

## 1. Introduction

The purpose of this survey is to gather provincial information about current practices used by school boards to assess the achievement of the very few numbers of students who are in programs where none of the student's learning expectations are derived from the Ontario curriculum. The students of focus for this survey would be exempted from all standardized provincial assessments (i.e., EQAO, OSSLT,) as they do not access the provincial curriculum.

## 2. About You

\* 1. Please identify your board.

Boards



\* 2. Please provide contact information.

Name:

Email Address:

Phone Number:

### 3. Elementary Schools

- \* 1. How many *elementary* students in your board do not access the Ontario curriculum and are exempted from all standardized provincial assessments?

Please enter a whole number, not text, i.e. *100*, not *one hundred*.

Number of Students

- \* 2. Is there one or more *board-wide* method for assessing the achievement of students who do not access the Ontario curriculum in *elementary* schools?

☐ Yes

☐ No

## 4. Elementary Schools/Board-wide

\* 1. Please identify the board-wide method, or board-wide methods, being used in *elementary* schools to assess the achievement of students who do not access the Ontario curriculum?

- ☐ The Assessment of Basic Language and Learning Skills (ABLLS)
- ☐ Brigance Diagnostic Inventory of Early Development
- ☐ B Squared
- ☐ Carolina Curriculum
- ☐ Hawaii Early Learning Profile (HELP)
- ☐ Pivats
- ☐ Portfolio
- ☐ Assessment developed by school board
- ☐ Individually developed assessments according to learning expectations in the Individual Education Plan (IEP)
- ☐ Other method [please describe]

\* 2. How long has this board-wide method, or these board-wide methods, been used in *elementary* schools across the board?

- ☐ 0-1 year
- ☐ 2-4 years
- ☐ 4-7 years
- ☐ 8+ years

## 5. Elementary Schools/School-specific

\* 1. What methods are used in individual schools to assess the achievement of *elementary* students who do not access the Ontario curriculum? (check all boxes that apply)

- ☐ The Assessment of Basic Language and Learning Skills (ABLLS)
- ☐ Brigance Diagnostic Inventory of Early Development
- ☐ B Squared
- ☐ Carolina Curriculum
- ☐ Hawaii Early Learning Profile (HELP)
- ☐ Pivats
- ☐ Portfolio
- ☐ Assessment developed by school board
- ☐ Individually developed assessments according to learning expectations in the Individual Education Plan (IEP)
- ☐ Other (please specify)

## 6. Elementary Schools

\* 1. How are the results of alternative assessments of *elementary* students reported to parents? (check all boxes that apply)

☐ individual summary reports

☐ provincial report card

☐ alternative report card

☐ IEP

☐ Other (please specify)

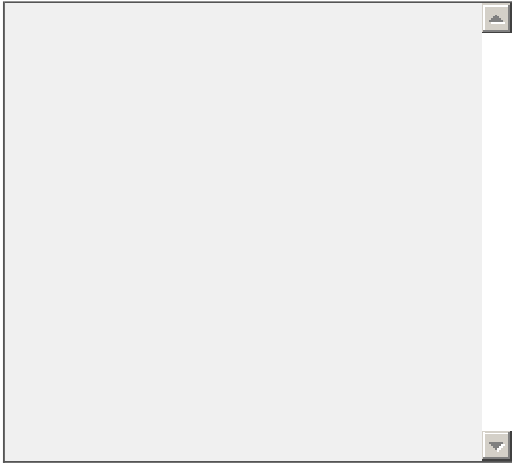
\* 2. Is board-wide data collected on the achievement of *elementary* students who do not access the Ontario curriculum?

☐ Yes

☐ No

## 7. Elementary Schools/Method Used

- \* 1. Please describe the data collection method used to measure the achievement of *elementary* students who do not access the Ontario curriculum.



## 8. Secondary Schools

- \* 1. How many *secondary* students in your board do not access the Ontario curriculum and are exempted from all standardized provincial assessments?'

Please enter a whole number, not text, i.e. *100*, not *one hundred*.

Number of Students

- \* 2. Is there one or more *board-wide* methods for assessing the achievement of *secondary* students who do not access the Ontario curriculum in secondary schools?

☐ Yes

☐ No



## 9. Secondary Schools/Board-wide

\* 1. Please identify the board-wide method, or board-wide methods, being used in *secondary* schools to assess the achievement of students who do not access the Ontario curriculum?

- ☐ The Assessment of Basic Language and Learning Skills (ABLLS)
- ☐ Brigance Diagnostic Inventory of Early Development
- ☐ B Squared
- ☐ Carolina Curriculum
- ☐ Hawaii Early Learning Profile (HELP)
- ☐ Pivats
- ☐ Portfolio
- ☐ Assessment developed by school board
- ☐ Individually developed assessments according to learning expectations in the Individual Education Plan (IEP)
- ☐ Other method [please describe]

\* 2. How long has this board-wide method, or these board-wide methods, been used in *secondary* schools across the board?

- ☐ 0-1 year
- ☐ 2-4 years
- ☐ 4-7 years
- ☐ 8+ years

## 10. Secondary Schools/School-specific

\* 1. What methods are used in individual schools to assess the achievement of *secondary* students who do not access the Ontario curriculum? (check all boxes that apply)

- ☐ The Assessment of Basic Language and Learning Skills (ABLLS)
- ☐ Brigance Diagnostic Inventory of Early Development
- ☐ B Squared
- ☐ Carolina Curriculum
- ☐ Hawaii Early Learning Profile (HELP)
- ☐ Pivats
- ☐ Portfolio
- ☐ Assessment developed by school board
- ☐ Assessments developed by school according to learning expectations in locally developed alternative courses
- ☐ Individually developed assessments according to learning expectations in the Individual Education Plan (IEP)
- ☐ Other (please specify)

## 11. Secondary Schools

\* 1. How are the results of alternative assessments of *secondary* students reported to parents? (check all boxes that apply)

☐ individual summary reports

☐ provincial report card

☐ alternative report card

☐ IEP

☐ Other (please specify)

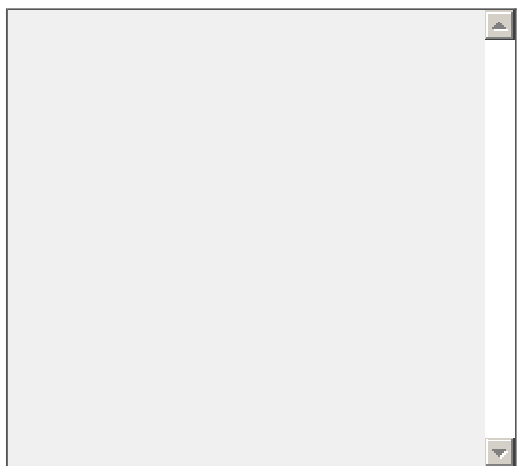
\* 2. Is board-wide data collected on the achievement of *secondary* students who do not access the Ontario curriculum?

☐ Yes

☐ No

## 12. Secondary School/Method Used

- \* 1. Please describe the data collection method used to measure the achievement of *secondary* students who do not access the Ontario curriculum.



## 13. Professional Development

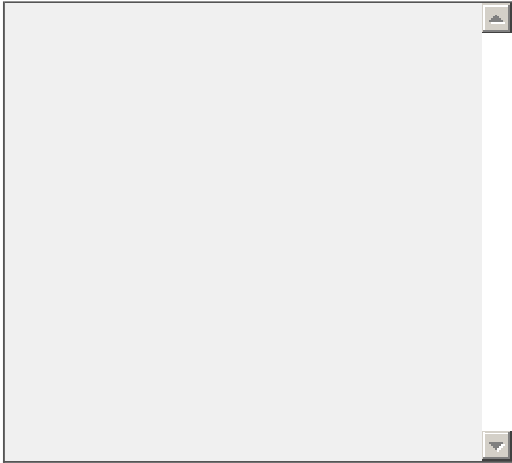
- \* 1. Has your school board offered professional development opportunities that focus on assessing the achievement of students who do not access the Ontario curriculum?

☐ Yes

☐ No

## 14. Professional Development Description

- \* 1. Please describe the professional development opportunities offered that focus on assessing the achievement of students who do not access the Ontario curriculum.



## 15. Effectiveness Review

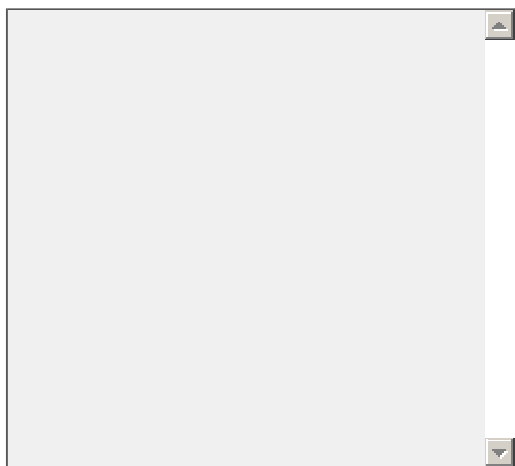
\* 1. Does your school board review the effectiveness of methods used to measure the achievement of students who do not access the Ontario curriculum?

☐ Yes

☐ No

## 16. Effectiveness Review Description

- \* 1. Please describe the review process used by your school board to determine the effectiveness of the assessment method or methods.





## 17. Method of Assessment Plans

\* 1. Does your board intend to:

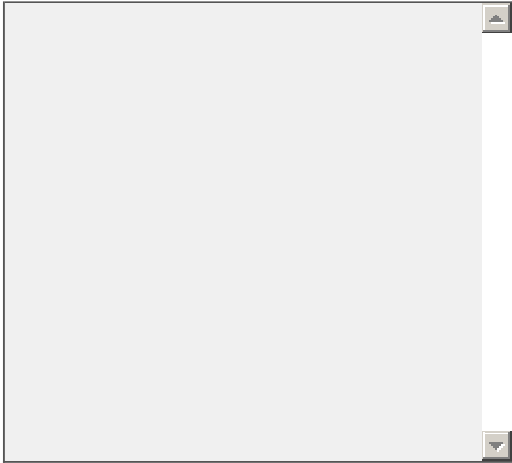
☐ Continue with the current method of assessment?

☐ Enhance the current method of assessment?

☐ Replace the current method of assessment?

## 18. Assessment Plans

- \* 1. Please describe the plans your board has to either enhance or replace the current method of assessment.



# 19. Conclusion

1. Please feel free to provide any additional comments.

