Educational and Other Assessments

Purpose of the Standard

To provide details of the board's assessment policies and procedures to the ministry and to make parents aware of the types of assessment tools used by the school board, the ways in which assessments are obtained by IPRCs and the ways in which assessments are used.

Overview of Scheduled School and Board Assessment Practices
The assessment process in the Ottawa-Carleton District School Board is multifaceted and includes the following:

School-Level Assessments

- teacher-developed assessments, including observation
- educational assessments by appropriate staff to identify student needs
- curriculum services supported assessments

Board-Level Assessments

- assessments to facilitate consistency of grading across the system
- norm-referenced achievement and abilities testing to assist in identifying students with special program or placement needs
- professional assessment (psychological, social work, speech and language, behaviour) to identify students' strengths and needs for appropriate program and placement

Provincial Assessments

- assessments to determine if students have acquired sufficient skills to move toward graduation (at secondary)
- assessment to measure progress towards the attainment of curriculum expectations and standards
- reading, writing and numeracy assessment as prescribed by the Ministry of Education

National and International Assessments

- to provide context for achievement results of OCDSB students in relation to populations outside the limits of the board

Testing Schedule: 2018 – 2019

EQAO Assessments

Grade 3 & 6 Assessments   May 22 to June 4, 2018
Grade 9 Math   January 15- January 26, 2018 and
                                      June 5 to June 18, 2018
Grade 10   Literacy Test April 10, 2018

National and International Assessments with a 3 – 5 Year Administration Cycle

Grade	Source	Test/Assessment	Next Admin.
10	PISA	Programme for International Student Assessment	Spring 2018
4, 8	TIMSS	Trends in Mathematics and Science Study (sample of students in each grade)	Spring 2019

Notes:
Testing materials and costs related to moderation of student work will be provided at Board expense and results will be reported centrally for the District-wide Evaluations in English (4U, 4C) and Math (2P, 2D)

Optional Tests and Assessments

Ages	Test/Assessment	Admin. Time
Ages 7–18	Canadian Cognitive Abilities Test – CCAT 7 (levels 1 & 2)	Level 1 & 2: 120 min. Level A-H: 150 min
Ages 7–18	Canadian Achievement Test – CAT/4 (levels 10-22)	Level 10: 100 min. Level 11: 85 min. Level 12: 215 min. Level 13: 235 min. Level 14-18: 230 min. Level 19: 230 min. Level 20-22: 310 min.
Ages 5-18	Gates-MacGinitie (Reading Test)	PRE: 85-105 min. R: 55-70 min. Level A-F: 55 min.

Notes:
These optional tests are available upon request through Quality Assurance division.

Teachers must have special education qualifications in order to carry out educational assessments. Behavioural and psychological assessments are conducted by psychologists and psychological associates who are registered members of the College of Psychologists of Ontario. Social work assessments are conducted by social workers who are registered with the Ontario College of Social Workers and Social Service

Workers. Speech/Language assessments are conducted by registered members of the College of Audiologists and Speech-Language Pathologists of Ontario.

To determine appropriate programming and/or placement the following assessments may be administered:

Educational Assessments
- are used to determine appropriate programming for students experiencing difficulty
- may include norm-referenced achievement testing to assess acquisition of basic academic skills
- may be required for a student to be referred for an individual assessment by Learning Support Services personnel
- are required for a student to be considered for an IPRC meeting
- include reports containing background information, current learning strengths and needs, a summary of recommendations (e.g. in-class program accommodation and/or modification, resource support, etc.)

Psychological Assessments
- are based on current and historical information
- include standardized psychological tests, observations, interviews with student, professional judgment, clinical skills, multi-disciplinary discussion and consultation with parent(s)/guardian(s) to gain insight into a student's overall functioning including behaviour, personality, intellectual profile, learning style and achievement
- are conducted by psychologists and psychological associates who are registered members of the College of Psychologists of Ontario or psychoeducational consultants who are supervised by psychologists

The legislative underpinning supporting this service delivery model includes the *Regulated Health Professionals Act (RHPA), 1991, the Psychology Act, 1991* and *the Health Care Consent Act, 1996*

Social Work Assessments
- are based on current and historical information
- focus on the social emotional development of the student
- include the student's functioning within the context of their family and environment
- involve a psycho-social analysis and the formation of a plan of intervention that looks at the student in the context of family, school and community
- are conducted by social workers who are members of the Ontario College of Social Workers and Social Service Workers

The legislative underpinning supporting this service delivery model includes *The Education Act, 1990, The Child and Family Services Act 1990.*

Speech/Language Assessments

- address the development of oral and written language skills as emphasized in the Ontario curriculum
- may be needed to augment educational assessment
- may include one or more of the following areas: receptive and expressive language skills, metalinguistic skills (e.g., phonemic awareness), social communication, and cognitive-communication. Screening for speech sound production, fluency as well as voice and resonance disorders may be conducted to evaluate the appropriateness for a referral to access additional services through Local Health Integration Network
- are conducted by speech-language pathologists who are members of the College of Audiologists and Speech-Language Pathologists of Ontario

As the Ontario curriculum emphasizes both oral and written language skills (e.g., listening, understanding, speaking, reading and writing) some students may require a speech-language pathology assessment.

The legislative underpinning supporting Speech-Language Pathology services includes the *Regulated Health Professionals Act (RHPA), 1991 and the Audiology and Speech-Language Pathology Act, 1991. The Interministerial Guidelines for the Provision of Speech and Language Services, 1988* is also followed in determining type and level of service provided.

It is the Ottawa-Carleton District School Board practice to accept assessments accompanying students from other jurisdictions and apply them to the Ottawa-Carleton District School Board criteria when a student is being considered for a specialized program or service. The assessments must be conducted by a qualified assessor (according to the standards set by each profession in Ontario).Medical information pertinent to accommodation of the student is directed to the school principal. Parent(s)/guardian(s) sign a release form to permit the exchange of information between outside agencies/authorities and OCDSB personnel

Confidentiality and Rights to Privacy

- Written and informed parental/guardian consent must be obtained for the Canadian Cognitive Abilities Test, psychological, social work, behavioural and speech-language pathology assessments for students under the age of 18.
- Informed consent is obtained for educational assessments for students under 18 years of age.
- Information can only be shared with outside agencies and other professionals with written parental consent or with written consent from the student if he/she is 18 years of age or older.
- Third party confidential reports are the responsibility of the professional to whom they are released.
- Third party confidential reports are filed in the OSR, or with Learning Support Services, according to parental consent.

- Learning Support Services staff will obtain parental consent to communicate third party report information to the schools.

Assessment Results

Assessment results are provided to parent(s)/guardian(s) through:
- meetings with parent(s)/guardian(s) and appropriate school and/or board personnel as required
- written reports

Assessment information is collected under the authority of the Education Act, and will only be used to plan and evaluate a student's program. The information is confidential and access will be limited to those employees who have an administrative need, the student, and parent(s)/guardian(s) of a student who is under 18 years of age.

Wait List for Learning Support Services

- The OCDSB utilizes a multi-disciplinary team approach to prioritize students on the wait list. "Wait Lists" are established to indicate the number of students waiting for educational, psychological, behavioural, speech-language and social work assessments
- Students are prioritized for assessments on the basis of need
- These data are collected annually.

**This data is currently being collected, therefore, this section will be updated and included when the data collection process is complete.

Educational, Speech Language and Psychological testing materials used in the Ottawa-Carleton District School Board may include, but are not limited to, the following:

- Adaptive Behavior Evaluation Scale (ABES)
- Achenbach Child Behaviour Checklist
- Adaptive Functioning Index
- Adolescent Mental Health Questionnaire (APS)
- Adolescent Personality Questionnaire (APQ-16PF)
- Asperger's Syndrome Diagnostic Scale (ASDS)
- Assessing Semantic Skills Through Everyday Themes (ASSET) (000207) 1988
- Attendance Review Template
- Autism & POD Basic Reading Comprehension (000690) 2003
- Battelle Developmental Inventory
- Beck Depression Inventory (BDI-II)
- Beck Youth Inventories
- Behavior Assessment for Children (BASC and BASC-2)
- Behavior Rating Inventory of Executive Function (BRIEF)
- Bender-Gestalt II - Test of Visual Motor Integration
- Bracken Basic Concept Scale (BBCS) (000118) 1984
- Bracken Basic Concept Scale Third Edition Receptive (000611) 2006
- Bracken Concept Development Program (000788) 1986
- Brigance Comprehensive Inventory of Basic Skills
- Brown Attention Deficit Disorder Scales (Brown ADD Scales)
- California Verbal Learning Test – Children's Version (CVLT-C)
- Carolina Picture Vocabulary Test (CPVT) (001686) 1985
- Canadian Test of Basic Skills (CTBS)
- Childhood Autism Rating Scale (CARS)
- Childhood Trauma Questionnaire (CTQ)
- Children's Academic Intrinsic Motivation Inventory (CAIMI)
- Children's Inventory of Anger – Autoscore Form (ChIA)
- Children's Memory Scale (CMS)
- Children's Depression Inventory (CDI)
- CELF 4 Scoring and Report Assistant (000902) 2004
- CELF 4 Screening Test (000692) 2004
- CELF – 5
- CELF – 5 Digital
- CELF - Metalinguistics
- CELF Preschool 2 (000013) K 2004
- CELF-R screening test (000076) KPJI 1989
- Comprehensive Executive Function Inventory (CEFI)
- Comprehensive Test of Phonological Processing (CTOPP) (000068) 1999
- Conners 3, Parent/Teacher/Self Report
- Conners' Adult ADHD Rating Scales (CAARS)
- Conners' Behavioural Rating Scale (CBRS)
- Continuous Visual Memory Test (CVMT)

- Coping Inventory for Stressful Situations (CISS)
- Crystal Bay Early Developmental Milestones (000599) 2004
- Crystal Bay Inch Interaction Checklist (000603) 1991
- Culture-Free Self-Esteem Inventories – Third Edition (CFSEI-3)
- Draw a Person – A Quantitative Scoring System (DAP and DAP:QSS)
- Delis-Kaplan Executive Function System (D-KEFS)
- Detroit Tests of Learning Aptitudes (DTLA-2) (000289) 1985
- Developmental Profile – Version 3 (DP-3)
- Developmental Test of Visual Motor Integration (VMI Beery)
- Devereaux Elementary School Behavior Rating Scale
- Diagnostic Assessment for Reading and Writing (I PAL-I1) (001337) 2007
- Differential Screening Test for Processing with CD (000390) 2006 SEK
- Dissociative Index (DES)
- Emotional Quotient-Inventory: Youth Version (BarOn EQ-i: YV)
- The Expressive Language Test (000182) 1998
- Expressive One Word Picture Vocabulary Test –Revised (EOWPVT-R) (000210) KPJ 1990
- Expressive One Word Picture Vocabulary Test (EOWPVT Upper-Extension) (000072) 1983
- Expressive One Word Picture Vocabulary Test (4th Edition)
- Fisher-Logemann Test of Articulation Competence (000143)
- The Fisher-Logemann Test of Articulation Competence (000410) 1971
- French Immersion Achievement Test (FIAT)
- Funnel Towards Phonics! Language and Reading Skills (PSU) (000634) 2004
- Gilliam Autism Rating Scale (GARS)
- Gifted Rating Scales (GRS)
- Goldman Fristoe 2 Test of Articulation (Jr LLD) (000685) 2000
- Goldman Fristoe – 3
- Goldman Fristoe – Test of Articulation (3rd Edition)
- Group Techniques with Materials
- Hare Psychopathology checklist Youth (HARE PCL:YV)
- Hodson Assessment of Phonological Patterns Third Edition (HAPP 3) 2004
- How I Think Questionnaire (HIT)
- The Intermediate Phonological Awareness Profile (000543) 2001
- Jesness Inventory – Revised
- Khan-Lewis Phonological Analysis (3rd Edition)
- Language Links Syntax Assessment & Intervention + CD (C SK LLD) (001329) 2007
- Language Processing Test Elementary (LPT 3) (000176) 2005
- Language Processing Test Revised (000024) PJ 1995
- Language Use Inventory
- Learning Disabilities Diagnostic Inventory (LDDI)
- Leiter-R Performance International Scale-revised
- Let's Talk Inventory for Children (000297) 1987
- The Lindamood Phoneme Sequencing (Jr LLD) (000286) 1998
- The Listening Comprehension Test 2 (000693) 2006

- The Listening Test (000209) PJ 1992
- MacArthur-Bates Communicative Development Inventories (001713) 2007
- Metropolitan Readiness Test - sixth edition
- Million Adolescent Clinical Inventory (MACI)
- Million Adolescent Personality Inventory (MAPI)
- Mini-Battery of Achievement (MBA)
- Minnesota Multiphasic Personality Inventory for Adolescents (MMPI-A)
- Mullen Scales of Early Learning – AGS Edition – Record Form (MULLEN)
- Multidimensional Anxiety Scale for Children – 10 items (MASC-10)
- Multidimensional Anxiety Scale for Children – 39 questions (MASC)
- Naglieri Nonverbal Ability Test (NNAT)
- Nelson-Denny Reading Test – Vocabulary Comprehension Reading Rate
- Neuropsychological Development in Children (NEPSY)
- Neuropsychological Development in Children – Second Edition (NEPSY-II)
- Nipissing District Developmental Screen
- Oral/Written Language Lab (000901) 1980
- PAC The Listening Comprehension Test 2 (001121) 2006
- Parenting Relationship Questionnaire (PRQ)
- Peabody Individual Achievement Test (PIAT-R)
- Peabody Picture Vocabulary Test 3rd Edition (PPVT-III) (000070) 1997
- Peabody Picture Vocabulary Test 4th Edition – Forms A & B (PPVT4)
- Pervasive Developmental Disorders Behavior Inventory (PDDBI)
- Piers-Harris 2
- Phonological Awareness Test (000022) 1997
- The Phonological Awareness Test and Profile (000276) 1997
- Pre-Reading Inventory of Phonological Awareness (PIPA) (000999) 2003
- Preschool Language Assessment Instrument
- Preschool Language Assessment Instrument Second Edition (Pr LLD) (PLAI 2) (001122) 2003
- Preschool Language Scale 3 (PLS 3) (000228) K 1992
- Preschool Language Scale (PLS 4) (000035) KP 2002
- Process Assessment of the Learner (PAL and PAL II, second edition)
- Rapid Automatic Naming Charts (REF) (000405) 1998
- The Renfrew Language Scales – Word Finding Vocabulary Test (001271) 2006
- Revised Children's Manifest Anxiety Scale: Second Edition (RCMAS-2)
- Revised Token Test (RYE) (000287) 1978
- Rey Complex Figure Test and Recognition Trial (RCFT)
- Reynolds Adolescent Depression Scale – 2nd Edition (RADS-2)
- Reynolds Child Depression Scale (RCDS)
- Roberts Apperception Test for Children
- Rotter Incomplete Sentences Blank-II (RISB-II)
- Scales of Independent Behaviour – revised (SIB-R)
- Sentence Completion Series (SCS)
- Slosson Oral Reading Test
- Social Emotional Evaluation Kit

- Social Language Development Test Elementary (001672) 2008
- Social Work Assessment Template
- SQ Write Teacher Kit
- Staic How I feel Questionnaire (STAIC)
- Stanford Binet Intelligence Scale - fifth edition
- State-Trait Anger Expression Inventory – 2nd Edition (STAXI-2)
- Strong Narative Assessment Procedure (000208) KPJ 1998
- Structured and Exploratory/Counselling Interviews
- Structured Photographic Articulation Test 2 Dudsbe (SPAT-D 2) (000155) 2001
- Structured Photographic Expressive Language Test (SPELT-3) (000025) KPJ 2003
- (SPELT-II) (000026)
- (SPELT-P) (000027)
- Stuttering Severity Instrument for Children and Adults (UTh SSI-3) (001724) 1994
- Suicide Probability Scale (SPS)
- Teaching Resources Corporation Fokes Sentence Builder
- Test of Adolescent and Adult Language (TOAL-3) (000295) 1994
- Test of Adolescent/Adult Word Finding (TAWF) (000949) 1990
- Test of Adolescent Language A Multidimensional Approach (TOAL) 1984
- Test of Aided-Communication Symbol Performance & CD (TASP) (001007) 2006
- Test for Auditory Comprehension of Language (TACL-3) (000038) KP
- (TALC-R) (000300) 1985
- Test of Auditory Processing Skills – 3rd Edition (TAPS-3) (000127) KPJIHS 2005
- Tests de Langage (French) (TLDD) (000206) 1980
- Test of Language Competence – Expanded Edition (TLC-E) 1989
- Test of Language Development-2 Primary (TOLD-2) (000288) 1988
- Test of Language Development (Intermediate) (TOLD-I:4) (001607) 2008
- Test of Language Development (Intermediate) (TOLD-13) (000039) 1997
- Test of Language Development (Primary) Second edition (TOLD-F:2) (000290) 1988
- Test of Language Development (Primary) (TOLD-P:3) 1997
- Test of Language Development (Primary) (TOLD-P:4)
- Test of Memory and Learning (TOMAL) (000205) 1994
- Test of Narative Language (TNL) (000152) 2004
- Test on Nonverbal Intelligence – third edition (TONI-3)
- Test of Pragmatic Language (TOPL) (000203) 1992
- Test of Pragmatic Language (Jr LLD TOPL) (000688) 1992
- Test of Problem Solving Adolescent (TOPS 2) (001018)
- Test of Problem Solving 3 Elementary (TOPS 3) (000140) 2005
- Test of Reading Comprehension (Jr LLD TORC-3) (000175) 1995
- Test of Semantic Skills- Intermediate (TOSS-I) (000156) 2004
- Test of Semantic Skills- Primary (TOSS-P) (000029) KP 2002
- Test of Word Finding Second Edition (Pr LLD) (TWF-2) (001120) 2000
- Test of Written Language 3rd Edition (TOWL-3) (000686) 1996
- Test of Written Spelling fourth edition (TWS-4)
- Test of Word Finding (TWF) (000294) 1986
- Test of Word Finding Second Edition (TWF-2) (000154) 2000

- The Renfrew Language Scales – Bus Story Test (Revised)
- The Token Test for Children (000016) 1978
- Trauma Symptom Checklist for Young Children (TSCYC)
- Universal Non-verbal Intelligence Test (UNIT)
- Utah Test of Language Development-3 (UTLD) (000283) 1989
- Vineland-II Adaptive Behaviour Scales
- Visual Aural Digit Span Test (VADS) – Test Scoring Sheet
- VMI – Beery VMI-5th Edition – Developmental Test of Visual-Motor Integration
- Wechsler Adult Intelligence Scale-Fourth Edition, English or French (WAIS-IV)
- Wechsler Adult Intelligence Scale – Fourth Edition (WAIS-IV)
- Wechsler Fundamentals: Academic Skills – Canadian (WF:AS)
- Wechsler Individual Achievement Test – 3rd Edition, English or French (WIAT-III)
- Wechsler Intelligence Scale for Children – 5th Edition, English (WISC-5)
- Wechsler Memory Scale – Third Edition (WMS-III)
- Wechsler Non Verbal Scale of Ability: Canadian (WNV)
- Wechsler Preschool and Primary Scale of Intelligence – Forth Edition (WPPSI IV)
- Wide Range Assessment of Memory and Learning – Second Edition (WRAML2)
- Wide Range Achievement Test – Revision 4 (WRAT4)
- Woodcock Johnson III – Test of Cognitive Abilities (WJ III)
- The Word-R Test (Elementary)
- Youth Level of Service/Case Management Inventory (YLS/CMI)