mathematics who have previously passed Grade 9 academic or applied mathematics.
  - adult students.

If students are absent during the assessment, teachers should have these students complete the assessment when they return, if this is possible while the assessment booklets are in the school. Teachers may use the CTS to keep track of the booklets that students have completed.

If a student changes schools during the assessment, the school should return all materials to EQAO.

If a student is late for class, teachers should have the student begin the assessment when he or she arrives. If possible, allow late students the full time suggested for each component of the assessment.

## School Emergency

In case of an emergency, instruct the students to leave all assessment materials on their desks and to exit immediately according to the school emergency exit plan. When the students return, instruct them to return to work.

## Teacher Absences

In the case of an absence, another teacher, supervised by the principal, may administer the assessment. The teacher taking over the administration of the assessment must be provided in advance with a copy of this guide and must follow the detailed steps in it. The teacher must have the opportunity to have the procedures clarified.

## Marking of Student Work by Classroom Teachers

- All or some components of the assessment may be marked on completion of the assessment and prior to the return of materials to EQAO.
- Marks may be used for the course only according to Ministry of Education guidelines.
- The marking methodology is a school or board decision.
- All assessment materials must remain in the school at all times, even during marking.
- Marks **must not** be made on student work.
- Student work **must not** be copied. The only exception is for the recommended photocopying of the Student Answer Sheets. These copies must remain in the school at all times during and after the assessment.
- The package of materials marked “teacher” for in-school marking must be returned to EQAO along with all other assessment materials. Teachers should record answers for the questions they are marking in these booklets.
- Any materials generated during marking that include references to the content of the questions must also be returned to EQAO.

## **Embedded Field-Test Materials**

Field-test questions are embedded in the student booklets. **Students will have different versions of these embedded questions.** These questions will not be included in the students' scores. However, it is important that students give them the same effort they give the other parts of the assessment.

## **EQAO Policy on the Duty to Report Child Abuse**

Under provincial law, persons dealing with children, including teachers, teaching assistants and principals, have a duty to report suspicions of child abuse to the Children's Aid Society. According to the *Child and Family Services Act*, the duty to report also applies where there are reasonable grounds to suspect patterns of child neglect.

If a teacher, non-teaching staff member, principal or person working as a scribe has reasonable grounds to suspect child abuse or neglect, he or she is obligated to report any suspicion and the information on which it is based directly to the Children's Aid Society. When reporting to the Children's Aid Society, send only the student's writing linked to the suspicion of abuse or neglect. Notify EQAO at 1-888-327-7377 at the same time, indicating which portion of the assessment is in question. Do not send the Children's Aid Society any part of the preprinted assessment. If they require more information, they will contact EQAO.

EQAO has procedures in place to facilitate scorers' reporting of suspicions of child abuse.

## **EQAO Policy on Offensive Language**

Student work that contains offensive (e.g., obscene or racist) language or graphic depictions will be reported to the student's principal, so that appropriate action can be taken at the school level. Offensive content may invalidate a student's response.

## **French Immersion Students Studying Mathematics in French**

Students will write the English-language assessment, and English/French and French/English glossaries of mathematical terms will be provided.

## **Reporting to Students and Parents**

In the fall of 2010, EQAO will provide an Individual Student Report (ISR) for each student. The ISR will indicate overall levels of achievement in mathematics. Samples of student work will be available on the EQAO Web site ([www.eqao.com](http://www.eqao.com)) to assist in the interpretation of reports. Each district school board and school authority will receive school, board and provincial results. EQAO will report on student achievement in the province and in school boards in the *Provincial Report*.

## **Request for a Student to Write at an Alternative Location**

A principal may request permission for a student to write the Grade 9 Assessment of Mathematics at an alternative location when there are extenuating circumstances resulting in the student's inability to write at the school at which he or she is registered (e.g., expulsion, illness). The request for approval should be submitted to EQAO **six weeks**, if possible, prior to the administration of the assessment. (The required form, "Request for Approval to Administer the Assessment at an Alternative Location," is located on the secure section of the EQAO Web site.)

**Education Quality and  
Accountability Office**



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