

Education Quality and
Accountability Office



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

**GUIDE for Accommodations,
Special Provisions
and Exemptions
Spring 2013**

For English Language Learners and Students with Special Education Needs

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Accommodations
for Students
with Special
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IMPORTANT DATES

Order special versions
through SDC system

February 27 to March 19

Receive delivery of
assessment materials

May 21 to May 23

Verify, using SDC system,
that all student information
is up to date and accurate

April 15 to June 12

Verify, using SDC system,
that all materials have arrived

May 24

Download assistive
technology versions

May 22

**ADMINISTER PRIMARY AND
JUNIOR ASSESSMENTS**

MAY 27 TO JUNE 7

Prepare assessment materials
for return to EQAO

Immediately after administration
or no later than June 10

Delete electronic versions
of students' work

September 30

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 and exemptions are provided;
- documenting the relevant information in the Student Data Collection (SDC) system according to the instructions in this guide;
- sending an information letter to parents outlining approved accommodations and special provisions and
- sending an information letter to parents informing them of the exemption.

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

Definitions

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

Accommodations: changes in the way the assessment 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 assessment nor affect validity or reliability.

Special Provisions: changes to the setting for writing the assessment for English language learners. This does not affect the validity or reliability of the assessment.

Exemptions: decisions for students who are unable to participate in the assessment even with accommodations.

Scribe or Prompter: an individual who supports the accommodations the student receives on a regular basis for all forms of assessment. Scribes and prompters must not be relatives of the students they are assisting.

Resources

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

- *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)
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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 practices and
- receives these accommodations for **all** forms of assessment.

ACCOMMODATION DECISIONS MUST BE

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

Setting (adjustments to environment)

Individual or quiet setting

Assistance for students with severe attention problems who are off-task for a significant period of time, in the form of permitted prompts

- Prompts draw the student's attention back to the assessment through a **non-verbal signal**, e.g., 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 assessment.
- draw the student's attention to a specific part of the assessment.

Presentation Format (administration formats of assessment)

Reading, Writing and Mathematics

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.

Large-print booklets

- White paper (with large-print Student Answer Sheet: Grade 6 Only).

Coloured-paper versions (regular or large-print)

- Available: blue, green or yellow (with matching coloured-paper Student Answer Sheet: Grade 6 only).

Audio CD with regular- or large-print booklets

- Only for students with a visual impairment.

Assistive technology formats

- These are electronic formats (Kurzweil 3000 [version 10 and version 12] and Kurzweil 1000 [version 12], Word, Word for Premier [can be used for other text-to-speech software], PDF, HTML and WordPerfect) used with technology (e.g., text-to-speech software), available for download at 9:00 a.m. 72 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 these students. **The only electronic formats available for mathematics are PDF and Word.**

Response Format (permitted formats for student responses)

Reading, Writing and Mathematics

Use of a computer or word processor or assistive devices and technology (See “How to Return Computer Responses to EQAO”)

Note: Preferred font size and recommended length of response may be posted for students.

- Type the final 12 digits of the package ID on the top of each page of the computer printout
- Recommended font: 14 point Times Roman or Times New Roman; Paper: letter-sized with 3 cm margins
 - Short-writing tasks: five lines for Grade 3 and 10 for Grade 6.
 - Long-writing tasks: 10 lines for Grade 3 and 20 for Grade 6.
 - Open-response reading: three lines for Grades 3 and 6.
- Permitted: speech synthesizer, Braille, 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.
 - Ensure that the final 12 digits of the package ID are on both the transcription and the audio recording.

Verbatim scribing of student responses

- Print by hand or type exactly what the student dictates. Handwritten transcriptions must be made directly in the booklet. Typed transcriptions must be stapled to the inside front cover of the appropriate booklet.
- (Grade 6 only) Fill in the circles on the Student Answer Sheet as directed by the student.
- Read the dictation back to the student if requested.

READING AND MATHEMATICS ONLY:

- Assume each sentence begins with a capital and ends with a period.

WRITING ONLY:

- Print or type exactly what the student dictates as one long statement with no punctuation or capitalization (you may spell words correctly).
- Show the student the completed dictation and ask the student to indicate where capital letters and punctuation should be placed. Make any other modifications the student requests (e.g., erase, cross out, delete or insert corrections).

DO NOT

- review the assessment prior to administration.
- edit or alter the student’s dictation in any way.
- 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.

Permitted Accommodations for Students with Special Education Needs (continued)

Return of Materials

- Computer responses, responses in assistive technology (speech-to-text software) formats and audio version transcriptions must be stapled to the inside front cover of the appropriate booklet. These booklets, the Student Answer Sheets and the audio recording 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 student’s work until the date indicated on the cover of this guide.
- Place all student materials that contain an issue in the **Issues Envelope** and document the issue on the outside of the envelope.

Notes

- The download of assistive technology versions from the secure section of EQAO’s Web site must be completed at **the school level**.
- Ensure that computers have sufficient memory to accommodate the electronic formats, that students’ work is saved frequently and that it can be printed. EQAO recommends printing student work after each session.
- A student requiring a scribe must be assessed in a **separate quiet area** so that other students who are writing the assessment are not disturbed.
- Verbatim reading of instructions and/or questions for writing and mathematics only is not considered an accommodation (note that such reading should be performed only if students request it).
- All versions include a matching Student Answer Sheet (Grade 6 only).
- Ensure that all answers to multiple-choice questions are filled out on the Student Answer Sheet (Grade 6 only). Teachers may assist in the transcription from the booklet to the Student Answer Sheet.

Documentation

- Record the accommodations in the SDC system.
 - A copy of the information letter from the principal to the parents outlining the approved accommodations must be kept on file at the school.
-

How to Return Computer Responses to EQAO

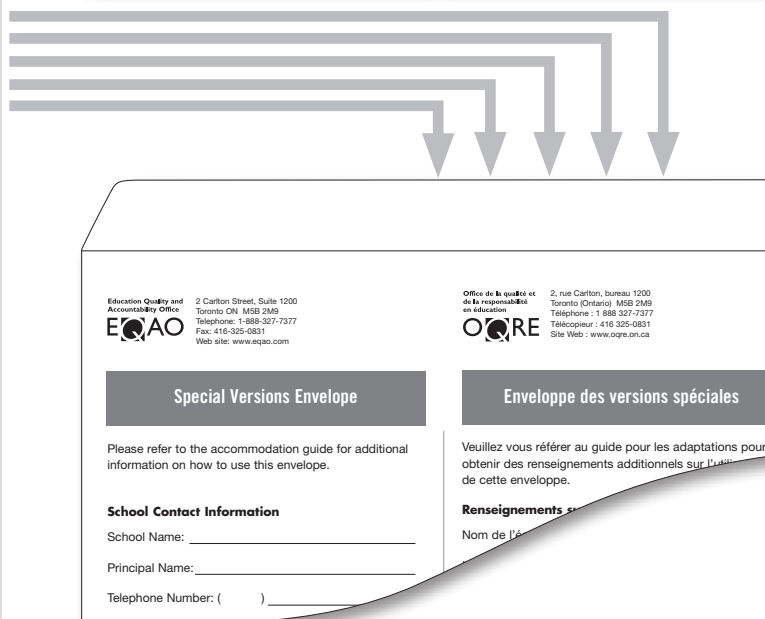
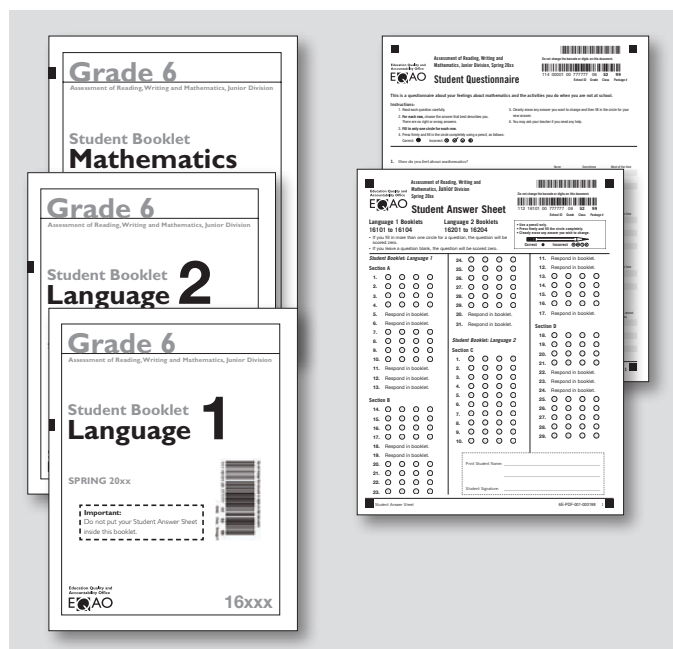
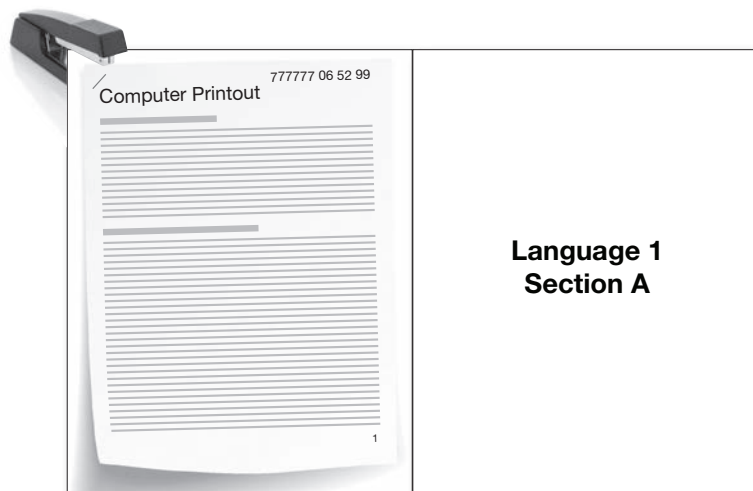
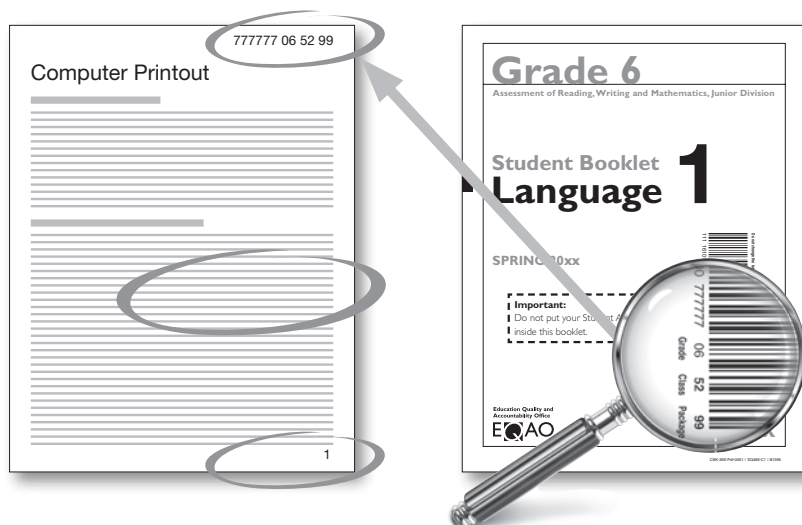
1 | Ensure that the **last 12 digits** of the package ID appear on each page.

2 | Ensure that all text is legible (14 pt. Times New Roman or Times Roman is recommended).

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 materials for students using a computer for responses in the Special Versions Envelope.



Students with Special Circumstances

THE STUDENT

is unable to participate without accommodations due to special circumstances.

New to School: Student does not have an IEP, due to a **recent transfer** into the school from another jurisdiction. There is documentation to show that accommodations are necessary.

Temporary Condition: Student has a temporary condition that prevents him or her from writing or using a keyboard (e.g., a hand injury) and would not normally require accommodations.

MAKE DECISIONS ABOUT SPECIAL CIRCUMSTANCES

- prior to the assessment;
- for each student individually;
- in consultation with the student and parents and with the appropriate teaching staff and
- having referred to the permitted accommodations in this guide.

Documentation

- Record the accommodations in the SDC system.
 - A copy of the information letter from the principal to the parents outlining the special circumstances and approved accommodations must be kept on file at the school.
-

English Language Learners and the Assessment

THE STUDENT

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

MAKE SPECIAL PROVISION DECISIONS

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

Section 2.9.1 states: “English language learners should participate in the Grade 3 and Grade 6 provincial assessments in reading, writing and mathematics...when they have acquired the level of proficiency in English required for success.”

Further reference: *Supporting English Language Learners: A Practical Guide for Ontario Educators, Grades 1 to 8* (2008)

Special Provisions

- Setting (adjustments to environment): Individual or quiet setting

Additional Information

- English language learners in the **early stages** of English-language acquisition (refer to *Supporting English Language Learners: A Practical Guide for Ontario Educators, Grades 1 to 8*) are eligible for special provisions as well as permitted accommodations. It is assumed that these students require accommodations for classroom assessments throughout the school year. Record the accommodations in the SDC system.
- English language learners who have special education needs and an IEP are entitled to accommodations listed under “Permitted Accommodations for Students with Special Education Needs” in this guide. Record the accommodations in the SDC system.
- The location and conditions of the quiet setting must allow students to work independently (e.g., desks must be appropriately separated).
- Verbatim reading of instructions and/or questions for writing and mathematics is not considered an accommodation.

Return of Materials

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

Documentation

- Record special provisions and/or any accommodations in the SDC system.
- A copy of the information letter from the principal to the parents outlining the approved special provisions and/or accommodations must be kept on file at the school.

Exemptions

THE STUDENT

is unable to participate in part or all of the assessment even with accommodations or special provisions.

A student **must** be **exempted** from

- **reading**, if the student has to be read to by a teacher or other adult, and
- **mathematics**, if mathematics terms have to be defined.

DECISION MAKING

- prior to the assessment
- for each student individually
- in consultation with the student, parents and appropriate teaching staff, and with the consent of the parents

Notes

- If a student is exempt from reading, the teacher must **highlight** for the student which **portions to omit** and which to complete in the *Language 1* and *2* booklets.
- If the parents want their son or daughter to write the assessment, the student must be allowed to write.
- Student materials (booklets, etc.) will not be shipped for exempted students. Alternative learning activities must be provided by the school, possibly in a different environment.

Documentation

- Record student information and exemption in the SDC system.
 - An information letter from the principal to the parents informing of the exemption or a letter from the parents requesting exemption (the final decision rests with the principal) must be kept on file at the school.
 - Keep all other documentation on file.
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