

Administering the Assessments of Reading, Writing and Mathematics,

**Primary Division (Grades 1–3)
and Junior Division (Grades 4–6)**



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

Spring 2007

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Section 1: New and Important

Purpose of This Guide

The assessment for Grade 3 has been renamed the Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3); the Grade 6 assessment has been renamed the Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6). The change is meant to reflect the important fact that EQAO tests measure the cumulative knowledge and skills acquired by the end of these key stages of education.

This guide has been developed to provide direction to principals and teachers administering the Assessments of Reading, Writing and Mathematics in the primary and junior divisions in spring 2007. Administering the assessments according to the guidelines in this document will ensure province-wide consistency before, during and after the administration.

This guide is available at www.eqao.com. Two companion guides, *Guide for Accommodations, a Special Provision and Exemptions*, for principals and teachers, and *A Guide for Principals Preparing for the Administration of EQAO Tests*, are also available online.

What's New for the 2007 Assessments

- The section of this guide “Professional Responsibilities for the Administration of the Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6)” outlines the responsibilities of principals and teachers administering the assessments.
- Each student will receive an envelope for storage and easier distribution of student booklets during the administration.
- Students in Grade 6 must put their name on and sign their Student Answer Sheet.
- In the writing sections of the assessments, areas below the lines are shaded. Students are not to write in these areas. Any student work in a shaded area will not be scored.
- Additional pages are not to be inserted or stapled into booklets except in the case of students using assistive technologies.
- The “Key Words” document now includes definitions of terminology used in language questions.
- In the mathematics component of the primary division assessment, section 1, questions 1–7 must be answered without the aid of calculators or mathematics manipulatives. Calculators and manipulatives may be used for the remaining questions of the assessment.

The Importance of Identification Numbers

A 22-digit Identification (ID) Number (barcode) is printed on all student assessment materials. The **final 12 digits** are identical on all assessment materials in a student package. When packages are distributed to students, teachers must ensure that the **final 12 digits** of the ID number on each student's booklets match the one assigned to the student on the Class Tracking Sheet (CTS).

- If a student has not started writing the assessment and finds that the **final 12 digits** of the ID number on any item in his or her package do not match those on other items in the package, call EQAO at 1-888-327-7377 for instructions.
- If the student has already worked on some components of the package and finds material with different ID numbers, instruct the student to continue with the material set. When the student has finished writing, place all of the student's materials in the Issues Envelope, and document the issue on the outside of the envelope.
- If the barcode has been damaged on any of the student's materials, clearly write the 22-digit barcode number on the cover of the affected material. Place all of the student's materials in the Issues Envelope, and document the issue on the outside of the envelope.
- Do not use the package of an exempt or absent student without EQAO's permission.

Note: The alteration of barcodes or IDs may affect the accuracy of the student's Individual Student Report.

Section 2: Professional Responsibilities for the Administration of the Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6)

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

Principals are responsible for ensuring that

- they have read the 2006–2007 administration guide and board direction/policy;
- all students eligible for the assessment are accounted for, including those writing with accommodations and a special provision, and those exempted;
- complete and accurate information is provided to EQAO for each student eligible to write the assessment, including those writing with accommodations and a special provision, and those exempted;
- complete and appropriate assessment materials are ordered for each student, using the EQAO Student Data Collection (SDC) system, including, if necessary, requests for additional materials after receipt of the initial shipment;
- all support material necessary for the preparation for and administration of the assessment is provided to all participating teachers and support staff;
- all teachers and other personnel (e.g., scribes, prompters and principals themselves) participating in preparing for and administering the assessments have received training this year and follow the administration guide and *Guide for Accommodations, a Special Provision and Exemptions*;
- all assessment materials are kept secure prior to, during and after the administration;

- the locations and conditions for writing the assessments allow each student to work independently of every other student, and to the best of his or her ability, and conform to EQAO requirements as defined in the administration guide and *Guide for Accommodations, a Special Provision and Exemptions*;
- there is no deviation from the EQAO guidelines and instructions without explicit written direction from the relevant supervisory officer and EQAO's Chief Assessment Officer and
- any breach or suspected breach of security is reported to EQAO.

Principals and teachers are responsible to ensure the fair and consistent administration of the assessments as outlined in the administration guide. These procedures must be followed:

Before the Administration

- 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 on the morning of the day the administration begins. Scribes and prompters may have access to the assessment materials only during the administration sessions.
- Staff preparing assessment materials for assistive technologies may have access to the materials no earlier than 48 hours prior to the start of the administration.

- Assessment materials must not be copied in any way for any reason. The only exception is for the preparation of assessment materials for students using assistive technologies (no earlier than 48 hours prior to the start of the administration).

During and After the Administration

- Unused assessment packages (e.g., for absent students) must not be opened for any reason, except with EQAO's permission.
- Student assessment materials must not be removed from the classrooms during the administration.
- All classroom materials containing reading, writing or mathematics content of an instructional nature must be removed from view or covered. The "Key Words" and "Classroom Tips" available at www.eqao.com may be posted. No additional tips or reminders may be posted in the classroom, written on the blackboard or handed out to students.
- Students must be supervised at all times during the administration. This includes students with accommodations and students who require additional time to complete the assessment.
- Once the assessment has been opened, no one may use information from the assessment to provide instruction on any concept or item being tested prior to or during the administration of the assessment.
- During the assessment, no one may explain, define or provide examples of reading vocabulary or writing or mathematics terminology to students, including those with accommodations.
- During the assessment, nothing can be said or done to influence student responses, including, but not limited to, actions such as drawing a student's attention to an unanswered question.
- At no point during or after the assessment may anything be said or done to encourage students to alter or revise their responses.
- No one may read, review or correct student work during or after the administration. This includes darkening, rewriting, editing, erasing or altering student work in any way.
- Each section of the assessment must be completed in one continuous session. A session may include water fountain, stretch and washroom breaks but may not be interrupted by recess or lunch or by any other school programming.
- After the administration of any individual section of the assessment, 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.
- All assessment materials, used or unused, must be returned to EQAO.
- Student responses must not be copied in any way for any reason. The only exception is for photocopying the Grade 6 Student Answer Sheets prior to returning them to EQAO.
- Any circumstances that may affect the scoring of student work (e.g., ID number [barcode] 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 returned to EQAO in the Issues Envelope.
- Only those individuals directly involved in the administration and testing activities (e.g., scribes and prompters) should enter the testing room.

Assessment Procedures at a Glance

	DO	DO NOT
Language Booklets	- Follow the specific policies and procedures for accommodations outlined in the companion guide, <i>Guide for Accommodations, a Special Provision and Exemptions</i>, and record the accommodations on the SDC. For writing sections, - allow the use of a dictionary and a thesaurus. - read the instructions only to the students who request it.	For reading sections, - 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 a thesaurus. For writing sections, - do not scribe the students' responses. - 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).
Mathematics Booklet	- Follow the specific policies and procedures for accommodations outlined in the companion guide, <i>Guide for Accommodations, a Special Provision and Exemptions</i>, and record the accommodations on the SDC. - Except during the writing of section 1, questions 1–7 in the primary division assessment, allow students to use mathematics manipulatives. - Except during the writing of section 1, questions 1–7 in the primary division assessment, allow students to use a calculator.	- Do not define, explain or review mathematical terms. - Do not allow the use of a dictionary or a thesaurus. - Do not influence the answers students are providing.

The Assessment at a Glance

Student Booklet	Section and Time	Organization - The sections in each student booklet must be completed in the order presented. Time Allotted - The general guideline is one hour for each section. - Additional time may be provided. - Additional time must be in a continuous sitting. Language 1 and Language 2 Booklets - contain sections A, B, C and D, which must be administered sequentially. The Mathematics Booklet - contains sections 1 and 2, which may be completed following any of the language sections.
<i>Language 1</i> - Reading - Writing	A one hour	
	B one hour	
<i>Language 2</i> - Reading - Writing	C one hour	
	D one hour	
<i>Mathematics</i>	1 one hour	
	2 one hour	

Section 3: Detailed Steps for the Principal

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

Step	Action
STEP 1 Prior to receipt of assessment materials	• Send letters for students receiving accommodations, the special provision or exemptions as documented on the Student Information Form in the SDC system. • Determine the administration schedule. • Meet with the staff administering the assessment to review the administration schedule, accommodations and special provisions to be provided and other details. • Identify a secure location for the assessment materials.
STEP 2 Receipt of assessment materials	• The shipment will arrive between May 14 and 16, 2007. • Ensure that all required materials have been received. • Additional materials must be ordered using the SDC system.
STEP 3 Security	• Store the assessment materials in a secure location.
STEP 4 Distribution of CTSs and assessment packages to teachers	• From the SDC system, print CTSs for each class. • On the morning of the day the administration begins, distribute the assessment materials and a copy of the CTSs to the teachers administering the assessment.
STEP 5 Principal Questionnaire	• Complete the Principal Questionnaire.
STEP 6 Receipt of assessment materials from teachers	• Check that all materials have been returned by all teachers.

Step	Action
STEP 7 Return of assessment materials to EQAO	• Review the data in the SDC system to ensure that the student information is complete and accurate. • Photocopy the following, and keep the copies on file: – the completed Packing/Return List – the Student Answer Sheets (Grade 6 only) • Keep the following on file: – the CTSs and Student Information Form for each class printed from the SDC system – the signed consent forms for exempted students • Bundle all Teacher Questionnaires and the Principal Questionnaire together. (If teachers have placed their questionnaire in an envelope, leave it in the envelope.) • Bundle the original Student Answer Sheets (Grade 6 only) and put them in the Student Answer Sheet envelope. • Bundle – all <i>Language 1</i> booklets together; – all <i>Language 2</i> booklets together; – all <i>Mathematics</i> booklets together; – all unused student packages together and – all Student Questionnaires together. • In the Issues Envelope, place all materials that require the attention of EQAO, e.g., student package ID problems, booklets with missing pages and any notes addressed to EQAO representatives. Provide a detailed explanation of the problem on the outside of the envelope. • Place all assessment materials in the tote boxes provided. Fill any free space with the original packing material. • Indicate on the Packing/Return List the total quantity of each item being returned. (The quantities returned must equal the quantities received by the school.) • Include the original Packing/Return List with the materials being returned. • Affix the Return Service labels to the tote boxes, ensuring that the ID number on each label matches the one on the tote box. • Seal the tote boxes as indicated on the Return Shipping Instructions (UPS). • Call UPS (1-800-742-5877) no later than June 11, 2007, for pickup on completion of the assessment. • Record the date of the pickup and the shipment tracking number. • Keep a copy of the UPS waybill.

Section 4: Detailed Steps for Teachers

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

Step	Action
 STEP 1 Preparation for the assessment	• Meet with the principal and staff administering the assessment to review the administration schedule, the accommodations and special provisions to be provided and other details.
 STEP 2 Classroom environment	• Arrange the classroom to ensure that students work independently. • Remove from view or cover all materials containing reading, writing or mathematics content. The “Key Words” and “Classroom Tips” available at www.eqao.com may be posted. • Ensure students have the required materials for completion of the assessment: – pencils; – an eraser; – a protractor (Grade 6 only) and – a dictionary and a thesaurus (writing prompts only).
 STEP 3 Receipt and security of CTSs and assessment packages	• Check that you have received from your principal the correct CTS and number of student packages for your class. If materials are incomplete, inform your principal immediately. Do not use an exempt or absent student’s package unless instructed to do so by EQAO. • Store all assessment materials securely throughout the administration.
 STEP 4 Administration	• Distribute student packages according to the CTS. • Instruct students to 1. open their packages; 2. ensure each package includes • a <i>Language 1</i> booklet; • a <i>Language 2</i> booklet; • a <i>Mathematics</i> booklet; • a Student Questionnaire; • an envelope; • (French Immersion classes only) a <i>Glossaire de termes mathématiques</i> and • (Grade 6 only) a Student Answer Sheet;

Step	Action
STEP 4 Cont'd	3. ensure the final 12 barcode digits are the same on all student material; 4. complete the Student Questionnaire; 5. begin <i>Language 1</i>, section A and 6. upon completion of section A, approximately 60 minutes after the beginning of the assessment, place all materials in the envelope. • At the end of each section of the assessment, have students place all assessment materials in the student envelope. Collect and secure all assessment materials. • Follow the school administration schedule for completion of the remaining five sections.
STEP 5 Teacher Questionnaire	• Complete the questionnaire. • You may use a sealed envelope labelled “Teacher Questionnaire” for confidentiality.
STEP 6 Return of assessment materials to the principal	• Include the Teacher Questionnaire. • Ensure all booklets are removed from the students’ envelopes. • Bundle separately and with an elastic each of the following: – all completed <i>Language 1</i> booklets, – all completed <i>Language 2</i> booklets and – all completed <i>Mathematics</i> booklets. • Bundle all Student Answer Sheets together (Grade 6 only). • Bundle all Student Questionnaires. • Bundle together all materials that require EQAO’s attention, e.g., student package ID problems, booklets with missing pages and any notes addressed to EQAO representatives. Provide a detailed explanation of the problem to the principal for inclusion on the outside of the Issues Envelope. • Bundle all unused student packages together.

Appendix A—EQAO Information

The Education Quality and Accountability Office

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

The role of EQAO is to

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

Development of the Assessment

EQAO has developed the assessment in collaboration with teams of Ontario teachers, consultants and principals. These educators have contributed their expertise in language and mathematics, their knowledge of *The Ontario Curriculum, Grades 1–8: Language* (revised 2006) and *The Ontario Curriculum, Grades 1–8: Mathematics* (revised 2005), their experience with equity issues, their knowledge concerning students with special needs and their technical knowledge pertaining to validity and reliability.

EQAO's commitment to both accountability and improvement has led to the following criteria for the Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6). The assessments must

- be of high quality, to ensure that reliable information about student achievement is obtained;
- ask students to work independently to complete challenging tasks across the language and the mathematics curricula;
- give a broad view of students' knowledge and skills in language and in mathematics and
- contribute to student learning.

Appendix B—EQAO Policies

Consistency and Fairness

The consistency of assessment procedures is important to ensuring fairness for all students. Students must work independently in a quiet environment, supervised by teachers trained for the administration of the assessment. The conditions of the assessment administration include time allotments as well as limited access to the assessment booklets. Students work on one booklet at a time. The standardization of the assessment content and of the conditions under which the assessment is administered ensure comparable opportunities for students to demonstrate the skills assessed.

Quality Assurance

As part of EQAO's quality assurance procedures, a random sample of schools are visited during the assessment by observers representing EQAO. The observers' responsibility is to monitor the consistency of administration across the province. The observers will notify the school in advance by phone and will present a letter of identification to the principal.

Student Participation, Absences and Lateness

All students enrolled in Grade 3 or 6 in publicly funded schools must participate.

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

If a student moves out of the school during the assessment, return all materials to EQAO.

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

Teacher Absences

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

French Immersion

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

- Option A: Students complete all components of the assessment in English;
- Option B: Students complete the reading and writing components in English and the mathematics component in a French translation or
- Option C: 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.)

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 Policy on the Duty to Report Child Abuse

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

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

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

EQAO Policy on Offensive Language

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

Reporting to Students and Parents

In the fall of 2007, EQAO will provide an ISR to each student. The ISR will indicate overall levels of achievement in reading, writing and mathematics. Samples of student work will be available on the EQAO Web site (www.eqao.com) to assist in the interpretation of reports. Directors of education for each district school board and school authority will receive board and school reports. EQAO will report on student achievement in the province and in school boards in the *Provincial Report*.

Embedded Materials

Note: Field-test questions are embedded in the student booklets. Assessment of these questions will not be included in the students' scores.

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