

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 | 2018–2019

BEFORE THE ASSESSMENTS

PHASE 1 | Student Data Collection (SDC)

- | | |
|--|-------------------------------|
| <input type="checkbox"/> Enter, confirm and finalize student information using SDC system (order special versions) | February 25 to March 8 |
|--|-------------------------------|

PHASE 2 | Student Data Collection (SDC)

- | | |
|--|---------------------------|
| <input type="checkbox"/> Prepare for administration | March 18 to June 7 |
| <input type="checkbox"/> Verify, using SDC system, that all student information is up to date and accurate | March 18 to June 7 |
| <input type="checkbox"/> Receive delivery of assessment materials | May 14 to May 17 |
| <input type="checkbox"/> Verify, using SDC system, that all materials have arrived | May 14 to May 17 |
| <input type="checkbox"/> Download assistive technology versions | May 15 |

ADMINISTER PRIMARY AND JUNIOR ASSESSMENTS

MAY 21 TO JUNE 3, 2019

AFTER THE ASSESSMENTS

- | | |
|--|---|
| <input type="checkbox"/> Prepare assessment materials for return to EQAO | Immediately after administration or no later than June 4 |
| <input type="checkbox"/> Delete electronic versions of assessment, including MP3 audio files | Immediately after administration or no later than June 4 |
| <input type="checkbox"/> Delete electronic versions of students' work | September 30 |

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What's NEW for 2019

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

- Access to virtual manipulatives or math applications is permitted during the assessment, as long as these tools are not instructional. (See pages 4 and 10.)
- Teachers and principals can refer to a table for guidance on determining what materials are considered non-instructional and what are instructional (Dos and Don'ts—For Classroom Materials Displayed During the Assessment). (See page 12.)
- Access to headphones for calming white noise or music is permitted if they are used by the student during regular classroom assessments. (See pages 4 and 10.)

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.)

STUDENT BOOKLET	SECTION	TIME (additional time may be provided but must directly follow the allotted hour)
Language (reading and writing)	A	One hour
Language (reading and writing)	B	One hour
Language (reading and writing)	C	One hour
Language (reading and writing)	D	One hour
Mathematics	1	One hour
Mathematics	2	One hour



Two examples of an administration schedule

EXAMPLE 1	EXAMPLE 2
Mathematics, Section 1	Language, Section A
Language, Section A	Mathematics, Section 1
Language, Section B	Language, Section B
Mathematics, Section 2	Language, Section C
Language, Section C	Mathematics, Section 2
Language, Section D	Language, Section D

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.

	READING	WRITING	MATHEMATICS
DO 		<ul style="list-style-type: none"> ▪ Allow the use of a dictionary (including electronic or personal dictionaries) and a thesaurus for the short- and long-writing tasks only. ▪ Allow English language learners to use a dual-language dictionary (including electronic or personal dictionaries) for the short- and long-writing tasks only. ▪ Read the instructions and/or questions only to students who request it. ▪ Inform primary students not to write in shaded areas. Work written in shaded areas will not be scored. 	<ul style="list-style-type: none"> ▪ Allow primary students to choose to use a calculator or mathematics manipulatives (including virtual manipulatives or math applications) after questions 1–7 in Section 1 and for all of Section 2 of the math component. ▪ Allow junior students to choose to use a calculator and mathematics manipulatives (including virtual manipulatives or math applications) throughout the math component. ▪ Read the instructions and/or questions only to students who request it. ▪ Allow French Immersion students to access the French Immersion Glossary.
	<ul style="list-style-type: none"> ▪ Encourage students to answer using pencil. ▪ Allow the use of headphones for calming white noise or music in the classroom for students that access headphones during regular classroom assessments. 		
DO NOT 	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ 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.

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. 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*.

- 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**.



Principal's Steps | Before Administration

FOLLOW STEPS 1 TO 11

STEP	✓ ITEM	DETAILS	RESOURCES
1	<input type="checkbox"/> Student Data Collection (SDC)	<ul style="list-style-type: none"> ▪ During Phase 1, enter, confirm and finalize student information using SDC system. ▪ Order required special versions of assessment. 	<p>Secure Web site: “SDC Guide for Principals”</p> <p>“SDC at a Glance” (video)</p> <p>“Accounting and Reporting EQAO Results for Students with Unique or Special Circumstances: Guidelines for Schools and School Boards”</p>
2	<input type="checkbox"/> Administration Schedule	<ul style="list-style-type: none"> ▪ Determine administration schedule based on dates stated under “Important Dates” on cover of this guide. 	<p>“Assessments at a Glance” (chart in this guide)</p>
3	<input type="checkbox"/> Accommodations, Exemptions and Special Circumstances	<ul style="list-style-type: none"> ▪ 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. 	<p>This guide</p> <p>Secure Web site: SDC system and sample administration and information letters</p>
4	<input type="checkbox"/> Meeting with Staff	<ul style="list-style-type: none"> ▪ Ensure all staff involved with administration have read this guide. ▪ Review <ul style="list-style-type: none"> – “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; – arrangements for students requiring accommodations and exemptions, and those with special circumstances and assessment room requirements. 	<p>“Impacts on Reporting: What Happens If...?” (section of this guide)</p> <p>EQAO policies and procedures</p> <p>This guide</p>
5	<input type="checkbox"/> Security	<ul style="list-style-type: none"> ▪ Identify secure location for assessment materials. 	
6	<input type="checkbox"/> Assessment Materials	<ul style="list-style-type: none"> ▪ Ensure all required materials have been received. ▪ Do not open individual student packages. 	<p>Secure Web site: Class Tracking Sheet printed from SDC system</p> <p>Packing list (with delivery)</p>
7	<input type="checkbox"/> Additional Materials	<ul style="list-style-type: none"> ▪ Update student information in SDC system (e.g., for students who have moved). ▪ Order additional materials using SDC system (e.g., for new students). 	<p>Secure Web site: SDC system</p>
8	<input type="checkbox"/> Secure Storage of Assessment Materials	<ul style="list-style-type: none"> ▪ Store assessment materials in secure location until distribution to teachers on first administration day. ▪ Ensure materials remain secure until end of administration. 	



Principal's Steps | Before Administration (continued)

STEP	✓ ITEM	DETAILS	RESOURCES
9	<input type="checkbox"/> Assistive Technology or Audio	<ul style="list-style-type: none"> 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. 	<p>This guide</p> <p>Secure Web site: SDC system</p>
10	<input type="checkbox"/> Class Tracking Sheet (CTS) and Assessment Packages to Teachers	<ul style="list-style-type: none"> 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. 	<p>Secure Web site: SDC system</p> <p>"Administration Day: What Happens If...?" (section of this guide)</p>
11	<input type="checkbox"/> Principal Questionnaire	<ul style="list-style-type: none"> Complete Principal Questionnaire online before end of assessment. (Log in to the secure Web site, and click link in "What's New" section of secure home page.) 	<p>Secure Web site</p>



Principal's Steps | During and After Administration

FOLLOW STEPS 1 TO 9

STEP	✓ ITEM	DETAILS	RESOURCES
1	<input type="checkbox"/> Student Information Review	<ul style="list-style-type: none"> Check that student information is complete and accurate. Update information if required. 	<p>Secure Web site: SDC system</p>
2	<input type="checkbox"/> Receipt of Assessment Materials from Teachers	<ul style="list-style-type: none"> Use Class Tracking Sheet (CTS) to check that all materials have been returned. 	<p>Secure Web site: SDC system</p>
3	<input type="checkbox"/> Special Versions Envelope	<ul style="list-style-type: none"> Ensure all of student's work is stapled to inside front cover of appropriate mathematics or language <i>Answer Booklet</i>, and ensure last 12 digits of package ID appear on each page. Include only special version booklets containing responses typed on computer or audio transcripts or responses written on printed PDF. 	<p>"How to Return Computer Responses to EQAO" (section of this guide)</p> <p>Secure Web site: "SDC Guide for Principals"</p>



Principal's Steps | During and After Administration (continued)

STEP	✓ ITEM	DETAILS	RESOURCES
4	<input type="checkbox"/> Issues Envelope	<ul style="list-style-type: none">▪ 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. <p>Note: If issues have been resolved, DO NOT include in Issues Envelope.</p>	"How to Resolve Issues Through the SDC System or Issues Envelope" (section of this guide)
5	<input type="checkbox"/> School Files	<ul style="list-style-type: none">▪ Store for one year:<ul style="list-style-type: none">– 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	<input type="checkbox"/> Checking of Materials	<ul style="list-style-type: none">▪ Use packing list to ensure that quantities returned are same as quantities received.	Packing list (with delivery)
7	<input type="checkbox"/> Packing and Sealing of Tote Boxes	<ul style="list-style-type: none">▪ 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 <i>Reading Booklet</i>, Braille booklets and tactiles) must be returned.▪ Do not return plastic packaging of used packages.	
8	<input type="checkbox"/> Return Labels	<ul style="list-style-type: none">▪ Affix label, ensuring that ID number on label matches one on tote box.	UPS Return Shipping Instructions (with delivery)
9	<input type="checkbox"/> UPS Pickup	<ul style="list-style-type: none">▪ 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 11



STEP	✓ ITEM	DETAILS	RESOURCES
1	<input type="radio"/> Guide	<ul style="list-style-type: none"> Read this guide, including “Professional Responsibilities for the Administration of the Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions.” 	This guide
2	<input type="radio"/> Staff Meeting	<ul style="list-style-type: none"> Meet with principal and other staff members administering assessment to review roles and responsibilities and plan for administration, accommodations, special circumstances and exemptions. 	
3	<input type="radio"/> Preparation of Classroom for Assessment	<ul style="list-style-type: none"> 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 Web site: www.eqao.com “Dos and Don’ts—For Classroom Materials Displayed During the Assessment” (section of this guide)
4	<input type="radio"/> Student Supplies	<ul style="list-style-type: none"> 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. 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 <i>Mathematics Booklet</i>). 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 Web site: www.eqao.com
5	<input type="radio"/> Receipt of Assessment Materials	<ul style="list-style-type: none"> Do not open individual student packages. Check that number of student packages matches number of students identified on CTS. 	“Impacts on Reporting: What Happens If...?” (section of this guide) “Administration Day: What Happens If...?” (section of this guide)



Teachers' Steps | During and After Administration


STEP	✓ ITEM	DETAILS	RESOURCES
6	<input type="radio"/> Administration of Assessment	<ul style="list-style-type: none"> 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. 	<p>“Assessment Day Instructions for Teachers” (section of this guide)</p> <p>“Administration Day: What Happens If...?” (section of this guide)</p>
7	<input type="radio"/> Teacher Questionnaire	<ul style="list-style-type: none"> Complete questionnaire. For confidentiality, completed questionnaires may be placed in sealed envelope labelled “Teacher Questionnaire.” (Envelope is not provided by EQAO.) 	
8	<input type="radio"/> Collection of Assessment Materials	<ul style="list-style-type: none"> Collect all student booklets, unused student packages and Student Questionnaires, using CTS. (Discard plastic packaging of used packages.) Ensure <i>Reading Booklet</i> and <i>Answer Booklets</i> are separate and are not inserted in one another. 	Secure Web site: SDC system
9	<input type="radio"/> Issues	<ul style="list-style-type: none"> 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)
10	<input type="radio"/> Special Versions	<ul style="list-style-type: none"> Staple all student’s work to inside front cover of appropriate <i>Answer Booklet</i>. 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. <p>Note: Ensure last 12 digits of package ID are on each page of student work.</p>	“ How to Return Computer Responses to EQAO ” (section of this guide)
11	<input type="radio"/> Return of Materials to Principal	<ul style="list-style-type: none"> Return all materials (including <i>Reading Booklets</i>, Braille booklets and tactiles, CTS, Teacher Questionnaire and Student Questionnaire), used or unused, to principal immediately upon completion of assessments. 	

Dos and Don'ts—For Classroom Materials Displayed During the Assessment

Non-Instructional Materials	Instructional Materials
<p>CAN BE DISPLAYED</p> <p> Classroom materials that do not provide explicit instruction of knowledge and skills required for reading, writing or mathematics can be displayed.</p> <p>Some examples:</p> <ul style="list-style-type: none"> ▪ 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) ▪ word walls, math walls, terms or labelled images (without definitions, examples or explanations) ▪ EQAO “Classroom Tips” or similar generic tips ▪ general classroom resources (e.g., classroom rules, learning goals, success criteria, levels of achievement chart) 	<p>SHALL BE COVERED OR REMOVED</p> <p> 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.</p> <p>Some examples:</p> <ul style="list-style-type: none"> ▪ completed graphic organizers (e.g., sentence starters filled in with examples) ▪ word walls, math walls or images with definitions, examples or explanations ▪ samples of student work or solutions to questions related to reading, writing or mathematics, including past EQAO assessment questions with responses ▪ anchor charts that outline the steps or processes to answer reading or writing questions or solve mathematical problems

Refer to the [Guidelines for Classroom Displays](#) for examples of non-instructional and instructional materials.

Assessment Day Instructions for Teachers

✓ ITEM	DETAILS	RESOURCES
<input type="radio"/> Use most up to date Class Tracking Sheet (CTS) to distribute packages to students	<ul style="list-style-type: none"> ▪ For each student, ensure last 12 digits of package ID match those on CTS. <p>Do not change the barcode or digits on this document.</p> 	<p>“Administration Day: What Happens If...?” (section of this guide)</p>
<input type="radio"/> Read script to students	<p>Script:</p> <ol style="list-style-type: none"> 1. Open your package. 2. Ensure your package includes <ul style="list-style-type: none"> – a <i>Reading Booklet</i> – a <i>Language Answer Booklet</i> – a <i>Mathematics Booklet</i> – a <i>Student Questionnaire</i> – a <i>Glossaire de termes mathématiques</i> (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. 	
<input type="radio"/> Collect materials	<ul style="list-style-type: none"> ▪ Collect all booklets at end of each session, and secure all assessment materials. ▪ Collect Student Questionnaires. 	
<input type="radio"/> Administer remaining five sections	<ul style="list-style-type: none"> ▪ Follow school administration schedule. ▪ Communicate with administrative staff regarding questions, absences or other issues. 	
<input type="radio"/> Complete Teacher Questionnaire	<ul style="list-style-type: none"> ▪ Return to Step 7 of “Teachers’ Steps,” on page 11. 	

Teachers: The type size and spacing of this questionnaire have been reduced for its inclusion in this guide.

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:	Never	Sometimes	Most of the time		
a) I like to read.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
b) I am a good reader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
c) I am able to understand difficult reading passages.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
d) I do my best when I do reading activities in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
e) I make sure I understand what I am reading.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
2. About writing:	Never	Sometimes	Most of the time		
a) I like to write.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
b) I am a good writer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
c) I am able to communicate my ideas in writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
d) I do my best when I do writing activities in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
e) I organize my ideas before I start to write.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
f) I edit my writing to make it better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
g) I check my writing for spelling and grammar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
3. About mathematics:	Never	Sometimes	Most of the time		
a) I like mathematics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
b) I am good at mathematics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
c) I am able to answer difficult mathematics questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
d) I do my best when I do mathematics activities in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
<i>When I am working on a mathematics problem,</i>	Never	Sometimes	Most of the time		
e) I read over the problem first to make sure I know what I am supposed to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
f) I think about the steps I will use to solve the problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
4. How often do you read the following when you are <i>not at school</i>?	Never	1 or 2 times a month	1 to 3 times a week	Every day or almost every day	
a) Stories or novels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b) Comics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c) Books, newspapers, magazines or Web sites for information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
d) E-mail, text or instant messages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
e) Any other type of reading material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5. How often do you write the following (using paper or a computer) when you are <i>not at school</i>?	Never	1 or 2 times a month	1 to 3 times a week	Every day or almost every day	
a) Stories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b) Journal entries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c) E-mail, text or instant messages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
d) Letters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6. How often do you and a parent, a guardian or another adult who lives with you do the following?	Never	1 or 2 times a month	1 to 3 times a week	Every day or almost every day	
a) We talk about the activities I do in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b) We talk about the reading and writing work I do in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c) We talk about the mathematics work I do in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
d) We read together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
e) We look at my school agenda.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
f) We use a computer together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7. How often do you do the following when you are <i>not at school</i>?	Never	1 or 2 times a month	1 to 3 times a week	Every day or almost every day	
a) I participate in art, music or drama activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b) I participate in after-school clubs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c) I participate in sports or other physical activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8. On a school day, how many TV programs do you normally watch?	0 programs	1 program	2 or 3 programs	4 programs or more	
a) Before school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b) After school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9. How many schools did you attend before this one?	Only this school	1 other school	2 other schools	3 other schools	4 other schools or more
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Please answer these questions.	Only English	Mostly English	Another language (or other languages) as often as English	Mostly another language (or other languages)	Only another language (or other languages)
a) Which languages do you speak at home?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) In which languages do people speak to you at home?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for completing this questionnaire.


Administration Day: What Happens If...?

CATEGORY	OCCURRENCE	PRINCIPAL/ TEACHER STEPS	Update SDC System	Place in Issues Envelope (with detailed explanation)	Place in Special Versions Envelope	Contact EQAO 1-888-327-7377 info@eqao.com	DO NOT 	EQAO ACTIONS	RESOURCES
Missing Packages or New Students	No materials.	Use unassigned student package OR Use package of absent student OR Order new package.	Update SDC system OR Order a new package.				Do not photocopy another student's package.		Secure Web site: SDC system
Booklet Issues	Student package is incomplete. Some questions are different. Note: There are different versions of assessments, as field-test questions are embedded in booklets. The field-test questions are not included in students' scores. Booklet and assistive technology versions do not match.	Use unassigned student package OR Use package of absent student OR Order new package. Have student complete all questions in booklet.	Update SDC system by using "Switch Packages" task button OR Order a new package. 	Place all student materials in Issues Envelope. 		Contact EQAO to describe problem and to order materials if required. 	Do not photocopy another student's package.		Secure Web site: SDC system "EQAO Policies and Procedures"
Package ID Number Issues	Not all materials in student's package have the same last 12 digits .	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. Continue to use package.		Place all student materials in Issues Envelope.			Do not photocopy another student's package.	EQAO will update student's records indicating use of assistive technology.	


 N/A

Not Applicable

Administration Day: What Happens If...? (continued)

CATEGORY	OCCURRENCE	PRINCIPAL/ TEACHER STEPS	Update SDC System	Place in Issues Envelope (with detailed explanation)	Place in Special Versions Envelope	Contact EQAO 1-888-327-7377 info@eqao.com	DO NOT 	EQAO ACTIONS	RESOURCES
Package ID Number Issues (cont'd)	Booklets were not distributed according to CTS (students received wrong package). Booklets are not distributed according to CTS (students received wrong package).	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.	If mix-up involves one or more pairs of students , use "Switch Packages" task button in SDC system to switch package IDs between students.	Do not include packages with corrected IDs in Issues Envelope.	N/A	If mix-up involves many students, print CTS, write by hand last 12 digits of ID of package each student actually used, call EQAO to communicate changes that need to be made, fax CTS to 416-325-6622 and place all student materials and copy of faxed CTS in Issues Envelope.	Do not change package ID numbers or barcodes. Barcode will override any handwritten number change.	Scores will be reported according to updated distribution on CTS.	Class Tracking Sheet (CTS)
Soiled/Damaged Booklets	Booklets are soiled and/or damaged.	Place soiled or damaged items in plastic bag.	N/A	Place all student materials in Issues Envelope.	N/A	N/A	N/A		
Absences	Student is absent.	Have student complete assessment upon return and if possible while assessment booklets are in school.	N/A	N/A	N/A	N/A	N/A		"EQAO Policies and Procedures"
	Teacher is absent.	Another teacher, supervised by principal, may administer assessment. This teacher must be familiar with administration procedures and must follow them.	N/A	N/A	N/A	N/A	N/A		"EQAO Policies and Procedures"
Lateness	Student is late.	Have student begin upon arrival. If time permits, allow late student full time allotted to write each section, with supervision.	N/A	N/A	N/A	N/A	N/A		"EQAO Policies and Procedures"

Administration Day: What Happens If...? (continued)

CATEGORY	OCCURRENCE	PRINCIPAL/ TEACHER STEPS	Update SDC System	Place in Issues Envelope (with detailed explanation)	Place in Special Versions Envelope	Contact EQAO 1-888-327-7377 info@eqao.com	DO NOT 	EQAO ACTIONS	RESOURCES
Emergency	Fire alarm or other school emergency.	Tell students to leave assessment materials on their desks and to exit immediately according to school's emergency exit plan. When students return, instruct them to return to assessment.	N/A	N/A	N/A	N/A	N/A		"EQAO Policies and Procedures"
Student Responses	Responds in language other than English (except in case of French Immersion students, who respond in French).	Do not influence students' answers.	N/A	N/A	N/A	N/A	N/A	Student will not receive scores, or individual questions will be given score of zero.	"Professional Responsibilities for the Administration of the Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions"
	Uses offensive language or discloses allegations.	Do not influence students' answers.	N/A	Place all student materials in Issues Envelope.	N/A	N/A	N/A	Pages with offensive language may not be scored. Principal will be notified.	"EQAO Policies and Procedures"
Assistive Technology	Technical issues with computer/technology.	Contact your board's IT department. If work cannot be retrieved, print remainder of student work.	N/A	Place all student materials in Issues Envelope.	N/A	N/A	N/A	Student cannot redo work that has been lost.	
	Student responses not saved on computer.	Contact your board's IT department. Ask students to save their work frequently.	N/A	Place all student materials in Issues Envelope.	N/A	N/A	N/A	Student cannot redo work that has been lost.	
Student Has Moved	Student is no longer on school's register.	If package has been delivered to school for student, package must be returned to EQAO in school's return shipment following administration of test.	Delete student from SDC system.	N/A	N/A	N/A	N/A	Do not send package to student's new school.	

Impacts on Reporting: What Happens If...?

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

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.

SDC System

- 3 |** Update the SDC system.

The screenshot shows the SDC System interface with the following actions and their descriptions:

- Delete a Student:** Delete a student.
- Add a Student:** Add a student.
- Record Accommodations and Order Special Versions:** Indicate the accommodation(s) for a student. Order special version of the assessment for a student.
- Switch Packages:** Switch the packages between a pair of students when the packages have not been distributed according to the Class Tracking Sheet.

A circular callout highlights the 'Switch Packages' button, with arrows pointing to 'Issue A' and 'Issue B'.

- 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 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.

Issues Envelopes

- 3 |** Collect **all** of the affected students' booklets.

The illustration shows an 'Issues Envelope' and a 'Language ANSWERS' booklet. A magnifying glass highlights the barcode on the booklet, with a callout box stating: 'Provide a detailed explanation of the issue. Last six digits of student's package ID/ Six derniers chiffres du numéro d'identification de la trousse de l'élève'.

The 'Issues Envelope' has sections for 'Issues Envelope' and 'Enveloppe des problèmes'. Below these are boxes for recording the last six digits of the student's package ID for each issue:

- Issue C:** 0 3 0 3 0 1 (Student 4's responses did not save to the computer)
- Issue D:** 0 3 0 1 2 3 (Booklet not distributed)
- Issue D:** 0 3 0 1 2 5 (Booklet not distributed)

- 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 Web site, 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 an adult and must not be relatives of the students they are assisting.

Prompter: an individual who draws the student's attention back to the assessment. Prompts can be a verbal signal (e.g., a word or phrase to redirect the student's attention) or a non verbal signal (e.g., a tap on the desk). Prompters cannot clarify, explain or translate any part of the test or draw the student's attention to a specific part of the assessment.

Resources

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

- *The Individual Education Plan (IEP): A Resource Guide* (2004)
- *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)
- *STEP: Steps to English Proficiency, A Guide for Users* (2015)
- *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)

- Sign language or oral interpreter**
- 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.

- Unified English Braille (UEB) for both language and mathematics**
- Available: contracted or uncontracted.
 - Students may have access to both the Braille and the MP3 audio versions.

- Large-print booklets**
- White paper

- Coloured-paper versions (regular or large-print)**
- Available: blue, green or yellow.

- MP3 audio (includes descriptive text) plus tactile and regular- or large-print booklets**
- **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.

Permitted Accommodations for Students with Special Education Needs

(continued)

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 12), Kurzweil 1000 (version 12); HTML, PDF, Word optimized for text-to-speech software [(doc), e.g., Word Q or Read and Write Gold], Word (.doc) optimized for Premier, WORD (unformatted). The assistive technology formats are 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 Web site 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.

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 Times Roman or Times New Roman; Paper: letter-sized with 3 cm margins
 - Short-writing tasks: five lines for Grade 3 and 10 for Grade 6.
 - Long-writing task: 10 lines for Grade 3 and 20 for Grade 6.
 - Open-response reading: three lines for Grades 3 and 6.
- Permitted: speech synthesizer, Braille, speech-to-text software or augmentative or alternative communications systems provided by the board or the school.
- **All responses will need to be 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.

Permitted Accommodations for Students with Special Education Needs

(continued)

Verbatim Scribing and Responses			
	READING	WRITING	MATHEMATICS
DO 	<ul style="list-style-type: none"> ▪ Print by hand or type exactly what the student dictates. Handwritten transcriptions must be made directly in the booklet. Typed transcriptions must be stapled to the inside front cover of the <i>Language Answer Booklet</i>. ▪ Read the dictation back to the student. ▪ Assume each sentence begins with a capital and ends with a period. 	<ul style="list-style-type: none"> ▪ Print by hand or type exactly what the student dictates. Handwritten transcriptions must be made directly in the booklet. Typed transcriptions must be stapled to the inside front cover of the <i>Language Answer Booklet</i>. ▪ Read the dictation back to the student. ▪ Print or type exactly what the student dictates as one long statement with no punctuation or capitalization (you may spell words correctly). ▪ Show the student the completed dictation and ask the student to indicate where capital letters and punctuation should be placed. ▪ Make any other revisions or changes the student requests (e.g., erase, cross out, delete or insert corrections). 	<ul style="list-style-type: none"> ▪ Print by hand or type exactly what the student dictates. Handwritten transcriptions must be made directly in the booklet. Typed transcriptions must be stapled to the inside front cover of the <i>Mathematics</i> booklet. ▪ Read the dictation back to the student. ▪ Assume each sentence begins with a capital and ends with a period.
	READING	WRITING	MATHEMATICS
DO NOT 	<ul style="list-style-type: none"> ▪ review the assessment prior to administration. ▪ edit or alter the student's dictation in any way, except at the student's request. ▪ alert the student to mistakes. ▪ cue the student. ▪ initiate the use of assessment-taking strategies. ▪ show any reaction to the student's responses. ▪ correct the student's responses. ▪ engage in incidental conversation with the student or others during the assessment. 		

Permitted Accommodations for Students with Special Education Needs

(continued)

Note

- 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.

Documentation

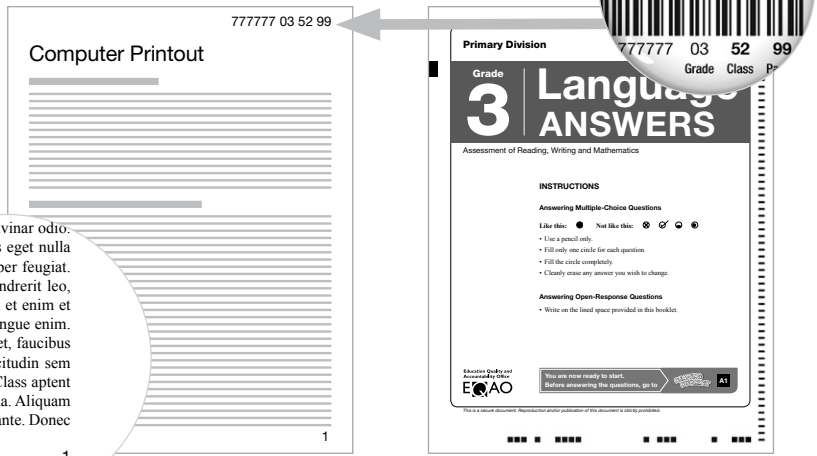
- Record the accommodations in the SDC system.
- A copy of the information letter from the principal to the parents or guardians outlining the approved accommodations or exemptions must be kept on file at the school.
- Keep all other documentation on file.

Return of Materials

- Computer responses, responses in assistive technology (speech-to-text software) formats and audio version transcriptions on loose sheets must be 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 the electronic version of the student's work 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.)

How to Return Computer Responses to EQAO

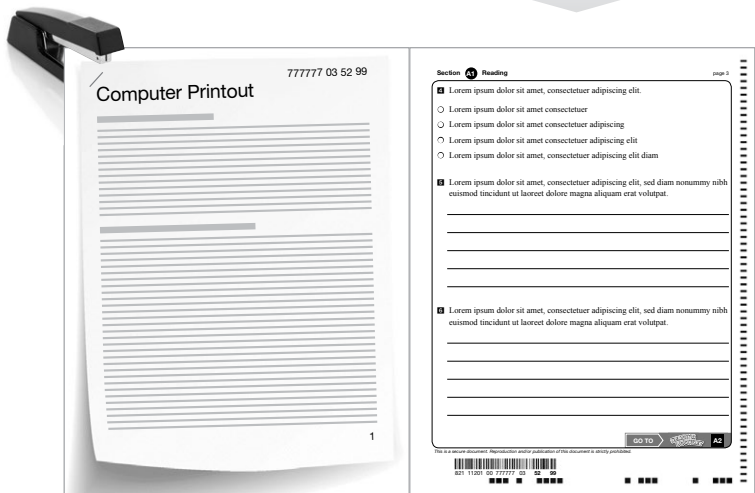
1 | Before the test, **type the last 12 digits** of the package ID at the top of **each page**.



2 | Ensure that all text is legible. Times New Roman or Times Roman (14 pt.) is recommended.

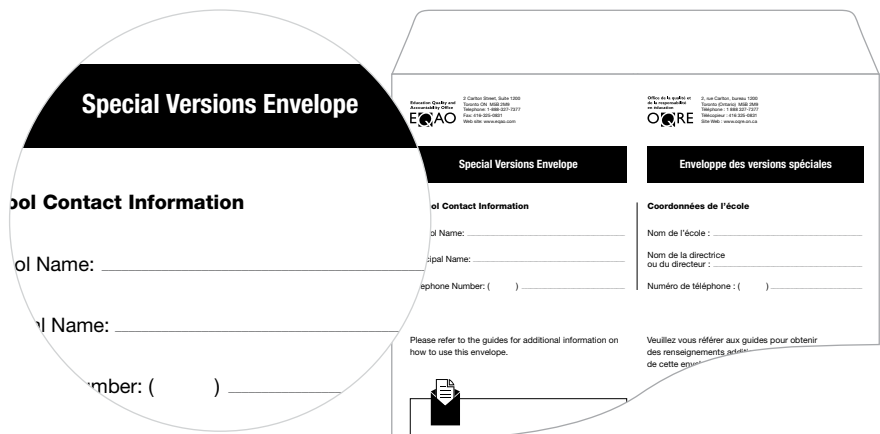
...x, ac pulvinar odio. ...gula. Vivamus eget nulla vestibulum semper feugiat. ...tur, enim nunc hendrerit leo, ...acidunt in. Aliquam et enim et ...m nibh. Morbi in congue enim, ...finibus augue sit amet, faucibus ...n. Pellentesque sollicitudin sem ...quam in tortor dui. Class aptent ...sent at semper magna. Aliquam ...nsectetur pretium ante. Donec

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.



4 | Staple the pages to the inside front cover of the mathematics or language **Answer Booklet**.

5 | Include only **Answer Booklets** containing responses typed on a computer or responses written on the 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)
- *STEP: Steps to English Proficiency, A Guide for Users* (2015)

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.

**Education Quality and
Accountability Office**



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EQAO Information Centre: 1-888-327-7377 | Web site: www.eqao.com

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