

# Administering the Assessments of Reading, Writing and Mathematics

**Primary Division (Grades 1–3)  
and Junior Division (Grades 4–6)  
A Guide for Teachers and Principals**



**2010**

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## Purpose of This Guide

This guide has been developed to provide direction and information to principals and teachers administering the assessments in the primary and junior divisions in spring 2010. Administering the assessments 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, Special Provisions and Exemptions* 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 Assessments

- Assessments must take place between May 31 and June 11, 2010. Your assessment materials will arrive between May 25 and 27.
- All assessment materials must be returned immediately upon completion and no later than June 14, 2010, to the Education Quality and Accountability Office (EQAO).
- **All** electronic versions of the assessments must be deleted by the end of August 2010.
- Electronic formats (Word and PDF **only**) of the mathematics assessment will be available for the spring 2010 assessment.
- Student, teacher and principal questionnaires have been revised for the spring 2010 assessment.
- The section "Professional Responsibilities for the Administration of the Assessments of Reading, Writing and Mathematics, Primary Division and Junior Division" has been revised.
- For students with a visual impairment, the Braille and the audio versions can be ordered at the same time. 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 to include information on compliance with assessment-administration procedures.
- No cell phones, pagers, digital music players, audio- or video-recording devices or e-mail or text-messaging devices will be permitted during the assessments.

## Important Information

- Section 2 of this guide “Professional Responsibilities for the Administration of the Assessments of Reading, Writing and Mathematics, Primary Division and Junior Division” outlines the responsibilities of principals and teachers administering the assessments.
- The *Guide for Accommodations, Special Provisions and Exemptions* supplements this guide with information about English language learners, students with special education needs, students with special circumstances and exemptions, and outlines related required documentation.
- The electronic versions of the assessment (Kurzweil [3000 and 1000], Premier, PDF, Word, HTML, WYNN and WordPerfect), downloadable by the school for use with assistive technology, will be posted on the secure section of the EQAO Web site on **Thursday, May 27 at 9:00 a.m.** Only those schools that indicated in EQAO’s online SDC system that one or more students will be accommodated with the assistive technology **presentation format** will have access. A hard-copy student package will also be sent to schools for students accommodated with an assistive technology **presentation format**.
- 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 online SDC system. The materials **must not be distributed** until the morning of the first administration day.
- Student packages **must not be opened** until the students start the assessment on the first day of the administration.
- Students in Grade 6 must print and sign their name on their Student Answer Sheet.
- Additional pages are not to be inserted or stapled into booklets except for students using computer or assistive technology response formats.

## Package ID Numbers

When distributing packages to students, teachers must ensure that the **final 12 digits** of each student’s package ID match those of the ID number assigned to the student on the CTS. A 22-digit ID number is printed on all student test materials. The number on each item in each student’s package has the same **final 12 digits**.

**Note:** The alteration of ID numbers may affect the accuracy of the student’s score.

If there is any problem with a package or the distribution of packages, find the description that matches the problem on the next page and follow the directions provided.

## 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. You may need to use the "Add a Student" task prior to making a switch.

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 416-325-6622 and
- place all booklets and Student Answer Sheets (Grade 6 only) 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 replacement 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 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.

Updated

- 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](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 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**.

## Assessment Procedures at a Glance

- Follow the specific policies and procedures for accommodations outlined in the *Guide for Accommodations, Special Provisions and Exemptions*, and record the accommodations on the SDC system.
- Instruct students in Grade 6 to fill in the circles for their multiple-choice answers on the Student Answer Sheet.

	DO	DO NOT
Language Booklets	<p>For <b>writing</b> sections,</p> <ul style="list-style-type: none"> <li>• allow the use of a dictionary and a thesaurus for the <b>short-and long-writing tasks only</b>.</li> <li>• allow English language learners to use a dual language dictionary for the <b>short-and long-writing tasks only</b>.</li> <li>• read the instructions only to the students who request it.</li> <li>• inform primary students that areas below the lines are shaded. Students are not to write in these areas. No work written in shaded areas will be scored.</li> </ul>	<p>For <b>writing</b> sections,</p> <ul style="list-style-type: none"> <li>• do not edit the students' work (e.g., do not help with spelling, vocabulary, punctuation).</li> <li>• do not instruct students in the writing forms (e.g., story, letter).</li> <li>• do not add any additional lines or pages. Student work must be completed in the space provided.</li> </ul> <p>For <b>reading</b> sections,</p> <ul style="list-style-type: none"> <li>• do not read the passages to the students.</li> <li>• do not read the questions to the students.</li> <li>• do not translate or explain passages or questions for the students.</li> <li>• do not influence the students answers.</li> <li>• do not allow the use of a dictionary or a thesaurus (including electronic dictionaries and translators).</li> <li>• do not add any additional lines or pages. Student work must be completed in the space provided.</li> </ul>
Mathematics Booklet	<ul style="list-style-type: none"> <li>• Allow students to use mathematics manipulatives and a calculator <b>after questions 1–7</b> in Section 1 of the <i>Mathematics</i> booklet for the primary division assessment.</li> <li>• Calculators and mathematics manipulatives are permitted throughout the junior division assessment.</li> <li>• Read the questions only to the students who request it.</li> </ul>	<ul style="list-style-type: none"> <li>• Do not allow the use of calculators or mathematics manipulatives for questions 1–7 in Section 1 of the <i>Mathematics</i> booklet for the primary division assessment.</li> <li>• Do not define, explain or review mathematical terms.</li> <li>• Do not allow the use of a dictionary or a thesaurus (including electronic dictionaries and translators).</li> <li>• Do not influence the students answers.</li> </ul>

## The Assessment at a Glance

Student Booklet	Section and Time	Organization
<b>Language 1</b> Reading Writing	A one hour	<p><b>Time Allotted</b></p> <ul style="list-style-type: none"> <li>The general guideline is one hour for each section.</li> <li>Additional time may be provided but must directly follow the allotted hour.</li> </ul> <p><b>Language 1 and Language 2 Booklets</b></p> <ul style="list-style-type: none"> <li>contain Sections A, B, C and D, which must be administered sequentially.</li> </ul> <p><b>The Mathematics Booklet</b></p> <ul style="list-style-type: none"> <li>contains Sections 1 and 2, which must be administered sequentially.</li> </ul>
	B one hour	
<b>Language 2</b> Reading Writing	C one hour	
	D one hour	
<b>Mathematics</b>	1 one hour	
	2 one hour	

A mathematics session can be administered at any time during the assessment. Here are two examples of an administration schedule:

Example 1	Example 2
<ul style="list-style-type: none"> <li>Mathematics Section 1</li> <li>Language 1 Section A</li> <li>Language 1 Section B</li> <li>Mathematics Section 2</li> <li>Language 2 Section C</li> <li>Language 2 Section D</li> </ul>	<ul style="list-style-type: none"> <li>Language 1 Section A</li> <li>Mathematics Section 1</li> <li>Language 1 Section B</li> <li>Language 2 Section C</li> <li>Mathematics Section 2</li> <li>Language 2 Section D</li> </ul>

**Note:** Grade 3 and Grade 6 students do not have to complete the assessments at the same time.

## Section 3

# Detailed Steps for the Principal

A *Guide for Principals Preparing for the Administration of EQAO Tests* describes the steps for ordering assessment materials and ensuring that complete and accurate information is collected for each student. This guide is available on the secure section of EQAO's Web site, [www.eqao.com](http://www.eqao.com), under "Student Data Collection—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.</li> <li>• Meet with the staff administering the assessments 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.</li> <li>• Send letters to parents of students receiving accommodations, the special provision or exemptions 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>• Ensure necessary arrangements have been made for students who are               <ul style="list-style-type: none"> <li>– receiving accommodations or the special provision and/or</li> <li>– receiving special versions of the assessment.</li> </ul> </li> <li>• Ensure that rooms for writing the assessments 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>• The shipment will arrive between May 25 and 27, 2010.</li> <li>• As soon as the shipment arrives, use an up-to-date CTS from the SDC system and the Packing List to ensure that all the required materials have been received, including all special versions ordered. <b>(Do not open individual student packages.)</b></li> <li>• Use the SDC system <b>immediately</b> to order any additional materials and to make any changes to student information. If materials are missing from your shipment, refer to pages 2 and 3 of this guide.</li> <li>• Distribute a copy of this guide and the <i>Guide for Accommodations, Special Provisions and Exemptions</i> 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 assessments 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 the CTSs to the teachers administering the assessments.</li> <li>• If there is a package ID problem or if 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>Principal Questionnaire</b></p>	<ul style="list-style-type: none"> <li>• Complete the Principal Questionnaire.</li> </ul>
<p style="text-align: center;"><b>STEP 6</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 have been returned by all teachers.</li> </ul>
<p style="text-align: center;"><b>STEP 7</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 (Grade 6 only) and keep 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 the special provision as outlined by the <i>Guide for Accommodations, Special Provisions and Exemptions</i></li> <li>– the signed consent forms for exempted students</li> </ul> </li> </ul> <p style="text-align: right;">(cont'd)</p>

Step	Action
<p data-bbox="203 205 370 241"><b>STEP 7</b> (cont'd)</p> <p data-bbox="175 310 397 394"><b>Return of assessment materials to EQAO</b></p>	<ul style="list-style-type: none"> <li data-bbox="446 178 1437 598"> <p>• Use the Packing Lists to ensure you return the following materials in the tote boxes:</p> <ul style="list-style-type: none"> <li>– all Teacher Questionnaires and the Principal Questionnaire together (if teachers have placed their questionnaire in an envelope, leave it in the envelope)</li> <li>– all original Student Answer Sheets (Grade 6 only). Put them in the <b>Student Answer Sheet Envelope</b> and ensure that no Student Answer Sheets remain in the booklets).</li> <li>– all <i>Language 1</i> booklets together</li> <li>– all <i>Language 2</i> booklets together</li> <li>– all <i>Mathematics</i> booklets together</li> <li>– all unused, sealed student packages together</li> <li>– all Student Questionnaires together</li> </ul> </li> <li data-bbox="446 619 1421 745"> <p>• 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.</p> </li> <li data-bbox="446 766 1437 892"> <p>• Place all materials belonging to students using the computer and assistive technology response formats in the <b>Special Versions Envelope</b>. Refer to page 7 of the <i>Guide for Accommodations, Special Provisions and Exemptions</i> for further instructions on submitting student responses in different response formats.</p> </li> <li data-bbox="446 913 1412 976"> <p>• Place all assessment materials, including unused student packages, in the tote boxes. Fill any free space with packing material.</p> </li> <li data-bbox="446 997 1469 1060"> <p>• Check the original Packing Lists to ensure that the quantities returned to EQAO are the same as the quantities received by the school.</p> </li> <li data-bbox="446 1081 1429 1144"> <p>• Affix the Return Service labels to the tote boxes, ensuring that the ID number on each label matches the one on the tote box.</p> </li> <li data-bbox="446 1165 1356 1197"> <p>• Seal the tote boxes as indicated on the UPS Return Shipping Instructions.</p> </li> <li data-bbox="446 1218 1437 1281"> <p>• <b>Immediately upon completion</b> of the assessment and no later than June 14, 2010, call UPS (1-800-742-5877) for pickup.</p> </li> <li data-bbox="446 1302 1250 1333"> <p>• Record the date of the pickup and the shipment tracking number.</p> </li> </ul>

## Section 4

# Detailed Steps for Teachers

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 the 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> </ul>
<p style="text-align: center;"><b>STEP 2</b></p> <p style="text-align: center;"><b>Classroom environment</b></p>	<ul style="list-style-type: none"> <li>• Arrange the classroom to ensure that students work independently.</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 all materials containing reading, writing or mathematics content of an instructional nature (e.g., a word wall with definitions, mathematics formulas, diagrams or anchor charts). See the “Professional Responsibilities” for further information.</li> <li>• The “Classroom Tips” 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.</li> <li>• Ensure students have the required materials for the completion of the assessment:               <ul style="list-style-type: none"> <li>– sharpened pencils</li> <li>– a ruler</li> <li>– an eraser</li> <li>– a protractor (Grade 6 only)</li> <li>– a dictionary and a thesaurus (for short-and long-writing tasks only)</li> </ul> </li> </ul> <p><b>Note:</b> Allow students to choose to use mathematics manipulatives and calculators for the assessment (except for questions 1–7 in Section 1 of the primary division <i>Mathematics</i> booklet).</p>
<p style="text-align: center;"><b>STEP 3</b></p> <p style="text-align: center;"><b>Receipt and security of CTS 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 your class. If materials are incomplete, inform your principal immediately. Do not use an absent student’s package unless instructed to do so by EQAO.</li> <li>• Do not open the individual student packages.</li> <li>• For students using assistive technology, ensure the correct electronic version has been downloaded from the SDC system and loaded onto the student’s computer. Only students for whom the electronic versions were ordered may use them.</li> <li>• Store all assessment materials securely throughout the administration.</li> </ul>

Step	Action
<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 the students.</b></p> <ul style="list-style-type: none"> <li>• Distribute student packages according to the CTS.</li> <li>• Ensure that the <b>final 12 digits</b> of the package ID on the CTS and the student package match. If there is a package ID problem or if a package is incomplete, follow the directions in “Package ID Numbers” on pages 2 and 3 of this guide.</li> </ul> <p><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 the student’s scores.</p> <ul style="list-style-type: none"> <li>• <b>Read the following to students:</b> <ol style="list-style-type: none"> <li>1. <i>Open your package.</i></li> <li>2. <i>Ensure your package includes</i> <ul style="list-style-type: none"> <li>– a Language 1 booklet</li> <li>– a Language 2 booklet</li> <li>– a Mathematics booklet</li> <li>– a Student Questionnaire</li> <li>– (Grade 3 French Immersion classes only) a Glossaire de termes mathématiques</li> <li>– (Grade 6 only) a Student Answer Sheet</li> </ul> </li> <li>3. <i>Make sure that the <b>final 12 digits</b> on your booklets all match. If they do not, tell me immediately.</i></li> <li>4. <i>(Grade 6 only) Print and sign your name on the Student Answer Sheet.</i></li> <li>5. <i>Complete your Student Questionnaire.</i></li> <li>6. <i>Place everything except the first booklet to be completed (Language 1 or Mathematics) under your chair. (For Grade 6 only) Keep your Student Answer Sheet, on your desk.</i></li> <li>7. <i>Be sure to attempt all questions. If a question is blank, the question will be scored 0.</i></li> <li>8. <i>Begin the first section in (Language 1 or Mathematics).</i></li> </ol> </li> <li>• At the end of each section of the assessment, have students place all assessment materials on their desks. Collect and secure all assessment materials.</li> <li>• Follow the school administration schedule for completion of the remaining five sections.</li> </ul> <p><b>Note:</b> Printed copies of any responses using assistive technology and computer formats must be stapled to the inside front cover of the corresponding booklet, with the final 12 digits of the student’s package ID number in the header of each page.</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>• Complete the Teacher Questionnaire.</li> <li>• You may use a sealable envelope labelled “Teacher Questionnaire” for confidentiality.</li> </ul>

Step	Action
<p data-bbox="162 184 409 277"><b>STEP 6</b></p> <p data-bbox="162 310 409 428"><b>Return of assessment materials and CTS to the principal</b></p>	<ul style="list-style-type: none"> <li data-bbox="444 180 1360 243">• Use the CTS to check that each student’s booklets, Student Answer Sheet (Grade 6 only) and questionnaire have been collected.</li> <li data-bbox="444 264 1435 646">• Return all of the following materials to the principal: <ul style="list-style-type: none"> <li data-bbox="506 306 841 331">– the Teacher Questionnaire</li> <li data-bbox="506 344 626 369">– the CTS</li> <li data-bbox="506 382 1052 407">– all completed <i>Language 1</i> booklets together</li> <li data-bbox="506 420 1052 445">– all completed <i>Language 2</i> booklets together</li> <li data-bbox="506 457 1065 483">– all completed <i>Mathematics</i> booklets together</li> <li data-bbox="506 495 1435 558">– all completed Student Answer Sheets (Grade 6 only). Ensure that no answer sheets remain in the booklets.</li> <li data-bbox="506 571 977 596">– all completed Student Questionnaires</li> <li data-bbox="506 609 964 634">– all unused, sealed student packages</li> </ul> </li> <li data-bbox="444 667 1435 835">• 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 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 data-bbox="444 856 1393 953">• Place all special versions using computer and assistive technology response formats in the <b>Special Versions Envelope</b>. (See page 7 of the <i>Guide for Accommodations, Special Provisions and Exemptions</i> for further instructions.)</li> <li data-bbox="444 974 889 999">• 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 Assessments

EQAO has developed the assessments in collaboration with teams of Ontario teachers, consultants and principals. These educators have contributed their expertise in language and mathematics, their knowledge of *The Ontario Curriculum, Grades 1–8: Language* (revised 2006) and *The Ontario Curriculum, Grades 1–8: 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 Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6). The assessments 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 language and 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., preparation of materials for distribution to students, administration procedures and 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 only release individual student, school or board achievement results 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 assessment 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 assessment 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 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.

If students are absent during the assessment, teachers should have them complete the assessment when they return, if the assessment booklets are still 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, 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.

## **French Immersion**

Each school board with Grade 3 French Immersion classes must choose one of the following three options for the completion of the assessment. The board's decision will apply to every one of its schools with Grade 3 French Immersion classes.

- Option A: Students complete all components of the assessment in English.
- Option B: Students complete the reading and writing components in English and the mathematics component using the French translation.
- Option C: Students complete only the mathematics component, using the French translation. (These students do not complete the reading and writing components and will receive results for mathematics only.)

All Grade 6 students in French Immersion programs will participate in the English-language assessment. An English-French glossary of mathematical terms is available on the EQAO Web site at [www.eqao.com](http://www.eqao.com).

## **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.

## **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 the 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 principal, so that appropriate action can be taken at the school level. Offensive content may invalidate a student's response.

## **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 reading, writing and 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 at the board and provincial levels in the *Provincial Report*.

## **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.

## **School Emergency**

In case of an emergency, instruct the students to leave all test materials on their desks and follow the school's emergency exit plan. When the students return, instruct them to continue to work.

**Education Quality and  
Accountability Office**



2 Carlton Street, Suite 1200, Toronto ON M5B 2M9

Telephone: 1-888-327-7377 Web site: [www.eqao.com](http://www.eqao.com)

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