# Administration and Accommodation Guide

Assessments of Reading, Writing and Mathematics
Primary Division (Grades 1–3) and Junior Division (Grades 4–6)

Including information about special circumstances and exemptions for English language learners and students with special education needs

## Important Dates | 2019–2020

### Before the Assessments

**Phase 1 | Student Data Collection (SDC)**

- Finalize student information using SDC system, and order special versions
  
  **February 24 to March 6**

**Phase 2 | Student Data Collection (SDC)**

- Prepare for administration
  
  **March 23 to June 5**

- Make required changes or additions using SDC system (e.g., add new student, delete student who has left school)
  
  **March 23 to June 5**

- Receive delivery of assessment materials
  
  **May 12 to May 15**

- Verify, using SDC system, that all materials have arrived
  
  **May 12 to May 15**

- Download assistive technology versions
  
  **May 13**

### Administer Primary and Junior Assessments | May 19 to June 1, 2020

### After the Assessments

- Prepare assessment materials for return to EQAO
  
  Immediately after administration or no later than June 2

- Delete electronic versions of assessment, including MP3 audio files
  
  Immediately after administration or no later than June 2

- Delete electronic versions of students' work
  
  **September 30**

EQAO Information Centre: 1-888-327-7377
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What’s NEW for 2020

EQAO has implemented the following changes to better align the assessments with regular classroom environments:

- Graphic text exemption: Students with a blind or low-vision exceptionality indicated on their Individual Education Plan may be exempted from the graphic text portion (Language, Section D1) of the reading component of the assessment.

- As of 2021, EQAO will no longer be providing the following electronic version: Word Optimized for Premier.

- The revised framework for the EQAO assessments is available online at www.eqao.com.
The Assessments at a Glance

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

The mathematics sections can be administered at any time during the assessments.

The sections in each student booklet must be completed in the sequence in which they are presented. Each section must be completed in one continuous session. (A session may include water, stretch and washroom breaks.)

<table>
<thead>
<tr>
<th>STUDENT BOOKLET</th>
<th>SECTION</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language (reading and writing)</td>
<td>A</td>
<td>One hour</td>
</tr>
<tr>
<td>Language (reading and writing)</td>
<td>B</td>
<td>One hour</td>
</tr>
<tr>
<td>Language (reading and writing)</td>
<td>C</td>
<td>One hour</td>
</tr>
<tr>
<td>Language (reading and writing)</td>
<td>D</td>
<td>One hour</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1</td>
<td>One hour</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2</td>
<td>One hour</td>
</tr>
</tbody>
</table>

Two examples of an administration schedule

<table>
<thead>
<tr>
<th>EXAMPLE 1</th>
<th>EXAMPLE 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics, Section 1</td>
<td>Language, Section A</td>
</tr>
<tr>
<td>Language, Section A</td>
<td>Mathematics, Section 1</td>
</tr>
<tr>
<td>Language, Section B</td>
<td>Language, Section B</td>
</tr>
<tr>
<td>Mathematics, Section 2</td>
<td>Language, Section C</td>
</tr>
<tr>
<td>Language, Section C</td>
<td>Mathematics, Section 2</td>
</tr>
<tr>
<td>Language, Section D</td>
<td>Language, Section D</td>
</tr>
</tbody>
</table>
**Assessment Procedures for All Students**

### Participation

All Grade 3 and Grade 6 students, including English language learners and students with special education needs, enrolled at the school must be accounted for and are expected to participate in the assessments. English language learners and students with special education needs may be exempted if they meet the criteria for an exemption outlined in this guide.

<table>
<thead>
<tr>
<th>READING</th>
<th>WRITING</th>
<th>MATHEMATICS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DO</strong></td>
<td><strong>DO</strong></td>
<td><strong>DO</strong></td>
</tr>
<tr>
<td>- Allow the use of a dictionary (including electronic or personal dictionaries) and a thesaurus for the short- and long-writing tasks only.</td>
<td>- Allow the use of a dictionary (including electronic or personal dictionaries) and a thesaurus for the short- and long-writing tasks only.</td>
<td>- Allow primary students to choose to use a calculator, mathematics manipulatives (including virtual manipulatives) or math applications that are non-instructional after questions 1–7 in Section 1 and for all of Section 2 of the math component.</td>
</tr>
<tr>
<td>- Allow English language learners to use a dual-language dictionary (including electronic or personal dictionaries) for the short- and long-writing tasks only.</td>
<td>- Read the instructions and/or questions only to students who request it.</td>
<td>- Allow junior students to choose to use a calculator, mathematics manipulatives (including virtual manipulatives) or math applications that are non-instructional throughout the math component.</td>
</tr>
<tr>
<td>- Read the instructions and/or questions only to students who request it.</td>
<td>- Inform primary students not to write in shaded areas. Work written in shaded areas will not be scored.</td>
<td>- Read the instructions and/or questions only to students who request it.</td>
</tr>
<tr>
<td>- Encourage students to answer using pencil.</td>
<td>- Allow French Immersion students to access the French Immersion Glossary.</td>
<td>- Allow Fr ench Immersion students to access the French Immersion Glossary.</td>
</tr>
<tr>
<td>- Allow the use of headphones for calming music or white noise in the classroom for students that access headphones during regular classroom assessments.</td>
<td>- Do NOT read the passages to the students.</td>
<td>- Do not allow the use of calculators or any type of mathematics manipulatives for questions 1–7 in Section 1 of the primary assessment.</td>
</tr>
<tr>
<td>- Use prompts to draw a student’s attention back to the assessment. A prompt can be a verbal or non-verbal signal (e.g., a word, phrase or tap on the desk).</td>
<td>- Do NOT read the questions to the students.</td>
<td>- Do not define, translate, explain or review mathematical terms.</td>
</tr>
<tr>
<td></td>
<td>- Do not translate or explain passages, questions or individual words for the students.</td>
<td>- Do not allow the use of a dictionary or a thesaurus (this includes electronic dictionaries and translators).</td>
</tr>
<tr>
<td></td>
<td>- Do not allow the use of a dictionary or a thesaurus for the short- and long-writing tasks only.</td>
<td>- Do not add any lines or pages. Student work must be completed in the space provided.</td>
</tr>
<tr>
<td></td>
<td>- Do not allow the use of a dictionary or a thesaurus (this includes electronic dictionaries and translators).</td>
<td>- Do not influence the students’ answers or draw attention to a specific part of the assessment.</td>
</tr>
<tr>
<td></td>
<td>- Do not add any lines or pages. Student work must be completed in the space provided.</td>
<td>- Do not allow the use of a dictionary or a thesaurus (this includes electronic dictionaries and translators).</td>
</tr>
<tr>
<td></td>
<td>- Do not influence the students’ answers or draw attention to a specific part of the assessment.</td>
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</tr>
</tbody>
</table>

**DO NOT**

- Do NOT read the passages to the students.
- Do NOT read the questions to the students.
- Do not translate or explain passages, questions or individual words for the students.
- Do not allow the use of a dictionary or a thesaurus (this includes electronic dictionaries and translators).
- Do not add any lines or pages. Student work must be completed in the space provided.
- Do not influence the students’ answers or draw attention to a specific part of the assessment.

- Do not instruct students in the writing forms (e.g., story, letter).
- Do not edit the students’ work (e.g., do not help with spelling, vocabulary, punctuation).
- Do not add any lines or pages. Student work must be completed in the space provided.
- Do not influence the students’ answers or draw attention to a specific part of the assessment.

- Do not allow the use of calculators or any type of mathematics manipulatives for questions 1–7 in Section 1 of the primary assessment.
- Do not define, translate, explain or review mathematical terms.
- Do not allow the use of a dictionary or a thesaurus (this includes electronic dictionaries and translators).
- Do not influence the students’ answers or draw attention to a specific part of the assessment.
Professional Responsibilities for the Administration of the Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions

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

Principals are responsible for ensuring that

- they, the teachers, support staff and other personnel (e.g., scribes) preparing for, participating in or administering the assessments have read the current school year’s Administration and Accommodation Guide and board direction/policy.
- all teachers, support staff and other personnel (e.g., scribes and prompters) participating in, preparing for and administering the assessments have received training this year and follow this year’s Administration and Accommodation Guide.
- 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 as defined by Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource Guide (2017), 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. Any accommodation offered must be consistent with the permitted accommodations in this year’s Administration and Accommodation Guide. The student must normally receive the accommodation for all forms of assessment, including summative assessments.
- complete and appropriate assessment materials are ordered for each student, using the EQAO Student Data Collection (SDC) system during Phase 1. If necessary, additional materials should be requested after receipt of the initial shipment.
- all information provided to EQAO is complete and accurate for ALL students.
- all materials necessary for the preparation of the assessments are provided to the teachers, support staff and other personnel.
- 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 as outlined in this year’s Administration and Accommodation Guide.
- the schedule, supervision plan and requirements for students receiving additional time have been determined.
- 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 for ensuring the fair and consistent administration of the assessments as outlined in this year’s Administration and Accommodation Guide.

Before the Administration

These procedures must be followed:

- All materials ordered must be received and checked (with attention to material type) at the school.
- 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 session.
- Staff preparing assessment materials for assistive technologies may have access to the materials prior to the start of the administration.
- Assessment materials must not be copied in any way for any reason.
Professional Responsibilities for the Administration of the Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions
(continued)

During and After the Administration

- Only teachers, support staff and other personnel administering the assessment may have access to assessment materials.
- Scribes and prompters may have access to the assessment materials only during the administration sessions.
- Unused assessment packages (e.g., for absent students) must not be opened for any reason, except with EQAO’s permission.
- All classroom materials containing reading, writing or mathematics content of an instructional nature must be removed from view or covered.
- 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.
- No one may explain, define or provide examples of reading vocabulary or writing or mathematics terminology to students, including those with accommodations.
- 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.
- Once the assessment materials have been opened (i.e., prior to, during or after the assessment), no one may use information from the assessment to provide instruction on any concept or question being tested.
- Each section of the assessment must be completed in one continuous session. A session may include water, stretch and washroom breaks.
- A session may not be interrupted by recess or lunch or by any other school programming.
- Student assessment materials must not be removed from the classrooms during the administration except to place them in a secure location.
- 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.
- At no point during or after the assessment may anything be said or done to encourage students to alter or revise their responses.
- After a section of the assessment has been administered, booklets must not be returned to students for further review, correction or completion.
- At the end of each section, all assessment materials must be collected and stored in a secure place without review.
- Student responses must not be copied in any way for any reason.
- Once all assessment 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.
- 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.
<table>
<thead>
<tr>
<th>STEP</th>
<th>ITEM</th>
<th>DETAILS</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| 1    | Student Data Collection (SDC) | - During Phase 1, finalize student information using SDC system.  
- Order required special versions of assessment. | Secure website:  
SDC system  
“SDC Guide for Principals”  
“Accounting and Reporting EQAO Results for Students with Unique or Special Circumstances: Guidelines for Schools and School Boards”  
“SDC at a Glance” video |
| 2    | Administration Schedule | - Determine administration schedule based on dates stated under “Important Dates” on cover of this guide. | “The Assessments at a Glance” (chart in this guide) |
| 3    | Accommodations, Exemptions and Special Circumstances | - Identify and make arrangements for students receiving accommodations and exemptions, and those with special circumstances.  
- Send letters to parents or guardians of students receiving accommodations or exemptions, and those with special circumstances.  
- Record accommodations and exemptions on the SDC system. | This guide  
Secure website: SDC system and sample administration and information letters |
| 4    | Meeting with Staff | - Ensure all staff involved with administration have read this guide.  
- Review  
  - “Professional Responsibilities for the Administration of the Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions,” and ensure that all staff, including scribes and prompters, are aware of their roles and responsibilities;  
  - permitted accommodations as outlined in this guide;  
  - arrangements for students requiring accommodations and exemptions, and those with special circumstances and assessment room requirements. | “Impacts on Reporting: What Happens If…?” (section of this guide)  
EQAO policies and procedures  
This guide |
| 5    | Security | - Identify secure location for assessment materials. | |
| 6    | Assessment Materials | - Ensure all required materials have been received.  
- **Do not open individual student packages.** | Secure website: Class Tracking Sheet printed from SDC system  
Packing list (with delivery) |
| 7    | Additional Materials | - Update student information in SDC system (e.g., for students who have moved).  
- Order additional materials using SDC system (e.g., for new students). | Secure website: SDC system |
### Principal’s Steps | Before Administration (continued)

<table>
<thead>
<tr>
<th>STEP</th>
<th>ITEM</th>
<th>DETAILS</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| 8    | Secure Storage of Assessment Materials | ▪ Store assessment materials in secure location until distribution to teachers on first administration day.  
▪ Ensure materials remain secure until end of administration. | |
| 9    | Assistive Technology or Audio | ▪ For students using MP3 audio or assistive technology, download file in correct format from SDC system and load it onto student’s computer three days prior to beginning of administration period. **Only students for whom electronic versions were ordered may use them.** | This guide  
Secure website: SDC system |
| 10   | Class Tracking Sheet (CTS) and Assessment Packages to Teachers | ▪ Print up-to-date CTS for each class.  
▪ Distribute assessment materials on administration day.  
▪ Resolve package ID problems as they occur and until end of assessment. | Secure website: SDC system  
“Administration Day: What Happens If...?” (section of this guide) |
| 11   | Principal Questionnaire | ▪ Complete Principal Questionnaire online before end of assessment. (Log in to the secure website, and click link in “What’s New” section of secure home page.) | Secure website |

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

<table>
<thead>
<tr>
<th>FOLLOW STEPS 1 TO 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEP</td>
</tr>
<tr>
<td>------</td>
</tr>
</tbody>
</table>
| 1    | Student Information Review | ▪ Check that student information is complete and accurate.  
▪ Update information if required. | Secure website: SDC system |
| 2    | Receipt of Assessment Materials from Teachers | ▪ Use Class Tracking Sheet (CTS) to check that all materials have been returned. | Secure website: SDC system |
| 3    | Issues Envelope | ▪ Include all materials that require EQAO’s attention for resolution (e.g., materials with package ID problems, booklets with missing pages, notes to EQAO).  
▪ Provide detailed explanation of each issue on outside of Issues Envelope.  
**Note:** If issues have been resolved, **DO NOT** include in Issues Envelope. | “How to Resolve Issues Through the SDC System or Issues Envelope” (section of this guide) |
<table>
<thead>
<tr>
<th>STEP</th>
<th>ITEM</th>
<th>DETAILS</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| 4    | Special Versions Envelope | ▪ Include only special version booklets containing responses typed on computer or audio transcripts or responses written on printed PDF.  
▪ Ensure all student responses are securely attached to inside front cover of appropriate mathematics or language Answer Booklet, and ensure last 12 digits of package ID appear on each page. | “How to Return Computer Responses to EQAO” (section of this guide) |
| 5    | School Files | ▪ Store for one year:  
  - CTS;  
  - documentation for students with accommodations, special circumstances and exemptions and  
  - class seating plans.  
▪ By date specified on front page of this guide, delete electronic versions (assistive technology and MP3 audio) of assessment.  
▪ By date specified on front of this guide, delete electronic versions of student work. | |
| 6    | Checking of Materials | ▪ Use packing list to ensure that quantities returned are same as quantities received. | Packing list (with delivery) |
| 7    | Packing and Sealing of Tote Boxes | ▪ Include Teacher Questionnaire (which may be placed in sealed envelope), Special Versions Envelopes, Issues Envelopes and all assessment booklets (used or unused).  
▪ All booklets (including printed Reading Booklet, Braille booklets and tactiles) must be returned.  
▪ Do not return plastic packaging of used packages. | |
| 8    | Return Labels | ▪ Affix label, ensuring that ID number on label matches one on tote box. | Instructions for return shipments (with delivery) |
| 9    | UPS Pickup | ▪ Prepare for pickup immediately upon completion of assessments or no later than date stated under “Important Dates” on cover of this guide.  
▪ Go to www.ups.ca or call 1-800-742-5877 to arrange pickup, and follow instructions.  
▪ Record date and shipment tracking number. | |
## Teachers’ Steps | Before Administration

### FOLLOW STEPS 1 TO 5

<table>
<thead>
<tr>
<th>STEP</th>
<th>ITEM</th>
<th>DETAILS</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Guide</td>
<td>- Read this guide, including &quot;Professional Responsibilities for the Administration of the Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions.&quot;</td>
<td>This guide</td>
</tr>
<tr>
<td>2</td>
<td>Staff Meeting</td>
<td>- Meet with principal and other staff members administering assessment to review roles and responsibilities and plan for administration, accommodations, special circumstances and exemptions.</td>
<td></td>
</tr>
</tbody>
</table>
| 3    | Preparation of Classroom for Assessment | - Set up room to ensure students will work independently.  
- Prepare seating plans.  
- Cover or remove from view all instructional materials about reading, writing or mathematics. | EQAO website: [www.eqao.com](http://www.eqao.com)  
“Guidelines for Classroom Displays” (section of this guide) |
| 4    | Student Supplies | - Ensure pencils, erasers, rulers, protractors (Grade 6), dictionaries and thesauruses (for short- and long-writing tasks only) are available.  
- For Grade 6 French Immersion classes, glossary is available for printing at [www.eqao.com](http://www.eqao.com). Grade 3 French Immersion students will receive glossary in student package.  
- Ensure mathematics manipulatives and calculators are available for students to use for assessments (except questions 1–7 in Section 1 of primary-division Mathematics Booklet). During assessments, students may choose which manipulatives to use.  
- Allow students to use virtual manipulatives or math applications during the assessment as long as these tools are not instructional.  
- Allow the use of headphones for calming white noise or music if they are used by the student during regular classroom assessments. | EQAO website: [www.eqao.com](http://www.eqao.com) |
| 5    | Receipt of Assessment Materials | - Do not open individual student packages.  
- Check that number of student packages matches number of students identified on Class Tracking Sheet (CTS). | “Impacts on Reporting: What Happens If…?” (section of this guide)  
“Administration Day: What Happens If…?” (section of this guide) |
<table>
<thead>
<tr>
<th>STEP</th>
<th>ITEM</th>
<th>DETAILS</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| 1    | Administration of Assessment | - Follow “Assessment Day Instructions for Teachers.”  
- Distribute packages to students using CTS.  
- Circulate among and continuously monitor students.  
- Record student absences and inform principal of them.  | “Assessment Day Instructions for Teachers” (section of this guide)  
“Administration Day: What Happens If...?” (section of this guide) |
| 2    | Teacher Questionnaire | - Complete questionnaire.  
- For confidentiality, completed questionnaires may be placed in sealed envelope labelled “Teacher Questionnaire.” (Envelope is not provided by EQAO.)  | |
| 3    | Collection of Assessment Materials | - Collect all student booklets, unused student packages and Student Questionnaires, using CTS. (Discard plastic packaging of used packages.)  
- Ensure Reading Booklet and Answer Booklets are separate and are not inserted in one another.  | Secure website: SDC system |
| 4    | Issues | - Provide principal with detailed written explanation of any issues that require EQAO’s attention (e.g., materials missing pages, student package ID problems, notes to EQAO) and booklets involved. These booklets will be returned in Issues Envelope.  | “How to Resolve Issues Through the SDC System or Issues Envelope” (section of this guide) |
| 5    | Special Versions | - Securely attach students’ responses to inside front cover of appropriate Answer Booklet.  
- Provide principal with Special Versions Envelope. Include only special version booklets containing responses typed on computer, or audio transcripts or responses written on printed PDF.  
**Note:** Ensure last 12 digits of package ID are on each page of student work.  | “How to Return Computer Responses to EQAO” (section of this guide) |
| 6    | Return of Materials to Principal | - Return all materials (including Reading Booklets, Braille booklets and tactiles, CTS, Teacher Questionnaire and Student Questionnaire), used or unused, to principal immediately upon completion of assessments.  | |
**Guidelines for Classroom Displays**

A classroom refers to a room in the school where students write the assessment.

If students write the EQAO assessment in a classroom other than their regular classroom, schools should follow their regular procedure for providing these students with access to the approved display materials.

All classrooms where students are writing the assessment must conform to the guidelines regarding classroom materials displayed as outlined below. Refer to the Guidelines for Classroom Displays on EQAO’s website for examples of non-instructional and instructional materials.

<table>
<thead>
<tr>
<th>Non-Instructional Materials</th>
<th>Instructional Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAN BE DISPLAYED</strong></td>
<td><strong>SHALL BE COVERED OR REMOVED</strong></td>
</tr>
<tr>
<td>Classroom materials that do not provide explicit instruction of knowledge and skills required for reading, writing or mathematics can be displayed.</td>
<td>Classroom materials that provide explicit instruction of knowledge and skills required for reading, writing or mathematics (e.g., materials that define, explain or provide examples that help a student answer a reading, writing or mathematics question) must be removed from view or covered.</td>
</tr>
<tr>
<td>Some examples:</td>
<td>Some examples:</td>
</tr>
<tr>
<td>▪ graphic organizer templates that include only titles or headings but do not contain explicit guidance on how to complete the graphic organizer (e.g., sentence starters)</td>
<td>▪ completed graphic organizers (e.g., sentence starters filled in with examples)</td>
</tr>
<tr>
<td>▪ word walls, math walls, terms or labelled images (without definitions, examples or explanations)</td>
<td>▪ word walls, math walls or images with definitions, examples or explanations</td>
</tr>
<tr>
<td>▪ EQAO “Classroom Tips” or similar generic tips</td>
<td>▪ samples of student work or solutions to questions related to reading, writing or mathematics, including past EQAO assessment questions with responses</td>
</tr>
<tr>
<td>▪ general classroom resources (e.g., classroom rules, learning goals, success criteria, levels of achievement chart)</td>
<td>▪ anchor charts that outline the steps or processes to answer reading or writing questions or solve mathematical problems</td>
</tr>
</tbody>
</table>
Assessment Day Instructions for Teachers

<table>
<thead>
<tr>
<th>ITEM</th>
<th>DETAILS</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>

- Use most up-to-date Class Tracking Sheet (CTS) to distribute packages to students
  - For each student, ensure last 12 digits of package ID match those on CTS.
  
  Do not change the barcode or digits on this document.

- Read script to students
  
  Script:
  1. Open your package.
  2. Ensure your package includes
     - a Reading Booklet
     - a Language Answer Booklet
     - a Mathematics Booklet
     - a Student Questionnaire
     - a Glossaire de termes mathématiques
       (provided for Grade 3 French Immersion classes only; can be printed for Grade 6)
  3. Check that the last 12 digits of your package ID match the last 12 digits on each booklet in your package.
  4. Attempt all questions. If you leave a question blank or choose more than one answer for a multiple-choice question, the question will be scored 0.
  5. Read the instructions on the front cover of the language or mathematics Answer Booklet.
     (Teachers may read the instructions on the front cover to students.)
  6. Do not work past the stop sign.
  7. Complete your Student Questionnaire.
     (Grade 3 teachers: Read each question with students. See next page.) Note: Student Questionnaire can be administered any time during the administration period.

- Collect materials
  - Collect all booklets at end of each session, and secure all assessment materials.
  - Collect Student Questionnaires.

- Administer remaining five sections
  - Follow school administration schedule.
  - Communicate with administrative staff regarding questions, absences or other issues.

- Complete Teacher Questionnaire
  - Return to Step 2 of “Teachers’ Steps,” on page 11.
Primary Student Questionnaire

These questions are about reading, writing and mathematics and the activities you do when you are not at school.

Instructions:
For each row, choose the one answer that seems right for you. There are no wrong answers.
Press firmly and fill in the circle completely, using a pencil. Correct:  ● Incorrect: ✗ ✓ ✗ ●
Cleanly erase any answer you want to change.

1. About reading:

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Sometimes</th>
<th>Most of the time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) I like to read.</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>b) I am a good reader.</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>c) I am able to understand difficult reading passages.</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>d) I do my best when I do reading activities in class.</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>e) Before I start to read, I try to predict what the text will be about.</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>f) I make sure I understand what I am reading.</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>g) I slow down my reading if it is difficult.</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>h) When I come to a word I do not understand, I look for clues (e.g., punctuation, word parts, other words in the sentence).</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>i) When I am finished reading, I think about what I have read.</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

2. About writing:

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Sometimes</th>
<th>Most of the time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) I like to write.</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>b) I am a good writer.</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>c) I am able to communicate my ideas in writing.</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>d) I do my best when I do writing activities in class.</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>e) I organize my ideas before I start to write.</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>f) I edit my writing to make it better.</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>g) I check my writing for spelling and grammar.</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

3. About mathematics:

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Sometimes</th>
<th>Most of the time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) I like mathematics.</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>b) I am good at mathematics.</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>c) I am able to answer difficult mathematics questions.</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>d) I do my best when I do mathematics activities in class.</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

When I am working on a mathematics problem,

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Sometimes</th>
<th>Most of the time</th>
</tr>
</thead>
<tbody>
<tr>
<td>e) I read over the problem first to make sure I know what I am supposed to do.</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>f) I think about the steps I will use to solve the problem.</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>g) I ask for help if I do not understand the problem.</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>h) I check my work for mistakes.</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>i) I check my answer to see if it makes sense.</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

4. How often do you use the following when you read and write at school?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Sometimes</th>
<th>Most of the time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) A computer for reading activities</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>b) A computer for writing activities</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>c) Reading and writing tools (e.g., a dictionary, thesaurus, word wall, editing checklist)</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

5. How often do you use the following during mathematics activities at school?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Sometimes</th>
<th>Most of the time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Manipulatives (e.g., base ten blocks, tiles)</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>b) A calculator</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>c) A computer to learn mathematics</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

6. How often do you and a parent, a guardian or another adult who lives with you do the following?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>1 or 2 times a month</th>
<th>1 to 3 times a week</th>
<th>Every day or almost every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) We talk about the activities I do in school.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>b) We talk about the reading and writing work I do in school.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>c) We talk about the mathematics work I do in school.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>d) We read together.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>e) We look at my school agenda.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>f) We use a computer together.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

7. How often do you do the following when you are not at school?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>1 or 2 times a month</th>
<th>1 to 3 times a week</th>
<th>Every day or almost every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) I participate in art, music or drama activities.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>b) I participate in after-school clubs.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>c) I participate in sports or other physical activities.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

8. How many schools did you attend before this one?

<table>
<thead>
<tr>
<th></th>
<th>Only this school</th>
<th>1 other school</th>
<th>2 other schools</th>
<th>3 other schools</th>
<th>4 other schools or more</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

9. Please answer these questions.

<table>
<thead>
<tr>
<th></th>
<th>Only English</th>
<th>Mostly English</th>
<th>Another language (or other languages) as often as English</th>
<th>Mostly another language (or other languages)</th>
<th>Only another language (or other languages)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Which languages do you speak at home?</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>b) In which languages do people speak to you at home?</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Thank you for completing this questionnaire.
## Administration Day: What Happens If…?

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>OCCURRENCE</th>
<th>PRINCIPAL/TEACHER STEPS</th>
<th>Update SDC System</th>
<th>Place in Issues Envelope (with detailed explanation)</th>
<th>Place in Special Versions Envelope</th>
<th>Contact EQAO</th>
<th>DO NOT</th>
<th>EQAO ACTIONS</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missing Packages or New Students</td>
<td>No materials.</td>
<td>Use unassigned student package OR Use package of absent student OR Order new package.</td>
<td>Update SDC system by using “Switch Packages” task button OR Add student to order a new package.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
<td>Secure website: SDC system</td>
</tr>
<tr>
<td>Booklet Issues</td>
<td>Student package is incomplete or a booklet is missing pages.</td>
<td>Use unassigned student package OR Use package of absent student OR Order new package.</td>
<td>Update SDC system by using “Switch Packages” task button OR Add student to order a new package.</td>
<td>YES</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
<td>Secure website: SDC system</td>
</tr>
<tr>
<td>Some questions are different. Note: There are different versions of assessment, as field-test questions are embedded in booklets. The field-test questions are not included in students’ scores.</td>
<td>Have student complete all questions in booklet.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
<td></td>
<td></td>
<td>“EQAO Policies and Procedures” from EQAO website</td>
</tr>
<tr>
<td>Booklet and assistive technology versions do not match.</td>
<td>Ensure package and material type provided to student match CTS. If student has already begun test and required assistive technology version has not been ordered, have student continue using booklets. Ensure last 12 digits of package ID are included on each page of computer-printed responses.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
<td></td>
<td></td>
<td>EQAO will update student’s records indicating use of assistive technology.</td>
</tr>
<tr>
<td>Package ID Number Issues</td>
<td>Not all materials in student’s package have the same last 12 digits.</td>
<td>Continue to use package.</td>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
<td></td>
<td></td>
<td>Do not change package ID number or barcodes.</td>
</tr>
</tbody>
</table>
### Administration Day: What Happens If...? (continued)

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>OCCURRENCE</th>
<th>PRINCIPAL/TEACHER STEPS</th>
<th>Update SDC System</th>
<th>Place in Issues Envelope (with detailed explanation)</th>
<th>Place in Special Versions Envelope</th>
<th>Contact EQAO 1-888-327-7377 <a href="mailto:info@eqao.com">info@eqao.com</a></th>
<th>DO NOT</th>
<th>EQAO ACTIONS</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Package ID Number Issues (cont’d)</td>
<td>Booklets were not distributed according to CTS (students received wrong package).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Have students continue working in package they received. If students have begun test, do not switch packages and do not change barcodes or digits on any document.</td>
<td></td>
<td>If mix-up involves one or more pairs of students, use “Switch Packages” task button in SDC system to switch package IDs between students.</td>
<td></td>
<td></td>
<td></td>
<td>Do not include in Issues Envelope packages with IDs corrected in SDC system.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
<td>YES</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Scores will be reported according to updated distribution on CTS.</td>
</tr>
<tr>
<td>Soiled/Damaged Booklets</td>
<td>Booklets are soiled and/or damaged.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Class Tracking Sheet (CTS)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Place soiled or damaged items in plastic bag.</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Absences</td>
<td>Student is absent (e.g., sick, on vacation) for all or part of day.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>“EQAO Policies and Procedures” from EQAO website</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Have student complete assessment upon return, if possible, during administration window and while assessment booklets are in school.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>“EQAO Policies and Procedures” from EQAO website</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Another teacher, supervised by principal, may administer assessment. This teacher must be familiar with administration procedures and must follow them.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>“EQAO Policies and Procedures” from EQAO website</td>
<td></td>
</tr>
<tr>
<td>Lateness</td>
<td>Student is late.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>“EQAO Policies and Procedures” from EQAO website</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Have student begin upon arrival. If time permits, allow late student full time allotted to write each section, with supervision.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Resources**

- [EQAO Policies and Procedures](#)

**Contact Information**

- EQAO 1-888-327-7377
- info@eqao.com
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>OCCURRENCE</th>
<th>PRINCIPAL/TEACHER STEPS</th>
<th>EQAO ACTIONS</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Update SDC System</strong></td>
<td><strong>EQAO Policies and Procedures</strong> from EQAO website</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Place in Issues Envelope (with detailed explanation)</strong></td>
<td><strong>Professional Responsibilities for the Administration of the Assessments of Reading, Writing, and Mathematics, Primary and Junior Divisions</strong> section of this guide</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Place in Special Versions Envelope</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contact EQAO 1-888-327-7377 <a href="mailto:info@eqao.com">info@eqao.com</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**行政及住宿指南：主级及初级评估—2020**

**不采取的行动**

- **EQAO 采取的行动**

- **资源**

**行政日：如果...**

**资源**

- EQAO 政策和程序从 EQAO 网站。

**实施步骤**

- 更新 SDC 系统。

**情况**

- **紧急**

- 火灾警报或其他学校紧急情况。

- 告诉学生离开评估材料在他们的桌子上，并立即根据学校的紧急疏散计划离开。当学生返回时，指示他们返回到评估中。

**学生动态**

- 学生移动。

- 如果学生已不在学校的注册名单上。

- 如果学生包已被送到学校的学生，必须在考试后将该处理返回到 EQAO 通过学校退回的装运。

- 从 SDC 系统中删除学生。

**不采取的行动**

- 不允许学生将丢失的材料重做，一旦一个会话已经完成。

**技术问题**

- 技术问题与计算机/技术。

- 联系你董事会的 IT 部门。如果工作无法恢复，则打印余下学生的材料。

**不采取的行动**

- 不允许学生重做丢失的材料，一旦一个会话已经完成。

**学生响应**

- 学生在语言中响应（除了法语 immersion 学生，他们用法语响应）。不联系学生。学生不会得到分数，或者个别问题将被给零分。

**不采取的行动**

- 不允许学生重做丢失的材料，一旦一个会话已经完成。

**辅助技术**

- 技术问题与计算机/技术。

- 联系你董事会的 IT 部门。询问学生要保存他们的工作。

**不采取的行动**

- 不允许学生重做丢失的材料，一旦一个会话已经完成。

**不采取的行动**

- 不允许学生重做丢失的材料，一旦一个会话已经完成。
## Impacts on Reporting: What Happens If...?

<table>
<thead>
<tr>
<th>OCCURRENCE</th>
<th>Place in Issues Envelope (with detailed explanation)</th>
<th>Place in Special Versions Envelope</th>
<th>EQAO ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s computer responses not securely attached or stapled into appropriate booklets</td>
<td>N/A</td>
<td>Securely attach or staple pages to inside front cover of appropriate mathematics or language Answer Booklet. Place booklets in Special Versions Envelope.</td>
<td>Student’s responses may be scored incomplete or may not receive any score.</td>
</tr>
<tr>
<td>Administration steps not followed</td>
<td>YES</td>
<td>N/A</td>
<td>Scores may be withheld. EQAO may request information from school or school board as part of decision making.</td>
</tr>
<tr>
<td>Students copy from one another</td>
<td>YES</td>
<td>N/A</td>
<td>Investigation will be conducted.</td>
</tr>
<tr>
<td>Students practise current year’s assessment before administration</td>
<td>YES</td>
<td>N/A</td>
<td>Scores for students may be withheld.</td>
</tr>
<tr>
<td>Scribe or prompter does not follow instructions and provides hints to student</td>
<td>YES</td>
<td>N/A</td>
<td>Scores for student may be withheld.</td>
</tr>
<tr>
<td>Scribe does not write down exact words of student</td>
<td>YES</td>
<td>N/A</td>
<td>Scores for student may be withheld.</td>
</tr>
<tr>
<td>Student receives explanation of concepts in reading, writing and/or mathematics</td>
<td>YES</td>
<td>N/A</td>
<td>Scores for student may be withheld.</td>
</tr>
<tr>
<td>Student is provided with instructional material</td>
<td>YES</td>
<td>N/A</td>
<td>Scores for student may be withheld.</td>
</tr>
<tr>
<td>Student uses a dictionary for the reading or mathematics portion of assessment</td>
<td>YES</td>
<td>N/A</td>
<td>Scores for student may be withheld.</td>
</tr>
</tbody>
</table>
How to Resolve Issues Through the SDC System or Issues Envelopes

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

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

### Common Issues and Appropriate Resolution Workflow

#### Issues that DO NOT require EQAO’s attention

**Examples:**

- **A** Student 1 did not use a scribe despite having the accommodation.
- **B** Students 2 and 3 accidentally received each other’s package for all of the administration.

#### Issues that DO require EQAO’s attention

**Examples:**

- **C** Student 4’s responses did not save to the computer.
- **D** Students 5 and 6 accidentally used each other’s Mathematics Booklets only.

### SDC System

3 | **Update the SDC system.**

**SDC System**

- **Delete a Student**
- **Add a Student**
- **Record Accommodations and Order Special Versions**
- **Switch Packages**

**Delete**

- Delete student.
- Not deleted.

**Add**

- Add student.

**Record**

- Show accommodations and order special versions.

**Switch**

- Switch those who have not.

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

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

### Issues Envelopes

3 | Collect all of the affected students’ booklets.

**Issues Envelopes**

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

5 | Include all booklets for each listed package ID in the Issues Envelope.
Accommodations and Exemptions

Support for Students with Special Education Needs and English Language Learners

All accommodations outlined in this guide must be adhered to whether the student is taking an assessment in a paper or an electronic format. No instructional materials that facilitate responses to questions can be used. EQAO relies on educators to administer the assessments in accordance with EQAO guidelines and to ensure the security and validity of the assessments.

Role of the Principal

The principal is responsible for

- making decisions about student participation;
- ensuring that all accommodations and exemptions are provided;
- documenting the relevant information in the Student Data Collection (SDC) system according to the instructions in this guide;
- sending an information letter to parents or guardians outlining approved accommodations and/or
- sending an information letter to parents or guardians informing them of the exemption.

Sample information administration letters are available on the secure section of the EQAO website, www.eqao.com.

Definitions

**Modifications**: changes to the content of the assessment. These are not permitted, because they affect the validity and reliability of the assessment.

**Accommodations**: changes in the way the assessment is administered or the way in which a student with special education needs responds to its components. These do not alter the content of the assessment nor affect validity or reliability.

**Exemptions**: decisions for students who are unable to participate in the assessment even with accommodations.

**Scribe**: an individual who supports the accommodations the student receives on a regular basis for all forms of assessment by recording student verbatim responses. Scribes must be adults and must not be relatives of the students they are assisting. Scribes should ensure that they are provided with an accurate, up-to-date list of students receiving this accommodation and should not scribe for students who are not on the list.

Resources

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

- Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource Guide (2017)
- English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12 (2007)
- Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements (2016)
- Supporting English Language Learners: A Practical Guide for Ontario Educators, Grades 1 to 8 (2008)
Permitted Accommodations for Students with Special Education Needs

**THE STUDENT**
- has an Individual Education Plan (IEP) that outlines accommodations that are necessary for and consistent with regular classroom practices and
- receives these accommodations for all forms of assessment.

**MAKE DECISIONS ABOUT ACCOMMODATIONS**
- based on the accommodations outlined in this guide and those identified on the student’s IEP;
- so they are consistent with regular classroom practice, including assessments;
- prior to the assessment;
- for each student individually and
- in consultation with the student and parents or guardians and with the appropriate teaching staff.

**Presentation Format (format in which student receives assessment)**

**AVAILABLE FOR ALL COMPONENTS (READING, WRITING AND MATHEMATICS)**

<table>
<thead>
<tr>
<th>Presentation Format</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sign language or oral interpreter</td>
<td>Interpreters translate the English text of the assessment into American Sign Language (ASL) and the student responses from ASL into written English. An oral interpreter mouths words so the student can lip-read.</td>
</tr>
<tr>
<td>Unified English Braille (UEB) for both language and mathematics</td>
<td>Available: contracted or uncontracted. Students may have access to both the Braille and the MP3 audio versions.</td>
</tr>
<tr>
<td>Large-print booklets</td>
<td>White paper</td>
</tr>
<tr>
<td>Coloured-paper versions (regular or large-print)</td>
<td>Available: blue, green or yellow.</td>
</tr>
<tr>
<td>MP3 audio (includes descriptive text) plus tactiles and regular- or large-print booklets</td>
<td>Only for students with a visual impairment. Available for download three days prior to the beginning of the administration period. All MP3 audio files must be deleted by the date specified on the front page of this guide.</td>
</tr>
</tbody>
</table>
Permitted Accommodations for Students with Special Education Needs

Presentation Format (format in which student receives assessment) continued

READING, WRITING AND MATHEMATICS

Assistive technology formats

- The following assistive-technology formats are available for reading and writing: Kurzweil 3000 (version 14), Kurzweil 1000 (version 13), HTML, PDF, Word optimized for text-to-speech software (.doc), e.g., Word Q or Read&Write Gold, Word (.doc) optimized for Premier, Word (unformatted). The assistive technology formats available for mathematics are Word and PDF.

- Board or school contacts are able to download the assistive-technology versions three days prior to the assessment to format them for distribution to their own users, providing they do not alter content or item order. A set of print booklets will also be sent to the school for students receiving these versions.

- A version of the assessment optimized for the Read&Write Google Chrome extension for reading, writing and mathematics will be made available on the school board’s secure EQAO website at 9:00 a.m. three days prior to the beginning of the administration period. School boards will be responsible for sharing the files with schools that have requested Read&Write for Google Chrome.

- For ease of use, the audio, Braille and assistive-technology versions will not be presented as a separate Reading Booklet and a separate Answer Booklet for language. Although students will receive printed booklets, a PDF that will match the audio, Braille and assistive-technology versions will be available for download from the secure site at 9:00 a.m. three days prior to the beginning of the administration period.

- Students with a blind or low-vision exceptionality indicated on their Individual Education Plan may be exempted from the graphic text portion (Language, Section D1) of the reading component of the assessment.

Response Format (format in which student responds)

AVAILABLE FOR ALL COMPONENTS (READING, WRITING AND MATHEMATICS)

Use of a computer or word processor or assistive devices and technology (See “How to Return Computer Responses to EQAO”)

Note: Preferred font size and recommended length of response may be posted for students.

- Type the last 12 digits of the package ID on the top of each page of the computer printout.

- Label each response with both the question number and the section number.

- Recommended font: 14 point Arial or Times New Roman; Paper: letter-sized with 3 cm margins
  - Short-writing tasks: five lines for Grade 3 and 10 lines for Grade 6.
  - Long-writing task: 10 lines for Grade 3 and 20 lines for Grade 6.
  - Open-response reading: three lines for Grades 3 and 6.

- Permitted: speech synthesizer, Brailler, speech-to-text software or augmentative or alternative communications systems provided by the board or the school.

- All responses will need to be securely attached or stapled to the inside front cover of the appropriate Answer Booklet (mathematics or language) and returned in the Special Versions envelope.

Audio recording of student responses

- A verbatim transcription of the audio recording must be submitted.

- Ensure that the last 12 digits of the package ID are on the top of each page of the transcription and on the audio recording.
### Verbatim Scribing and Responses

<table>
<thead>
<tr>
<th>READING</th>
<th>WRITING</th>
<th>MATHEMATICS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DO</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Print by hand or type exactly what the student dictates. Handwritten transcriptions must be made directly in the booklet. Typed transcriptions must be securely attached or stapled to the inside front cover of the Language Answer Booklet.</td>
<td>▪ Print by hand or type exactly what the student dictates. Handwritten transcriptions must be made directly in the booklet. Typed transcriptions must be securely attached or stapled to the inside front cover of the Language Answer Booklet.</td>
<td>▪ Print by hand or type exactly what the student dictates. Handwritten transcriptions must be made directly in the booklet. Typed transcriptions must be securely attached or stapled to the inside front cover of the Mathematics booklet.</td>
</tr>
<tr>
<td>▪ Read the dictation back to the student.</td>
<td>▪ Read the dictation back to the student.</td>
<td>▪ Read the dictation back to the student.</td>
</tr>
<tr>
<td>▪ Assume each sentence begins with a capital and ends with a period.</td>
<td>▪ Print or type exactly what the student dictates as one long statement with no punctuation or capitalization (you may spell words correctly).</td>
<td>▪ Assume each sentence begins with a capital and ends with a period.</td>
</tr>
<tr>
<td>▪ Show the student the completed dictation and ask the student to indicate where capital letters and punctuation should be placed.</td>
<td>▪ Make any other revisions or changes the student requests (e.g., erase, cross out, delete or insert corrections).</td>
<td></td>
</tr>
<tr>
<td>▪ Make any other revisions or changes the student requests (e.g., erase, cross out, delete or insert corrections).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>READING</th>
<th>WRITING</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>DO NOT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ reading only: do not read the reading passages or accompanying reading questions to the student.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ review the assessment prior to administration.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ edit or alter the student’s dictation in any way, except at the student’s request.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ alert the student to mistakes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ cue the student.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ initiate the use of assessment-taking strategies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ show any reaction to the student’s responses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ correct the student’s responses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ engage in incidental conversation with the student or others during the assessment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ scribe for a student who does not have the use of a scribe listed as an accommodation.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Permitted Accommodations for Students with Special Education Needs
(continued)

Additional Information

- Ensure that computers have sufficient memory to accommodate the electronic versions in various formats, that students’ work is saved frequently and that it can be printed. EQAO recommends printing student work after each session.

Return of Materials

- Computer responses, responses in assistive technology (speech-to-text software) formats and audio-version transcriptions on loose sheets must be securely attached or stapled to the inside front cover of the appropriate Answer Booklet (mathematics or language). These booklets and the audio recording must be placed in the Special Versions Envelope. (See “How to Return Computer Responses to EQAO” in this guide.)
- Retain electronic student responses until the date indicated on the cover of this guide.
- Place all student materials that contain an issue that require EQAO’s attention for resolution in the Issues Envelope, and document the issues on the outside of the envelope. (See “How to Resolve Issues Through the SDC System or Issues Envelopes” in this guide.)

Documentation

- Record the accommodations in the SDC system.
- A copy of the information letter from the principal to the parents or guardians outlining the approved accommodations or exemptions must be kept on file at the school.
- Keep all other documentation on file.
1 | Add the package ID to each page.
   - Before the assessment, type the last 12 digits of the package ID at the top of each page.

2 | Ensure that all text is legible.
   - Font size of 14 pt. in Times New Roman or Arial is recommended.

3 | Print all student responses.
   - Ensure pages are numbered and in order (e.g., 1, 2 of 10).
   - Identify the section and question number (e.g., Section A, #5) for each response.
   - If the student has used technology to answer multiple-choice questions, ensure that the responses are clearly indicated.

4 | Ensure that responses are securely attached.
   - Staple or clip the pages to the inside front cover of the mathematics or language Answer Booklet.

5 | Include typed responses in the Special Versions Envelope.
   - Include only Answer Booklets containing responses typed on a computer or responses written on the printed PDF in the Special Versions Envelope.
   - Include blank booklets or the Reading Booklet with all other materials in the return tote box.
English Language Learners and the Assessments

THE STUDENT
is an English language learner as defined by English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12 (2007).

MAKE DECISIONS ABOUT ENGLISH-LANGUAGE LEARNERS
■ prior to the assessment;
■ for each student individually and
■ in consultation with the student and parents or guardians, and with the appropriate teaching staff.

Section 2.9.1 of English Language Learners states: “English language learners should participate in the Grade 3 and Grade 6 provincial assessments in reading, writing and mathematics...when they have acquired the level of proficiency in English required for success.”

Further reference:
• Supporting English Language Learners: A Practical Guide for Ontario Educators, Grades 1 to 8 (2008)

Additional Information
- English language learners in the early stages or steps of English-language acquisition are eligible for permitted accommodations. It is assumed that these students require accommodations for classroom assessments throughout the school year. Record the accommodations in the SDC system.

- English language learners who have special education needs and an IEP are entitled to accommodations listed under “Permitted Accommodations for Students with Special Education Needs” in this guide. Record the accommodations in the SDC system.

- Verbatim reading of instructions and/or questions for writing and mathematics is not considered an accommodation.

Return of Materials
- Place all student materials that contain an issue that require EQAO’s attention for resolution in the Issues Envelope, and document the issue on the outside of the envelope. (See “How to Resolve Issues Through the SDC System or Issues Envelopes” in this guide.)

Documentation
- A copy of the information letter from the principal to the parents or guardians outlining the approved accommodations must be kept on file at the school.

- Keep all other documentation on file.
Exemptions

**THE STUDENT**
- is unable to participate in part or all of the assessment even with accommodations.
- A student **must be exempted** from:
  - **reading**, if the student has to be read to by a teacher or another adult, and
  - **mathematics**, if mathematics terms have to be defined.

**MAKE DECISIONS ABOUT EXEMPTION**
- prior to the assessment;
- for each student individually;
- in consultation with the student, parents or guardians and appropriate teaching staff, and with the consent of the parents or guardians.

**Additional Information**
- If a student is exempt from reading, the teacher must **highlight** for the student which **portions to omit** and which to complete in the **Language Answer Booklet**.
- If the parents or guardians want their child to write the assessment, the student must be **allowed** to write.
- Student materials (booklets, etc.) will not be shipped if students are exempted from ALL components of the assessments. Alternative learning activities must be provided by the school, possibly in a different environment.

**Documentation**
- Record student information and exemption in the **SDC system**.
- An information letter from the principal to the parents or guardians informing of the exemption or a letter from the parents or guardians requesting exemption (exemptions must meet EQAO’s requirements; the final decision rests with the principal) must be kept on file at the school.
- Keep all other documentation on file.
**Students with Special Circumstances**

**THE STUDENT**
is unable to participate without accommodations, due to special circumstances.

**New to School:** Student does not have an IEP, due to a recent transfer into the school from another jurisdiction. There is documentation to show that accommodations are necessary.

**Temporary Condition:** Student has a temporary condition that hinders/impedes them from writing or using a keyboard (e.g., a hand injury) and would not normally require accommodations.

**MAKE DECISIONS ABOUT SPECIAL CIRCUMSTANCES**
- prior to the assessment;
- for each student individually;
- in consultation with the student and parents or guardians and with the appropriate teaching staff and
- having referred to the permitted accommodations in this guide.

**Documentation**
- Record the accommodations in the SDC system.
- A copy of the information letter from the principal to the parents or guardians outlining the special circumstances and approved accommodations must be kept on file at the school.