



STUDENT SERVICES

Assessment Information

PRESCHOOL SCREENING

Annually, Medicine Hat Catholic School Division conducts a preschool screening in each elementary school for children between the ages of two and a half years and four years of age. Students are assessed in the areas of speech/language, fine motor, gross motor, and readiness skills. Speech/Language Pathologists complete the speech/language and hearing screenings with teachers administering the other screening assessments. Results of the screening are immediately shared with parents and children needing further assessment are referred for a more extensive assessment. Children that are identified as having severe disabilities and qualify for Program Unit Funding are also served in school kindergarten classes and preschool sites throughout the city.

CANADIAN ACHIEVEMENT TESTS - 3

In October 2002, the Medicine Hat Catholic Separate Regional Division No. 20 implemented a district initiative for achievement testing at the classroom level. All students in grades two to eight write the Canadian Achievement Tests. The following information is provided to schools:

1. **A Class Record Sheet** provides concise test results for students in a class. It may be used to evaluate individual and group achievement compared to national achievement. Data may also be used to determine overall student performance and identify areas of strengths and need.
2. **Student Test Record** identifies an individual student's strengths and weaknesses.
3. **Parent Reports** provide parents/guardians with information about their child's academic achievement in an easily understood format. This report will be very useful at parent/teacher interviews.
4. **Objective Competency Report** helps teachers plan for individual and group instruction by presenting student attainment of the objectives measured by the tests. For each objective, the OCR shows each student's mastery level and summarizes the class performances.

CANADIAN COGNITIVE ABILITIES TEST

The Canadian Cognitive Abilities Test (CCAT) attempts to measure a student's development of cognitive skills or potential for learning. The assessment tool has three different batteries that provides information on the students verbal, quantitative, and nonverbal abilities. The verbal battery is intended to determine a student's ability to reason with words or language. The second part of the assessment attempts to evaluate a student's aptitude to reason with numbers. The final section measures the capability to reason involving shapes, patterns and abstract concepts. Students that score in the ninth stanine on the Canadian Achievement Test III are referred to write the CCAT as a means to identify gifted and talented students in our district.



WOODCOCK MUNOZ

The Woodcock Munõz test attempts to measure English as a Second Language Students English Language Proficiency. The assessment tool has seven different tests consider areas of oral language, comprehension, reading, and writing. These tests are to be completed once a year for seven years of English Language instruction.

Generally, after two years of attending an English speaking school, ESL students are able to carry on everyday, basic conversations. However, these students may continue to encounter some difficulties when subject content becomes more challenging. There is a considerable difference between daily spoken language compared to the language usage in the classroom.

DIAGNOSTIC ASSESSMENTS ACHIEVEMENT AND COGNITIVE TESTING

Assessment Protocol

1. Classroom teacher will discuss student's achievement in classroom and details of performance significantly above or below the norm.
2. Classroom teacher will fill out Student Referral Form for Assessment, ensuring that it is complete and send home a Parent Consent for Assessment form.
3. School Administrator will sign Student Referral Form for Assessment if it is deemed an assessment is needed.
4. Both the Student Referral Form for Assessment and the Parent Consent for Assessment form will be forwarded to central office for Director of Special Education signature. One copy of each form will be kept in the board office student's special education files and the originals will be returned to the schools to be placed in the student cumulative file.
5. Achievement assessment will be completed by the school's Special Education Facilitator. The Woodcock Reading Mastery and Key Math will be scored on the electronic ASSIST Program with a copy of the front page of results being forwarded to central office, one copy of the front page being provided to parents during case conference, and the completed electronic report being placed in the student cumulative file. For other tests that are hand scored, a copy of the results on the first page of the protocol will be sent to central office, a copy provided to parents during case conference and the protocol is to be placed in the student's cumulative file.
6. When a cognitive assessment is required, a request for the level C assessment will be provided with the achievement results as outline above, to central office. The achievement results will be provided to the diagnostician completing the cognitive assessment.
7. The diagnostician will contact the school to arrange a time to complete the cognitive assessment.
8. Upon completion of the required assessments, a case conference will be set up with parent to review results.
9. Recommendations for admission to the Learning Assistance Programs I and II, and LOTS program will need to be discuss with the Director of Special Education prior to meeting with the parents.
10. Case Conference minutes shall be recorded indicating date, participants, main points and recommendation. A copy of these minutes shall be placed in the student's cumulative file.



PSYCHO-EDUCATIONAL ASSESSMENTS

When students require an assessment by a Chartered Psychologist, either the referring Teacher or School Administrator will contact the Director of Special Education. If assessment is to proceed, forms found in Division Folders/Special Education/Forms must be completed by the Teacher and Parent. Written parent consent must also be obtained.

TESTING INFORMATION

TEST DESCRIPTORS

The **Alberta Diagnostic Mathematics Program** consists of five handbooks for Grades 1 – 3 and five for Grades 4 – 6. Each handbook contains evaluation strategies and follow-up instructional strategies. The titles are: numeration, operations and properties, measurement, geometry and problem solving. The test scores indicate strong or adequate or weak ratings for grade objectives.

The **Alberta Diagnostic Reading Program** consists of forty-eight reading passages to determine grade 1.5 – 6 students' independent, instructional and frustration reading levels. Six evaluation strategies are provided: a reading process checklist, oral reading miscues, retelling, comprehension questions, cloze and sentence verification. Instructional strategies are also provided.

The **Behaviour Assessment System for Children (BASC)** is a standardized instrument that allows teachers, parents and children to respond to a number of questions regarding the child's behaviour. Responses are related to the frequency with which various specific behaviours occur. The responses are scored and the results compared to those of others in the child's peer group. Results may fall within a "Normal" range, or within the "Clinical" range with respect to the symptoms addressed on each of the scales.

The **Brigance K & 1 Screen** is an individually administered, standardized assessment given to kindergarten students in the spring as part of the Early Literacy program. Also, results may be used to have a child that has articulation delays and educational delays, qualify for ECS mild/moderate funding. Subtests include personal information, pre-literacy and pre-numeracy knowledge.

The **Canada Quick Individual Education Test (CANADA QUIET)** measures spelling, mathematics, word identification and passage comprehension. Standard scores and percentiles are provided. It can be administered to students in grades 2 – 12. The mathematics and word identification subtests may be administered to Grade 1 students.

The **Canadian Achievement Test Third Edition (CAT/3)** is a group administered achievement test with multiple-choice questions. The Basic Battery includes subtests in Reading, Language and Math. The Supplemental Tests include subtests in Vocabulary, Spelling, Language/Writing Conventions, Computation and Numerical Estimation. Scores are given as stanines, grade equivalents and percentile ranks. It is available for students in grades 2 – 12. Refer to Division Standardized Testing, page 26 for further information.



The **Canadian Test of Basic Skills (CTBS)** is a group administered achievement test with multiple-choice questions. The subtests are: vocabulary, reading comprehension, spelling, capitalization, punctuation, usage, visual materials, reference materials, mathematics concepts, mathematics problem solving and mathematics computation. Scores are given as grade equivalents and percentile ranks. It can be administered to students from ECS to grade 12. Refer to Division Standardized Testing, page 26 for further information.

The **Diagnostic Achievement Battery, Second Edition (DAB-2)** is to assess areas of spoken language (listening and speaking), written language (reading and writing), and mathematics. It is to be administered individually on students, ages six to fifteen years. The results are given as percentile ranks, standard scores and grade equivalents.

The **Developmental Test of Visual Perception, Second Edition (DTVP-2)** assesses both visual perception and visual-motor integration (eye-hand) skills. This test is to always be administered individually and is appropriate for children ages four to ten. The results are given as standard scores, age equivalents and percentile ranks.

The **Jordan Left-Right Reversal Test – Revised (1990)** is used by teachers as a screening device for reversal difficulties. Level 1 looks for reversals of capital letters and numerals and Level 2 checks for reversed lower-case letters within words and whole word reversals within sentences. It can be administered to students ages 5 years to twelve years. Remediation exercises are included in the manuals. Scores are given in percentile ranks based on age.

The **Kaufman Survey of Early Academic and Language Skills (K-SEALS)** can be administered to test for school readiness, identifying and evaluating a child development. The test has several separate subtests: Vocabulary; Numbers, Letters and words, and Articulation Survey. The test is normed from a sample population of three to six year olds. Results are provided as standard scores, scaled scores, and percentile ranks.

The **KeyMath Revised (Canadian Edition)** is comprised of three main areas in mathematics instruction: Basic Concepts, Operations, and Applications. Each of these areas is divided further into subtests. Basic Concepts assesses understanding of Numeration, Rational Numbers and Geometry, Operations tests for knowledge of Addition, Subtraction, Multiplication, Division and Mental Computation. The Applications section assesses understanding of Measurement, Time and Money, Estimating, the ability to Interpret Data and to Problem Solve. The KeyMath is individually administered to students from kindergarten to grade 9 and it provides diagnostic information at a variety of levels, allowing the teacher to gather data about a student's mathematical strengths and needs. It is a useful tool for planning instruction and remediation. Scores collected from the tests are presented as percentile ranks, age equivalents and grade equivalents.

The **Lindamood Auditory Conceptualization Test (LAC)** is an individually administered assessment that measures the ability to discriminate one speech sound for phoneme from another and segment a spoken word into its phonemic units. It may be administered at any age level and must be administered individually.

The **Peabody Picture Vocabulary Test Revised (PPVT-R)** is an individual test of receptive vocabulary designed for ages 2.6 years to 40 years. The test contains 175 picture items arranged in order of difficulty. The student is shown a page containing four line drawings. The tester reads a word, and the student points or says the number of the drawing that represents that word. The results are given as percentile ranks, stanines and age equivalent scores.



The **Test of Reading Comprehension, Third Edition (TORC-3)** assesses reading comprehension by requiring the reader to “construct” meaning through the development of increasingly difficult relationships. It may be administered to individuals, to small groups, or to entire classes of students. The TORC-3 is appropriate for use with individuals between the ages of seven and eighteen. The results are given as percentile ranks, standard scores, and age and grade equivalents.

The **Test of Visual-Motor Integration (TVMI)** assesses visual-motor integration. Visual-motor integration is the ability to relate visual stimuli to motor responses in an accurate, appropriate manner. It is designed for use with students aged four through seventeen and may be administered individually or to a group. The results are given as standard scores, age equivalents and percentile ranks.

The **Test of Visual-Motor Integration – Upper Level (TVMI-UL)** assesses visual-motor skills and will provide information about a student’s motor accuracy, motor control, motor coordination and psychomotor speed. It is designed for use with individuals aged twelve through forty. Results are provided as standard scores, scaled scores, stanines and percentile ranks.

The **Test of Visual-Motor Skills-Revised (TVMS-R)** assess a subject’s ability to translate with his or her hand what he or she visually perceives. Subjects may be between the ages of three years to thirteen years and eleven months. Results are provided as visual-motor age, standard score and scaled score, percentile rank and stanine.

The **Test of Written Language, Third Edition (TOWL-3)** assesses written language and assesses overall writing, contrived writing and spontaneous writing skills. It can be administered to individuals or groups. The results are given as age and grade equivalents.

The **Test of Written Spelling , Fourth Edition (TOWS-4)** assesses spelling words that were drawn from ten basal spelling programs and popular grade word lists. It is appropriate for students in Grades one through twelve. It can be administered to individuals or groups. The results are given as standard scores, percentiles, spelling age equivalents and grade equivalents.

The **Wechsler Individual Achievement Test – Second Edition (WIAT-II)** consists of a series of tests that assess levels of academic achievement. Specifically, this test is useful in providing measures of sight vocabulary, spelling skills, reading comprehension, and understanding of mathematical procedures and computational skills.



The **Wechsler Intelligence Scale for Children – Third Edition (WISC-III)** is an individually administered test designed to be used with children aged six to sixteen years. It has both a Verbal and Performance component to measure intelligence, and provides an overall intelligence score. The Verbal Scale measures language expression, comprehension, listening and the ability to apply these skills to solving problems. The examiner gives the questions orally, and the child gives the spoken response. The Performance Scale assesses nonverbal problem solving, perceptual organization, speed, and visual-motor proficiency. Included are tasks such as puzzle solving, analysis of

pictures, initiating designs and copying. Several scores are obtained from the WISC-III. Scale scores (Verbal and Performance IQ scores) are the summary measures of verbal and performance skills, and the Full Scale IQ is an index of general intellectual functioning.

The **Wechsler Adult Intelligence Scale – Third Edition (WAIS-III)** is an individually administered test designed for individuals aged 16 to 89 years. It has both a Verbal and Performance component to measure intelligence, and provides an overall intelligence score. The Verbal Scale measures language expression, comprehension, listening, and the ability to apply these skills to solving problems. The examiner administers the questions orally, and the individual provides a verbal response. The Performance Scale assesses nonverbal problem solving, perceptual organization, speed, and visual-motor proficiency. Included are tasks such as puzzle solving, analysis of pictures, initiating designs and copying. Several scores are obtained from the Wechsler Adult Intelligence Scale – Third Edition. Scale scores (Verbal and Performance scores) are the summary measures of verbal and performance skills, and the Full Scale score is an index of general intellectual functioning.

The **Wechsler Preschool and Primary Scale of Intelligence, Revised 1989 (WPPSI-R)** is a measure of a child's intellectual ability, and it provides sub-measures in verbal and non-verbal skills. It is suitable for children ages 2 years 11 months to 7 years 3 months.

The **Woodcock-Johnson Psycho-Educational Battery-Revised (WJ-R)** consists of a series of tests, which assess cognitive abilities, levels of academic achievement, and interests. The achievement portions are administered to the student and are useful in providing measures of sight vocabulary, word attack skills, comprehension, grammatical understanding, understanding of mathematical procedures, and computational skills.

The **Woodcock Munõz Language Survey Revised**, is an individually administered, standardized assessment for English as a Second Language students. This consists of a comprehensive 7-test battery, designed to measure language proficiency. The seven tests that comprise the *WMLS-R* measure the critical areas of listening, speaking, reading, and writing.

The **Woodcock Reading Mastery Test – Revised – NU (WRMT-R-NU)** is a formal, comprehensive battery of tests used to measure the following components of reading: Visual-Auditory Learning, Letter Identification, Word Attack Skills, Word Comprehension and Passage Comprehension. The test is administered individually and it is suitable for ages 5 years to 75+ years. The scores obtained from each subtest are translated to percentile ranks, standard scores, grade equivalents and age equivalents.



Standards of Competence: Level of Tests and Qualifications

Levels	Minimum Qualifications	Selected Examples
<p>Level A Tests</p> <p>No formal training in testing required</p>	<ul style="list-style-type: none"> ➤ Four years teacher education inclusive of a Bachelor's degree ➤ Experience working within school systems (as a teacher and/or consultant) ➤ Familiarity with topic ➤ Able to follow administration procedures set out in manual ➤ Informal training: e.g., inservice in the use of a particular instrument 	<ul style="list-style-type: none"> ➤ Alberta Achievement Tests ➤ Gates-McGinitie Reading Tests ➤ Metropolitan Readiness Tests ➤ Alberta Diagnostic Reading/Mathematics Tests ➤ Teacher Alert System ➤ Stanford Diagnostic Mathematics/Reading Tests ➤ Canadian Tests of Basic Skills ➤ Informal Reading/Mathematics/Spelling Inventories
<p>Level B Tests</p> <p>Required formal training in testing</p>	<ul style="list-style-type: none"> ➤ Four years teacher education inclusive of a Bachelor's degree ➤ Experience working within school systems (as a teacher and/or consultant) ➤ Senior undergraduate or graduate course work in test principles (reliability, validity, test construction, norm groups, types of scores), administration and interpretation ➤ Training in specific area related to test ➤ Experience administering and interpreting test 	<ul style="list-style-type: none"> ➤ Peabody Picture Vocabulary Test, revised ➤ Woodcock Reading Mastery Tests ➤ Tests of Language Development II ➤ Detroit Test of Learning Aptitude ➤ Wechsler Individual Achievement Test ➤ Woodcock-Johnson Psycho-educational Battery, revised Achievement (Part II)
<p>Level C Tests</p> <p>Restricted tests requiring professional qualifications</p>	<ul style="list-style-type: none"> ➤ Four years teacher education inclusive of a Bachelor's degree ➤ Experience working within school systems (as a teacher and/or consultant) ➤ Recognized Master's degree with a major in special education or educational psychology, including <ul style="list-style-type: none"> • Graduate course work in test principles (reliability, validity, test construction, norm groups, types of scores), and • Graduate course work in administering and interpreting individual tests <ul style="list-style-type: none"> ➤ Fulfill any additional requirements as stipulated by the test publisher as being necessary of desirable for administration of each particular test instrument. <p><i>It is expected that individuals administering and interpreting Level C tests will be eligible for registration as a Chartered Psychologist with the Psychologists Association of Alberta</i></p>	<ul style="list-style-type: none"> ➤ Intelligence Scales (WISC-III, WAIS-R, WPPSI-R, Stanford Binet IV, K-ABC) ➤ Personality Tests (High School Personality Questionnaire, Personality Inventory for Children, projective instruments) ➤ Self-esteem inventories ➤ Bender Visual Motor Gestalt Test ➤ Depression inventories ➤ ADD inventories ➤ Torrance Tests of Creative Thinking ➤ Woodcock-Johnson Psycho-educational Battery, revised, Cognitive Ability (Part I)

From *Standards for psycho-educational assessment* (p. 13), by Alberta Education, 1994, Edmonton, AB: Special Education Branch. Order directly from the Learning Resources Distributing Centre.

