
INDIVIDUAL STUDENT ASSESSMENT

Background

The Division believes in the importance and value of individual student assessment and supports the administration of standardized tests to students provided that the use and interpretation of these tests is educationally sound and developmentally appropriate for each student and that the results are used for the development of programs suitable to the student or for appropriate placement of students in established programs.

Procedures

1. Psycho-educational tests will be administered when the information provided by such tests is necessary to provide assistance to teachers in developing programs to meet the needs of an individual student, and after teachers have attempted to provide for an individual student using school-based expertise and personnel.
 - 1.1. Psycho-educational tests will be administered when the information provided by such tests is necessary to the teacher to assist in determining:
 - 1.1.1. The development of Individualized Student Plans (ISP) as identified in Administrative Procedure 214 – Inclusive Education.
 - 1.1.2. Any additional resources required by a student as outlined in the procedures in Administrative Procedure 214 – Inclusive Education.
 - 1.1.3. The placement of a student in a school offering a required program as provided in Administrative Procedure 214 – Inclusive Education and Administrative Procedure 301 – Non-Resident Student Tuition Agreements and Fees.
 - 1.1.4. The appropriateness of any application under the Student Evaluation Regulation for special provision or directives.
 - 1.2. The student record will contain all information that may affect the decisions made about the education of a student, including:
 - 1.2.1. The results obtained by the student on any:
 - 1.2.1.1. Diagnostic test, achievement test and diploma examination conducted by or on behalf of the Province; and
 - 1.2.1.2. Standardized tests under any testing program administered by the Division to all or a large portion of the students or to a specific grade level of students.
 - 1.2.2. The results of any application under the Student Evaluation Regulation for special provisions or directives.
 - 1.2.3. Information gained from any individually-administered formal intellectual, behavioral or emotional assessment or evaluation of the student provided by the Division including:

- 1.2.3.1. The name of any individually-administered intellectual, behavioural or emotional assessment or evaluation of the student;
 - 1.2.3.2. The summary of the results of the assessment or evaluation;
 - 1.2.3.3. The date of the assessment or evaluation;
 - 1.2.3.4. The name of the person who conducted the assessment or evaluation;
 - 1.2.3.5. Any interpretive report relating to the student; and
 - 1.2.3.6. Any action taken, such as program planning, as a result of the assessment or evaluation.
- 1.2.4. Any assessment or evaluation referred to in clause 1.2.3.1 or any interpretive report referred to in clause 1.2.3.2 that the parent of the student or the student wishes to be placed on the student record.
- 1.3. A student record may be reviewed pursuant to section 38.1 of the Education Act by:
- 1.3.1. The student;
 - 1.3.2. The student's parent, except where the student is an independent student; and
 - 1.3.3. A person who has access to the student under a separation agreement or an order of the court.
- 1.4. Where a student record contains:
- 1.4.1. A test, a test result or an evaluation of a student that is given by a person who has a recognized expertise or training in respect of that test or evaluation; or
 - 1.4.2. Information relating to a test, test result or evaluation referred to in clause 1.4.1; the individuals referred to in clause 1.3 are entitled to:
 - 1.4.2.1. View that test, test result, evaluation or information; and
 - 1.4.2.2. Receive from a person who is competent to explain and interpret it an explanation and interpretation of the test, test result, evaluation or information.
- 1.5. If the person identified under clause 1.3 requests the aid of a person identified under clause 1.4.2.2, the principal will ensure that a professional is competent to explain and interpret the test results.
- 1.6. The principal may refuse to disclose information about the student if, in the opinion of a physician, a chartered psychologist or a psychiatrist or any other appropriate expert depending on the circumstances of the case, the disclosure could reasonably be expected to result in immediate and grave harm to the student's health or safety.
- 1.7. The principal may refuse to disclose information about the student if the disclosure could reasonably be expected to:
- 1.7.1. Threaten anyone else's safety or mental or physical health; or
 - 1.7.2. Interfere with public safety.
- 1.8. If a principal refuses to disclose information contained in a student record under clauses 1.6 and 1.7 to a person who may review the student record under the Education Act, that person may:

- 1.8.1. Appeal to the Superintendent the decision of the principal respecting access to the student record within a reasonable time from the date that the parent or the student was informed of the decision;
 - 1.8.2. Ask the Information and Privacy Commissioner to review the decision of the Superintendent regarding any decision, act or failure to act of the principal that relates to the request for access to a record. Any decision made by the Commissioner is final.
2. Referrals for psycho-educational and other necessary assessment of a child will be made by the classroom teacher, in consultation with the classroom support teacher to the principal.
 - 2.1. Principals will develop procedures to identify:
 - 2.1.1. The sequence of steps to be taken when a referral for psycho-educational assessment is made;
 - 2.1.2. The background information about the student that is required;
 - 2.1.3. The personnel that are to carry out the assessment (i.e., Division or non-Division); and
 - 2.1.4. The budgeting of school funds for assessments carried out by non-Division personnel.
 - 2.2. Referrals for psycho-educational assessment and educational reassessment will be submitted using a form acceptable to the Division Psychologist.
 - 2.3. All referrals must be signed by the parent after approval for testing has been obtained from Inclusion Services.
 - 2.4. Approval and financing for psycho-educational or other assessment to be administered by personnel other than staff members of the Division will be the responsibility of the principal in accordance with school procedures.
 - 2.5. In the event that the principal decides to employ non-Division personnel, the principal will have the responsibility for accessing and reimbursing the qualified personnel doing any such psycho-educational or other assessments.
3. Other diagnostic tests may be administered to individual students by school-based personnel for the purpose of securing information which will assist in developing an appropriate program for that student.
 - 3.1. Information gained from any standardized or diagnostic tests administered to individual students will be kept in the student record in accordance with clause 1.2.
4. The purpose of administering any standardized or diagnostic test is to improve program delivery and to enhance program planning. A diagnostic emphasis will be the focus used when interpreting test results for program planning.
 - 4.1. Staff will work collaboratively to understand results of standardized and diagnostic tests and to make program changes to reflect the results.

Reference: Section 11,18,31,32,33,41,52,53,55,56,196,197,222 Education Act
Freedom of Information and Protection of Privacy Act Practice Review of Teachers Regulation
11/2010

Student Evaluation Regulation 177/2003
Student Record Regulation 225/2006
Ministerial Order 015/2004 – Standards for Special Education
Ministerial Order 001/2013 – Student Learning
Ministerial Order 016/97 – Teaching Quality Standard Guide to Education ECS to Grade 12
Achievement Testing Program Grades 3, 6 and 9 General Information Bulletin
Diploma Examinations Program General Information Bulletin
Principles for Fair Student Assessment Practices for Education in Canada

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