



Turning Points Educational Solutions Assessment Information

How to answer your child's questions about the assessment:

It is usually best to keep explanations as simple as possible. I often explain to students that we are going to be doing some activities that will help us to understand their learning strengths and challenges. The activities will include things like answering questions, working with blocks, and some academic tasks. Once we finish the assessment, we will then know what to do to make learning easier for them.

Medications:

If your child takes any medications regularly, please have them take all medications as prescribed on the days of the assessment sessions.

Glasses/hearing correction:

If your child has prescribed glasses or devices to correct hearing loss, please make sure they have those items with them for all assessment sessions.

Sleep:

Please make sure your child gets plenty of sleep prior to assessment sessions. It will be important that they are alert and able to do their best during the assessment in order to get accurate results.

Food and Breaks:

Please ensure that your child has breakfast or lunch prior to the assessment sessions. They can also bring drinks and snacks to eat during the assessment sessions as needed. We will be able to take some short breaks during the assessment sessions.

Time of day/Scheduling:

In order to get accurate results, it is best to schedule the assessment sessions for the time of day when the student is most alert and attentive. For some, this is in the morning and, for others, this might be in the afternoon. It is not typically a good idea to begin an assessment session after a full day of school as students are often tired, and not able to do their best. Appointments can be scheduled on Saturdays, school holidays, or on a minimum school day to help minimize the amount of school missed for the assessment.

Parent presence during the assessment:

At the beginning of the first assessment session, an informal interview is completed with both the student and their parent(s). It is important to make sure that the student is comfortable with the examiner prior to beginning the direct assessment tasks. After the initial interview, parents are able to either wait in the reception area or leave the office for the remainder of the appointment. Students often perform more reliably during the assessment when their parents are not in the same room when direct assessment tasks are administered. Occasionally, especially for younger students, having their parent present in the assessment room is necessary to alleviate their anxiety. If this is the case, it will be important to avoid providing any verbal or non-verbal feedback to your child regarding their responses or the assessment directions/items as this can invalidate assessment results.

Student involvement in the follow up meeting:

A rule of thumb is that students 6th grade and older should attend at least part, if not all, of the follow up meeting. Once students are in middle school, it is important that they have first-hand knowledge of their learning strengths and challenges so that they can learn to advocate for their own needs. Results will be explained to students positively with an emphasis on what will help any challenges that are found. Suggested ways to explain results to younger students can be provided at the follow up meeting.

Previous and/or concurrent assessments:

It is important to note that the same assessment measures cannot be validly administered again for a year. If your child has had an assessment within the last year or is scheduled to be assessed by someone else in the next year, it is important that each examiner have a copy of the assessment measures that have been administered by others. Duplication of assessment measures within a year will invalidate all results found during the second administration.