

# ASSESSMENT

## INFORMATION

In a differentiated classroom, assessment is a rich ongoing source of information to help plan meaningful learning activities, establish organizational and grouping structures and mold the classroom environment. Assessment supports the learning process by helping teachers identify and begin to address student strengths and needs. It is ongoing and responsive, changing over the course of a unit in response to student growth and development. It serves multiple purposes— assessment for instructional planning, assessment for learning and assessment of learning

*(Making a Difference, Alberta Education 2010)*

### LEVELS OF ASSESSMENTS

#### Level A

Instructional programming begins with informal assessments in the classroom performed by the classroom teacher, referred to as Level A Assessments. These are opportunities for the teacher to gain clarity of the student's learning, adapt instruction and determine a need for further assessment. Level A assessment is ongoing and integral to the student's program. In Horizon School Division, the *Fountas and Pinnell Benchmark Reading Assessment* is used for all students grades 1-9 to inform teacher instructional practice for students.

#### Level B

Formal assessments (Level B) are individually administered assessments which typically serve to provide initial, deeper level information to identifying student need, structure further, more intense supports and/or follow up with further assessment completed by an outside school designate (i.e. registered psychologist for psych-ed assessment).

The Learning Support Teacher (LST), once certified, will administer formal assessments to further determine suitable instructional programming. Some examples of Level B assessment include the Wechsler Individual Achievement Test (WIAT III), Test of Auditory Perceptual Skills (TAPS), Test of Visual Perceptual Skills (TVPS).

#### Level C

Restricted formal assessments (Level C) may be necessary to determine appropriate educational programming, and/or to comply with Alberta Education coding criteria. A Level C assessment requires a different level of professional qualifications and are typically completed by a registered psychologist. Some examples of Level C assessments include the Wechsler Intelligence Scale for Children (WISC V), Adaptive Behaviour Assessment System (ABAS), and other cognitive, social, emotional and behavioural inventories, tests and scales.