

### Sharing Group: Grade K-3 Educators

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

- Technology to support assessment (cameras, iPads...)
- Amount of formative assessment during lesson time
- Time spent managing needy students along with teaching
- Consistency amongst teachers
- Time spent managing 1:1 assessment
- Consistency between schools on criteria
- Cost of new form of reporting (colour photos)
- Basics: alphabet, numbers
- Primary math assessments
- Alignment between curriculum and reporting template
- Different reporting formats in different districts – standardized?
- Assessment rubrics and benchmarks are not complete
- Could be problematic to require parents to meet with teachers prior to report cards being sent home
- Mission report card process (stressful), isn't user-friendly, time-consuming, wordy, and parents don't read
- "I" should be eliminated. It's a make-work project for teachers. C- is the new F. Parents don't know this.
- Clear language, not sugar-coated. Right now there's a lot of different ideas about what the language means.
- Assessment kits aren't maintained or current
- Trying to do school-based/class-based assessment without additional support (used to have a float TTOC and marking support)
- Confidence in assessment
- Difference between formative vs. summative
- How to do self-assessment:
  - How to teach students to self-assess
  - How to explain process/assessment to parents
- Simplify information to parents "parent-friendly language"
- Once assessment is complete, then what?? How to use assessment to inform and maybe change practice.
- How do teachers manage differentiation within the class and with assessment results?

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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?

- Collaboration time (staff meeting, instructional time)
- Action research (in-house Pro-d)
- School-wide write for writing assessment
- District collaboration time
- Primary guided reading
- Jump Math (whole school)
- Bar graph to show growth in reading
- Consistency of standards in reading and writing
- Experienced teachers sharing with new teachers
- Guided reading, Reading Strategies, Reading Power
- Learning Support working with classes
- Consistent computation math test Grade 1-4
- Using weather symbols for self-assessment
- Teaching the students the core competencies in their language
- Ensure that you use multiple ways to allow students to show their understanding of what is being assessed (e.g. oral, written)
- Working in collaboration with teachers, LST, EA's, administration
- Modeling/students share work
- Suggestions:
  - Standardized, simplified report cards, consistent across the district
  - Report cards could have a 'challenge' column for students who are going above and beyond
  - Grade-based assessment with support at early years and all levels (reading, writing, numberacy)
  - Make the report card process less stressful for teachers (faster writing, more streamlined, less wordy/more checkboxes)