

## **ADMINISTRATION OF PUBLISHED TESTS**

### **Background**

The District has reviewed the merits of automatic system-wide group testing of scholastic aptitude. It is the practice of the District not to carry out this type of testing in District schools.

### **Procedures**

1. Teachers are encouraged to use a variety of assessment and diagnostic procedures which may aid them in providing remedial educational assistance to students. However, tests used to obtain an intelligence quotient, a measure of social and/or emotional health, neurological or sensory impairments, or speech and language disorders are more appropriately administered by specially trained personnel, such as psychologists and speech and hearing teachers.
2. When a teacher uses educational diagnostic procedures, they are to possess the professional knowledge and expertise both to administer and to interpret tests competently. The responsibility for selecting test instruments rests with the teacher, within the limits stated above.
3. The best interest of the student must remain the primary consideration when using tests to obtain information. When students require other than group or individual academic testing, it is assumed the teachers will:
  - 3.1. Be confident that the tests used have direct implications for the diagnostic teaching/learning procedures that will be initiated in the classroom and be certain that non-standardized instruments could not provide equally appropriate information;
  - 3.2. Be aware of the biases and limitations of each testing instrument, in particular recognizing that limited samples of a student's performance can give misleading results;
  - 3.3. Avoid use of labels such as dysonomic, dispraxic, and dyslexic that suggest neurological impairment and could have legal implications - instead use simple behaviour descriptions.

Reference: Sections 7, 8, 17, 20, 22, 65, 79, 85 School Act

Adopted: August 23, 1971

Revised: June 1980; June 1996; January 1999; September 24, 2018