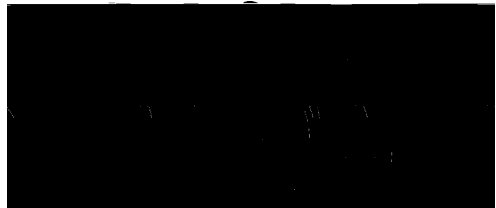

Section Six

Educational and Other Assessments



Section 6 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
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Educational

An educational assessment is required:

x to determine appropriate programming for a student

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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"> x behaviour x personality x intellectual profile x learning style x achievement 	<ul style="list-style-type: none"> x Registered Psychologist x 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"> x assesses speech and language development to determine specific areas of strength and needs. x 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"> x Registered Speech and Language Pathologists

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.

Assessment Tools

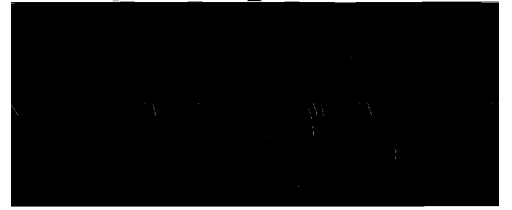
Category of Assessment	Name of Test	Who does the Assessment	Qualification of Assessor	Governed by Which Legislation	Timelines/ Frequency
	Vineland Adaptive Behaviour Scales	Children's Centre Thunder Bay	M.A. Psychology/Child		

Parental Permission Form

Authorization to Obtain and Release Student Information



Lakehead Public Schools



Authorization to Obtain and Release Student Information

**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