

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

Prompts for students with severe attention problems

- Permitted: special lighting, special pens or pencil grips, and devices for supporting the student's arm for printing, writing or keyboarding.
- 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

Periodic supervised breaks

- For more than double the time, refer to the section "Requests for Special Consideration of Accommodations" in this guide.
- 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)

- 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, Braille, speech-to-text software or augmentative or alternative communications systems.

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

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.

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.

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- 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

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.

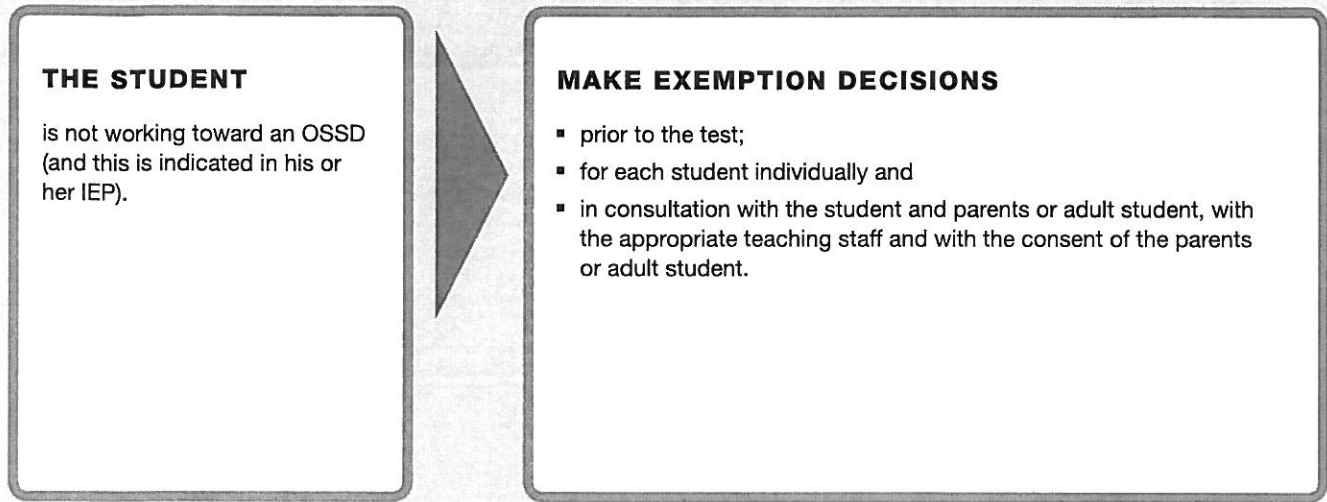
Notes

- 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.