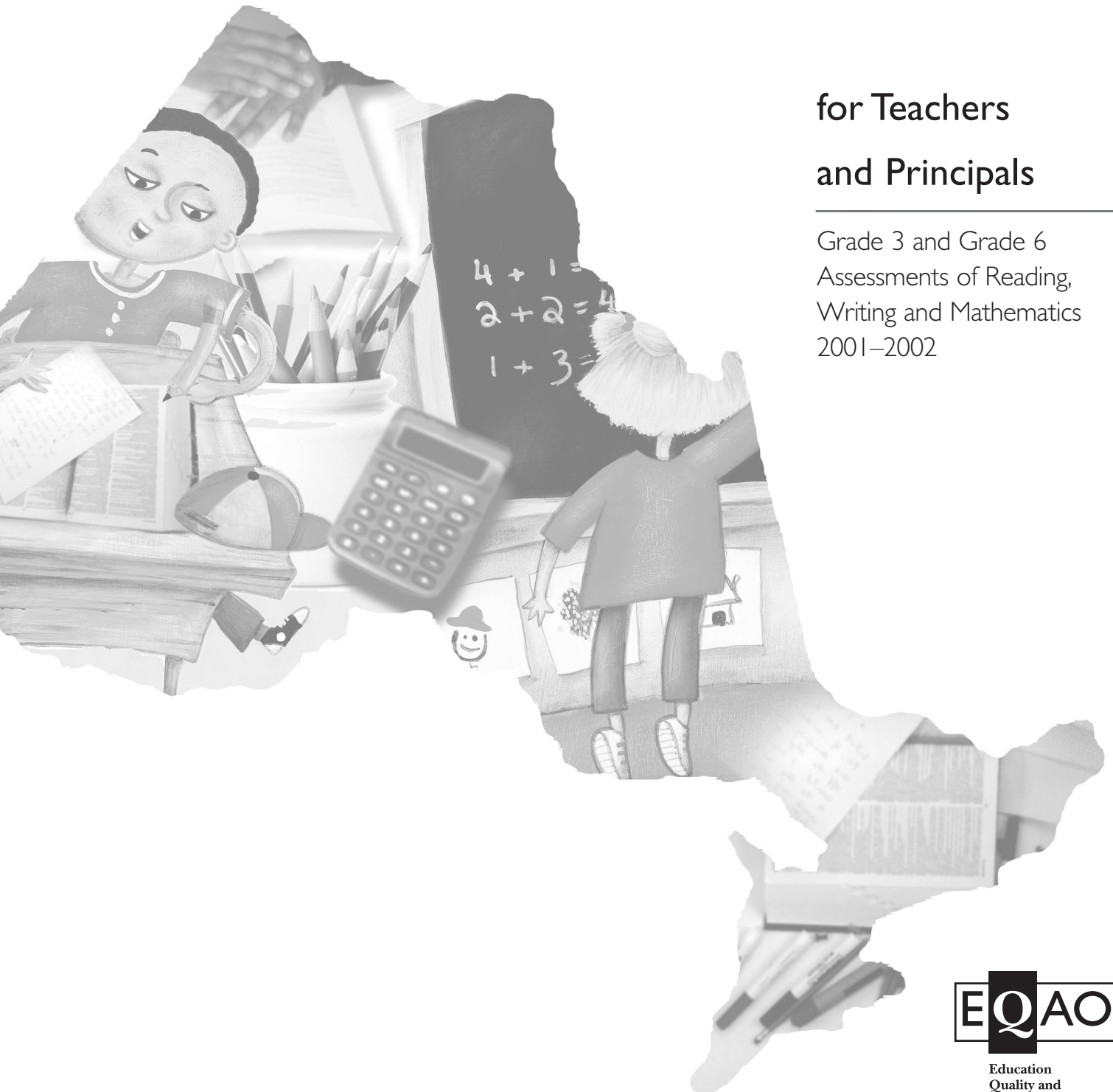


Administration Guide 2001–2002

for Teachers
and Principals

Grade 3 and Grade 6
Assessments of Reading,
Writing and Mathematics
2001–2002



Education
Quality and
Accountability
Office

Administration Guide

for Teachers and Principals

**Grade 3 and Grade 6 Assessments of
Reading, Writing and Mathematics
2001–2002**



Foreword

The Education Quality and Accountability Office (EQAO)

- conducts province-wide tests of elementary and secondary school students;
- coordinates Ontario's participation in national and international assessments;
- develops and implements a provincial Education Quality Indicators Program (EQIIP) to strengthen school and school board accountability;
- reports to parents and the public about student achievement and education quality in Ontario; and
- makes recommendations for system improvement.

EQAO is governed by a board of directors and led by a Chief Executive Officer.

The role of EQAO is to

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

Note: In this guide, the word “parent” means a parent, legal guardian or any other person who acts as a caregiver.

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Introduction

Purpose of This Guide

This guide has been developed to help Grade 3 and Grade 6 classroom teachers and school principals¹ understand and prepare for the administration of the Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics. The guide supplements the information contained in the teacher training CD entitled “Training to Administer the Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics.” It is essential that teachers view the training CD in addition to reading this guide.

This guide describes how to administer the assessments and how to prepare and organize the materials for submission after the administration. It is important that the procedures be followed exactly as described herein so that the assessments are administered as **consistently** as possible.

Purpose of the Assessments

The assessment of all Grade 3 and Grade 6 students provides opportunities for students to demonstrate their achievement in reading, writing and mathematics as outlined in *The Ontario Curriculum, Grades 1–8*. The assessment will provide high-quality information to educators, students, parents and the public on academic achievement in reading, writing and mathematics.

These assessments augment the information teachers gather about individual students throughout the year. They provide important additional input for improving student learning. Aggregate information for schools, boards and the province will identify areas for program improvement.

The results of the assessments will help teachers to adapt curriculum and instruction for their students and will provide a common language for teachers and parents to use when talking about students’ academic achievement.

Nature of the Assessments

The Grade 3 and Grade 6 assessments are integrated units. The Grade 3 unit is entitled Change and the Grade 6 unit is called Perspectives. Each unit is designed to help students explore concepts and make discoveries. Students are encouraged to probe, ponder, question, hypothesize, contemplate and investigate while they answer the questions. These questions are directly related to the expectations outlined in *The Ontario Curriculum, Grades 1–8*.

A Curriculum Unit vs. an Assessment Unit

An EQAO assessment unit differs in significant ways from a curriculum unit. A curriculum unit is delivered by a classroom teacher in an instructional context. An assessment unit is delivered by a classroom teacher in an independent context, providing students with the opportunity to show what they know and can do.

A Curriculum Unit includes:

- opportunities for teaching and learning;
- a full range of teaching/learning strategies;
- ongoing teacher support and extension of learning;
- flexibility to make adaptations; and
- a variety of formats/groupings for student work.

An Assessment Unit includes:

- opportunities for students to demonstrate knowledge and skills independently;
- required activities and materials;

¹ We understand that the vice-principal shares the administrative tasks with the principal.

- prescribed teacher delivery and timed conditions;
- strict adherence to provincial policies on participation, duty to report child abuse, fairness and consistency in administration, and accommodations and exemption; and
- independent student work using constructed or selected responses.

The Assessment Components

Each unit addresses all of the mathematics strands and two of the language areas — reading and writing.

Each student receives the following barcoded materials:

Student Reading Booklet

Student Writing Booklet

Student Mathematics Booklet

Student Multiple-Choice Booklet or

Student Multiple-Choice Plus Booklet

Student Answer Sheet (Grade 6 only)

Student Reading Booklet — The student constructs responses to questions on two reading passages from the student magazine. Illustrations and graphics in the student magazine support the text and make it accessible to all students. The assessment scale developed for marking the reading booklet takes into account the use of various reading strategies and reading conventions and the ability to understand ideas and make inferences and connections among them.

Student Writing Booklet — The student writes two pieces in the writing booklet. The first composition is a narrative story related to one of the reading passages. The development of the narrative story is based on the stages of the writing process and occurs over three days in the assessment unit. The draft copy of the narrative story will be stapled to the inside front cover of the *Student Writing Booklet*. The second composition is an on-demand piece of writing related to one of the reading passages and to

writing forms outlined in the curriculum. The assessment scales developed to mark the writing pieces take into account the use of various writing strategies, language conventions and the ability to understand the assigned task, organize ideas and communicate with the reader.

Student Mathematics Booklet — The student constructs responses to three mathematics investigations. The assessment scale developed to mark the mathematics booklet takes into consideration the ability to use mathematical concepts and procedures, solve problems and communicate mathematical knowledge across the five strands of mathematics.

Student Multiple-Choice Booklet — The *Multiple-Choice Booklet* includes reading, writing and mathematics. There are two language sections and two mathematics sections in the booklet. These sections are completed over four sessions during the assessment unit. Grade 3 students answer the multiple-choice questions in the booklet itself. Grade 6 students answer the multiple-choice questions on a separate Student Answer Sheet. There are four versions of the *Student Multiple-Choice Booklet*.

OR

Student Multiple-Choice Plus Booklet — In addition to the multiple-choice questions, this booklet contains a performance task that requires students to construct responses within a 45-minute time frame. The performance task may be a mathematics investigation or a prompt requiring a written response. Not all students in a classroom will complete the same performance task. There are four versions of each mathematics performance task and four versions of each writing performance task.

NOTE: Only some schools within the province will receive the *Student Multiple Choice Plus Booklets*.



Grade 3 students who receive a *Student Multiple-Choice Plus Booklet* answer all questions in the booklet. Grade 6 students who receive a *Student Multiple-Choice Plus Booklet* answer the multiple-choice questions on a separate answer sheet and complete the performance task in the booklet.

French Immersion

For Grade 3 students in French Immersion classes, school boards must choose one of the following three options:

- Students complete all components of the assessment in English; or
- Students complete the reading and writing components in English and the mathematics component in a French translation; or
- Students complete *only* the mathematics component in a French translation. (These students do not complete the reading and writing components and will receive results **only** for mathematics.)

Grade 3 French Immersion classes who do the second or third option will also receive different forms of the multiple-choice booklets. These are to be evenly distributed among the class.

All Grade 6 students in French Immersion programs will participate in the English-language assessment. An English/French glossary of mathematical terms will be provided.

EQAO Policies

Student Participation

All Grade 3 and Grade 6 students will take part in the assessments.

EQAO has developed the policies on accommodations and exemption for students with special needs and ESL/ELD students in the early stages of English-language acquisition. See pages 8 to 11.

Duty to Report Child Abuse

Students sometimes write about personal issues, including physical, emotional and sexual abuse. Under provincial law, professionals dealing with children, including teachers and school principals, have a duty to report suspicions of child abuse to the Children's Aid Society.

According to the *Child and Family Services Act*, the duty to report also applies where there are reasonable grounds to suspect patterns of child neglect. The duty to report, also addressed in school boards' child abuse prevention policies, applies to teachers and principals involved in administering EQAO assessment materials, administering field tests or marking student work. If professionals engaged in work for EQAO have reasonable grounds to suspect child abuse or neglect, they are obliged to report their suspicion and the information on which it is based directly to the Children's Aid Society. EQAO has procedures in place to facilitate reporting by teachers and principals during the marking process.

Consistency and Fairness

It is important to recognize that one of the ways to ensure that the assessments are fair for students across the province is through consistency in the administration of the assessments. The requirement that teachers carefully follow the procedures related to all

aspects of the administration is a vital component of EQAO's efforts to ensure fairness. Strict adherence to the policies, procedures and instructions related to the administration of these assessments is required.

Accommodations

Provincial assessments are important tools for measuring student progress in Grade 3 and Grade 6. All students in publicly funded schools are expected to participate in these provincial assessments.

Teachers and principals must make every effort to enable all students to participate in all aspects of the assessment in order to demonstrate the full extent of their learning. This may involve providing one or more permitted accommodations during the assessment. Accommodations must follow the policies of the Ministry of Education and EQAO to ensure the integrity of the assessments.

The only students eligible for permitted accommodations are students with special needs or ESL/ELD students in the early stages of English-language acquisition. It is assumed that these students require accommodations for classroom assessment tasks throughout the school year.



The Ministry of Education and Training document *Individual Education Plans: Standards for Development, Program Planning, and Implementation, 2000* indicates that an Individual Education Plan (IEP) must be developed for those students identified as exceptional, and may be developed for a student who is receiving special education support but is not identified as exceptional. Students who are identified as exceptional and/or are receiving special education support are eligible for permitted accommodations during provincial assessments, provided the accommodations are identified in the students' IEPs in the year(s) in which they will participate in provincial assessments. As well, the accommodations must meet the criteria of those allowed by EQAO. An ESL/ELD student in the early stages of

English-language acquisition may not necessarily have an IEP.

The IEP of a student with special needs must identify the specific accommodations required to facilitate the student's demonstration of achievement during regular classroom and provincial assessments. This ensures the consistent use of permitted assessment accommodations throughout the school year, not just during the EQAO assessment. Additional information on provincial assessments and IEPs is available in Sections 7.1 and 7.2 of the Ministry document *Individual Education Plans*.

Accommodations allowed by EQAO are additional time (to a maximum of twice the stated time for an independent activity); pacing prompts; verbatim scribing (only in Reading and Mathematics); a quiet workplace; specialized resources, including assistive devices; alternative media for hearing-impaired and visually-impaired students; and technology resources as indicated on the student's IEP.

Schools must document any accommodations on the individual Student Information Form. The accommodations will be noted on the Individual Student Report when it is sent to the school in the fall.

EQAO will also report this information at the school, board and provincial levels. The names of individual students will not be published in any public reporting of accommodations.

Exemption

In rare cases, an exemption may be considered for a student with special needs or for an ESL/ELD student. If the full range of permitted accommodations has been considered and it is determined that the student would still not be able to provide evidence of learning under these assessment conditions, an exemption is appropriate.

Consider an exemption for any student who would be unable to respond to the assessment, even with the permitted accommodations.

ESL/ELD students in the early stages of English-language acquisition may be considered for exemption.

In every case, decisions for exemption must be made on an individual basis. Schools must document exemptions on the Student Information Form. The exemptions will be noted on the Individual Student Report when they are sent to the school in the fall.

EQAO will also report this information at the school, board and provincial levels. The names of individual students will not be published in any public reporting of exemptions.

Roles and Responsibilities

The Board Contact

The board contact serves as the prime contact between EQAO and the schools within his or her jurisdiction.

The board contact is responsible for

- receiving and distributing mailings from EQAO;
- supporting the administration of the assessments; and
- helping to solve problems that arise.

The board contact should give his or her name and telephone number to the schools in the board and should keep the board ID number and a list of school ID numbers on hand.

The Principal

The principal has the ultimate responsibility for training the school's personnel and for the administration of the assessments. He or she also has the important role of ensuring that the assessment experience is a positive one within the school and that the assessments are as fully integrated as possible into the routine life of the school and the teachers' classroom programs.

The principal is responsible for

- supporting teachers;
- ensuring that all teachers who administer the assessments are trained using the EQAO *Training to Administer* CD and the *Administration Guide*;
- maintaining consistency of administration, which is essential to providing accurate data;
- monitoring the administration of the assessments to ensure adherence to the required procedures;

- receiving all materials;
- returning all assessment materials and
- ensuring the **security** of the *Student Multiple-Choice Booklets* and/or *Student Multiple-Choice Plus Booklets*.

**THE PRINCIPAL SHOULD KNOW
THE FOLLOWING:**

- the name and telephone number of the board contact
- the board ID number
- the school ID number
- the contact numbers for EQAO:
toll-free **1-888-327-7377**
fax (416) 325-0831

The School Contact

The principal may designate another person to support the staff throughout all phases of the assessments and communicate with the board contact and EQAO, if necessary. This person is known as the **school contact**. However, the principal retains the ultimate responsibility for the administration and security of the assessments.

The Teacher

The teacher is the essential link between the students and the assessment materials. The teacher's approach to the assessment will have a substantial influence on the students' attitudes as they engage in the assessment activities.

The teacher is responsible for

- establishing a positive atmosphere for the assessment so that students feel encouraged and supported to do their very best;
- administering the assessment according to the required procedures;
- ensuring that students work independently; and
- ensuring the security of the assessment materials and student work.

The first line of support for the teacher is the principal or the school contact. Other sources of information and support are the board contact and the staff of EQAO.

The Parent

The parent is a partner with the teacher during the assessment period. A letter from the principal will inform parents of the assessment dates. A parent's attitude toward the assessment will have a significant impact on the student's approach to the assessment.

The parent is responsible for

- ensuring that his or her child comes to school each day of the assessment and
- providing encouragement and support during the assessment period.

Getting Ready

Classroom Preparation

The students' physical environment must support the assessment requirements. The room arrangement must enable students to complete their assessment tasks independently. It is preferable for students to remain in familiar surroundings. If the principal decides that alternative room arrangements are in the best interest of the school and the students, these should be made in advance, so there is enough time for students to become comfortable in the new surroundings.

Before the assessment, teachers must cover or remove from the walls and display areas in the classroom any material related to reading, writing, or mathematics that is directly instructional in nature (for example, definitions of mathematical terms or rules related to writing conventions). It is not necessary to cover or remove classroom materials that are not directly instructional, such as decorations, posters and student work.

The teacher must ensure that only those staff members who normally work with students (such as educational assistants and special education teachers) are allowed to help in the classroom during the assessment period. Other people (for example, older students, parent volunteers, faculty of education students) are **not** permitted to help in the classroom during the assessment.

School Organization

Administration of the assessment will take up to 2.5 hours per day for five days. Ideally, the assessment should be administered over five consecutive school days. If this is not possible, scheduling must take into account that the following activities must be done on sequential days without a weekend or other interruption in between:

- **For Grades 3 and 6, keep Days 1, 2 and 3 together and Days 4 and 5 together.**

Note also that

- **work outlined for one day MUST be completed in one day and**
- **the activities MUST be completed in the order presented.**

Scheduling should take into account the need for make-up days for students who are absent for part of the assessment.

Communicating with Parents

It is important for principals to communicate with the parents of students in Grades 3 and 6 before the assessment begins. EQAO strongly recommends that principals ensure that the parents are informed of the exact days on which their children are to participate. This will assist parents in preparing their children for the activities and will reduce concerns that may arise if they hear of a neighbouring school operating on a different schedule.

Parents should be informed ahead of time about the assessment period so that appointments (with doctors and dentists, for example) may be

rescheduled. Sample letters for this initial communication are provided in the appendix.

Mathematics Manipulatives

Students will need to have access to mathematics manipulatives during the performance-based mathematics components of the assessment.

Since the assessments are based on *The Ontario Curriculum*, students are permitted to use calculators. Further, they are permitted to use any of the manipulative material that they might regularly use to complete a task, even if these materials have not been specified as required or optional in the *Teacher's Daily Plans*.

In most cases, Grade 3 and Grade 6 classrooms will have enough materials for students to use to complete the assessment tasks. If there are not enough materials, teachers may have to pool some resources for an hour or two during the assessment week. Schools are not required to purchase additional materials to administer the assessment.

Please note, however, that students will not be permitted to use manipulatives or calculators while they complete the multiple-choice components of the assessment.

Implementing Accommodation and Exemption Policies

Accommodations

Only permitted accommodations may be provided for ESL/ELD students and students with special needs. This ensures the integrity of the assessments and the equitable participation of all students. Permitted accommodations are outlined in the chart below.

Decisions about accommodations

- must be made and documented on an individual basis;
- must involve the teacher and other appropriate staff;
- should be made **before the assessment** and after the teacher has considered how a student would respond to working independently with the assessment materials;

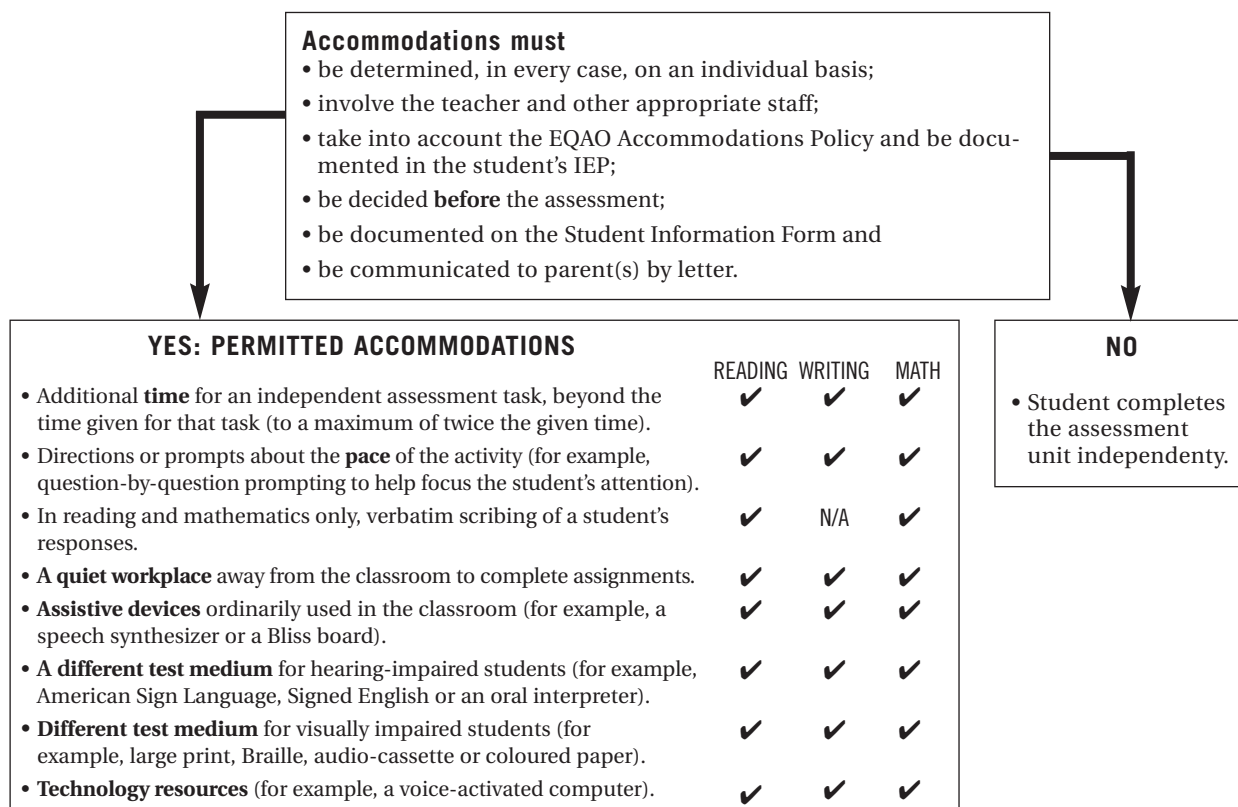
- must take into account the EQAO Policy on Accommodations and be documented in the student's IEP;

Note: ESL/ELD students may receive permitted accommodations and do not require an IEP.

- must be noted on the *Student Information Form*;
- must be communicated to the parent(s) to ensure that they will understand the individual results reported for the child. (A sample letter for parents of accommodated students is included in the appendix.)

Note: Audio-taped versions of the assessments for students with visual impairments are to be used in conjunction with regular print versions of the assessments. References to page numbers in the audio-taped versions will correspond to the page numbers in the regular print versions. Braille and large-print versions are to be used in conjunction with regular print versions.

Accommodations at a Glance



Exemption

A student must be exempted from

- reading, if the student has to be read to;
- writing, if the student has to be scribed for or
- mathematics, if terms have to be defined.

There are three types of exemption.

TYPE A:

Classroom participation in all components of the assessment unit (including introductory activities and independent assessment tasks), but with the understanding that one or more of the independent assessment tasks will not be marked. In this case, the student participates in the introductory activities and does the assessment tasks that are appropriate, given his or her learning needs. Each subject area is considered individually.

OR

TYPE B:

Classroom participation in the introductory activities only. Assessment materials are not distributed to this student and alternative learning activities are provided while other students are doing the independent assessment tasks. There may be some situations where a student cannot do the assessment tasks but it is in the student's best interest to be included in the class and participate in the introductory components. The decision for an exemption in this case may be based on one or both of the following:

- the degree of the student's facility in the English language (for example, a student in the early stages of English-language acquisition)
- the nature and degree of the student's identified needs and abilities.

Each subject is considered individually.

OR

TYPE C:

No classroom participation for the ENTIRE assessment unit, including the introductory activities. The student will be given alternative learning activities, possibly in a different environment. A student should be considered for this type of exemption if the student is unable to respond to the assessment instructions and assessment activities.

Decision-Making Steps

Decisions about exemptions must always be made on an individual basis and should be made before the assessment begins. However, if the assessment is underway and a teacher observes that a student is in deep distress and unable to continue, the teacher should stop the assessment task and provide alternative work or appropriate care for that student. At the earliest opportunity, the principal should contact the parent(s) to seek consent for an exemption.

Before the assessment

1. The teacher, principal and appropriate student support personnel consult with each other and with the parent(s) about the exemption. The parent(s) and student should be informed that the assessment activities are part of the classroom instruction during the period of the assessment. If there is uncertainty about whether to exempt a student, proceed as though there will be an exemption and explain to the parent(s) that you will hold the exemption in reserve in case it becomes necessary once the assessment begins.
2. Following consultation with the parent(s) and agreement with the exemption, a signed consent form must be obtained by the principal. (A sample letter for parents of exempted students is included in the appendix.)

If consent is obtained

- the principal keeps the signed consent form in the school office. (Do not send to EQAO.)
- the teacher notes the exemption on the Student Information Form.
- the student participates at the appropriate level. This means
 - for a Type A exemption, participation in the full assessment unit (including introductory activities and assessment components) with the understanding that the applicable assessment booklets will not be marked;
 - for a Type B exemption, participation in the introductory activities but not the assessment tasks; or
 - for a Type C exemption, no participation in the assessment unit at all.

- the principal and teacher ensure that the assessment materials for an exempted student are handled strictly according to the provisions outlined in this guide. This includes returning the *Student Multiple-Choice Booklet* and/or *Student Multiple-Choice Plus Booklet* to EQAO.

If consent is not obtained

- the student participates in the full assessment unit and may be considered for accommodations. (Refer to sections on Accommodations, pages 4 and 8.)
- the teacher records all accommodations on the Student Information Form.

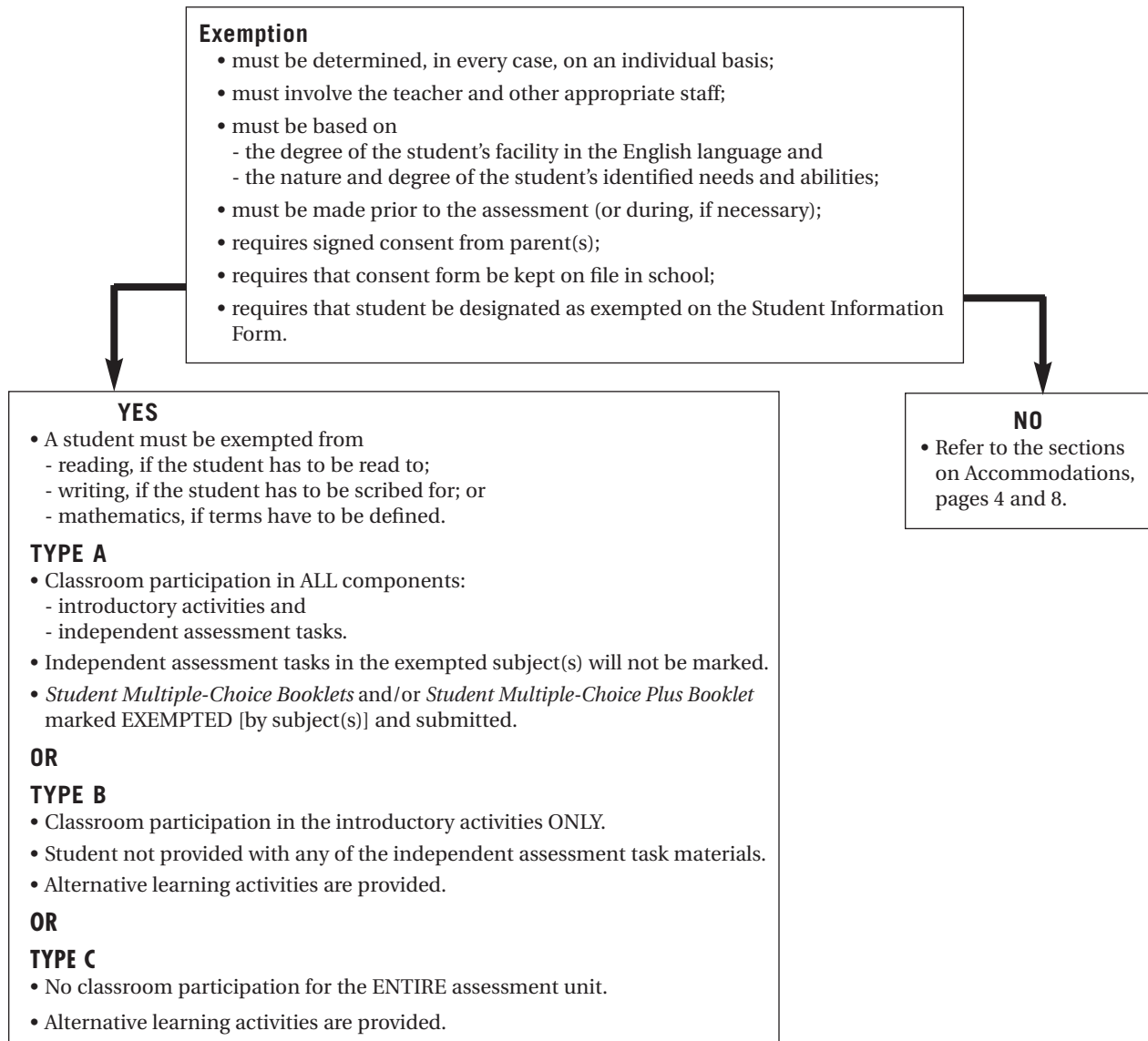
Exemptions Related to the Multiple-Choice Booklets

Students complete all components of the *Multiple-Choice Booklet* or *Multiple-Choice Plus Booklet* **except** as outlined in the chart below.

Exempted in...	Student completes all components in the booklet except ...	Reporting
Reading	The Language components of the <i>Student Multiple-Choice Booklet</i>	No overall score for Reading and Writing
Writing	The Writing Performance Task in the <i>Student Multiple-Choice Plus Booklet</i> , if applicable	Receives an overall score for Reading, but no overall score for Writing
Mathematics	The Mathematics components of the <i>Student Multiple-Choice Booklet</i> AND The Mathematics Performance Task in the <i>Multiple-Choice Plus Booklet</i> , if applicable	No overall score in Mathematics

Note: The purpose of the Performance Tasks in the *Multiple-Choice Plus Booklets* is to provide year-to-year equating of results.

Exemption at a Glance



Checklist: Before the Assessment

Item	Action	Page(s)	Responsibility		Completed
			Principal	Teacher(s)	
Training CD	View.		✓	✓	
<i>Administration Guide</i>	Read.	all	✓	✓	
School Organization	Determine assessment timetable. Make necessary changes. Inform all staff.	7	✓		
Initial Letter to Parents	Send home letter to parents (samples in Appendix).	25, 26	✓	✓	
Accommodations and Exemption	Review policies and procedures.	4, 5 8–11	✓	✓	
Letter to Parents regarding Accommodations and Exemption	Send letter to parents of students receiving accommodations or an exemption (samples in Appendix). Obtain parental signature for an exemption. Keep the signed letter on file; do not send to EQAO.	27, 28	✓	✓	
Class Tracking Sheet (CTS)	Complete (sample in Appendix). Keep a copy on file.	13–14, 29		✓	
Student Information Forms (SIF)	Begin to complete, using pencil.	14		✓	
Mathematics Manipulatives	Ensure availability for students.	7		✓	
EQAO Policies	Review policies and discuss the protocols of each.	3–4	✓	✓	

Assessment Materials

Receiving Materials

A complete package of materials will be sent by courier to the principal for distribution to the teacher(s) involved in the assessment.

- Ensure that the school office staff and custodian are informed about the arrival of these materials.
- Record all materials received on the Packing/Return List, including the quantity of each item.
- If a partial shipment is received, wait two days after receiving the first box(es) for the full shipment to arrive.

- Contact EQAO directly at 1-888-327-7377 if all materials have not arrived after two days, or if the contents are incomplete.
- Retain all packing materials and tote boxes, and store in a secure place. Please note that the courier will collect only those materials packed in the plastic tote boxes.
- Keep a copy of the completed Packing/Return List.

Shipment 1

You will receive two shipments of materials. The first shipment will contain the following:

- Memo to Principal
- Student Information Forms
- Administration Guides
- Class Tracking Sheets
- Training to Administer CD



We are shipping these materials early to allow you time to complete the forms and plan for the administration of the Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics.

Shipment 2

The second shipment will contain the following:

- Memo to Principal
- Student Booklets
- Magazines
- Teacher Packages
- Teacher's Daily Plans
- Acknowledgement of Confidentiality
- Principal Questionnaire
- Teacher Questionnaire
- Student Questionnaires
- Pre-paid Return Courier Labels
- Return Address Labels
- Return Instructions

Barcodes



This year EQAO has moved to digitally printed booklets and barcodes. The benefit of digital printing is that all booklets, CTSs, SIFs and questionnaires can be printed with barcodes to facilitate the preparation for and the administration of the assessment. Staff involved in preparing for the administration must ensure that the last four digits of the CTS and SIF barcodes exactly match the last four digits of the barcodes on the booklets. (See barcode sample.) Staff must also ensure that students receive the booklets with barcodes that match their personal SIF and the barcode on the CTS.

It is very important that these barcodes not be altered. **Please do not attempt to change barcodes.** If a barcode is altered it will affect the accuracy of the student's Individual Student Report (ISR). EQAO is aware that a mix-up in students' booklets

is possible. If a mix-up occurs, please call EQAO at 1-888-327-7377 and indicate that you have a barcode issue. You will be instructed on how to correct the issue.

Teacher Packages

Prior to the assessment period, each Grade 3 or Grade 6 classroom teacher will receive a package that includes a blank copy of each student booklet for Reading, Writing and Mathematics. Also included in the package will be a copy of the appropriate *Student Magazine*. (Copies of the *Multiple-Choice Booklets* are not included in the teacher package.)

Student Materials

All student materials will have pre-printed barcodes. Each student receives the following booklets: *Reading, Writing, Mathematics, Multiple-Choice* and a Student Answer Sheet (for Grade 6 only). Also included will be a folded sheet of barcoded lined paper to be used for the Writing Process Draft copy. Make sure that the last four digits of the pre-printed barcode on the lined paper match the last four digits of the pre-printed barcode for each student on the Class Tracking Sheet.

Class Tracking Sheet

A Class Tracking Sheet is provided for each class. The teacher should complete it, following these steps.

- Account for **every student** registered in the class who is in the grade being assessed.
- Clearly print each student's name in block capital letters next to a pre-printed Student Barcoded ID Number.
- Verify that the **last four** digits of this unique Student Barcoded ID Number are the same on all of the student's materials.



- Record all students, even those who are **exempted**, on the Class Tracking Sheet.
- Indicate if a student was absent on any assessment day and if make-up time was provided. Only check “yes” for make-up time provided if significant time was given to make up fully for absences.
- Photocopy the Class Tracking Sheet and keep it on file in the school office.
- Place the **original** Class Tracking Sheet in an envelope with the completed Student Information Forms.

Student Information Forms

A *Student Information Form* must be completed by the teacher for every student enrolled in the class and recorded on the Class Tracking Sheet.

- Ensure that the **last four** digits on the pre-printed barcode number match the **last four** digits of the student barcode on the Class Tracking Sheet.
- Complete the information in each section of the form prior to the beginning of the assessment.
- Review the forms after the assessment is over to ensure that they are accurate and complete.
- Photocopy these forms and keep copies on file in the school office. This will enable EQAO to verify information.
- Bundle the **original** Student Information Forms and place them in an envelope to be returned to EQAO. Indicate the number of forms on the envelope. Include the **original** Class Tracking Sheet in this envelope.

Student Questionnaires

Prior to the administration of the assessment, administer the Student Questionnaire to each student in your class who will be participating in the assessment.



- There are four different versions of the Student Questionnaire. Each student will receive one of the four versions.
- Instructions for completing the Student Questionnaires are generic.
- For schools with fewer than 50 students in Grade 3 and/or fewer than 50 students in Grade 6, the students will all complete the same version of the Student Questionnaire. For schools with more than 50 students in either grade, the students will complete different versions of the Student Questionnaire.
- Students should use an HB pencil to complete the questionnaire.
- Ensure that the last four digits of the pre-printed Student Barcoded ID Label number match the last four digits of the student number on the Class Tracking Sheet.
- In Grade 3, teachers may read the first few “background” questions on the Student Questionnaire to the students before they complete the remainder of the questionnaire on their own.
- In Grade 6, teachers do not need to read any of the questions on the Student Questionnaire to the students. The students complete the questionnaires on their own.
- In both Grade 3 and Grade 6, teachers may read the questions on the Student Questionnaire to a student, if the need arises.
- Collect the Student Questionnaires and bundle them together.
- Include the bundled questionnaires with the materials to be returned to EQAO. Student Questionnaire information provides demographic/contextual information for EQAO reports.

Teacher Questionnaires

Grade 3

Teachers are asked to complete the Teacher Questionnaire. If more than one teacher is responsible for the class in the relevant subject areas, complete one questionnaire together.

Grade 6

Two Teacher Questionnaires per class have been provided: Teacher Questionnaire 1 and Teacher Questionnaire 2.

Teacher Questionnaire 1 must be completed by the teacher responsible for the class. If this teacher teaches **both language and mathematics** to the class, he or she should complete the entire questionnaire and disregard Teacher Questionnaire 2.

If the teacher responsible for the class teaches **language or mathematics** to the class, he or she should complete the classroom demographics section in Teacher Questionnaire 1 and then the rest of the questionnaire **only in reference** to the subject he or she teaches. This teacher should give Teacher Questionnaire 2 to the teacher who teaches the class the other subject to complete.

A teacher may teach the same subject in more than one class and, consequently, respond to the questionnaire in exactly the same way for each class. In such a case, the teacher should indicate on one questionnaire the classes to which the responses apply (on the front page of Teacher Questionnaire 2).

Grade 3 and Grade 6

- The first two digits in bold on the pre-printed barcode represent the class number. Ensure that these digits match your class.
- Complete the questionnaire according to the questionnaire instructions.
- The information from the Teacher Questionnaire provides demographic/contextual information for EQAO reports.
- Use an HB pencil to complete the questionnaire.

- Return the completed questionnaire to the principal.
- If you wish confidentiality, submit the questionnaire in a sealed envelope.

Principal Questionnaire

- Use an HB pencil to complete the questionnaire. (Press firmly and fill in circles completely).
- The completed questionnaire should be returned to EQAO with the rest of the assessment materials.
- If you wish confidentiality, submit the questionnaire in a sealed envelope.

Checklist: Receipt of Assessment Materials

Item	Action	Page(s)	Responsibility		Completed
			Principal	Teacher(s)	
Packing/Return List	Verify contents of tote boxes and quantities.	12	✓		
Tote Boxes and Prepaid Shipping Labels	Store for easy retrieval at the end of the assessments.	12	✓		
Distribution of Assessment Materials to teachers	Organize materials. Provide sufficient copies to each teacher. Call EQAO at 1-888-327-7377 if additional copies needed.	12–13	✓		
Receipt of Materials by Teachers	Verify that all materials have been received.	13		✓	
Classroom Organization	Reorganize as necessary for an assessment context.	6		✓	
Monitoring the Assessments	Develop a process to ensure that all required procedures and policies are followed.	5–6	✓		
<i>Teacher's Daily Plans</i>	Read carefully.	16–17		✓	
Principal Questionnaire	Complete using pencil (press firmly and fill in circle completely).	15	✓		
Teacher Questionnaire	Complete using pencil (press firmly and fill circle completely).	14–15		✓	
Student Questionnaire	Distribute to each student participating in the assessment. Complete using pencil (press firmly and fill in circle completely).	14		✓	

Administration

Teacher's Daily Plans

The *Teacher's Daily Plans* provide instructions for administering the assessment. They contain

- an overview of the assessment in chart format, followed by instructions for each day's activities;
- a list of required materials, a sequenced set of required procedures with time indicated and tips for administering the assessment activities; and
- required procedures to ensure consistency in the administration of the assessment tasks.

Teachers MUST follow the required procedures and timelines to ensure that the assessment is administered consistently across the province.

Encourage students to attempt all of the tasks so that the markers will have as much evidence as possible to determine the level of achievement for each student.

During the assessment, teachers should **maintain regularly scheduled activities**, such as physical and health education, arts education and regularly scheduled breaks, including recess.

Only students in Grade 3 and Grade 6 will receive the materials required for the assessment.

Ensure that materials and activities are available for any student who completes the independent assessment tasks ahead of other students.

Teacher Absences

The teacher who participated in the training by viewing the EQAO training CD should administer the entire assessment unit with the students. In the case of an unavoidable absence, a substitute teacher under the supervision of the principal may continue to work on the unit. If a teacher is expected to be absent throughout the assessment, the principal must ensure that the assessment is administered by a trained teacher. Any substitute teacher must first view the EQAO training CD and read the Administration Guide.

Student Absences

The assessment is designed to be completed in five days. If students are absent during the assessment, teachers should have them complete the assessment tasks when they return. Teachers are asked to replicate the classroom assessment environment, including warm-up prompts, so that the students may perform to the best of their ability. Students should complete as much of the assessment as possible within the prescribed time limits. Teachers are required to record the days absent for each student on the Class Tracking Sheet. If a student is given sufficient make-up time to complete the assessment, check “yes” in the right-hand column on the Class Tracking Sheet. If make-up time is not given or if the time is not sufficient to complete the assessment, check “no”.

If a student moves out of the school during the week of the assessment, mark the student absent for the duration of the assessment period.

- Do not send the student’s booklets to the new school.
- Submit all the student materials to EQAO.
- The booklets will be examined and assessed on the quality and quantity of the work the student has produced.

- The Individual Student Report for that student will be returned to the school in the fall and the principal will ensure that it is forwarded to the new school.

Quality Assurance

As part of the Quality Assurance procedures established by EQAO, teachers involved in the assessment may be visited by an observer representing EQAO. The observer will notify the school by phone and will present a letter of identification to the principal. The observer will ask to see the exemption documentation on file in the office and will discuss the process that the school has put in place for monitoring the administration of the assessment.

The observer’s role is to monitor the consistency of the administration and to gather information on all aspects of the assessment so that EQAO can improve the assessment materials and administrative procedures.

The observer should not be consulted regarding administration procedures. Address any questions to EQAO at 1-888-327-7377.

After the assessments have been scored, EQAO will review school data for discrepancies or unusual distributions. Where unusual findings occur, a verification procedure will be initiated. Should a determination be made that the integrity and validity of the assessment were compromised, student results for the class in question may be withheld by EQAO.

Assessment Procedures for Teachers at a Glance

DO

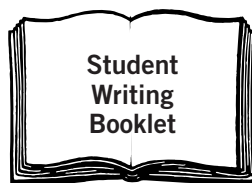
- Follow the *Teacher's Daily Plans*.
- Follow the specific policies and procedures for accommodations and exemption and record them on the Student Information Form.



DO NOT

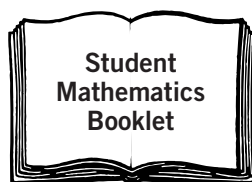
- Do not read the reading passages to the students.
- Do not read the reading questions to the students.
- Do not translate or explain passages or questions for the students.
- Do not influence the answers students are providing.
- Do not allow the use of a dictionary or thesaurus.

- Follow the *Teacher's Daily Plans*.
- Follow the specific policies and procedures for accommodations and exemption and record them on the Student Information Form.
- Allow students to use a computer, if this is normal practice.
- Allow the use of a dictionary, spell-check, and thesaurus in the writing section only.
- Read the instructions only to the students who request it.



- Do not scribe the students' draft copies or the final copies.
- Do not edit the students' work (e.g., help with spelling, vocabulary, punctuation).
- Do not instruct students in the writing forms (e.g., story, letter).
- Do not influence students' answers to specific tasks.
- Do not allow the use of an electronic grammar check program.

- Follow the *Teacher's Daily Plans*.
- Follow the specific policies and procedures for accommodations and exemption and record them on the Student Information Form.
- Read through the first question with all the students.
- Read the rest of the questions only to the students who request it.
- Allow students to use a calculator.



- Do not define/explain/review mathematical terms.
- Do not allow the use of a dictionary or thesaurus.

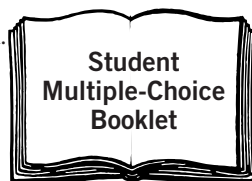
- Follow the *Teacher's Daily Plans*.
- Follow the specific policies and procedures for accommodations and exemption and record them on the Student Information Form.

For the Multiple-Choice components:

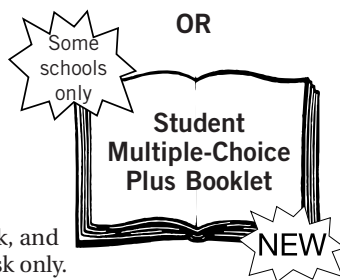
- Read the instructions (for the Mathematics portions) to the students who request it.

For the Performance Tasks:

- Read the instructions (for the Writing or Mathematics performance tasks) to the students who request it.
- Allow students to use mathematics manipulatives in the Mathematics performance task only.
- Allow students to use a calculator in the Mathematics performance task only.
- Allow the use of a dictionary, spell-check, and thesaurus in the Writing performance task only.
- Allow students to use a computer, if this is normal practice, for the Writing performance task.



OR



For the Multiple-Choice components:

- Do not read the Language portion to the students.
- Do not permit students to use calculators to complete the multiple-choice sections of the booklet.
- Do not permit students to use mathematics manipulatives to complete the multiple-choice sections of the booklet.

For the Performance Tasks:

- Do not instruct students in the Writing forms (e.g. story, letter)
- Do not allow the use of an electronic grammar check program.
- Do not allow the use of a dictionary or thesaurus for the Mathematics performance task.

Checklist: During the Assessment

Item	Action	Page(s)	Responsibility		Completed
			Principal	Teacher(s)	
<i>Teacher's Daily Plans</i>	Read the plan for the day. Ensure materials are ready.	16–17		✓	
Assessment Materials	Distribute. Collect all assessment materials daily.			✓	
Student Absences	Review the school plan for managing the assessments.	17		✓	
Teacher Absences	Use the training CD to train the supply teacher.	5, 17	✓	✓	
Quality Assurance Visits	An EQAO representative may visit the classroom to monitor administration of the assessment and/or interview staff.	17	✓	✓	
Security	Ensure the security of the assessment materials and student work.	6	✓	✓	

Returning Materials

From Teachers to the Principal

Give the assessment materials (teacher and student materials) that must be returned to EQAO to the principal.

Prepare the student materials in this way:

1. Ensure that a Student Information Form is completed for every student listed on the Class Tracking Sheet. Photocopy the Student Information Forms and the Class Tracking Sheet. Keep the photocopies on file in the office.
2. Put the original Student Information Forms in an envelope and mark the number of forms enclosed on the outside. Place the original Class Tracking Sheet in this envelope.
3. Bundle all the completed *Student Reading Booklets* together and secure the bundle with an elastic.
4. Repeat step 3 for the completed *Student Writing Booklets*, *Student Mathematics*

Booklets and Student Multiple-Choice Booklets or Student Multiple-Choice Plus Booklets.

5. Photocopy and bundle the *Student Answer Sheets* (Grade 6 only) with an elastic. Keep the photocopies on file.
6. A *Student Multiple-Choice Booklet* or *Student Multiple-Choice Plus Booklet* used by an exempted student (Type A exemption) should be marked “**exempt**” (specify Language or Mathematics or both) on the front cover and submitted with the bundle of completed *Student Multiple-Choice Booklets* or *Student Multiple-Choice Plus Booklets*.
7. Unused copies of the *Student Reading Booklets*, *Student Writing Booklets*, *Student Mathematics Booklets* and *Student Multiple-Choice Booklets* or *Student Multiple-Choice Plus Booklets* **must** be returned to EQAO.
8. Copies of the *Student Magazine*, the *Administration Guide for Teachers and School Principals*, the *Teacher's Daily Plans* and the teacher package may be kept at the school.



Note: If these materials will **not** be used in your school in the future, please return them to EQAO with the other assessment materials.

From the Principal to EQAO

Once the assessment has been completed in the school, the principal will collect the student booklets and assessment materials from the teacher(s). These materials include the following:

- Class Tracking Sheet
 - Student Information Forms
 - Student Booklets in Reading, Writing and Mathematics
 - Grade 6 Student Answer Sheets
 - Student *Multiple-Choice Booklets* or *Multiple-Choice Plus Booklets*
1. Indicate on the Packing/Return List the total number of each item being returned to EQAO.
 2. Count to ensure that **all** *Student Multiple-Choice Booklets* and/or *Student Multiple-Choice Plus Booklets* are returned.
 3. Make a photocopy of the completed Packing/Return List and keep the copy in a secure place at the school.
 4. Include the original Packing/Return List in the box with the materials being returned to EQAO.
 5. Place all assessment materials in the tote boxes provided in preparation for return to EQAO. Secure all tote boxes as indicated in the Courier Return Shipping Instructions. Please note that the courier will collect only those materials packed in the plastic tote boxes that have been provided.
 6. Use the provided pre-paid shipping label(s) to return assessment materials to EQAO.
 7. Approximately one week after shipment, phone the courier and ask for a trace of the shipment to ensure that it has reached EQAO.

The following items should be *on file* in the school:

- copies of all the completed Student Information Forms;
- a copy of the Class Tracking Sheet for each class participating in the assessment;
- copies of the Student Answer Sheets (Grade 6 only);
- signed consent forms for any student exempted from completing the assessment (do not send these to EQAO);
- a copy of the Packing/Return List;
- a record of the date of the courier pick-up; and
- the courier record.

Checklist: After the Assessment

Item	Action	Page(s)	Responsibility		Completed
			Principal	Teacher(s)	
Student Booklets	Organize all booklets. Staple the students' draft copies of the process writing inside the front covers of the <i>Student Writing Booklets</i> . Bundle student booklets by subject; bundle <i>Multiple-Choice Booklets</i> and/or <i>Multiple-Choice Plus Booklets</i> .	19		✓ ✓ ✓	
Assessment Questionnaires	Organize and bundle all questionnaires: Student, Teacher and Principal	14–15	✓	✓	
Assessment Materials	Copies of the <i>Student Magazines</i> , <i>Teacher's Daily Plans</i> , the <i>Administration Guide</i> and Training CD may be kept at the school.		✓		
Student Answer Sheets (Grade 6)	Make photocopies and keep them on file.	19	✓	✓	
Class Tracking Sheet	Make a photocopy and keep it on file. Return original to EQAO.	19	✓	✓	
Student Information Forms	Ensure completion and accuracy. Make photocopies and keep them on file. Return originals to EQAO.	19	✓	✓	
Packing/Return List	Record the total number of booklets being returned. Make a photocopy and keep it on file. Return original to EQAO.	20	✓		
Return Materials	Use the original tote boxes and the pre-paid shipping labels. Begin a trace on the shipment(s), if necessary.	20	✓		

Reporting and Communicating with Parents

Reporting

In the fall, EQAO will send Individual Student Reports to schools to review and share with students and parents. The Individual Student Reports will indicate levels of achievement in each of reading, writing and mathematics. EQAO will provide samples of student work at each of the four achievement levels to teachers and principals to assist in the interpretation and communication of the reports. Directors of education for each district school board and school authority will receive board and school reports. EQAO will report on student achievement for the province and for school boards in the *Provincial Report on Achievement*.

Communicating with Parents

It is important for the teachers participating in the assessments to communicate with parents of the students in their Grade 3 or Grade 6 classroom before the assessments begin. Sample letters have been provided in the appendix as a guide for this initial communication. A sample letter for parents' consent to exemption and a sample letter to inform parents of accommodated students about the accommodations their child will receive during the assessment are also included. The *Ontario Report and Guide on School Improvement Planning* is available in schools and on the EQAO Web site. This handbook is intended to help teachers, principals and school boards interpret and report the results of the assessments.

When the individual results are returned to schools in the fall, principals may wish to convene an information session to provide general information to help parents understand the

nature of the assessment, the context for the data they are to receive, suggestions about how to interpret the information, and opportunities for follow-up with parents who request further explanation. EQAO will provide a newsletter for Grade 4 and Grade 7 teachers to help them communicate with parents.

Policy on Reviews

Details on the procedures that EQAO has put in place for requesting a review will be outlined in the Individual Student Reports that will be distributed to schools in the fall.

Appendix

SAMPLE LETTERS TO PARENTS

Initial Letter — Grade 3	25
Initial Letter — Grade 6	26
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Letter to Parents Recommending an Exemption	28
Class Tracking Sheet: Sample Form	29

GRADE 3 ASSESSMENT SCALES

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Writing	31
Mathematics	32

GRADE 6 ASSESSMENT SCALES

Reading	33
Writing	34
Mathematics	35

Sample Letter to Parents of Grade 3 Students Initial Letter (on School Letterhead)

Dear Sir/Madam:

During the week of _____, your child will be participating in the Grade 3 Assessment of Reading, Writing and Mathematics, 2001–2002.

The title of the unit is Change. Students will do a variety of assessment activities based on the concept of change. The Grade 3 Assessment of Reading, Writing and Mathematics is expected to take up to two and a half hours each day for five days. Your child's teacher has been trained to administer this unit.

If you have any questions, please call me or your child's teacher. Or you may call EQAO at 1-888-327-7377 (toll-free).

Yours sincerely,

Principal

Sample Letter to Parents of Grade 6 Students Initial Letter (on School Letterhead)

Dear Sir/Madam:

During the week of _____, your child will be participating in the Grade 6 Assessment of Reading, Writing and Mathematics, 2001–2002.

The title of the unit is Perspectives. Students will do a variety of assessment activities based on this concept. The Grade 6 Assessment of Reading, Writing and Mathematics is expected to take up to two and a half hours each day for five days. Your child's teacher has been trained to administer this unit.

If you have any questions, please call me or your child's teacher. Or you may call EQAO at 1-888-327-7377 (toll-free).

Yours sincerely,

Principal

Letter to Parents of Accommodated Students (on School Letterhead)

Dear Sir/Madam:

EQAO permits students with special needs to receive specific accommodations when warranted to enable them to participate with their peers in all aspects of the assessment. These accommodations are similar to those provided during the school year and have been previously recorded on your child's Individual Education Plan (IEP).

In order to ensure that your child is able to demonstrate the full extent of his or her learning during the Grade 3 or Grade 6 Assessment of Reading, Writing and Mathematics, 2001–2002, your child will be provided the following accommodation(s):

Any accommodation(s) provided to your child will be noted on your child's *Individual Student Report*.

Please call the school if you have any questions about the accommodation(s).

Yours sincerely,

Principal

Letter to Parents Recommending an Exemption (on School Letterhead)

Dear Sir/Madam:

During the week of _____, your child's class will be participating in the _____
(enter the appropriate title: *Grade 3 Assessment of Reading, Writing and Mathematics, 2001–2002*
or *Grade 6 Assessment of Reading, Writing and Mathematics, 2001–2002*).

We recommend that your child receive an exemption from the assessment. This would mean that your child... (please indicate the type of the exemption and the alternative activities that will be offered, if required).

We are recommending this exemption for the following reason(s): (Please give the reasons(s) for which the school is recommending exemption. Refer to the section "EQAO Policy on Exemption" in the *Administration Guide for Teachers and School Principals*.)

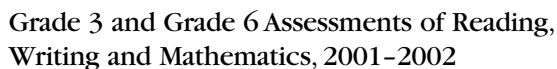
If you agree with this recommendation for an exemption, please sign the consent form below and return it to the school by (date). Please contact the school if you have any questions about this exemption.

Name of Student _____
(PRINT NAME)

I (we) _____ have discussed this matter with the
(PRINT NAME)

teacher and principal and consent to an exemption from the (*Grade 3 or Grade 6*) Assessment of Reading, Writing and Mathematics, 2001–2002.

Parent and/or Guardian _____
SIGNATURE(S) DATE



Class Tracking Sheet

Code Num

Student Name

ST NAME

--	--	--	--	--

0000

0000

Student Bar-Coded ID Number	Student Name	Indicate if student was absent on any assessment day	Indicate if make-up time was provided
01 01 12345 123 123456 10 0000	FIRST NAME <div style="border: 1px solid black; height: 20px;"></div> <div style="border: 1px solid black; height: 20px;"></div> LAST NAME <div style="border: 1px solid black; height: 20px;"></div> <div style="border: 1px solid black; height: 20px;"></div>	Day 1 <input type="checkbox"/> Day 2 <input type="checkbox"/> Day 3 <input type="checkbox"/> Day 4 <input type="checkbox"/> Day 5 <input type="checkbox"/>	yes <input type="checkbox"/> no <input type="checkbox"/>
02 01 12345 123 123456 10 0000	FIRST NAME <div style="border: 1px solid black; height: 20px;"></div> <div style="border: 1px solid black; height: 20px;"></div> LAST NAME <div style="border: 1px solid black; height: 20px;"></div> <div style="border: 1px solid black; height: 20px;"></div>	Day 1 <input type="checkbox"/> Day 2 <input type="checkbox"/> Day 3 <input type="checkbox"/> Day 4 <input type="checkbox"/> Day 5 <input type="checkbox"/>	yes <input type="checkbox"/> no <input type="checkbox"/>
03 01 12345 123 123456 10 0000	FIRST NAME <div style="border: 1px solid black; height: 20px;"></div> <div style="border: 1px solid black; height: 20px;"></div> LAST NAME <div style="border: 1px solid black; height: 20px;"></div> <div style="border: 1px solid black; height: 20px;"></div>	Day 1 <input type="checkbox"/> Day 2 <input type="checkbox"/> Day 3 <input type="checkbox"/> Day 4 <input type="checkbox"/> Day 5 <input type="checkbox"/>	yes <input type="checkbox"/> no <input type="checkbox"/>
04 01 12345 123 123456 10 0000	FIRST NAME <div style="border: 1px solid black; height: 20px;"></div> <div style="border: 1px solid black; height: 20px;"></div> LAST NAME <div style="border: 1px solid black; height: 20px;"></div> <div style="border: 1px solid black; height: 20px;"></div>	Day 1 <input type="checkbox"/> Day 2 <input type="checkbox"/> Day 3 <input type="checkbox"/> Day 4 <input type="checkbox"/> Day 5 <input type="checkbox"/>	yes <input type="checkbox"/> no <input type="checkbox"/>
05 01 12345 123 123456 10 0000	FIRST NAME <div style="border: 1px solid black; height: 20px;"></div> <div style="border: 1px solid black; height: 20px;"></div> LAST NAME <div style="border: 1px solid black; height: 20px;"></div> <div style="border: 1px solid black; height: 20px;"></div>	Day 1 <input type="checkbox"/> Day 2 <input type="checkbox"/> Day 3 <input type="checkbox"/> Day 4 <input type="checkbox"/> Day 5 <input type="checkbox"/>	yes <input type="checkbox"/> no <input type="checkbox"/>
06 01 12345 123 123456 10 0000	FIRST NAME <div style="border: 1px solid black; height: 20px;"></div> <div style="border: 1px solid black; height: 20px;"></div> LAST NAME <div style="border: 1px solid black; height: 20px;"></div> <div style="border: 1px solid black; height: 20px;"></div>	Day 1 <input type="checkbox"/> Day 2 <input type="checkbox"/> Day 3 <input type="checkbox"/> Day 4 <input type="checkbox"/> Day 5 <input type="checkbox"/>	yes <input type="checkbox"/> no <input type="checkbox"/>



Grade 3 Reading Assessment Scale

CATEGORIES/CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
REASONING <ul style="list-style-type: none"> selects and describes relevant information using information related to the text to show understanding interprets and analyzes ideas and information from the text 	<ul style="list-style-type: none"> demonstrates very limited understanding by using a few simple ideas, responding with information inconsistently related to the text 	<ul style="list-style-type: none"> demonstrates limited understanding by using some simple ideas, responding with some information that is related to the text 	<ul style="list-style-type: none"> demonstrates general understanding by using ideas of some complexity, beginning to make inferences and responding with information that is consistently related to the text 	<ul style="list-style-type: none"> demonstrates thorough understanding by using complex ideas, making inferences and responding with information that is consistently related to the text
COMMUNICATION <ul style="list-style-type: none"> relates ideas from reading to their own knowledge and experiences and to other readings 	<ul style="list-style-type: none"> demonstrates limited ability to use ideas in different contexts by making a few simple, unconnected or unclear references to personal knowledge/ experience 	<ul style="list-style-type: none"> demonstrates limited ability to use ideas in different contexts with some clarity and precision by linking some ideas to personal knowledge/ experience 	<ul style="list-style-type: none"> demonstrates the ability to use ideas in different contexts by clearly and precisely supporting them with personal knowledge/ experience 	<ul style="list-style-type: none"> demonstrates the ability to use ideas in different contexts by clearly and precisely integrating them with personal knowledge/ experience
ORGANIZATION OF IDEAS <ul style="list-style-type: none"> identifies and describes different forms of text uses knowledge of the organizational conventions and characteristics of different forms of writing to enhance understanding 	<ul style="list-style-type: none"> demonstrates limited knowledge of some simple forms of text by identifying the use of a few simple characteristics and organizational elements 	<ul style="list-style-type: none"> demonstrates some knowledge of simple forms of text by identifying the use of simple characteristics and organizational elements 	<ul style="list-style-type: none"> demonstrates general understanding of different forms of text by identifying the use of characteristics and organizational elements of some complexity 	<ul style="list-style-type: none"> demonstrates thorough understanding of a variety of different forms of text by identifying the use of complex characteristics and organizational elements
APPLICATION OF LANGUAGE CONVENTIONS <ul style="list-style-type: none"> understands the conventions of written texts (spelling, grammar, punctuation and style) identifies various conventions (spelling, grammar, punctuation and style) of texts and explains their use 	<ul style="list-style-type: none"> demonstrates very limited understanding of a few of the required conventions by identifying a few of them and providing limited explanations of their use 	<ul style="list-style-type: none"> demonstrates limited understanding of some of the required conventions by identifying some and providing some explanation of their use 	<ul style="list-style-type: none"> demonstrates general understanding of most of the required conventions by correctly identifying and explaining their use 	<ul style="list-style-type: none"> demonstrates thorough understanding of all the required conventions by correctly identifying and explaining their use

Grade 3 Writing Assessment Scale

CATEGORIES/CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
REASONING <ul style="list-style-type: none"> understands the purpose of the task develops ideas and relates them to the purpose and to each other 	<ul style="list-style-type: none"> demonstrates very limited reasoning by using some simple ideas and ideas that are inconsistently related to the purpose of the task and/or to each other 	<ul style="list-style-type: none"> demonstrates limited reasoning by using simple ideas that are related to the purpose of the task and/or to each other 	<ul style="list-style-type: none"> demonstrates reasoning by using ideas of some complexity that are clearly related to the purpose of the task and to each other 	<ul style="list-style-type: none"> demonstrates reasoning by using complex ideas that are clearly and coherently related to the purpose of the task and to each other
COMMUNICATION <ul style="list-style-type: none"> uses appropriate writing techniques (e.g., varied sentences, imagery and vocabulary) uses an appropriate voice addresses a specific audience 	<ul style="list-style-type: none"> writes unclearly and demonstrates a limited sense of voice and audience using a few very simple writing techniques related to the form of the task 	<ul style="list-style-type: none"> writes with some clarity and demonstrates some sense of voice and audience by using some simple writing techniques related to the form of the task 	<ul style="list-style-type: none"> writes with clarity and demonstrates a sense of voice and audience by using a range of writing techniques related to the form of the task 	<ul style="list-style-type: none"> writes with clarity and demonstrates a strong sense of audience and voice by using a range of complex writing techniques related to the form of the task
ORGANIZATION OF IDEAS <ul style="list-style-type: none"> shows evidence of a logical plan and/or focus presents connected ideas 	<ul style="list-style-type: none"> shows very limited evidence of a logical plan and/or focus by presenting ideas and information with only occasional connections 	<ul style="list-style-type: none"> shows some evidence of a logical plan and/or focus by organizing ideas and information using simple, mechanical connections 	<ul style="list-style-type: none"> shows evidence of a logical plan and/or focus by organizing ideas and information using appropriate, logical connections 	<ul style="list-style-type: none"> shows evidence of a logical plan and/or focus by organizing ideas and information using complex, logical connections
APPLICATION OF LANGUAGE CONVENTIONS <ul style="list-style-type: none"> applies language conventions correctly 	<ul style="list-style-type: none"> shows application of language conventions by demonstrating limited accuracy in spelling, grammar and punctuation 	<ul style="list-style-type: none"> shows application of language conventions by demonstrating some accuracy in spelling, grammar and punctuation 	<ul style="list-style-type: none"> shows application of language conventions by demonstrating general accuracy in spelling, grammar and punctuation 	<ul style="list-style-type: none"> shows application of language conventions by demonstrating consistent accuracy in spelling, grammar and punctuation

Grade 3 Mathematics Assessment Scale

CATEGORIES/CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
PROBLEM SOLVING <ul style="list-style-type: none"> demonstrates understanding of problems by choosing and carrying out appropriate problem-solving strategies applies strategies correctly 	<ul style="list-style-type: none"> demonstrates a very limited understanding of problems by choosing and carrying out a few simple strategies that rarely lead to accurate solutions 	<ul style="list-style-type: none"> demonstrates a limited understanding of problems by choosing and carrying out some appropriate strategies that sometimes lead to accurate solutions 	<ul style="list-style-type: none"> demonstrates a general understanding of problems by consistently choosing and carrying out appropriate strategies that usually lead to accurate solutions 	<ul style="list-style-type: none"> demonstrates a thorough understanding of problems by choosing and carrying out innovative and appropriate strategies that almost always lead to accurate solutions
UNDERSTANDING OF CONCEPTS <ul style="list-style-type: none"> uses required concepts demonstrates understanding of concepts by providing explanations that incorporate mathematical ideas and relationships 	<ul style="list-style-type: none"> demonstrates very limited understanding of a few required concepts by providing partial explanations that incorporate a few mathematical ideas and relationships 	<ul style="list-style-type: none"> demonstrates limited understanding of some required concepts by providing appropriate but incomplete explanations that incorporate some mathematical ideas and relationships 	<ul style="list-style-type: none"> demonstrates general understanding of most required concepts by providing appropriate and complete explanations that consistently incorporate mathematical ideas and relationships 	<ul style="list-style-type: none"> demonstrates in-depth understanding of all required concepts by providing both appropriate and complete explanations of mathematical ideas and relationships and by incorporating the concepts in a variety of contexts
APPLICATION OF MATHEMATICAL PROCEDURES <ul style="list-style-type: none"> selects and accurately applies operations and procedures 	<ul style="list-style-type: none"> selects and applies a few simple procedures and operations with major errors/omissions 	<ul style="list-style-type: none"> selects and applies some of the appropriate procedures and operations with several minor errors/omissions 	<ul style="list-style-type: none"> selects and applies most of the appropriate procedures and operations with few minor errors/omissions 	<ul style="list-style-type: none"> selects and applies almost all of the most appropriate procedures and operations; rarely with any errors/omissions
COMMUNICATION OF REQUIRED KNOWLEDGE RELATED TO CONCEPTS, PROCEDURES AND PROBLEM SOLVING <ul style="list-style-type: none"> justifies the reasonableness of solutions provides clear explanations and uses mathematical terminology and symbols correctly 	<ul style="list-style-type: none"> provides justifications that are unclear and/or imprecise and that rarely incorporate mathematical terms 	<ul style="list-style-type: none"> provides justifications that have some clarity and precision by using some appropriate mathematical terms and symbols 	<ul style="list-style-type: none"> provides justifications that are generally clear and precise by usually using appropriate mathematical terms and symbols 	<ul style="list-style-type: none"> provides justifications that are clear and precise by always using a range of appropriate mathematical terms and symbols

Grade 6 Reading Assessment Scale

CATEGORIES/CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
REASONING <ul style="list-style-type: none"> identifies, interprets, judges, summarizes and analyzes ideas and information from the text selects and describes relevant ideas/ information related to the text to show understanding 	<ul style="list-style-type: none"> demonstrates very limited understanding by using a few ideas and responding with very simple information that is inconsistently related to the text 	<ul style="list-style-type: none"> demonstrates limited understanding by using some simple ideas and responding with some simple information that is consistently related to the text 	<ul style="list-style-type: none"> demonstrates general understanding by using ideas of some complexity and responding with some complex information that is consistently related to the text 	<ul style="list-style-type: none"> demonstrates thorough understanding by using complex ideas and responding with complex information that is consistently related to the text
COMMUNICATION <ul style="list-style-type: none"> explains interpretation of a text supporting it with evidence from the text and his/her own knowledge and experience 	<ul style="list-style-type: none"> demonstrates limited ability to interpret by making a few simple, unclear or un-connected references to the text and personal knowledge/ experience 	<ul style="list-style-type: none"> demonstrates some ability to interpret with some clarity and precision by connecting some simple references to textual and personal knowledge/ experience 	<ul style="list-style-type: none"> demonstrates the ability to interpret by clearly and precisely connecting appropriate textual references to personal knowledge/ experience 	<ul style="list-style-type: none"> demonstrates the ability to interpret by clearly and precisely integrating convincing textual references with personal knowledge/ experience
ORGANIZATION OF IDEAS <ul style="list-style-type: none"> identifies and describes different forms of text uses knowledge of the organizational conventions and characteristics of different forms of writing to enhance understanding 	<ul style="list-style-type: none"> demonstrates limited knowledge of some simple forms of text by identifying the use of a few simple characteristics and organizational elements 	<ul style="list-style-type: none"> demonstrates some knowledge of simple forms of text by identifying the use of simple characteristics and organizational elements 	<ul style="list-style-type: none"> demonstrates general understanding of different forms of text by identifying the use of characteristics and organizational elements of some complexity 	<ul style="list-style-type: none"> demonstrates thorough understanding of a variety of different forms of text by identifying the use of complex characteristics and organizational elements
APPLICATION OF LANGUAGE CONVENTIONS <ul style="list-style-type: none"> understands the conventions of written texts (spelling, grammar, punctuation and style) identifies various conventions (spelling, grammar, punctuation and style) of texts and explains their use 	<ul style="list-style-type: none"> demonstrates very limited understanding of a few of the required conventions by identifying a few of them and providing limited explanations of their use 	<ul style="list-style-type: none"> demonstrates limited understanding of some of the required conventions by identifying some and providing some explanation of their use 	<ul style="list-style-type: none"> demonstrates general understanding of most of the required conventions by correctly identifying and explaining their use 	<ul style="list-style-type: none"> demonstrates thorough understanding of all the required conventions by correctly identifying and explaining their use

Grade 6 Writing Assessment Scale

CATEGORIES/CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
REASONING <ul style="list-style-type: none"> understands the purpose of the task develops ideas and relates them to the purpose and to each other 	<ul style="list-style-type: none"> demonstrates very limited reasoning by using some simple ideas and ideas that are inconsistently related to the purpose of the task and/or to each other 	<ul style="list-style-type: none"> demonstrates limited reasoning by using simple ideas that are related to the purpose of the task and/or to each other 	<ul style="list-style-type: none"> demonstrates reasoning by using ideas of some complexity that are clearly related to the purpose of the task and to each other 	<ul style="list-style-type: none"> demonstrates reasoning by using complex ideas that are clearly and coherently related to the purpose of the task and to each other
COMMUNICATION <ul style="list-style-type: none"> uses appropriate writing techniques (e.g., varied sentences, imagery and vocabulary) uses an appropriate voice addresses a specific audience 	<ul style="list-style-type: none"> writes unclearly and demonstrates a limited sense of voice and audience using a few very simple writing techniques related to the form of the task 	<ul style="list-style-type: none"> writes with some clarity and demonstrates some sense of voice and audience by using some simple writing techniques related to the form of the task 	<ul style="list-style-type: none"> writes with clarity and demonstrates a sense of voice and audience by using a range of writing techniques related to the form of the task 	<ul style="list-style-type: none"> writes with clarity and demonstrates a strong sense of audience and voice by using a range of complex writing techniques related to the form of the task
ORGANIZATION OF IDEAS <ul style="list-style-type: none"> uses logical sequence in sentences, paragraphs and overall organization and structure 	<ul style="list-style-type: none"> shows very limited evidence of organization by presenting incomplete ideas and information with only a few logical connections 	<ul style="list-style-type: none"> shows some evidence of organization by developing ideas and information that are related in simple, mechanical ways 	<ul style="list-style-type: none"> shows organization and focus by developing ideas and information using appropriate and logical connections 	<ul style="list-style-type: none"> shows strong organization and focus by developing ideas and information using a range of complex and logical connections
APPLICATION OF LANGUAGE CONVENTIONS <ul style="list-style-type: none"> applies language conventions correctly 	<ul style="list-style-type: none"> shows application of language conventions by demonstrating limited accuracy in spelling, grammar and punctuation 	<ul style="list-style-type: none"> shows application of language conventions by demonstrating some accuracy in spelling, grammar and punctuation 	<ul style="list-style-type: none"> shows application of language conventions by demonstrating general accuracy in spelling, grammar and punctuation 	<ul style="list-style-type: none"> shows application of language conventions by demonstrating consistent accuracy in spelling, grammar and punctuation

Grade 6 Mathematics Assessment Scale

CATEGORIES/CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
PROBLEM SOLVING <ul style="list-style-type: none"> demonstrates understanding of problems by choosing, carrying out and analyzing appropriate problem-solving strategies applies strategies correctly 	<ul style="list-style-type: none"> demonstrates a very limited understanding of problems by choosing and carrying out a few simple strategies that rarely lead to accurate solutions 	<ul style="list-style-type: none"> demonstrates a limited understanding of problems by choosing and carrying out some appropriate strategies that sometimes lead to accurate solutions 	<ul style="list-style-type: none"> demonstrates a general understanding of problems by consistently choosing and carrying out appropriate strategies that usually lead to accurate solutions 	<ul style="list-style-type: none"> demonstrates a thorough understanding of problems by choosing and carrying out innovative and appropriate strategies that almost always lead to accurate solutions
UNDERSTANDING OF CONCEPTS <ul style="list-style-type: none"> uses required concepts demonstrates understanding of concepts by providing explanations that incorporate mathematical ideas and relationships 	<ul style="list-style-type: none"> demonstrates very limited understanding of a few required concepts by providing partial explanations that incorporate a few mathematical ideas and relationships 	<ul style="list-style-type: none"> demonstrates limited understanding of some required concepts by providing appropriate but incomplete explanations that incorporate some mathematical ideas and relationships 	<ul style="list-style-type: none"> demonstrates general understanding of most required concepts by providing appropriate and complete explanations that consistently incorporate mathematical ideas and relationships 	<ul style="list-style-type: none"> demonstrates in-depth understanding of all required concepts by providing both appropriate and complete explanations of mathematical ideas and relationships and by incorporating the concepts in a variety of contexts
APPLICATION OF MATHEMATICAL PROCEDURES <ul style="list-style-type: none"> selects and accurately applies operations and procedures 	<ul style="list-style-type: none"> selects and applies a few simple procedures and operations with major errors/omissions 	<ul style="list-style-type: none"> selects and applies some of the appropriate procedures and operations with several minor errors/omissions 	<ul style="list-style-type: none"> selects and applies most of the appropriate procedures and operations with few minor errors/omissions 	<ul style="list-style-type: none"> selects and applies almost all of the most appropriate procedures and operations rarely with any errors/omissions
COMMUNICATION OF REQUIRED KNOWLEDGE RELATED TO CONCEPTS, PROCEDURES AND PROBLEM SOLVING <ul style="list-style-type: none"> analyzes and justifies the reasonableness of solutions provides clear explanations and uses mathematical terminology and symbols correctly 	<ul style="list-style-type: none"> provides justifications that are unclear and/or imprecise and that rarely incorporate mathematical terms 	<ul style="list-style-type: none"> provides justifications that have some clarity and precision by using some appropriate mathematical terms and symbols 	<ul style="list-style-type: none"> provides justifications that are generally clear and precise by usually using appropriate mathematical terms and symbols 	<ul style="list-style-type: none"> provides justifications that are clear and precise by always using a range of appropriate mathematical terms and symbols



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