

ADMINISTRATION GUIDE Spring 2011

What's **NEW** for 2011

page 1

Assessment Procedures at a Glance

page 3

Professional Responsibilities

page 4



Principal's Steps

pages 5–6



Teachers' Steps

pages 7–8

Assessment Day Instructions for Teachers

page 9

Administration: What

happens if...?

pages 10–11

Impacts on Reporting: What happens if...?

page 12



IMPORTANT DATES

Enter or confirm information using SDC system (order special versions)	March 2 to March 22
--	---------------------

Assessment materials delivered to school	May 24 to May 27
---	------------------

Verify, using SDC system, that all student information is up to date and accurate	April 4 to June 15
---	--------------------

Verify, using SDC system, that all materials have arrived	May 27
--	--------

Download assistive technology versions	May 26
---	--------

ADMINISTER PRIMARY AND JUNIOR ASSESSMENTS	May 30 to June 10
--	-------------------

Prepare assessment materials for return to EQAO	Immediately after administration (no later than June 13)
--	--

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



What's **NEW** for 2011

- There are two new sections in this guide: “Administration: What happens if...?” provides solutions to issues that may occur during the administration, and “Impacts on Reporting: What happens if...?” provides guidelines on administrative issues that may reflect a student’s score.
- **All** school staff involved in the administration must read and adhere to “Professional Responsibilities for the Administration of the Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions” in this guide.
- The documents “Professional Responsibilities for the Administration of the Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions” (full version) and “EQAO Policies and Procedures” are now located on EQAO’s Web site (www.eqao.com).
- Ensure that all students complete the assessments without assistance from anyone. Student responses will be analyzed for evidence of collusion prior to the release of students’ results.
- The use of cellphones, audio- or video-recording devices, pagers, digital music players or e-mail or text messaging devices during the assessments is not permitted. Their use may result in no score being provided.
- All audio responses must be transcribed prior to submission to EQAO. The original audio version and the transcription must be placed in the Special Versions Envelope.
- Accurate copies of all seating plans for the administration of the assessments must be retained for one year.
- “Accounting and Reporting EQAO Results for Students with Unique or Special Circumstances” is available on the secure section of EQAO’s Web site (www.eqao.com).
- Remember: EQAO assessment materials sent to schools for administration should not be copied in any way or for any reason. You can use the assessments materials on EQAO’s Web site to help students with the format of the assessments and the types of questions asked.

The Assessments at a Glance

STUDENT BOOKLET	SECTION	TIME (additional time may be provided but must directly follow the allotted hour)
<i>Language 1</i> (Reading and Writing)	A	One hour
	B	One hour
<i>Language 2</i> (Reading and Writing)	C	One hour
	D	One hour
<i>Mathematics</i>	1	One hour
	2	One hour

Notes

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

The mathematics sections can be administered at any time during the assessments. Here are two examples of an administration schedule.

Example 1	Example 2
<i>Mathematics</i> , Section 1	<i>Language 1</i> , Section A
<i>Language 1</i> , Section A	<i>Mathematics</i> , Section 1
<i>Language 1</i> , Section B	<i>Language 1</i> , Section B
<i>Mathematics</i> , Section 2	<i>Language 2</i> , Section C
<i>Language 2</i> , Section C	<i>Mathematics</i> , Section 2
<i>Language 2</i> , Section D	<i>Language 2</i> , Section D

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

Assessment Procedures at a Glance

Follow the specific policies and procedures for accommodations outlined in the *Guide for Accommodations, Special Provisions and Exemptions*, and record the accommodations in the SDC system.

	DO	DO NOT
LANGUAGE BOOKLETS	For writing sections, - allow the use of a dictionary and a thesaurus for the short- and long-writing tasks only. - allow English language learners to use a dual language dictionary for the short- and long-writing tasks only. - read the instructions only to the students who request it. - inform primary students that areas below the lines are shaded. Students are not to write in these areas. No work written in shaded areas will be scored.	For writing sections, - do not edit the students' work (e.g., do not help with spelling, vocabulary, punctuation). - do not instruct students in the writing forms (e.g., story, letter). - do not add any additional lines or pages. Student work must be completed in the space provided. For reading sections, - do not read the passages to the students. - do not read the questions to the students. - do not translate or explain passages or questions for the students. - do not influence the students' answers. - do not allow the use of a dictionary or a thesaurus (including electronic dictionaries and translators). - do not add any additional lines or pages. Student work must be completed in the space provided.
MATHEMATICS BOOKLET	- Allow students to choose to use mathematics manipulatives and a calculator after questions 1–7 in Section 1 of the <i>Mathematics</i> booklet for the primary assessment. - Calculators and mathematics manipulatives are permitted throughout the junior assessment. - Read the questions only to the students who request it.	- Do not allow the use of calculators or mathematics manipulatives for questions 1–7 in Section 1 of the <i>Mathematics</i> booklet for the primary assessment. - Do not choose manipulatives for students. - Do not define, translate, explain or review mathematical terms. - Do not allow the use of a dictionary or a thesaurus (including electronic dictionaries and translators). - Do not influence the students' answers.

The Other Guides

The *Guide for Accommodations, Special Provisions and Exemptions* is a companion document that provides information about and outlines the required documentation for accommodations for students with special education needs, special provisions for English language learners and exemptions.

The *Guide for Principals Preparing for the Administration of EQAO Tests* is available on the secure section of EQAO's Web site (www.eqao.com) under "Student Data Collection System—Resources."

Participation

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

Professional Responsibilities for the Administration of the Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions

All staff (including scribes and prompters) must read and adhere to the following.

Note: For more detail, please see the full document, also called “Professional Responsibilities for the Administration of the Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions,” posted on EQAO’s Web site (www.eqao.com).

Principals will ensure that

- all Grade 3 and Grade 6 students enrolled at the school (including those requiring accommodations, special provisions and exemptions) are accounted for;
- complete and accurate information on the students is provided to EQAO;
- appropriate assessment materials have been ordered for all students;
- all staff involved in the administration have been trained and have read this guide’s “Professional Responsibilities for the Administration of the Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions”;
- scribes and prompters are aware of their roles and responsibilities;
- all assessment materials have been received and are kept secure and confidential;
- access to assessment materials occurs only on the first day of administration, except in the case of staff preparing materials for assistive technology, who may have access 48 hours prior to the assessment and
- any suspected security breach related to the administration of the assessments is reported to EQAO immediately.

Teachers and principals will ensure that

- each student has sufficient writing room to work independently of every other student;
- assessment packages are not opened prior to the start of the first administration session;
- scribes and prompters have access to the assessment materials only during the administration;
- assessment materials and student responses are not be copied in any way (the only exception is for the recommended photocopying of the Grade 6 Student Answer Sheets before returning them to EQAO);
- at the end of each section, all assessment materials are collected and stored in a secure place;
- all instructional materials containing reading, writing or mathematics content of an instructional nature are removed or covered;
- students are supervised at all times during the administration;
- no cellphones, audio- or video-recording devices, pagers, digital music players or e-mail or text messaging devices are allowed in the assessment room;
- each section is completed in one continuous session;
- during the assessments, students do not receive
 - instruction on any concepts or items from the assessments once the assessment materials have been opened;
 - explanations, definitions, translation or examples of reading, writing or mathematics terminology or
 - encouragement or influence to alter or revise their responses;
- during and after the assessments, student booklets are not read, reviewed, rewritten, edited or corrected in any way and
- all circumstances that may affect the scoring of a student’s work are documented and reported to EQAO on the **Issues Envelope**.



Principal's Steps | Before Administration

STEP	✓ ITEM	DETAILS	RESOURCES
1	☐ SDC	Enter or confirm information using Student Data Collection (SDC) system.	Secure Web site: SDC system <i>A Guide for Principals Preparing for the Administration of EQAO Tests</i> “Accounting and Reporting EQAO Results for Students with Unique or Special Circumstances: Guidelines for Schools and School Boards”
	☐ Administration Schedule	Determine administration schedule.	“The Assessment at a Glance” chart in this guide <i>Guide for Accommodations, Special Provisions and Exemptions</i>
	☐ Accommodations, Special Provisions and Exemptions	- Identify and make arrangements for students receiving accommodations, special provisions and exemptions. - Send letters to parents of students receiving accommodations, special provisions and exemptions.	<i>Guide for Accommodations, Special Provisions and Exemptions</i> Secure Web site: sample letters
	☐ Meet with Staff	- Ensure all staff involved with administration have read guides. - Review “Professional Responsibilities for the Administration of the Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions,” and ensure that all staff, including scribes and prompters, are aware of their roles and responsibilities; - arrangements for students requiring accommodations, special provisions and exemptions and - assessment room requirements.	<i>Administration Guide and Guide for Accommodations, Special Provisions and Exemptions</i>
	☐ Security	Identify secure location for assessment materials.	
2	☐ Assessment Materials	- Ensure all required materials have been received. Do not open individual student packages.	Class Tracking Sheet printed from SDC system Packing List
	☐ Additional Materials	- Update student information in SDC system. - Order additional materials using SDC system.	SDC system
	☐ Secure Storage of Assessment Materials	Store assessment materials in secure location until distribution to teachers on first administration day.	
	☐ Guides	Distribute this guide and <i>Guide for Accommodations, Special Provisions and Exemptions</i> to all teachers administering assessment.	
3	☐ Assistive Technology	For students using assistive technology, download file in the correct format from SDC system and load it onto student's computer 48 hours prior to start of assessment. Only students for whom electronic versions were ordered may use them.	<i>Guide for Accommodations, Special Provisions and Exemptions</i>



Principal's Steps | During and After Administration

STEP	✓ ITEM	DETAILS	RESOURCES
4	☐ Class Tracking Sheet (CTS) and Assessment Packages to Teachers	▪ Print up-to-date CTS for each class. ▪ Distribute assessment materials on administration day. ▪ Resolve package ID problems.	Secure Web site: SDC system "Administration: What happens if..." section of this guide
5	☐ Principal Questionnaire	▪ Complete Principal Questionnaire.	
6	☐ Receipt of Assessment Materials from Teachers	▪ Use CTS to check that all materials have been returned.	SDC system
7	☐ Student Information Review	▪ Check that student information is complete and accurate. ▪ Update information.	SDC system
	☐ School Files	▪ Store for one year: – copies of Student Answer Sheets (for Grade 6 students only); – CTS; – documentation for students with accommodations, special provisions and exemptions and – class seating plans.	
	☐ Prepare for Pickup	▪ Prepare for pickup immediately upon completion of assessment or no later than date stated under "Important Dates" on cover of this guide.	
	☐ Student Answer Sheet Envelope	▪ Include all Grade 6 Student Answer Sheets, except those for special versions and those with issues (see below).	
	☐ Special Versions Envelope	▪ Staple all of student's work to inside front cover of appropriate booklet, and ensure last 12 digits of package ID appear on each page. ▪ Include all special version booklets and Student Answer Sheets (Grade 6 only) for students using computer, assistive technology and audio response formats.	<i>Guide for Accommodations, Special Provisions and Exemptions: "How to Return Computer Responses to EQAO."</i>
	☐ Issues Envelope	▪ Include all materials that require EQAO's attention (e.g., materials with package ID problems, booklets with missing pages, notes to EQAO). ▪ Provide detailed explanation of each issue on outside of Issues Envelope.	<i>Administration Guide</i>
	☐ Check Materials	▪ Use packing list to ensure that quantities returned are same as quantities received.	Packing List
	☐ Pack and Seal Tote Boxes	▪ Include Student Answer Sheet Envelopes, principal and teacher questionnaires, Special Versions Envelopes, Issues Envelopes and all assessment booklets (used or unused).	
	☐ Return Labels	▪ Affix label, ensuring that ID number on label matches one on tote box.	UPS Return Shipping Instructions
	☐ UPS Pickup	▪ Call UPS at 1-800-742-5877. ▪ Record date and shipment tracking number.	



Teachers' Steps

STEP	✓ ITEM	DETAILS	RESOURCES
1	○ Guides	Read this guide and <i>Guide for Accommodations, Special Provisions and Exemptions</i>.	EQAO Web site
2	○ Staff Meeting	Meet with principal and other staff members administering assessment to review roles and responsibilities and plan for administration, accommodations, special provisions and exemptions.	
3	○ Prepare Classroom for Assessment	- Set up room to ensure students will work independently. - Prepare seating plans. - Cover or remove from view all instructional materials about reading, writing or mathematics (e.g., word wall with definitions or pictures, diagrams or anchor charts, graphic organizer templates, editing checklist and mathematics formulas). None of these may be distributed to students. "Classroom Tips" available at www.eqao.com may be posted. You may make copies or enlarge originals as required.	EQAO Web site
4	○ Student Supplies	- Ensure pencils, erasers, rulers, protractors (Grade 6), dictionaries and thesauruses (for short- and long-writing tasks only) are available. - For Grade 6 French Immersion classes, glossary is available for printing at www.eqao.com. Grade 3 French Immersion students will receive glossary in student package. - Allow students to choose to use mathematics manipulatives and calculators for assessment (except questions 1–7 in Section 1 of primary-division <i>Mathematics</i> booklet).	
5	○ Receive Assessment Materials	- Check that number of student packages matches number of students identified on CTS. Do not open individual student packages.	"Administration: What happens if..." section of this guide
6	○ Administer Assessment	Follow "Assessment Day Instructions for Teachers."	"Assessment Day Instructions for Teachers" (page 9 of this guide)
7	○ Teacher Questionnaire	- Complete questionnaire. - For confidentiality, completed questionnaires may be placed in sealed envelope labelled "Teacher Questionnaire."	"Assessment Day Instructions for Teachers"

Teachers' Steps (continued)

STEP	✓ ITEM	DETAILS	RESOURCES
8	○ Collect Assessment Materials	▪ Collect all student booklets, unused student packages, Student Answer Sheets (Grade 6 only) and Student Questionnaires, using CTS. Ensure that no Student Answer Sheets remain in booklets.	
9	○ Issues	▪ In Issues Envelope, place all materials that require EQAO's attention (e.g., those with missing pages, student package problems, notes to EQAO). ▪ Provide principal with written explanation of issues.	
10	○ Special Versions	▪ Staple all student's work to inside front cover of appropriate booklet. ▪ Provide principal with all special version booklets and Student Answer Sheets (Grade 6 only) for students using computer, assistive technology and audio response formats, using the Special Versions Envelope.	<i>Guide for Accommodations, Special Provisions and Exemptions: "How to Return Computer Responses to EQAO."</i>
11	○ Return Materials to Principal	▪ Return all materials to principal.	

Assessment Day Instructions for Teachers

✓ ITEM	DETAILS	RESOURCES	TIPS
○ Use Class Tracking Sheet (CTS) to distribute packages to students	▪ For each student, ensure final 12 digits of package ID match those on CTS. Do not change the barcode or digits on this document.  111 16101 00 777777 06 52 99 Grade Class Package #	Administration Guide, page 10	If a student begins work in the incorrect package, the student should continue using the package for the entire assessment. Update the CTS after the assessment.
○ Read script to students	Script: 1. Open your package. 2. Ensure your package includes – a <i>Language 1</i> booklet – a <i>Language 2</i> booklet – a <i>Mathematics</i> booklet – a <i>Student Questionnaire</i> – (Grade 3 French Immersion classes only) a <i>Glossaire de termes mathématiques</i> – (Grade 6 only) a <i>Student Answer Sheet</i> 3. Ensure that the final 12 digits of your package ID match the final 12 digits on each booklet and <i>Student Answer Sheet</i> (Grade 6 only) in your package. 4. (Grade 6 only) Print and sign your name on the Student Answer Sheet. You will need to fill in the circles for the multiple-choice answers on your Student Answer Sheet. 5. Complete your Student Questionnaire (Grade 3 teachers: read each question with students). 6. Place everything except the first booklet to be completed (<i>Language 1</i> or <i>Mathematics</i>) under your chair. (For Grade 6 only) Keep your Student Answer Sheet on your desk. 7. Be sure to attempt all questions. If you leave a question blank, it will be scored 0. 8. Begin the first section in the booklet (<i>Language 1</i> or <i>Mathematics</i>). Work to the first stop sign, on page ____.		Ensure that there are no cellphones, audio- or video-recording devices, pagers, digital music players or e-mail or text-messaging devices in the assessment room.
○ Collection of materials	▪ Collect all booklets, <i>Student Answer Sheets</i> (Grade 6 only) and <i>Student Questionnaires</i> at end of section and secure all assessment materials.		
○ Completion of remaining five sections	▪ Follow school administration schedule.		
○ Complete Teacher Questionnaire	Return to Step 7 of “Teachers’ Steps,” on page 7.		

Administration: What happens if...?

CATEGORY	ISSUE	SOLUTION	RESOURCES
Missing Packages or New Students	no materials	Order using SDC system or contact EQAO if urgent. Do not photocopy another student's package.	SDC system
	student package is incomplete	Contact EQAO to describe problem and request materials.	
Booklet Issues	some questions are different	Have student complete all questions in his or her booklet. Note: There are different versions of assessment, as field-test questions are embedded in booklets. The field-test questions are not included in students' scores.	"EQAO Policies and Procedures" on EQAO Web site
	all materials in student's package do not have same final 12 digits	Continue to use package and place all of student's work in Issues Envelope. On outside of envelope, document issue.	
Package ID Number Issues	students received wrong package	Have students continue working in package they received. If issue involves only two students, inform EQAO by using SDC system's "Switch Packages" task button. If issue involves more than two students, on CTS, print students' names beside package they actually used and fax CTS to EQAO at 416-325-6622. Place all related student materials and copy of CTS in Issues Envelope and document issue on envelope.	Secure Web site: SDC system and <i>A Guide for Principals Preparing for the Administration of EQAO Tests</i>
	student is absent	Have student complete assessment upon his or her return if this is possible while assessment booklets are in school.	"EQAO Policies and Procedures" on EQAO Web site
Absences	teacher is absent	Another teacher, supervised by principal, may administer assessment. This teacher must be familiar with administration procedures and must follow them.	"EQAO Policies and Procedures" on EQAO Web site

Administration: What happens if...? (continued)

CATEGORY	ISSUE	SOLUTION	RESOURCES
Lateness	student is late	Have student begin when he or she arrives. If possible, allow late student full time allotted to write each section.	"EQAO Policies and Procedures" on EQAO Web site
Emergency	fire drill or other school emergency	Tell students to leave assessment materials on their desks and to exit immediately according to school's emergency exit plan. When students return, instruct them to return to assessment.	"EQAO Policies and Procedures" on EQAO Web site
Student Responses	responds in language other than English	Student will not receive scores, or individual questions will be given a score of zero.	
	uses offensive language	Pages with offensive language may not be scored. Principal will be notified.	"EQAO Policies and Procedures" on EQAO Web site
Assistive Technology	computer crashes	Contact your board's IT department. If work cannot be retrieved, place remainder of student work and booklets in Issues Envelope with explanation. Student cannot redo work that has been lost.	

Impacts on Reporting: What happens if...?

IF	WHAT YOU SHOULD DO	REPORTING OUTCOME
booklets are not distributed according to Class Tracking Sheet	If issue involves only two students, inform EQAO by using “Switch Packages” task button in SDC system.	Scores will be assigned to appropriate student.
package ID numbers on barcode are changed	If issue involves more than two students, on CTS, print students’ names beside package they actually used and fax CTS to EQAO at 416-325-6622. Place all related student materials and copy of CTS in Issues Envelope and document issue on envelope. Note: Check Preliminary Student Summary when released.	
student’s computer responses are not stapled into booklets	staple pages to inside front cover of appropriate booklet, and place booklets and Student Answer Sheets (Grade 6 only) in Special Versions Envelope .	
students copy from one another	place all booklets and Student Answer Sheets (Grade 6 only) in Issues Envelope . Indicate issue (where possible indicating affected items) on front of envelope.	No scores will be assigned for students. This may have impact on school and board results.
students practise current year’s assessment before administration		
scribe does not write down exact words of student	place all booklets and Student Answer Sheets (Grade 6 only) in Issues Envelope . Indicate issue (where possible indicating affected items) on front of envelope.	Scores for students may not be assigned. This may have impact on school and board results.
scribe or prompter does not follow instructions and provides hints to student		
student receives explanation of concepts in reading, writing and mathematics		
student uses dictionary for the reading or mathematics portion of the assessment		
student is provided with instructional material		
computer responses are lost or saved incorrectly		

**Education Quality and
Accountability Office**



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

Telephone: 1-888-327-7377 Web site: www.eqao.com

© 2011 Queen's Printer for Ontario