Section B - Standard 15
Educational and Other

Standard 15
Educational and Other Assessments

QUALIFICATIONS OF STAFF AND ASSESSMENTS BEING CONDUCTED

The Kawartha Pine Ridge District School Board believes that student success is achieved through a continuous cycle of assessment. Assessment informs and drives effective instruction for all students.

The following table is taken from page 31 of the Ministry of Education's *Growing Success* (2010) document and describes the purposes of assessment, the nature of assessment for different purposes, and the uses of assessment information.

Purpose of Classroom Assessment

Continuous Cycle of Assessment

The information gained from the continuous cycle of assessment provides a more in-depth knowledge of the student's learning profile. This information guides instruction and the most effective strategies to support the child.

Linking Assessment with the Tiered Approach:

The Tiered Approach is a model used as teachers plan to meet the needs of each learner in their class, and it is described in the Ministry document Learning for All – A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013 (ontario.ca). Further, KPRDSB has developed the *Supporting Students Checklist – Learning for All* for guidance in implementing each tier of support.

Tier 1:
Planning for instruction and assessment begins by knowing the learner. Information must be gathered around a student's strengths, needs and interests to ensure we are addressing each student. Principles of Universal

- Emotion Regulation/ Coping Skills
- Attention/Concentration
- Academic Processing Skills
- Cognitive Problem Solving
- Functional Living Skills

If the MFT meeting determines that external (to the Board) community-based supports should be consulted in order to best serve the student, then a Multi-disciplinary Team (MDT) meeting will be called, to include the school team, the central Board team and external community based services. Parent/guardian consent is required for both the Multi-focus and Multi-disciplinary team meetings.

Professional Assessments

When a teacher, in collaboration with the in-school team, becomes aware that an individual student is experiencing significant difficulty meeting curriculum expectations, and all strategies outlined in the *Supporting Students Checklist – Learning for All*

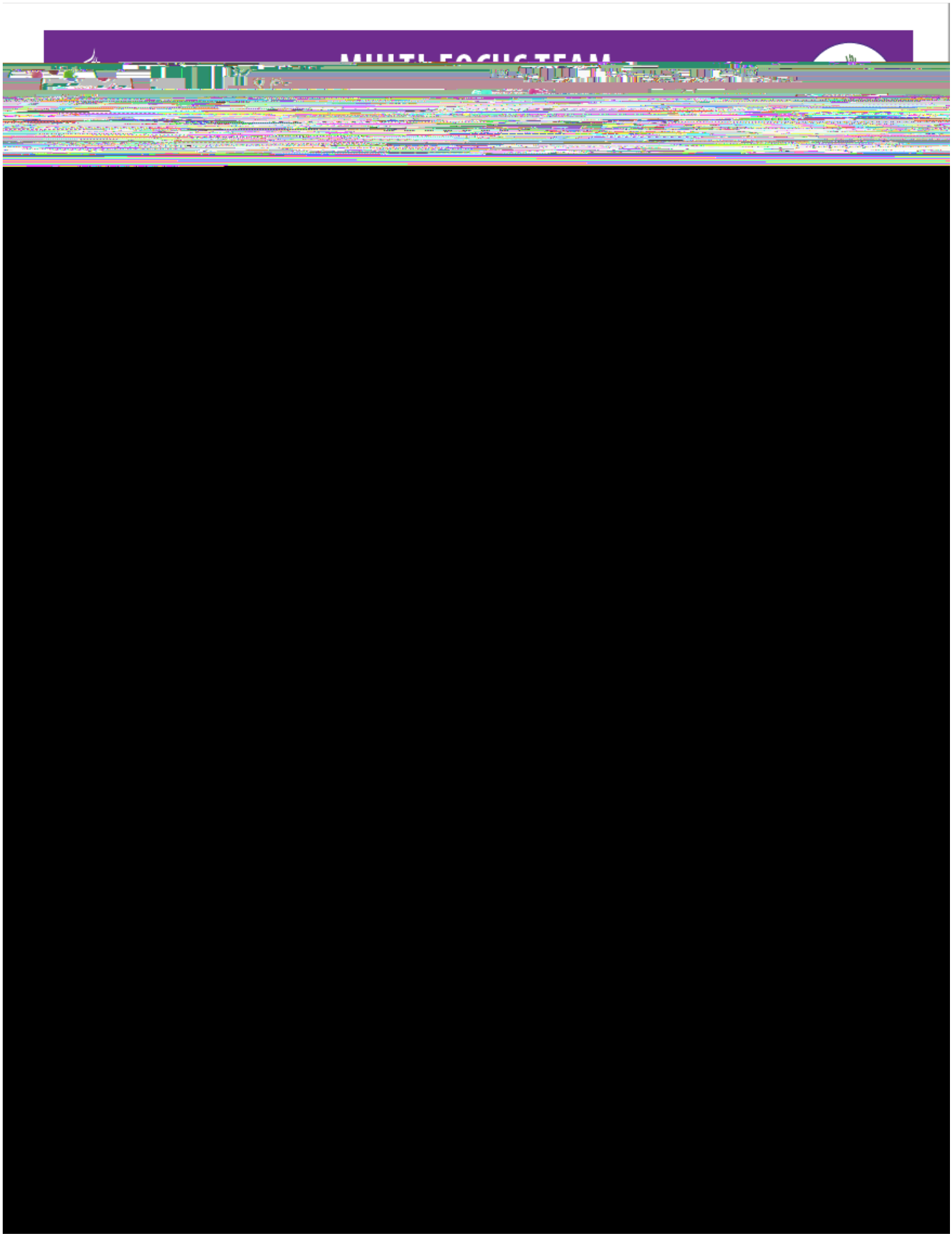
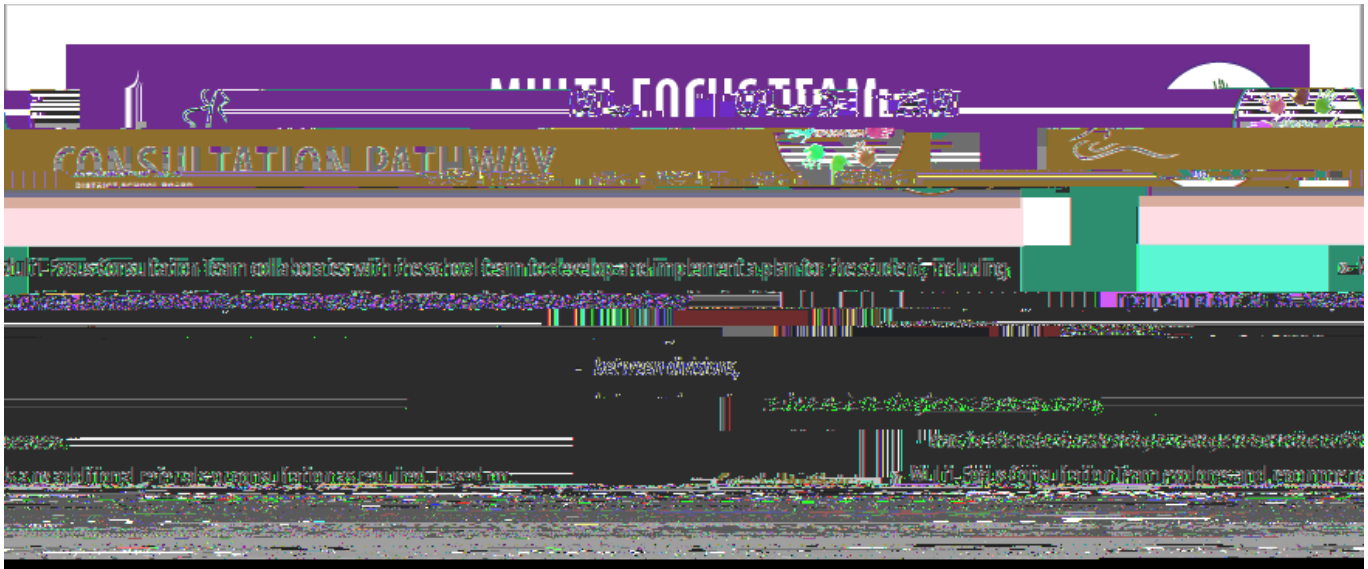
Average Wait Time, Consent, Communication, and Privacy

A variety of factors are used to prioritize referrals from each school, such as:

- Nature of referral
- Age of student
- Urgency for assessment results
- Time since previous assessment
- Lived experience of the student

Psychological Services

Average Wait Time for Psycho-Educational Assessment

To ensure equity of access to assessments, all referrals for psycho-educational assessments come centrally through the MFT meeting at the school. Assessments are prioritized based on the overall needs in the system, and they are allocated according to the principles of equitable and inclusive education. Psychological professionals will provide consultation as needed to schoo-6u29i tddccviditi

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