

### Sharing Group: Grade 4-6 Educators

**Question #1:** What are the challenges for you in terms of classroom and school-based assessment and/or reporting?

- Not knowing what's expected
- What the final product will/should look like
- Moving from content assessment to competency product
- Curricular competencies being assessed in classroom, school and district assessments
- Reading assessments: Benchmarks/PMs are great for primary. Intermediate: not a good set of resources.
- School-based assessment
- Feedback and communication with students/parents
- What do students need to know?
- What can a personal learning plan look like?
- We need technology to provide different methods for reporting
- 1-5 point scale or A B C+ C C- is still a grading system
- Anecdotal reports need to be one page! Need student input. How much reporting?
- Technology for the classroom (for students, teachers, support staff etc... need to have enough hubs)
- Lack of learning support for students from Grades 4-6 in literacy and numeracy
- Special needs students: in-class support vs. pull-out. What ways can this be achieved?
- Consistency in ISP support across the district (flexibility)
- Not enough quality time with individual students (1:1 time) (small group)
- No updated district template for report cards (new curriculum – new template)
- Letter grades for IEP/IB – struggling students – letter grades vs. anecdotal reporting
- 5 point scale (we are a base-ten system) Exceeding, fully meeting, meeting, approaching, NYM.
- Accurate reading and responding assessment across the district, numeracy as well (4-6)
- Resources for assessment and evaluation (too busy to focus on Core Competencies)
- Size and time
- Transfer from current to 'new'
- How to capture 'macro' movement although the environment is 'micro'
- How to challenge those who lack confidence or vice versa (self-assessment challenge)
- Don't rely on "you are already doing it", embrace change (takes time, moving out of comfort zone)

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**Question #2:** Are there things that are working for you in terms of classroom and school-based assessment that you would like to share?

- Genius Hour (Passion Fair)
- Student-led portfolios
- Collaborative time for teachers (sharing new curriculum and teaching resources)
- Every second staff meeting is PLC/teacher-directed
- Scope and sequence discussions
- Summative assessment in June sent to September teacher
- Teaching the individual (differentiation in delivery and output)
- Cross-grade collaboration on a theme (celebration of learning)
- Thoughtbooks (source: The Critical Thinking Consortium)
- Students get to use their opinion to express themselves (e.g. explaining the difference between opinion and facts)
- Presenting the core competencies as overlapping in a Venn diagram
- Break down competencies into workable components
- Making a safe environment to share and self-assess
- Growth mindset
- PLC – collaboration
- Student portfolio
- Self-reflecting journals (math, science, social studies, all subjects)
- Outdoor journals/indoor journals
- Time to talk/share as student and with peers
- Differentiation: Show what you know in a variety of ways
- Collaboration time for staff
- Good assessment strategies are good assessment strategies – we are not re-inventing the wheel