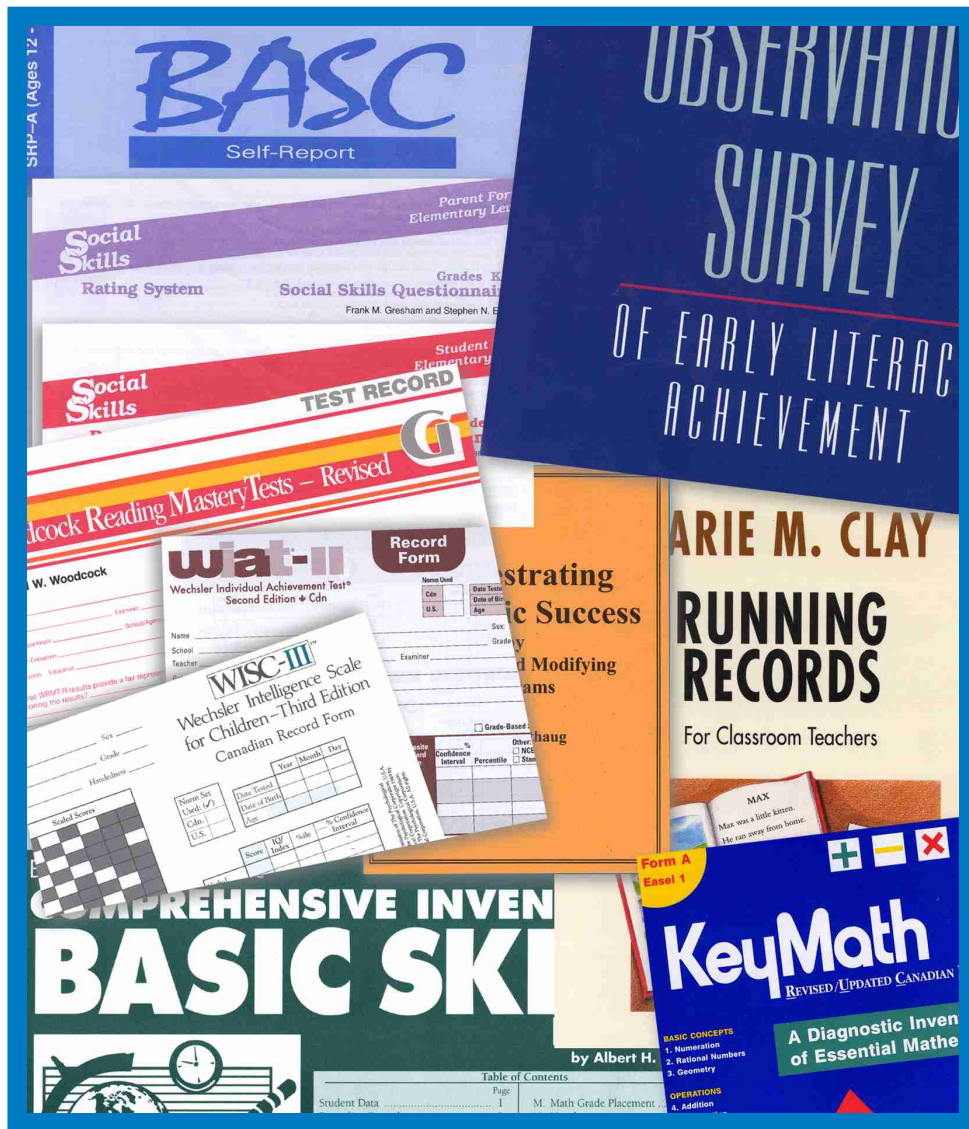




Department of Education
Student Services

Student Assessment Process

Standards and Guidelines



Handbook for Educators



Department of Education

*Student
Assessment
Process*
Standards and Guidelines

Acknowledgments

The Department of Education appreciates the efforts of all who have contributed to the development of this document.

Department of Education Student Services Advisory Working Group

Members of the Student Services and Special Education Standing Committee

Eastern School District Students Services

Western School Board Students Services

La commission scolaire de langue française de l'Île-du-Prince-Édouard

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This handbook can be accessed on the Department of Education's Web site at: www.edu -----.

April 2004

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“Special Education means programming and/or services designed to accommodate students within the public school system whose educational needs require interventions different from, or in addition to, those which are needed by most students. Assessments of students are the basis for determining appropriate special education programs and services. These programs and services may involve the use of adapted or modified curriculum, materials and facilities, and/or alternative methodologies, and/or additional assistance from student support staff within school settings.”

Minister’s Directive No. MD 01-08

Preamble

Educational needs may arise from a variety of conditions. They may be ecological in nature or related to some special abilities or disabilities. Teachers provide support to students with diverse learning and behavioural needs within the context of the regular classroom setting. Teachers understand that learning is related to many variables that may not be determined by the curriculum. Any assessment to identify and define more clearly a student's strengths and needs begins with an examination of classroom climate and observation of student response to instruction. Teachers recognize that the relationships they develop with students, how they respond to their learning needs, the attitudes they hold, and the forms of classroom organization they employ are all variables vital to student success.

The assessment process needs to be broad-based to include these variables. As well, it must take into consideration the level of student engagement and the impact of teaching strategies on students. These are all variables that are under the control of the classroom/subject teacher. They are all important to explore when gathering and analysing information about a student in order to gain a better understanding of learning and behavioural strengths and needs.

Assessment is a systematic process of gathering information from many sources in order to make appropriate educational decisions for a student. It is a collaborative and progressive process designed to identify the student's strengths and needs, and which results in the identification and implementation of strategies to assist educational planning for the student.

Minister's Directive No. MD 01-08

Early identification of risk factors is an essential element of successful program planning for all students, but especially for those with special educational needs. Assessment is used to identify the student's strengths and needs in order to make appropriate instructional, administrative and guidance decisions about individual students. It is based on a process of collaborative consultation which requires integration of information from several sources, ranging from informal to formal. Ongoing documentation of observations, strategies, and any informal and formal assessments completed is key to the success of the assessment process.

Standards and Guidelines for Assessment

- ***Assessment is an ongoing process to identify the student's strengths and needs for the purpose of determining appropriate instruction, programs and services.***
- ***Assessment is broad-based, incorporating multiple sources of information and a variety of instruments.***
- ***The assessment process involves consultation with parents/guardians, students, school personnel, the school-based student services team and specialists, as appropriate.***
- ***The assessment process begins with informal assessments and pre-referral interventions that are consistent with good classroom practice and, if necessary, moves to referral for formal assessment by qualified specialists.***
- ***The use of informal and formal levels of assessment ensures that the skills of all school personnel are utilized and that those who administer assessment tools are qualified to do so.***
- ***The pre-referral process is the essential first step taken by the classroom/subject teacher in response to early indications that a student may have special educational needs.***
- ***The referral process is initiated only when all pre-referral interventions have been determined to be unsuccessful in addressing the student's special educational needs.***
- ***The first step in the referral process is a formal request by the classroom/subject teacher to begin consultation with the school-based student services team to determine***

next steps.

- *The referral process may, or may not, result in consultation and/or formal assessment with relevant specialists external to the school.*
- *Assessment requires thorough documentation and ongoing reporting to inform parents/guardians and/or students at every stage of the process.*
- *Written consent is always obtained prior to formal assessment and prior to releasing assessment information to anyone outside the school system.*
- *Formal assessment results are documented in a written report and are shared with parents/guardians and/or students as well as appropriate school personnel.*

Overview of the Assessment Process

- *Assessment is an ongoing process to identify the student's strengths and needs for the purpose of determining appropriate instruction, programs and services.*
- *Assessment is broad-based, incorporating multiple sources of information and a variety of instruments.*
- *The assessment process involves consultation with parents/guardians, students, school personnel, the school-based student services team, and specialists, as appropriate.*
- *The assessment process begins with informal assessments and pre-referral interventions that are consistent with good classroom practice and, if necessary, moves to referral for formal assessment by qualified specialists.*
- *The use of informal and formal levels of assessment ensures that the skills of all school personnel are utilized and that those who administer assessment tools are qualified to do so.*

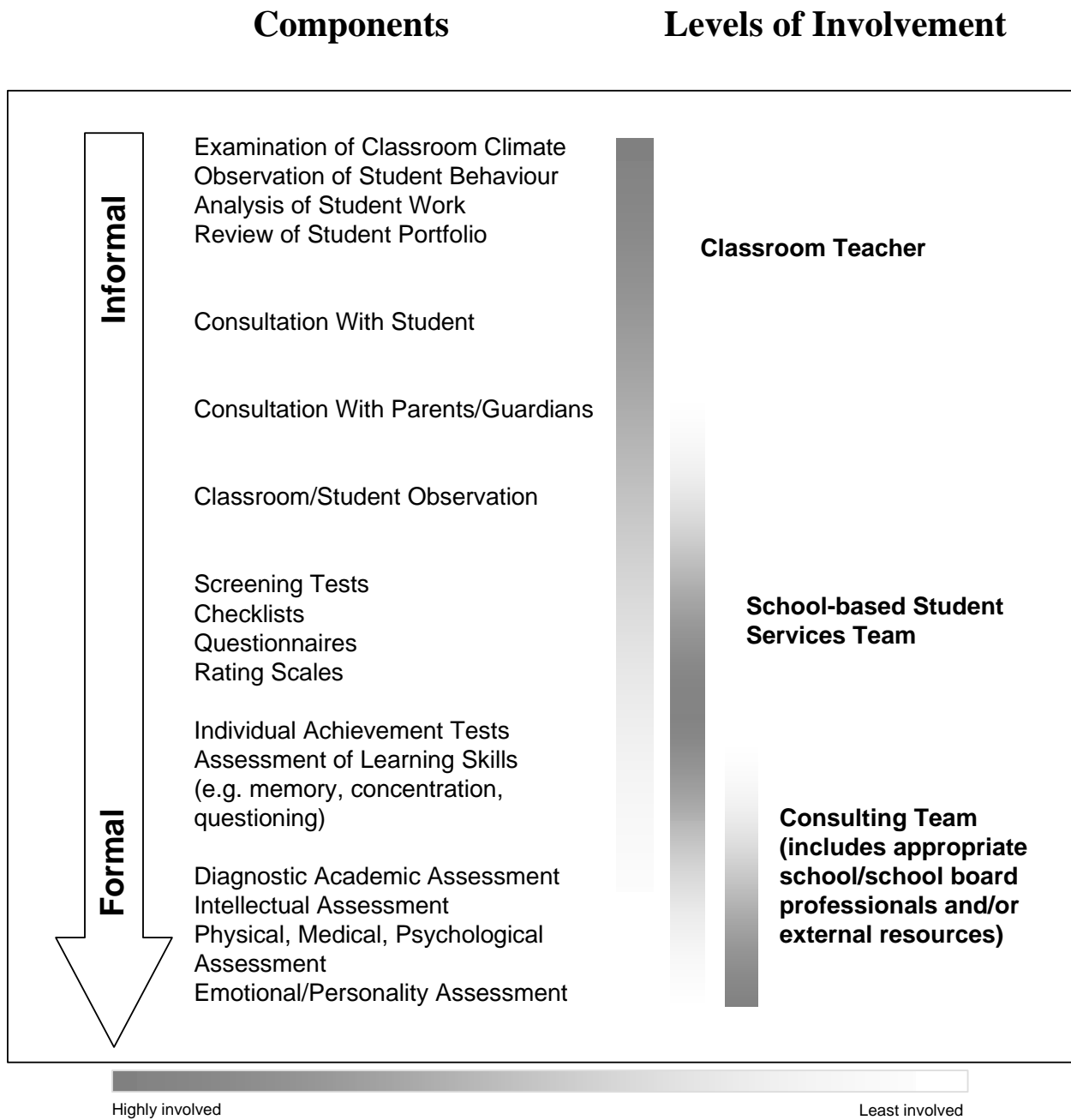


Assessment is a process.

The assessment process requires the collection, integration, and documentation of information from several sources, such as observation, interviews, and informal and formal testing. Assessment may be viewed as a process which continues until the student's strengths and needs can be addressed effectively.

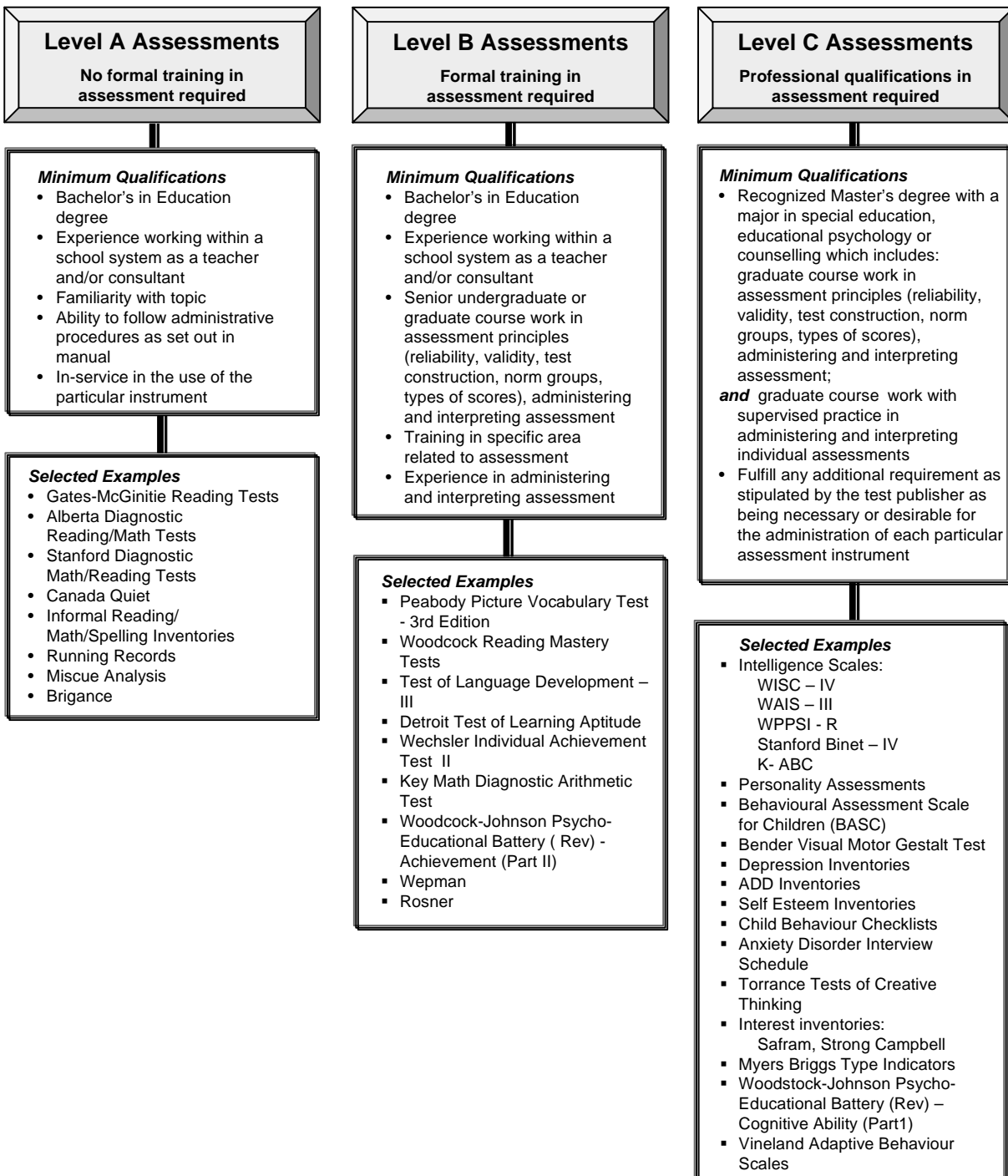
The following diagram presents various components that can be part of the assessment process and indicates which school personnel would generally be responsible as the process moves from informal to formal assessment. There is an overlap of possible assessment responsibilities depending on the nature of the concern and the expertise of those involved. The assessment process need only proceed until there has been sufficient information collected to plan and implement successful interventions.

The Assessment Process



It is essential that assessments are conducted by persons who have the training, experience and knowledge to do so. The following diagram presents three levels of assessments and qualifications which can be used to determine competence.

Standards of Competence: Levels of Assessments and Qualifications



Pre-referral Process

- *The pre-referral process is the essential first step taken by the classroom/subject teacher in response to early indications that a student may have special educational needs.*
- *Assessment requires thorough documentation and ongoing reporting to inform parents/guardians and/or students at every stage of the process.*



The pre-referral stage is focussed on prevention.

The focus at the pre-referral stage is to gain a better understanding of the student's strengths and needs in order to plan instruction. It is an opportunity for the classroom/subject teacher to use his/her knowledge of the student to alter factors which may enable the student to have his/her needs met within the provincial curriculum. It is considered to be a prevention practice that explores a range of interventions with students and is an important first step before initiating a formal referral for assessment. At this early stage in the assessment process, attempts to clarify the problem primarily involve observation, consultation and informal assessment by teachers and relevant school-based personnel.



The identification/assessment process begins in the classroom.

Identification

Some children come to school with special needs which have been identified and with a history of intervention. For most students, however, special educational needs are first recognized after the child enters school; thus, the identification/assessment process begins in the classroom, as the teacher observes signs of learning and/or behaviour that is considered atypical. The teacher begins the assessment process through in-depth, systematic classroom observation and evaluation. A file should be started on the student which contains information, observations, work samples, etc. to better clarify the student's strengths and needs. Variations in instructional approaches should be used, and an evaluation of a variety of teaching techniques and instructional materials should be documented. These non-intrusive interventions



Documentation is essential.

may be all that is required to have the student meet success.

The identification process needs to begin as early in the student's life as necessary, with relevant information documented and shared so that each year the school's knowledge and understanding of the student is refined. Documentation which follows the student from year to year helps eliminate duplication of effort and prevents losing precious time for learning opportunities.

Consultation



It is important for school personnel, parents and student to talk together

The teacher should consult with the parent/guardian and, when appropriate, the student, as well as other personnel who may have worked with the student, regarding concerns and progress. The parents' cooperation in using consistent strategies at home is important. The teacher may discuss with the parent /guardian the appropriateness of a referral for vision and hearing screening and/or a comprehensive medical examination to exclude the possibility of a medical basis for the concerns. Conferencing with a student is an extremely useful way to gain more insight into his/her learning strengths and needs. Often students can articulate what their needs are, what their abilities and talents are, what their interests are, and/or what they feel would help them learn in school. Liaison with school-based support services personnel, such as special education personnel and the school counsellor, can be initiated to help in identifying the student's strengths and needs. The principal should be made aware of any communication concerning the student at this time.

Informal Assessment



Informal assessments are closely tied to teaching.

Once it has been identified that a student will require specific action, efforts need to focus on discovering more about the nature of the student's strengths and needs. Informal assessments are more loosely structured than formal assessments and are more closely tied to teaching.



Criterion-referenced testing is based on performance.

Criterion-referenced testing compares a student's performance with a criterion of mastery for a specific task, disregarding relative standing in a group. It often uses the curriculum as a standard and thus provides a basis for evaluating and adapting/modifying the curriculum for an individual student. Teacher-designed assessments, such as writing assignments, tests, and other whole class methods provide useful information, especially if an analysis is done on how the student completed the work and/or the type of errors made. Teachers typically use work samples such as journal entries, projects, portfolios and homework as a means of identifying patterns and clues to the student's thought processes.



Ecological assessment is based on functionality.

An **ecological assessment** places the evaluation process within the context of the student's environment. Its central element is functionality – how well the student functions in the current environment. This focus shifts the emphasis from correcting deficits to determining how to build on strengths and interests. Observational notes on how students work with materials, how they interact with each other in group situations and unstructured situations, and how they organize their materials, their language, etc. make a valid contribution to the assessment process. Various instructional strategies need to be explored to find creative ways to enable the student to have his/her needs met and/or be appropriately challenged within the same curriculum as his/her peers.



Problem-solving is a process.

This is a good opportunity to discuss ideas with other teachers at the same grade level or subject area and with support personnel such as special education personnel, an itinerant teacher or school counsellor. This opportunity to share knowledge and skills provides support to both the student and the teacher and is an integral part of the school's overall planning process. Increased knowledge of how a student learns best will ensure a more systematic experimentation with a selection of strategies that is not entirely random. The exploration of instructional strategies is a problem-solving **process**, one in which there may not be a



A problem-solving approach requires information from an number of resources.



The teacher is the key decision-maker in the pre-referral stage.

“quick fix” or an immediate obvious solution.

It is important to take the time to periodically evaluate the effectiveness of each new strategy or resource and note this in the file. Determining why a method does not produce the desired outcome can yield as much information as analysing strategies that have the desired effect. Therefore, documentation, in accordance with school board policy, is a key element in the planning process. The variety of information collected not only helps plan for pre-referral activities but, should the need arise for a consultation with the school-based student services team, this same information will assist the team to begin its work.

The importance of the pre-referral stage can not be overstated. Decisions made at this stage can enable or can impede a student’s success within the curriculum. The classroom/ subject teacher’s role is central to the process and to determining when a referral to the school-based student services team should be made. Special education personnel and the school counsellor play an important consultative role in this phase of the decision-making process.

Referral Process

- *The referral process is initiated only when all pre-referral interventions have been determined to be unsuccessful in addressing the student's special educational needs.*
- *The first step in the referral process is a formal request by the classroom/subject teacher to begin consultation with the school-based student services team to determine next steps.*
- *The referral process may, or may not, result in consultation and/or formal assessment with relevant specialists external to the school.*
- *Assessment requires thorough documentation and ongoing reporting to inform parents/guardians and/or students at every stage of the process.*



The teacher can access support through the school based student services team.

Consultation With School-Based Student Services Team

If efforts in the pre-referral stage prove insufficient to meet the students' educational needs, the teacher should begin the process of consultation and collaboration with the school-based student services team, using an approach such as the Teachers Helping Teachers Model (see Appendix B). A consultation with the school-based student services team does not imply a transfer of the classroom/subject teacher's responsibility for the student to other personnel. Rather the team enables the teacher to access further support in meeting the needs of the student, where other individuals may share in the responsibility for working with the student. The team provides a forum for shared decision-making, so that the classroom/subject teacher is not alone in making critical decisions about a student's program. This may result in such actions as classroom observation, additional informal assessment, consideration of additional classroom intervention strategies, and implementation of those strategies. If such do not successfully address the student's



There are critical points to consider before requesting a formal assessment.

needs, the teacher should return to the school-based student services team for further assistance. Resulting action may require the need for a formal assessment by qualified specialists.

The decision to request a formal assessment is made only after consultation and in situations such as the following:

- reasonable attempts to assist the student within the classroom have not been successful
- the initial reason for concern is more pronounced
- a severe learning problem is suspected
- significantly modified educational programming will likely be required
- an alternate school placement may be warranted.

Before you, as a classroom/subject teacher, initiate a referral for formal assessment, ensure that you have:

- held at least one conference to discuss your concerns with the parents (or made extensive and documented efforts to communicate with the parents)
- checked all available school records, and conferenced with other professionals involved with the student to make sure you are aware of previous interventions and that you understand the student's history
- asked the school-based student services team to help you devise strategies to solve the problem
- implemented and documented the results of the academic, ecological and behaviour management strategies you have tried.

At the time of referral you should be able to provide the following information:

- a statement that clearly outlines your concern
- an explanation of the reason for your concern
- detailed documentation from your observations of the problem, including samples of academic work as appropriate
- documentation recording the strategies you have used to try to resolve the problem and the outcome of those strategies.

Formal Assessment

- ***Assessment is broad-based, incorporating multiple sources of information and a variety of instruments.***
- ***The use of informal and formal levels of assessment ensure that the skills of all school personnel are utilized and that those who administer assessment tools are qualified to do so.***



Formal assessment requires the involvement of competent and qualified professionals.

As assessment becomes more formal in nature, the purpose of the assessment needs to be clearly defined. Those involved in the assessment process bear the responsibility to secure competent and professional service. Therefore, it is essential that those involved in the assessment process ensure that:

- assessments are conducted by persons with the appropriate qualifications.
- specialists are sensitive to cultural, linguistic and experiential factors when selecting assessment procedures and interpreting assessment results.
- a variety of valid and reliable instruments are used in the assessment process.
- the assessment instrument is the most recent edition.
- the assessment instrument is consistent with purpose of assessment.
- directions for administering the assessment are followed as outlined in the examiner's manual. If not, variations in procedure are noted in the report.
- the information gained is relevant to the decision-making process and is used for the purpose of planning for a student's special educational needs.
- the information is informative as to both the student's strengths and needs.
- assessments reports on file are interpreted with caution, as validity of findings decreases over time.

Types, Purposes, and Examples of Formal Assessment

Formal assessment serves two primary functions: surveying ability in an instructional or social/emotional domain, and diagnosing difficulties. Survey tests (eg. Peabody Individual Achievement Test - Revised, Wechsler Intelligence Achievement Test - IV) are usually administered to obtain a global score or level of functioning. Diagnostic tests (eg. Key Math Test - Revised, Gray Oral Reading Test - Revised) attempt to obtain more specific information about strengths and weaknesses.

Assessment information should be obtained through a variety of sources and instruments in order to gain sufficient information to develop a plan to meet the student's special educational needs. The use of a variety of sources and instruments results in a more comprehensive picture on which to base decisions for programming, placement and/or appropriate support services.

The following are possible areas to be considered when conducting a formal assessment:

- | | | |
|------------------------------|-------------------------|--------------------------------------|
| • Reading | • Memory | • Self-esteem |
| • Expressive language | • Personality | • Intellectual |
| • Receptive language | • Fine motor | • Creativity |
| • Written language | • Gross motor | • Attention and concentration |
| • Critical thinking | • Perception | • Self-care |
| • Math | • Learning style | • Adaptive skills |
| | • Behaviour | |

The following diagram outlines the purpose of different types of assessments and gives examples of each type.

<i>Type of Assessment</i>	<i>Purpose</i>	<i>General Examples</i>
Academic Achievement	<ul style="list-style-type: none"> To identify achieved level of performance To identify specific academic needs 	<ul style="list-style-type: none"> Achievement tests Diagnostic tests
Learning/ Thinking Skills	<ul style="list-style-type: none"> To explore and assess various skills used in learning and thinking 	Tests assessing: <ul style="list-style-type: none"> concentration questioning skills memory learning style perception
Life Skills	<ul style="list-style-type: none"> To assess adaptive skill level To determine aptitude To identify leisure/recreation interests To explore employability and work skills 	<ul style="list-style-type: none"> Inventories Checklists Structured interviews
Intellectual	<ul style="list-style-type: none"> To explore strengths and weaknesses in learning To identify current level of intellectual functioning 	<ul style="list-style-type: none"> Intelligence scales
Personality/ Emotional/ Social Understanding	<ul style="list-style-type: none"> To explore personal factors which may affect learning To assess level of personal risk To assess level of social functioning 	<ul style="list-style-type: none"> Personality tests Inventories for self-esteem, anxiety, depression, etc. Social skills rating scales
Behaviour	<ul style="list-style-type: none"> To explore behavioural factors that affect learning and attention 	<ul style="list-style-type: none"> Behavioural checklists Functional Behavioural Assessment Rating scales
Physical/Medical/ Neurological/ Psychological/ Psychiatric <i>(Administered by a specialist in the field in a variety of settings)</i>	<ul style="list-style-type: none"> To diagnose any physical/medical/neurological/psychological/psychiatric condition that may interfere with learning 	Assessments for: <ul style="list-style-type: none"> Vision/hearing Birth defects Chronic heart disease Neurological conditions (TBI, LD) Social/emotional disorders Psychological conditions Psychiatric conditions

Consent, Documentation and Information Sharing —

- ***Assessment requires thorough documentation and ongoing reporting to inform parents/guardians and /or students at every stage of the process.***
- ***Written consent is always obtained prior to formal assessment and prior to releasing assessment information to anyone outside the school system.***
- ***Formal assessment results are documented in a written report and are shared with parents/guardians and /or students, as well as and appropriate school personnel.***

Informed, written consent for formal assessment must be received from the parent/guardian and/or, as appropriate, the student before any formal assessment is conducted. The purpose and nature of the assessment should be clearly explained. Parents/guardians and/or students, when appropriate, have the right to withhold consent and refuse psycho-educational assessment.

Assessment results are confidential. They are to be shared with parents/ guardians, students and appropriate school personnel for professional purposes only. Written parental consent and/or student consent, when appropriate, must be obtained before sharing assessment information with anyone outside the school system who would not have regular access to the student's records. Test protocols are not to be released, only assessment results.

Assessment must be followed by a written report which should include reason for referral, observation/strategies, informal assessment results, assessment tools used, overview of assessment results, and recommendations for action. The classroom/subject teacher, parents and, when appropriate, student are to be provided with an oral interpretation of assessment results in language that is understandable and provides a clear interpretation of the assessment results.

Assessments and assessment reports are to be stored separate from the student's cumulative record in a locked area with restricted access. A record of assessments completed should be included in the student's cumulative record with the date of assessment, assessment used and person conducting assessment. (See Appendix C for sample forms.)

Conclusion

The purpose of the assessment process is to identify the student's strengths and needs in order to make appropriate educational decisions for the student. For many students, the assessment process begins in the classroom. The classroom teacher must have a clear understanding of the areas of learning and behaviour that need to be addressed in order to plan for appropriate instruction, programs and services. It becomes even more critical to gain an understanding of the student's strengths and needs when the student is dealing with difficult and challenging circumstances. For such a student, in-depth, systematic classroom observation and assessment are essential. If more formal assessment is required, either from within the school system or from outside agencies, the information the teacher has documented is extremely valuable.

Assessment is not a one time procedure; it is a continuous and progressive process that moves from informal methods of gathering information to more formal assessment as needed. It requires ongoing documentation and integration of information from several sources. This is best achieved and supported through a collaborative approach. Using a team approach ensures that assessment is broad based and that critical areas of need can be addressed effectively by personnel who have the appropriate skill level and qualifications. It is critical for school personnel, family members, and outside agencies to work together to share information gathered through the assessment process in order to provide support and the best possible learning environment for all students.

Appendices

Appendix A

Standards and Guidelines for Assessments

Appendix B

Teachers Helping Teachers Model

Appendix C

Sample Forms

- Consent for Assessment
- Authorization to Obtain/Release Information
- Right of Refusal
- Record of Assessments

Appendix A

Standards and Guidelines for Assessment ---

- *Assessment is an ongoing process to identify the student's strengths and needs for the purpose of determining appropriate instruction, programs and services.*
- *Assessment is broad-based, incorporating multiple sources of information and a variety of instruments.*
- *The assessment process involves consultation with parents/guardians, students, school personnel, the school-based student services team and specialists, as appropriate.*
- *The assessment process begins with informal assessments and pre-referral interventions that are consistent with good classroom practice and, if necessary, moves to referral for formal assessment by qualified specialists.*
- *The use of informal and formal levels of assessment ensures that the skills of all school personnel are utilized and that those who administer assessment tools are qualified to do so.*
- *The pre-referral process is the essential first step taken by the classroom/subject teacher in response to early indications that a student may have special educational needs.*
- *The referral process is initiated only when all pre-referral interventions have been determined to be unsuccessful in addressing the student's special educational needs.*
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- *Formal assessment results are documented in a written report and are shared with parents/guardians and/or students, as well as appropriate school personnel.*

Appendix B

**Teachers Helping Teachers:
Problem Solving Teams that Work**
(The Roeher Institute, 1994)

Why Problem Solving?

1. Immediacy – it offers something right away
2. Ownership – control stays within the group (parent and teacher)
3. Relevance – solutions are tailored to the needs of those involved
4. Empowering – it gets people moving
5. Success orientation – uses strengths as a foundation for change
6. It assumes a collaborative approach
7. It is acceptable within different theoretical perspectives
8. People piggy back – ideas stimulate ideas

General Steps

1. Problem description – what do we want to see change?
2. Problem prioritization – what needs attention/action now?
3. Brainstorming – ideas worth trying
4. Planning – deciding on actions.
5. Implementation – we try it
6. Evaluation – how did it work? New ideas or new goals?

Problem-Solving Teams

Some situations require a team approach where a group of people with different backgrounds bring their particular perspectives to a meeting. A structured, time-limited problem-solving meeting can be the quickest way to see a plan develop. With the most challenging students we all feel powerless – a team meeting helps us to refocus. Ownership and control stay with the classroom teacher but support and assistance are inherent results of the process. It is a non-threatening way to include family and other service providers as partners.

The meeting is a part of the process of assisting teachers in a collaborative way to meet the needs of students. It is one of many tools used by teachers in an inclusive school environment. It is important because it facilitates collaborative, non-threatening opportunities for interaction between school staff, agency staff, and families. It is also attractive because it is time efficient. The follow-up – developing an action plan, monitoring, and adjusting – are most important to ensure that the productive work of the meeting is used to induce significant change for the student, teacher, or school around the presenting problem.

THE 30-MINUTE MEETING

- Stage 1 : The facilitator states the reason for meeting, the process to be followed, and the problem to be dealt with and clarifies as required.
- Stage 2 : The teacher presents a brief oral problem statement. This has been sorted out beforehand with the facilitator to ensure that the problem is clear.
- Stage 3 : Team members ask questions of the teacher to clear up questions they may have as to exactly what the problem is, what the circumstances are, and what interventions are now in place.
- Stage 4 : The facilitator uses a round-table brainstorming approach to generate suggestions for the teacher's consideration. Brief statements are encouraged. Team members direct them to the facilitator. The teacher does not interact with others during this stage.
- Stage 5 : The facilitator goes over the suggestions and strategies made with the teacher. The teacher may be asked to rate suggestions to try now, to try later, or already in place/does not fit my style.
- Stage 6 : The facilitator establishes a plan to follow up on the ideas. A meeting to develop the details into a comprehensive strategy will follow. Arrangements for a review meeting with participants are discussed.
- Stage 7 : The facilitator thanks the team members and ensures that all leave feeling empowered and optimistic.

Appendix C

Consent For Assessment

Assessment is a systematic process of gathering information from many sources in order to make appropriate educational decisions for a student. It is a collaborative and progressive process designed to identify the student's strengths and needs, and which results in the identification and implementation of strategies to assist educational planning for the student.

(Minister's Directive No. MD 01-08)

I hereby give consent for _____ to undergo an

(Student)

assessment by _____ or _____
(School Personnel) (District/Board Personnel)

in one or more of the following areas:

- Academic Achievement (reading, writing and/or math)
- Psycho-Educational (learning/cognitive capabilities, learning strengths & needs)
- Social/Emotional
- Behavioural

The nature, purpose and procedures of this assessment and its intended benefits have been explained to me by _____.

Consultation with teachers and parents and/or student will follow any assessment. A written report resulting from the assessment will be included in the student's confidential file at the school and/or District/ Board Office.

Parent/Guardian or Student (when appropriate)

Parent or Guardian

Principal or Vice-principal

Date

(LETTERHEAD)

Authorization to Obtain/Release Information

Student: _____ **Date of Birth:** _____

School: _____ **Parent/Guardian** _____

I hereby authorize the Principal and/or board/district to obtain/release information concerning the student named above through consultation and/or documents with the following person(s) or organization(s):

Name	Agency	Tel:
_____	_____	_____
_____	_____	_____

Consultation

Documents Released

Report Date:

Signed: _____
Parent/Guardian or Student (when appropriate)

Date: _____

Witness: _____

Date: _____

Please forward information requested to _____
at the following address

(LETTERHEAD)

Right of Refusal

Student: _____

Date of Birth: _____

School: _____

Parent/Guardian _____

I/we refuse to

Consent for Assessment

Give permission to obtain/release the information requested.

Signed: _____ **Date:** _____
Parent/Guardian or Student (when appropriate)

(LETTERHEAD)

Record of Assessment

(To be placed in Student's Cummulative Record File)

Name of Student _____ Date of Birth _____

School _____

Name of Assessment	Date Completed	Assessor	Location of Report

If you would like to view/discuss any of these reports please consult with the Principal, Resource Teacher and/or School Counsellor.

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