



## **ADMINISTRATIVE PROCEDURES MEMORANDUM**

**APC024**

### **Administration of the Ontario Secondary School Literacy Test**

**DATE OF ISSUE:** September 2002

*Revised:* September 2004

**MEMO TO:** Principals; Vice Principals; Planning and Priorities; Secondary School Staff

**FROM:** Director of Education

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#### **PURPOSE**

To ensure a common and consistent understanding of the required procedures to support the administration of the Ontario Secondary School Literacy Test.

#### **REFERENCES**

- Sharing Our Journey
- Guide for Administering the Ontario Secondary School Literacy Test
- A School Administrator's Guide to the Ontario Secondary School Literacy Test
- Guide for Accommodations, Special Provisions, Deferrals, and Exemptions
- EQAO Support Materials
- PP Memorandum 127
- Ontario Secondary School Literacy Course Profile

#### **BACKGROUND AND CONTEXT**

Secondary students must meet the Ontario Literacy requirement in order to be eligible for the Ontario Secondary School Diploma (OSSD). Students may meet this requirement by:

- Successful completion of the Ontario Secondary School Literacy Test (OSSLT), or
- Having been unsuccessful at least once on the Ontario Secondary School Literacy Test and being eligible to write it a second time, elect to successfully complete the Ontario Secondary School Literacy Course (OLC40) during the school year. Students may also be eligible to enroll in the Ontario Secondary School Literacy Course at the discretion of the principal.
- The opportunity to have work considered by a local adjudication panel for meeting the literacy requirement.

Schools are required to follow the directions of EQAO in regards to the administration of the OSSLT and the Ministry of Education regarding the delivery, assessment and evaluation of the OSSLC. These directives are published annually by EQAO. Schools offering the OSSLC are required to comply with policy created and/or revised by the Ministry of Education.

### **COMMENTS AND GUIDELINES**

1. Secondary schools have formed Literacy Action Teams that meet regularly as part of the System Literacy Group to plan, co-ordinate and monitor the preparation and administration of the Ontario Secondary School Literacy Test.
2. Individual schools will develop and implement site-based strategies as part of their school improvement plan to prepare students for the Ontario Secondary School Literacy Test and to provide remediation for those who are unsuccessful. Strategies will support grade 9 students and teachers across all disciplines in the development and assessment of reading and writing skills. Strategies will also be incorporated to review and further develop skills in grade 10 through the use of available EQAO support materials. System support is also available for teachers regarding incorporating specific literacy strategies into their programming.
3. Site-based decisions with support from Program Services will determine how schools will organize and store test materials, train teachers to administer the Ontario Secondary School Literacy Test, maintain required confidentiality agreements, administer the test and arrange accommodations for identified individual students.
4. Secondary schools will determine, with the approval of the superintendent, the schedule of the school day on the days designated for the Ontario Secondary School Literacy Test.
5. Board-level staff in conjunction with schools will collect and analyze data related to OSSLT and OSSLC success rates.
6. Schools will establish procedures for identifying, tracking and communicating with students who are candidates for accommodations, deferrals and exemptions on the Ontario Secondary School Literacy Test.
7. Schools will identify students being considered for exemptions and/or deferrals by the end of June of the student's grade 9 year.
8. Teachers, in consultation with special education teachers, will ensure that accommodations for individual students have been identified for the Ontario Secondary School Literacy Test by June of the student's grade 9 year and record these on the student's IEP. If an IEP is not currently in place, teachers and special education staff will take steps to develop an IEP to ensure that required accommodations are available to the student.

9. Schools will be responsible for sending home letters recommending accommodations, exemption and/or deferral for parent/guardian signature by the end of September. Samples of these letters are included in the *EQAO Guide for Accommodations, Special Provisions, Deferrals, and Exemptions*.
10. Schools will track students unsuccessful in the Ontario Secondary School Literacy Test to provide remediation and preparation for retake at a future sitting.
11. Schools will implement procedures for rewrites of the Ontario Secondary School Literacy Test in accordance with policies and procedures to be determined by EQAO.
12. Schools will make site-based decisions with input from students and their parent/guardian (where appropriate) regarding their eligibility for the Ontario Secondary School Literacy Course (OSSLC).
13. Policies related to providing students opportunities to meet the requirements of the OSSD will be determined in light of Ministry of Education direction.

### **REVIEW PROCESS**

This Administrative Procedures Memorandum will be reviewed every three years.