

ADMINISTRATION GUIDE Spring 2014

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IMPORTANT DATES

Enter or confirm information using SDC system (order special versions)	February 28 to March 19
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Receive delivery of assessment materials	May 20 to May 23
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Verify, using SDC system, that all student information is up to date and accurate	April 14 to June 13
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Verify, using SDC system, that all materials have arrived	May 23
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Download assistive technology versions	May 21
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ADMINISTER PRIMARY AND JUNIOR ASSESSMENTS	May 26 to June 6
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Prepare assessment materials for return to EQAO	Immediately after administration or no later than June 9
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Delete electronic versions of the assessment and students' work	September 30
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What's **NEW** for 2014

- The following electronic formats will be available this year for reading and writing: Kurzweil 3000 (versions 10 and 12), Kurzweil 1000 (version 12), Word optimized for Premier, Word optimized for WordQ, Word optimized for Read and Write Gold, Word (.doc), PDF, HTML and RTF.

Reminders

- ✓ All provisions outlined in the administration and accommodation guides must be adhered to whether the student is taking the assessment in a paper or an electronic format. Any instructional materials, including electronic instructional applications, that facilitate responses to questions cannot be used. We rely on the professional judgment of educators to administer the assessments in accordance with EQAO guidelines and to ensure the security and validity of the assessments.
- ✓ It is no longer necessary to place any Student Answer Sheets in the Special Versions Envelope. Place them all in the Student Answer Sheet envelope.
- ✓ From May 20 until June 6, 2014, principals can log in to the secure portion of the EQAO Web site and click the link provided in the “What’s New” section of the secure home page to complete the Principal Questionnaire online.
- ✓ **All** school staff involved in the administration must read and adhere to the “Professional Responsibilities for the Administration of the Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions” in this guide.
- ✓ EQAO assessment materials sent to schools for administration should not be copied or altered in any way for any reason. Prior to the assessments, you can use the assessment materials on EQAO’s Web site to help students with the format of the assessments and the types of questions asked.
- ✓ 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.
- ✓ Students are **NOT** permitted to use **personal** electronic devices such as laptops and tablets (e.g., iPads) for the EQAO assessments.
- ✓ The assistive technology files will be available for download 72 hours prior to the assessment.

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. - only students who request it should have the instructions and/or questions read to them. - 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 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, questions or individual words 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 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. - Only students who request it should have the questions read to them.	- 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 page;
- 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 72 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

- assessment packages are not opened prior to the start of the first administration session;
- each student has sufficient room to work independently of every other student;
- scribes and prompters have access to the assessment materials only during the administration;
- assessment materials and student responses are not 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	☐ Student Data Collection (SDC)	▪ Enter or confirm information using 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 Assessments 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 or exemptions.	<i>Guide for Accommodations, Special Provisions and Exemptions</i> Secure Web site: sample letters
	☐ Meeting 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</i> and <i>Guide for Accommodations, Special Provisions and Exemptions</i> ; “EQAO’s Video Guide to Key Test Administration Procedures” and “Impacts on Reporting: What happens if...?” (section of this guide)
	☐ Security	▪ Identify secure location for assessment materials.	
2	☐ Assessment Materials	▪ Ensure all required materials have been received. ▪ Do not open individual student packages.	Secure Web site: Class Tracking Sheet printed from SDC system Packing List (with delivery)
	☐ Additional Materials	▪ Update student information in SDC system. ▪ Order additional materials using SDC system.	Secure Web site: 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 72 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 online. (Log in to the secure Web site and click link in "What's New" section of secure home page.)	
6	☐ Receipt of Assessment Materials from Teachers	Use CTS to check that all materials have been returned.	Secure Web site: SDC system
7	☐ Student Information Review	- Check that student information is complete and accurate. - Update information if required.	Secure Web site: 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. - Delete electronic files and student work by date specified on front page of this guide.	
	☐ Preparation 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 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 only special version booklets containing responses typed on computer or in audio format.	<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.	This guide
	☐ Checking of Materials	Use packing list to ensure that quantities returned are same as quantities received.	Packing List (with delivery)
	☐ Packing and Sealing of Tote Boxes	Include Student Answer Sheet Envelopes, Teacher Questionnaires, Special Versions Envelopes, Issues Envelopes and all assessment booklets (used or unused).	
	☐ Return Labels	- Prepare for pickup immediately upon completion of assessment or no later than date stated under "Important Dates" on tote box. - Affix label, ensuring that ID number on label matches one on tote box.	UPS Return Shipping Instructions (with delivery)
	☐ UPS Pickup	- Prepare for pickup immediately upon completion of assessment or no later than date stated under "Important Dates" on cover of this guide. - Call 1-800-742-5877 for pickup. - 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>.	
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	☐ Preparation of Classroom for Assessment	- Set up room to ensure students will work independently. - Prepare seating plans. - Cover or remove from view all instructional materials about reading, writing or mathematics (e.g., word wall with definitions or pictures, diagrams or anchor charts, graphic organizer templates, editing checklist, mathematics formulas). None of these may be distributed to students. It is recommended that you remove material if you are unsure whether it is instructional. "Classroom Tips" available at www.eqao.com may be posted. You may make copies or enlarge originals as required.	
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. - Ensure mathematics manipulatives and calculators are available for students to use for assessment (except questions 1–7 in Section 1 of primary-division <i>Mathematics</i> booklet). During assessment, students may choose which manipulatives to use.	
5	☐ Receipt of Assessment Materials	Do not open individual student packages. - Check that number of student packages matches number of students identified on CTS.	"Impacts on Reporting: What happens if...?" (section of this guide)
6	☐ Administration of Assessment	- Follow "Assessment Day Instructions for Teachers." - Circulate among and continuously monitor students. - Ensure students do not have electronic devices (e.g., cellphones).	"Assessment Day Instructions for Teachers" (section of this guide)
7	☐ Teacher Questionnaire	- Complete questionnaire. - For confidentiality, completed questionnaires may be placed in sealed envelope labelled "Teacher Questionnaire." (An envelope is not provided by EQAO.)	"Assessment Day Instructions for Teachers" (section of this guide)

Teachers' Steps (continued)

STEP	✓ ITEM	DETAILS	RESOURCES
8	○ Collection of 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	▪ Provide principal with written explanation of any issues that require EQAO's attention (e.g., materials with missing pages, student package ID problems, notes to EQAO) and booklets involved. ▪ Place all materials in Issues Envelope.	
10	○ Special Versions	▪ Staple all student's work to inside front cover of appropriate booklet. ▪ Provide principal with Special Versions Envelope. Include only special version booklets containing responses typed on computer or in audio format in it.	<i>Guide for Accommodations, Special Provisions and Exemptions: "How to Return Computer Responses to EQAO."</i>
11	○ Return of Materials to Principal	▪ Return all materials, used or unused, 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 mident grade class package #	Administration: What happens if...? (section of this guide)	If a student begins work in the incorrect package, the student should continue using the package for the entire assessment. Notify the principal to update the SDC 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 Student Answer Sheet (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. There is a copy on page 9 of this guide). 6. Place everything aside except the first booklet to be completed (<i>Language 1</i> or <i>Mathematics</i>). (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 __. Do not work past the stop sign.		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.
○ Collect materials	▪ Collect all booklets, Student Answer Sheets (Grade 6 only) and Student Questionnaires at end of section and secure all assessment materials.		
○ Complete remaining five sections	▪ Follow school administration schedule.		
○ Complete Teacher Questionnaire	Return to Step 7 of “Teachers’ Steps,” on page 6.		

Primary Student Questionnaire

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

Instructions:

For each row, choose the **one** answer that seems right for you. There are no wrong answers.

Press firmly and fill in the circle completely, using a pencil. Correct: ● Incorrect: ⊗ ✓ ○ ●

Clearly erase any answer you want to change.

1. About reading:	Never	Sometimes	Most of the time		
a) I like to read.	☐	☐	☐		
b) I am a good reader.	☐	☐	☐		
c) I am able to understand difficult reading passages.	☐	☐	☐		
d) I do my best when I do reading activities in class.	☐	☐	☐		
e) Before I start to read, I try to predict what the text will be about.	☐	☐	☐		
f) I make sure I understand what I am reading.	☐	☐	☐		
g) I slow down my reading if it is difficult.	☐	☐	☐		
h) When I come to a word I do not understand, I look for clues (e.g., punctuation, word parts, other words in the sentence).	☐	☐	☐		
i) When I am finished reading, I think about what I have read.	☐	☐	☐		
2. About writing:	Never	Sometimes	Most of the time		
a) I like to write.	☐	☐	☐		
b) I am a good writer.	☐	☐	☐		
c) I am able to communicate my ideas in writing.	☐	☐	☐		
d) I do my best when I do writing activities in class.	☐	☐	☐		
e) I organize my ideas before I start to write.	☐	☐	☐		
f) I edit my writing to make it better.	☐	☐	☐		
g) I check my writing for spelling and grammar.	☐	☐	☐		
3. About mathematics:	Never	Sometimes	Most of the time		
a) I like mathematics.	☐	☐	☐		
b) I am good at mathematics.	☐	☐	☐		
c) I am able to answer difficult mathematics questions.	☐	☐	☐		
d) I do my best when I do mathematics activities in class.	☐	☐	☐		
When I am working on a mathematics problem,	Never	Sometimes	Most of the time		
e) I read over the mathematics problem first to make sure I know what I am supposed to do.	☐	☐	☐		
f) I think about the steps I will use to solve the problem.	☐	☐	☐		
g) I ask for help if I do not understand the problem.	☐	☐	☐		
h) I check my work for mistakes.	☐	☐	☐		
i) I check my answer to see if it makes sense.	☐	☐	☐		
4. How often do you use the following when you read and write at school?	Never	Sometimes	Most of the time		
a) A computer for reading activities	☐	☐	☐		
b) A computer for writing activities	☐	☐	☐		
c) Reading and writing tools (e.g., a dictionary, thesaurus, word wall, editing checklist)	☐	☐	☐		
5. How often do you use the following during mathematics activities at school?	Never	Sometimes	Most of the time		
a) Manipulatives (e.g., base ten blocks, tiles)	☐	☐	☐		
b) A calculator	☐	☐	☐		
c) A computer to learn mathematics	☐	☐	☐		
6. How often do you and a parent, a guardian or another adult who lives with you do the following?	Never	1 or 2 times a month	1 to 3 times a week	Every day or almost every day	
a) We talk about the activities I do in school.	☐	☐	☐	☐	
b) We talk about the reading and writing work I do in school.	☐	☐	☐	☐	
c) We talk about the mathematics work I do in school.	☐	☐	☐	☐	
d) We read together.	☐	☐	☐	☐	
e) We look at my school agenda.	☐	☐	☐	☐	
f) We use a computer together.	☐	☐	☐	☐	
7. How often do you do the following when you are not at school?	Never	1 or 2 times a month	1 to 3 times a week	Every day or almost every day	
a) I participate in art, music or drama activities.	☐	☐	☐	☐	
b) I participate in after-school clubs.	☐	☐	☐	☐	
c) I participate in sports or other physical activities.	☐	☐	☐	☐	
8. How many schools did you attend before this one?	Only this school	1 other school	2 other schools	3 other schools	4 other schools or more
	☐	☐	☐	☐	☐
9. Please answer these questions.	Only English	Mostly English	Another language (or other languages) as often as English	Mostly another language (or other languages)	Only another language (or other languages)
a) Which languages do you speak at home?	☐	☐	☐	☐	☐
b) In which languages do people speak to you at home?	☐	☐	☐	☐	☐

Thank you for completing this questionnaire.

Administration: What happens if...?

CATEGORY	ISSUE	SOLUTION	RESOURCES
Missing Packages or New Students	no materials	Use package of an absent student and update SDC system by using “Switch Packages” task button or order using SDC system. Do not photocopy another student’s package.	Secure Web site: SDC system
	student package is incomplete	Use package of an absent student and update SDC system by using “Switch Packages” task button or 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”
	booklet and assistive technology versions do not match	Ensure package and material type provided to student match CTS. If student has already begun test and required assistive technology version has not been ordered, have student continue using booklets. Ensure final 12 digits of package ID is included on each page of computer-printed responses. Place all student materials in Issues Envelope.	
Package ID Number Issues	Do not change the barcode or digits on this document.  111 16101 00 77777 06 52 99 mident grade class package #		
	not all materials in student’s package have the same final 12 digits	Continue to use package and place all of student’s work in Issues Envelope. On outside of envelope, document issue.	
	booklets not distributed according to Class Tracking Sheet (CTS) (students received wrong package)	Have students continue working in package they received. If students have begun test, do not switch packages and do not change barcodes or digits on any document. Instead, do following: If mix-up involves one or more pairs of students, use “Switch Packages” task button in SDC system to switch package IDs between students. Do not include packages with IDs corrected in this manner in Issues Envelope. (Continued on next page.)	Secure Web site: SDC system and <i>A Guide for Principals Preparing for the Administration of EQAO Tests</i>

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

CATEGORY	ISSUE	SOLUTION	RESOURCES
Package ID Number Issues (continued)		If mix-up involves many students, print CTS, write by hand final 12 digits of ID of package each student actually used, call EQAO to communicate changes that need to be made, fax CTS to 416-325-6622, and place all student materials and copy of faxed CTS in Issues Envelope. Note: Review Preliminary Student Summary during posting period in August.	
Absences	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"
	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"
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"
Emergency	fire alarm or other school emergency	Tell students to leave assessment materials on their desks and to exit immediately according to school's emergency exit plan. When students return, instruct them to return to assessment.	"EQAO Policies and Procedures"
Student Responses	responds in language other than English	Student will not receive scores, or individual questions will be given score of zero.	
	uses offensive language	Pages with offensive language may not be scored. Principal will be notified.	"EQAO Policies and Procedures"
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.	
	student responses not saved	Contact your board's IT department. Ask students to save their work frequently. Place student materials in Issues Envelope.	<i>Guide for Accommodations, Special Provisions and Exemptions</i>

Impacts on Reporting: What happens if...?

ISSUE	POSSIBLE IMPACT	ACTION TO BE TAKEN
Booklets not distributed according to Class Tracking Sheet (CTS) (students received wrong booklet)	Scores will be reported according to distribution on CTS.	If students have begun test, do not switch packages and do not change barcodes or digits on any document. If mix-up involves one or more pairs of students, use “Switch Packages” task button in SDC system to switch package IDs between students. Do not include packages with IDs corrected in this manner in Issues Envelope.
Package ID numbers on barcode have been changed	Barcode will override handwritten number change.	If mix-up involves many students, print CTS, write by hand final 12 digits of ID of package each student actually used, call EQAO to communicate changes that need to be made, fax CTS to 416-325-6622, and place all student materials and copy of faxed CTS in the Issues Envelope. Note: Review Preliminary Student Summary during posting period.
Student’s computer responses not stapled into booklets	Student’s work may be scored incomplete or may not receive any score.	Staple pages to inside front cover of appropriate booklet, and place booklets and Student Answer Sheets (Grade 6 only) in Special Versions Envelope .
Administration steps not followed	Scores may be withheld. EQAO may request information from school or school board as part of decision making.	Place booklets and Student Answer Sheets (Grade 6 only) in Issues Envelope and note issue on front of envelope.
Students copy from one another	Investigation will be conducted.	
Students practise current year’s assessment before administration	Scores may be withheld.	
Scribe or prompter does not follow instructions and provides hints to students	Scores for student may be withheld.	
Scribe does not write down exact words of student		
Student receives explanation of concepts in reading, writing and/or mathematics		
Student is provided with instructional material		
Student uses a dictionary for the reading or mathematics portion of the assessment		

**Education Quality and
Accountability Office**



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

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