F. SCHOOL BASED ASSESSMENT

Assessment is the systematic process of gathering information from many sources to make appropriate educational decisions. It identifies the student’s strengths and needs and contributes to the design and implementation of effective strategies. Classroom teachers are in a position to offer an abundance of information regarding students in their classrooms. Informal assessments should form the basis of a comprehensive profile of student strengths and challenges.
Types of School Based Assessment

Level A and B Assessments
All professionals must be sensitive to cultural, linguistic and experiential factors when selecting assessment procedures and interpreting results, as well as in the program planning process.

Level A – Classroom Assessment
Assessment information forms a baseline to measure student progress. Teachers use formative (assessment for learning,) and summative assessment (assessment of learning).

Examples of assessments teachers may use:

- Questioning
- Discussions
- Learning activities
- Feedback
- Conferences
- Interviews
- Student reflections
- File review
- Criterion-based measures (e.g. D.A.R.T.)
- Informal and formal observations
- Informal checklists
- Work samples
- Assessment portfolios
- Teacher designed tests/exams
- Curriculum-based assessment
- Performance Standards
- School-wide testing

Reporting of Level A Assessment
The results of Level A assessment is primarily reported in the student’s report card as well as through communication with parent/guardians.
Level B – Standardized Assessment

Level B assessments are standardized assessment measures that may only be administered by those who have specialized training and certification (in test administration, scoring and interpretation). Level B tests are more complex and intensive than Level A, and require some understanding of psychometric principles, the traits being measured, and the discipline within which tests are used (e.g., educational, psychological, counselling). Level B assessments generally include most individual or group tests or achievement, interest and screening inventories. They provide detailed information in specific domains of functioning and are only necessary for a small proportion of students in situations that warrant more in depth evidence to inform individualized programming/interventions.

Qualifications of Test Administrators

Yukon Education supports the principles set forth in Standards for Educational and Psychological Tests and Ethical Standards for Psychologists, 1999 published by the American Psychological Association and adopted by the Canadian Psychological Association. Educational and psychological tests are generally categorized according to levels of training required of the test administrators. Yukon Education and school administrators are responsible for ensuring that personnel administering tests have appropriate levels of training or are supervised by school psychologists with appropriate levels of training.
Response to School Based Assessment

Information collected using Level A and B assessment is used in response to student need, as outlined in the Pyramid of Intervention framework, for decision making regarding changes in program and/or implementation of supports. School staff, with support from Student Support Services if requested, follows steps 2 through 5 in the Pyramid of Intervention framework to document programming, strategies, interventions and supports into learning plans.
LEARNING PLANS

A learning plan is a collaborative document that is used to plan learning over a period of time. A learning plan outlines specific learning goals and objectives for an individual student. It identifies a student's strengths and/or needs, interests and learning styles and uses that information to match them with learning tools to maximize their learning.

The process of differentiated instruction in the classroom may not be sufficient to address the needs and learning goals of every student. Students experiencing learning difficulties, or for whom the goals and objectives of grade level curriculum are not challenging enough, may require additional program planning. These students may require adaptations and yet not need an IEP.

Student Learning Plans (StLP)

A Student Learning Plan is a document that identifies adaptations for learning difficulties, or enrichment strategies, required for student success. These adaptations assist the student to meet the prescribed learning outcomes. The teacher, assisted by the Learning Assistance Teacher or counsellor, develops the Student Learning Plan.

Strategies to accommodate students with learning style differences or medically diagnosed disabilities are required for all classroom situations and are not subject-related. Ongoing adaptations must be described and documented on a Student...
Learning Plan. Students with disabilities may require complex support and the student-specific learning outcomes of an Individual Education Program.

**Keep Parents Informed**

The key to the success of a Student Learning Plan is ongoing and open communication between the student, parent and teacher. The parent and student should have a clear understanding of:

- the student’s strengths in the various subject areas in relation to the grade level or prescribed learning outcomes;
- the strategies the teacher will use to help the student improve performance or add breadth and depth to the learning experiences.

The number of strategies should be minimal to ensure realistic implementation for both the student and the teacher. It is important to balance what is necessary for the student’s success and what is reasonable to expect of the teacher. Any adaptations made to the instruction process should apply to the assessment process.

**Student Learning Plan Components**

These questions may help in developing the components of a Student Learning Plan.

1. Student Identification and Background Information
   - See Student Profile
2. Level(s) of Strengths and Needs
   • What is the student able to do?
   • Have various sources of information been considered?
   • Is the information organized according to curriculum?
   • Is each current level of performance written in precise, objective and measurable terms? (SMART Goals – Specific, Measurable, Achievable, Realistic, Timely)
   • Are the student’s needs identified and prioritized?

3. Student-specific Outcomes
   • Are the outcomes derived from the student’s level(s) of performance and needs?
   • Are the outcomes stated in positive terms?
   • Is the number of outcomes achievable and manageable?
   • Do the outcomes indicate what the student will do to demonstrate learning?

4. Performance Objectives
   • Are the performance objectives written in small, manageable units or steps?
   • Will the performance objectives lead to achievement of the student-specific outcomes?
   • When is achievement expected? (Time specific)
   • Is each performance objective observable or measurable?
   • What are the conditions under which the student will perform each objective?
   • What are the criteria for successful achievement of each outcome?
5. Instructional Strategies, Material, and Environments
   • What instructional strategies, assessment processes, and resources will be used?
   • Where will the outcomes be addressed, practiced and assessed?

6. Inform Parents

7. Team Members
   • Who are the team members who will implement the Student Learning Plan?

8. Evaluation and Review
   • How will the Student Learning Plan be evaluated?
   • What are the dates and times of review meetings?

9. Written Plan
   • Written by the classroom teacher in consultation with the Learning Assistance Teacher (LAT), with parent informed.

Completed Student Learning Plans are to be submitted by the teacher to the School Based Team.

Where should Student Learning Plans be kept?
The section of the Student Learning Plans delineating performance objectives and instructional strategies, materials and environmental adaptations are kept in the teacher’s day plan book for quick reference, updating and for use by a substitute teacher.

The complete plan including history and background, diagnostic summary and levels of performance, learning objectives,
instructional strategies with reviews and updates is kept in the student’s cumulative file.

**Exit from a Student Learning Plan**

If a student has met the identified goals and no longer requires the adaptations to meet prescribed learning outcomes, the Student Learning Plan has been completed. School Based Team notes the final decision in their team’s meeting minutes. The parent will be informed that the student no longer requires a Student Learning Plan. A strategy to monitor student progress is developed for the following term.

**Behaviour Support Plans (BSP)**

**What is a Behaviour Support Plan?**

Behaviour Support Plans are written documentation of additional targeted and intensive group or individualized strategies and supports needed for students with behaviour difficulties/disabilities. The Behaviour Support Plan communicates to all staff working with the group or individual student, the step-by-step plans to positively support the student(s). The information in the plan needs to include:

- Key understandings about the student’s behaviour
- Conditions or antecedent events that are most likely to trigger the problem behaviour
- Warning signs that the student is experiencing difficulty
- Plans for diffusing the situation
- Positive supports to help the student increase his or her abilities
- What peers need to learn to do to support this student
- Other strategies school staff can use to support and encourage this student

**Where should Behaviour Support Plans be kept?**

The Behaviour Support Plan is kept in the teacher’s day plan book for quick reference, updating and for use by a substitute teacher or Educational Assistant. Data collection, reviews and updates of the Student Learning Plan are kept in the student’s cumulative file.

**Who needs a Behaviour Support Plan?**

An individual student or group of students with behaviour difficulties that require additional targeted and intensive positive behaviour supports in addition to school wide and classroom wide universal positive behaviour supports to meet their learning needs. The decision for a student or group of students to have additional strategies and supports documented into a Behaviour Support Plan is made collaboratively, by the classroom teacher in conjunction with School Based Team and other relevant staff that work with the student of group of students.
Keep Parents Informed

The key to the success of a Behaviour Support Plan is ongoing and open communication between the student, parent and teacher. The parent and student should have a clear understanding of:

• the student’s strengths in the various subject areas in relation to the grade level or prescribed learning outcomes;
• the strategies the teacher will use to help the student improve performance or add breadth and depth to the learning experiences.