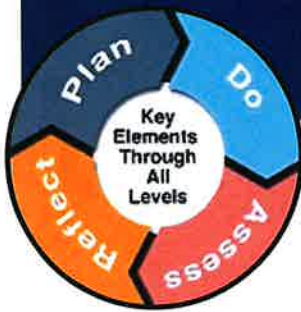


What is an Assessment?



Assessment is the systematic process of gathering information about individual students, in order to answer specific questions and better understand their needs and abilities and guide programme planning so that appropriate instruction, adaptations, and interventions can be provided. Assessment includes both formal and informal measures and should follow a tiered response to instruction and intervention process to support all students, but particularly those with diverse needs and abilities. It begins with the classroom teacher and then it may extend to members of the School-Based Team (SBT).

Phases of Response to Instruction & Intervention

PHASE 1

School-Based Planning

CONSIDERATIONS

Home Environment,
Attendance,
Language / Educational History,
Medical / Vision / Hearing / Motor,
and
Social-Emotional /
Behavioural Functioning

Classroom teacher problem solves to support student needs by:

- Consulting with parents and school staff
- Reviewing student records
- Providing differentiation (UDL), extra instruction and classroom supports based on available assessment data

MONITOR & DOCUMENT RESULTS

Classroom teacher brings concerns to School-Based Team meeting where collaborative consultation occurs

- Specific strengths and needs are identified and discussed
- Goals are determined
- Strategies and adaptations are identified and implemented
- Targeted instruction and intervention is provided
- Medical factors, including hearing and vision, are explored

MONITOR & DOCUMENT RESULTS

PROGRESS OBSERVED ?

NO

YES - Continue

PHASE 2

Additional Consultation

CONSIDERATIONS

Consult with your School Psychologist re: possible assessments that could be used to inform instruction, intervention & decision-making (level A/B or level B)

- Seek further consultation with relevant itinerants (e.g., School Psych, DLST, SLP, OT/PT, DHH/TVI etc.)
- Review available information together (e.g., history of supports and existing assessment data etc.)
- As appropriate, consider community-based services (eg, counselling, tutoring, and medical)
- Develop additional goals and strategies (may be part of an SSP or existing IEP)

MONITOR & DOCUMENT RESULTS

PROGRESS OBSERVED ?

NO

YES - Continue

PHASE 3

Pre-Referral

CONSIDERATIONS

Appropriate timeline for the student and family
School-wide prioritization
Response to intervention history

- Direct and explicit consultation with School Psychologist regarding potential next steps, which may include a psycho-educational assessment referral or other recommendations

**INSTRUCTION — INTERVENTION — MONITORING
CONTINUE DURING THIS PHASE**