



Section Six

Educational and Other Assessments



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EDUCATIONAL AND OTHER ASSESSMENTS

Purpose of Assessment

The primary purpose of assessment and evaluation is to improve student learning. Assessment and evaluation are important for adapting curriculum and instructional approaches to meet student needs and for determining the overall effectiveness of program and classroom practices.

Assessment is the gathering of information about a student’s knowledge and skills. Good assessment promotes learning and ensures students are provided with the most effective programming possible.

Evaluation is the final judgment made about that student’s achievement, based on the assessment data collected and should indicate a student’s progress.

Types of Assessments

Type of Assessment	Assessment Information	Administered By
<p style="text-align: center;">Educational</p> <p>An educational assessment is required:</p> <ul style="list-style-type: none"> • to determine appropriate programming for a student experiencing difficulty. • for a student to be referred for an individual Learning, Psychological, and/or Social Work assessment. • for a student to be considered for an IPRC. 	<p>Educational assessment of the student is a comprehensive, up-to-date summary of formal and informal data collected and organized by the facilitator.</p> <p>Educational assessment includes:</p> <ul style="list-style-type: none"> • background information • current learning difficulties (particularly in language and mathematics) • an analysis of the nature of academic strengths, needs and learning style • a summary of interventions to assist the student (including, but not limited, to in-class program differentiation/modification and remedial programming by the classroom teacher, as well as Resource Support from the facilitator or designate) 	<ul style="list-style-type: none"> • The assessment process is the responsibility of the facilitator who consults with the classroom teacher for relevant information. • The facilitator will carry out the assessment with the student, record required information from the test results, and report results to parents and teachers. • The facilitator, in consultation with the classroom teacher(s), uses information from the educational assessment to enhance classroom programming.

Type of Assessment	Assessment Information	Administered By
Psycho-Educational	<p>The psycho-educational assessment is an integrated, complex process based on current and historical information in which Psychologists and Psychological Associates use standardized psychological tests, observations, professional judgment, clinical skills, multi-disciplinary consultation, and consultation with parents to gain insight into a student's overall functioning, including:</p> <ul style="list-style-type: none"> • behaviour • personality • intellectual profile • learning style • achievement 	<ul style="list-style-type: none"> • Registered Psychologist • Psychological associates with appropriate qualifications
Speech and Language	<p>The Ontario Curriculum emphasizes both oral and written language skills (listening, understanding, speaking, reading and writing). Some students may require a speech and language assessment to augment the educational assessment.</p> <p>The Speech/Language Assessment</p> <ul style="list-style-type: none"> • assesses speech and language development to determine specific areas of strength and needs. • can include one or more of the following areas: speech sound production, receptive and expressive language skills, metalinguistic skills (phonemic awareness), social communication, voice and dysfluency disorders. 	<ul style="list-style-type: none"> • Registered Speech and Language Pathologists

Type of Assessment	Assessment Information	Administered By
Social Work	<p>The Social Work Assessment</p> <ul style="list-style-type: none"> • focuses on social, emotional and developmental history • includes current functioning level of the student within the context of the student's family and environment. • involves a psycho-social analysis. • results in a plan of intervention that looks at the "whole child" in a systemic manner. 	<ul style="list-style-type: none"> • qualified social worker (Master of Social Work, MSW)

What do Assessments Involve?

Assessments may include the following:

- gathering relevant information about the student from the parent/guardian/student, and school personnel
- observing the student in the school or classroom setting
- examining samples of the student's school work
- talking to the student about school, interests, and educational or vocationally goals
- conducting formal standardized tests and/or informal tests

School and Student Services personnel discuss findings and recommendations with the parent or guardian, often at a case conference.

How are Assessments Used?

Assessments are used to:

- identify a student as exceptional for the purpose of an IPRC
- recommend a class placement for the purpose of an IPRC
- enhance student's programming
- refer a student for further assessment
- evaluate and report student achievement
- recommend programming and placement changes

Parental Consent

Informed consent from parent(s)/guardian(s) is obtained for all referrals prior to the assessment.

Consent for Sharing Information and Protection of Privacy

All information is collected, stored, and shared in accordance with the Education Act and the Freedom of Information and Protection of Privacy Act.

Assessment reports completed by Lakehead District School Board staff are filed in the documentation file of the student's Ontario School Record (OSR). A copy is also given to the parent or adult student. The report may be released to specific professionals upon written authorization of the parent or adult student, or as required by the Education Act. *Authorization to Obtain and Release Student Information* is used to obtain written parent/adult student approval to exchange reports with other agencies. Requests for exchange of information are made through the Principal, Student Services or School Facilitators.

Communication of Assessment Information

Upon completion of an assessment, the results are discussed with the student and parent(s)/legal guardian(s). A written confidential Report is copied for the Ontario Student Record file and for the parents. Before any information generated by the Lakehead District School Board is shared with any other individual or agency, parental permission is secured using the Authorization for Release of Information Form.

Communication of a Diagnosis (Psychological Services) is a controlled act in psychological practice under the Registered Health Professions Act, 1991. The Act requires the diagnosis (which includes learning and developmental abilities) be formulated and communicated in person by a psychologist (or a psychological associate who has a delegation agreement).

The definition is contained in the RHPA subsection 27 (2)(1) as follows:

“Communicating to the individual or his or her personal representative a diagnosis identifying a disease or disorder as the cause of symptoms of the individual in circumstances in which it is reasonably foreseeable that the individual or his or her personal representative will rely on the diagnosis.”

A diagnosis is usually made during the course of a psychological assessment. Observations of an individual's strengths and weaknesses are taken further to identify and integrate causes, antecedents and determinants in order to provide psychological interpretation consistent with a common body of knowledge or research such as the Diagnostic and Statistical Manual (DSM-V). Only qualified, professional members of certain colleges such as the College of Psychologists of Ontario (CPO) may formulate and communicate a diagnosis.

There are two levels of registration (CPO); the master level, named Psychological Associate, and the doctoral level, named Psychologist. Generally, only Psychologists can formulate and communicate a diagnosis.

Assessment Tools

Category of Assessment	Name of Test	Who does the Assessment	Qualification of Assessor	Governed by Which Legislation	Timelines/Frequency
	Vineland Adaptive Behaviour Scales	Children's Centre Thunder Bay	M.A. Psychology/Child Psychologist	Ministry of Community and Social Service	Usually a two to four week turnaround
	WIAT	School Facilitator	B.Ed, Special Education Part 2	Ministry of Education <i>Education Act</i>	As required
	Adaptive Behaviour and Functional Living Skills (ABS)	Children's Centre Thunder Bay	M.A. Psychology/Child Psychologist	Ministry of Community and Social Service	Usually a two to four week turnaround
	Psycho-Educational Assessment	Children's Centre Thunder Bay	M.A. Psychology/Child Psychologist	Ministry of Community and Social Service	Usually a two to four week turnaround
	Visual Motor Integration	Children's Centre Thunder Bay	M.A. Psychology/Child Psychologist	Ministry of Community and Social Service	Usually a two to four week turnaround
	Conners' Parent Rating Scale	Children's Centre Thunder Bay compile data	M.A. Psychology/Child Psychologist	Ministry of Community and Social Service	Usually a two to four week turnaround
	Renzulli Checklist	School Facilitator	B.Ed, Special Education Part 2	Ministry of Education <i>Education Act</i>	As required
Individual Standardized Tests	WISC V – Wechsler Intelligence Scale for Children	Children's Centre Thunder Bay	M.A. Psychology/Child Psychologist	Ministry of Community and Social Service	Usually a two to four week turnaround
	Woodcock Johnson Achievement	Children's Centre Thunder Bay	B.Ed, Special Education Part 2	Ministry of Education <i>Education Act</i>	As required

Parental Permission Form

Authorization to Obtain and Release Student Information



Lakehead Public Schools



Authorization to Obtain and Release Student Information

Student: _____ DOB: _____ School: _____

TO OBTAIN INFORMATION

I, _____, authorize _____
Parent/Guardian Agency/ Institution Releasing Information

to release information concerning _____
Student Name

to _____ of Lakehead Public Schools.
Board Personnel Requesting Information

Date Signature of Parent/Guardian

Date Signature of Principal

TO RELEASE INFORMATION

I, _____, authorize _____
Parent/Guardian Board Personnel Releasing Information

of Lakehead Public Schools to release information concerning _____
Student Name

to _____
Agency / Institution Receiving Information

Date Signature of Parent/Guardian

Date Signature of Principal

*Form or
Consent is
valid for
twelve (12)
months
from the
date*

**Student
Name:**

DOB:

School:

TO OBTAIN INFORMATION

I, _____, authorize _____
Parent/Guardian Agency/ Institution Releasing Information

to release information concerning _____
Student Name

to _____ of Lakehead Public Schools.
Board Personnel Requesting Information

Date

Signature of Parent/Guardian

Date

Signature of Principal

TO REALEASE INFORMATION

I, _____, authorize _____
Parent/Guardian Board Personnel Releasing Information

of Lakehead Public Schools to release information concerning _____
Student Name

to _____
Agency / Institution Receiving Information

Date

Signature of Parent/Guardian

Date

Signature of Principal

Form or Consent is valid for twelve (12) months from the date of authorization unless rescinded in writing.