Education Quality and Accountability Office

EQAO

Ontario Secondary School Literacy Test (OSSLT)

GUIDE for Accommodations Special Provisions Deferrals and Exemptions

April 2013

For English Language Learners and Students with Special Education Needs

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IMPORTANT DATES

Enter or confirm information using SDC system (order special versions)	Thursday, February 14 to Wednesday, February 27, 2013
Receive test materials at school	Friday, April 5 to Wednesday, April 10
Verify, using SDC system, that all student information is up to date and accurate	Thursday, March 7 to Friday, April 12
Verify, using SDC system, that all materials have arrived	Friday, April 5 to Wednesday, April 10
Download assistive technology versions	Tuesday, April 9 at 9:00 a.m.
ADMINISTER OSSLT	**THURSDAY, APRIL 11, 2013**
Prepare test materials for pre-arranged pickup	Friday, April 12
Delete electronic versions of students' work	Upon receipt of Individual Student Reports

Support for English Language Learners and Students with Special Education Needs

Role of the Principal

The principal is responsible for

- making decisions about student participation;
- ensuring that all accommodations, special provisions, deferrals and exemptions are provided and
- documenting the relevant information in the Student Data Collection (SDC) system according to the instructions in this guide.

Sample letters are available on the secure section of the EQAO Web site, www.eqao.com.

Definitions

Modifications: changes to the content of the test. These are not permitted, because they affect the validity and reliability of the test.

Accommodations: changes in the way the test is administered or the way in which a student with special education needs responds to its components. These do not alter the content of the test nor affect validity or reliability.

Special Provisions: changes to the setting and/or timing for writing the test for English language learners. These do not affect the validity or reliability of the test.

Deferrals: decisions to postpone the writing of the test until the following year for students who are working toward an Ontario Secondary School Diploma (OSSD).

Exemptions: decisions for students whose Individual Education Plan (IEP) states they are not working toward an OSSD.

Resources

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

- *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2011*
- *Individual Education Plans: Standards for Development, Program Planning, and Implementation* (2000)
- *English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12* (2007)

Permitted Accommodations for Students with Special Education Needs

THE STUDENT

- has an IEP that outlines accommodations that are necessary for and consistent with regular classroom practice and
- receives these accommodations for all forms of assessment.

ACCOMMODATION DECISIONS MUST BE

- based on the student's IEP;
- consistent with regular classroom practice, including assessments;
- consistent with this guide;
- made prior to the test;
- made for each student individually and
- made in consultation with the student and parents or the adult student, and with the appropriate teaching staff.

Setting (adjustments to environment)

Individual or small-group setting or individual study carrel	
Preferential seating in the test room	
Adaptative equipment	▪ Permitted: special lighting, special pens or pencil grips, and devices for supporting the student's arm for printing, writing or keyboarding.
Prompts for students with severe attention problems	▪ Prompts draw the student's attention back to the test through a tap on the arm, shoulder or desk. ▪ Prompts can also be a verbal signal (e.g., a word or phrase to redirect the student's attention). **DO NOT** ▪ clarify, explain or translate any part of the test. ▪ draw the student's attention to a specific part of the test.

Time

Additional time to a maximum of double the allotted time	▪ For more than double the time, refer to the section "Requests for Special Consideration of Accommodations" in this guide.
Periodic supervised breaks	▪ Breaks are not considered part of the time allotted for the test.

Presentation Format (administration formats of test)

Reading and Writing	
Sign language or oral interpreter	▪ A sign language or oral interpreter mouths words so the student can lip-read.
Braille versions	▪ Available: contracted and uncontracted. (Students may have access to both the Braille and the audio version.)
White or coloured-paper versions (regular or large-print)	▪ Available: white, blue, green or yellow.
Audio CD with regular- or large-print booklets	
Assistive technology formats	▪ These are electronic formats used with technology (e.g., text-to-speech software), available for download at 9:00 a.m. 48 hours prior to the test day and provided as a Zip file. A set of regular-print booklets will also be sent to the school for students using assistive technology.
Separation of the pages of the test booklet	
Writing Only	
Verbatim reading of the writing questions and prompts	

Response Format (permitted formats for student responses)

Reading and Writing	
Use of a computer or word processor or assistive devices and technology (see "How to Return Computer Responses to EQAO" in this guide) **Note:** Preferred font size and recommended length of response may be posted for students.	▪ Preferred font: 12 point Times Roman; Paper: letter-sized with 3 cm margins – News report: 3/4 page double-spaced – Series of paragraphs expressing an opinion: 1 1/2 pages double-spaced – Open-response reading and short-writing tasks: four lines double-spaced ▪ Permitted: speech synthesizer, Brailler, speech-to-text software or augmentative or alternative communications systems.
Audio recording of student responses	▪ A verbatim transcription plus the audio recording must be submitted.
Verbatim scribing of student responses	▪ Print or type exactly what the student dictates. ▪ Fill in the circles on the Student Answer Sheet as directed by the student. ▪ Assume each sentence begins with a capital and ends with a period. ▪ Read the dictation back to the student if requested. ▪ **After the student has finished his or her work,** show the student the transcription and ask the student to indicate any corrections. **DO NOT** ▪ review the test prior to administration. ▪ edit or alter the student's dictation in any way, except at the student's request. ▪ alert the student to mistakes. ▪ prompt the student. ▪ initiate the use of test-taking strategies. ▪ show any reaction to the student's responses. ▪ correct the student's responses. ▪ engage in incidental conversation with the student or others.
Reading Only	
Video recording of reading responses	▪ A verbatim transcription plus the video recording must be submitted.

Permitted Accommodations for Students with Special Education Needs (continued)

Return of Materials

- Computer responses and responses in assistive technology (speech-to-text software) format must be stapled to the inside front cover of the appropriate booklet. These booklets and the Student Answer Sheets must be placed in the **Special Versions Envelope.** (See "How to Return Computer Responses to EQAO" in this guide.)
- Retain the electronic version of the test until the Individual Student Reports are received.
- Audio- or video-recorded responses, the verbatim transcription (in the booklet or stapled to the front cover of the appropriate booklet) and the completed Student Answer Sheets must be placed in the **Special Versions Envelope.**
- All other Student Answer Sheets must be placed in the **Student Answer Sheet Return Envelope.**
- Place all student materials that contain an issue in the **Issues Envelope** and document the issue on the outside of the envelope.

Notes

- Scribes and prompters must be adults. Neither a scribe nor a prompter can be a relative of the student.
- Refer to *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2011.*
- All booklets must be completed by the end of the administration day.
- Time to read the instructions, for supervised breaks and to answer the questionnaire is not considered part of the time allotted for the student to complete the test.

Documentation

- Record accommodations in the SDC system.
- A copy of the information letter from the principal to the parents or adult student outlining the accommodations must be kept on file at the school for one year.

Requests for Special Consideration of Accommodations

Accommodations listed in this guide

THE STUDENT

- requires an accommodation not described in his or her IEP

OR

- does not have an IEP, due to a recent transfer into the school from another jurisdiction

OR

- would not normally require accommodations but has a temporary condition (e.g., a broken arm).

REQUEST CONSIDERATION FROM SUPERVISORY OFFICER

- The parent, adult student or principal may submit a request for consideration to the supervisory officer.
- The decision of the supervisory officer is final.

- The principal may grant permission for the use of appropriate accommodations.
- Consider a deferral if it is not possible to provide the accommodations.
- If a parent or adult student disagrees with a decision, he or she may submit a request for consideration to the supervisory officer.
- The decision of the supervisory officer is final.

Accommodations NOT listed in this guide

THE STUDENT

- requires more than double the time allowed or
- requires other accommodations described in his or her IEP.

REQUEST PERMISSION FROM EQAO

Six weeks prior to the OSSLT, send a letter or e-mail message to

Chief Assessment Officer
Education Quality and Accountability Office
2 Carlton Street, Suite 1200
Toronto ON M5B 2M9

E-mail: e-mail@eqao.com

Include the following:

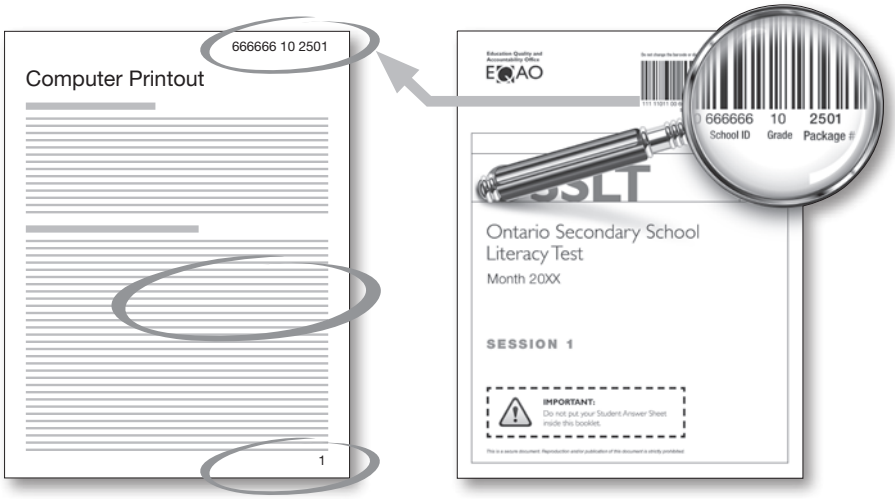
- student's full name
- student's date of birth
- student's OEN
- written or e-mail request for special consideration from the parents, adult student or principal
- description of previous implementation of the student's IEP
- brief description of the documentation that identifies the student's special education needs

How to Return Computer Responses to EQAO

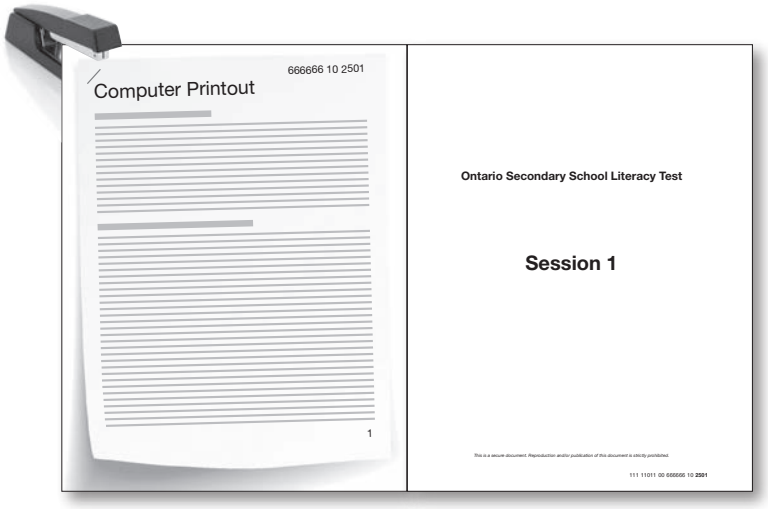
1 | Ensure that the **last 12 digits** of the package ID appear on each page.

2 | Ensure the font is 12 pt. Times Roman and that all text is legible.

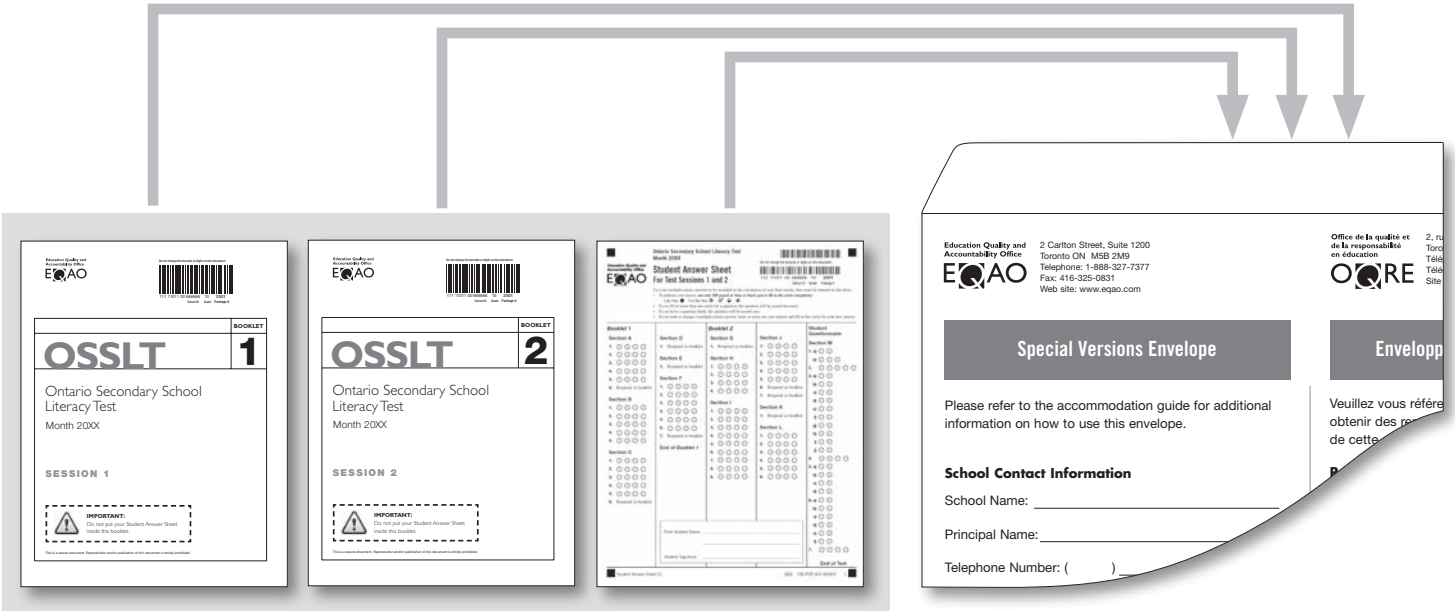
3 | Ensure the pages are numbered and in order.



4 | Staple the pages to the inside front cover of the appropriate booklet.



5 | Place all of the student's materials in the Special Versions Envelope.



Special Provisions for English Language Learners

THE STUDENT

is an English language learner as defined by *English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Elementary and Secondary Schools, Kindergarten to Grade 12* (2007).

MAKE SPECIAL PROVISION DECISIONS

- prior to the test;
- for each student individually and
- in consultation with the student and parents or the adult student, and with the appropriate teaching staff.

Section 2.9.3 of *English Language Learners* states: *"English language learners should take the Ontario Secondary School Literacy Test when they have acquired the level of proficiency in English required for success."*

Time and Setting (adjustments to environment)

Additional time, to a maximum of double the allotted time	
Periodic supervised breaks	▪ Breaks are not considered part of the time allotted for the test.
Individual or small-group setting or individual study carrel	

Return of Materials

- Return all Student Answer Sheets in the **Student Answer Sheet Return Envelope.**
- Place all student materials that contain an issue in the **Issues Envelope** and document the issue on the outside of the envelope.

Notes

- English language learners who have special education needs and an IEP are entitled to permitted accommodations listed under "Students with Special Education Needs" in this guide.
- All booklets must be completed by the end of the administration.
- Time to read the instructions, for supervised breaks and to answer the questionnaire is not considered part of the time allotted for the student to complete the test.
- The audio version of the test is available only to English language learners who have special education needs and an IEP that indicates the audio accommodation.

Documentation

- Record special provisions in the SDC system.
- A copy of the information letter from the principal to the parents or adult student outlining the special provisions must be kept on file at the school for one year.

Deferrals

THE STUDENT*

is working toward an OSSD but will not participate in the test, because

- he or she is an English language learner and has not yet acquired a level of proficiency in English sufficient to participate;
- the student has been identified as exceptional by an Identification, Placement and Review Committee and would not be able to participate in the test even if all accommodations were provided;
- the student has not yet acquired the reading and writing skills appropriate for Grade 9 or
- the student has a temporary condition owing to illness or injury (e.g., a broken arm) or is new to the school, and appropriate accommodations cannot be provided.

MAKE DEFERRAL DECISIONS

- prior to the test;
- for each student individually and
- in consultation with the student and parents or the adult student, and with the appropriate teaching staff.

*Deferrals must be registered in the SDC system.

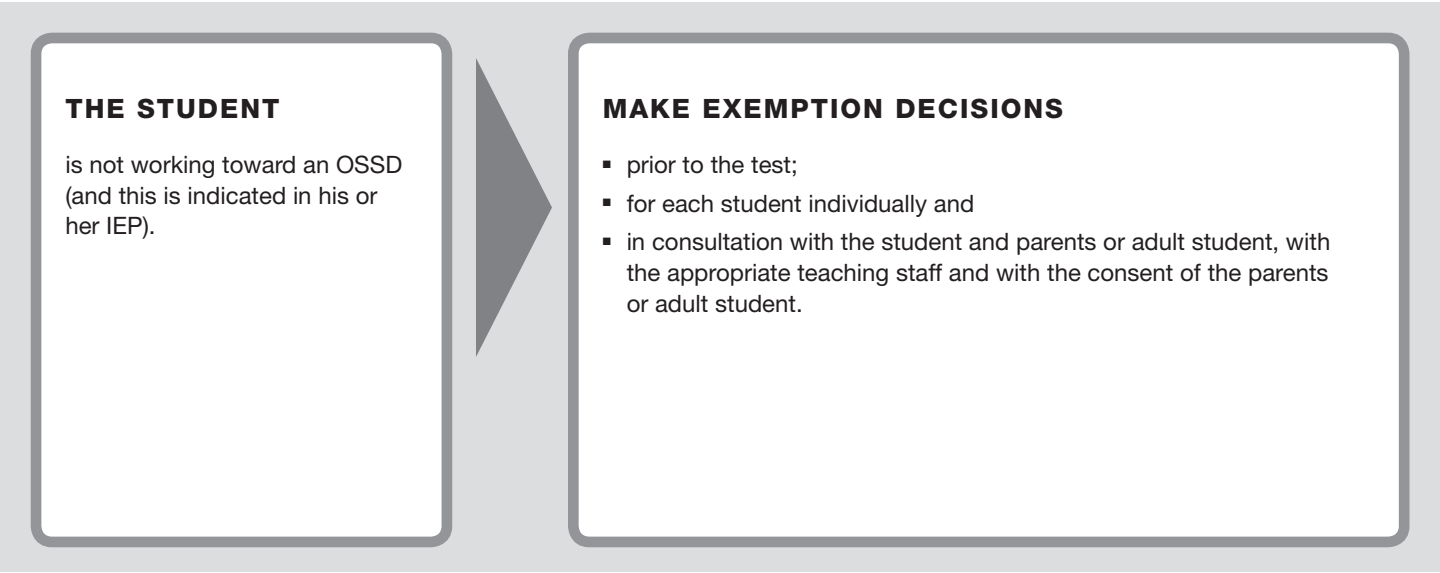
Notes

- Participation may be deferred only until the next administration. If a deferral is required again, the process must be followed again.
- There is no limit to the number of deferrals for a student, but he or she must be advised that a deferral will result in fewer opportunities to take the test.
- A deferral is not considered an opportunity to write. An opportunity to write the test means the student has "put pen to paper."
- A student, at the principal's discretion, may enrol in the OSSLC before he or she has had a second opportunity to write the test.
- Test materials will not be shipped for deferred students.
- If an adult student or parent disagrees with the principal's decision, he or she may appeal to the supervisory officer for a final decision.

Documentation

- Record deferrals in the SDC system.
- A letter from the principal and all other documentation related to the decision to grant a deferral must be kept on file at the school for one year.

Exemptions



Notes

- If an adult student wishes to write the test, or the parents want their son or daughter to write, the student must be allowed to write.
- If the learning expectations for the student are revised and the student begins to work toward an OSSD, he or she must meet the literacy requirement in order to receive a diploma.
- Test materials will not be shipped for exempted students.

Documentation

- Record exemptions in the SDC system.
- A signed consent letter must be kept on file in the school for one year.

Student Materials Order Checklist

Student Name:

_____

_____

_____

OEN:

_____

If a student is responding using assistive technology, ensure that an assistive technology presentation format is ordered.

Schools may copy and use this page to help them prepare to enter information into the SDC system. All special orders must be placed in Phase 1 of the SDC to ensure that the materials arrive on time.

Note: Orders for special versions (presentation format) *must* be entered into the SDC system during the first SDC window.

Permitted Accommodations

Setting

- ❒ Individual or small-group setting or individual study carrel
- ❒ Preferential seating in the test room
- ❒ Assistive devices or adaptive equipment
- ❒ Prompts for students with severe attention problems

Time

- ❒ Additional time, to a maximum of double the time allotted
- ❒ Periodic supervised breaks

Presentation Format

(This identifies the type of package that the student requires in order to participate.)

- ❒ Sign language or oral interpreter
- ❒ Braille: ____ contracted or ____uncontracted
- ❒ Regular print blue ____ green ____ yellow paper ____
- ❒ Large print white ____ blue ____ green ____ yellow paper ____
- ❒ Audio CD with regular ____or large print ____
- ❒ Assistive technology
- ❒ Writing only: Verbatim reading of writing questions and prompts

Response Format

(This identifies *how* the student will respond.)

- ❒ Computer or word processor
- ❒ Audio recording of student responses
- ❒ Assistive technologies
- ❒ Verbatim scribing of student responses
- ❒ Reading only: Video recording of reading responses

Special Provisions

Time and Setting

- ❒ Additional time, to a maximum of double the time allotted
- ❒ Periodic supervised breaks
- ❒ Individual or small-group setting or individual study carrel

Education Quality and Accountability Office

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