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K – 9 Assessment & Reporting In-Person Session Comments March 5, 2025

Below you will find all comments provided as they were written. Comments have not been edited for spelling, grammar, sentence structure, truncation or otherwise. Comments have been edited to ensure anonymity, and to eliminate any discriminatory, abusive or otherwise inappropriate comments we find.

1. Strategies to reduce workload related to literacy and numeracy assessments for elementary teachers.

- Clear sheet to hold over the number line portion of numeracy assessment to make marking easier. (3)
- Can NID days be aligned to provide teachers time for report card writing or assessment inputting/marketing? (7)
- Ask AB Ed to provide complete assessment documents as booklets for all students for each time they do it and teacher booklets. *the paper (5)
- If not, CBE outsource the copying so all booklets and teacher guides printed and sent to schools – also allows CBE to have an actual \$ amount spent on these assessments. (3)
- Have subs or school-based admins (with subs covering them) to do the assessments to allow classroom teacher to continue their teaching less interrupted and no sub plans required. Or one teacher do the assessments. (6)
- Assessments & Jan report card changed to February.
- Lack of subs and no consistency – subs can be different causing difficulty.
- Subs used for testing have been pulled for sick coverage.
- Can we change Jan assessment report or report card timings. (3)
- Teachers do not find these assessments meaningful. We do not use them to support our planning and reporting. (8)
- We use them but the funding for intervention isn't sufficient for all "at risk" students.
- We have/should professional autonomy/judgement.
- Ensure assessments align with curriculum, keeping in mind scope and sequence halfway through the year.
- I don't was a sub to do this – relationship.
- Alignment of resources and CBE SDPs with mandated assessments. How can we be more intentional and strategic with this data?
- Can marking & data entry be done by someone other than teachers? (5)
- Assessments that align with the curriculum! (3)
- Can we delay the Sept assessment to allow for relationship development etc. in the classroom at the beginning of the year. (7)
- Because of testing constraints and report card writing, I lost a month of meaningful instructional time – giving kids busy work – so I could complete everything else. (2)
- Now the kids have fallen behind trying to make up for that.
- Creating sub plans is added stress – on top of testing. (2)



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- Maybe have qualified subs do assessments while classroom teacher teaches to maintain consistency. (1)
 - Kindergarten is a play-based optional program – massive testing on tight timelines with 40 kids is a nightmare. (5) And you only have half a day.
 - Can we stagger/change timelines for report cards – earlier? After testing?
 - When teachers are overwhelmed and exhausted – and testing/reporting is the priority – everyone suffers!
 - Move report card #1 to a later date – get these assessments done, then report card work. (12)
 - Actual “useful” snapshot for us to inform report cards. Aligns with actual half way mark of year.
 - Respectfully demand early years literacy/numeracy not be implemented or lobby for a longer time frame for collection of evidence.
 - Change the assessments time from Sept & Jan to not align with high school timeline. (2)
 - How can we CBE leaders open dialogue about best pedagogical practices with the provincial government? Espousing US style assessments instead of high achieving countries such as Scandinavian countries and then espousing them would also reduce teacher workload and increase efficacy. (4)
 - Reduce or no PD sessions directed from/by CBE in the months of Sept and January. (4)
 - Or allow for a work period.
 - As a K teacher these assessments did absolutely nothing to support planning intervention for students. It was a giant waste of time, money and resources. Let’s use this time more effectively. (1)
 - Reduce the length of these assessments. They are taking too much time per student. Or make them able to implement class wide (depending on grade). (2)
 - Is there a way to streamline assessments that teachers are doing for specialized setting applications. (eg Oakley, L&L) to bring them more in line with literacy assessments mandated by the government? Double the work, resulting in rushed/poorly completed packages. (2)
 - Reduce K assessments – 4 is too many.
 - Drop down menu for report card comments to help teachers meet the language expectations. (2)
 - Comment bank.
- 2. Frequency and timing, including: reporting and assessment timelines, the structure and frequency of EAL benchmarks.**
- How do we capture the daily/weekly reporting to parents about their child!
 - Can we go back to a checklist for kinder? A report card that is the same for a 5 year old and a 15 year old doesn’t make sense. (5)
 - Really appreciate when CBE had consistent rubrics that aligned with math report cards – made it much easier to report 1-4 when it was clearly laid out with examples. (6)
 - Ditto with Science! Stems & Curriculum.
 - Ditto for all subject areas. Need exemplars.
 - Bring back student lead for all schools. So valuable.
 - No Sept assessments – takes away from connection with kids, class management. (3)



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- Not a CBE decision – why can't we use the June assessments to start off the year?
- Kindergarten is a half-time (optional) program. Why are we testing full time load? Play based? In half the time? Needs to be mandatory! (8)
- Idea...PowerSchool ongoing reporting (assignments) throughout the year. LIVE – and only a June report card.
- If this is the case, how do we adapt PS to K-2 especially K as assessment is often anecdotal conversations.
- Unbalanced distribution of EAL, IPP students – just based on demographics, “revolving door”. (3) Can leave some teachers drowning under workload when its added to testing, report cards, schedules, etc.
- How do we capture the daily/weekly reporting to parents about “their child”.
- March last parent conference to face before report card in June. Is it near enough? Report card Jan, conferences March – then nothing till June? Can it be switched to April? (3)
- Make it consistent between administration with report card/IPPs. # of goals, # of bullets. Workload depends on what the principal decides. (6)
- NID days or Friday PM time (system mandate) to align with reporting, assessing, inputing data. (6)
- More frequency, clarity of expectations – Report cards, IPPS. (3)
- December report cards maybe or another month closer to parent teacher interviews, not 8 weeks after. (1)
- Use instructional days as conference days – during the day.
- K-5? How to support? (1)
- Revisit consistency (amongst schools) of frequency of reporting schedule for IPPs. Ie. Some schools report IPPs 6 x / year, others do 3 x per year. (4)
- Difficult to sustain when adding in EAL reporting schedule, report card timing, assessment timing, etc.
- Could we keep Jan. report cards with grades only? Provided all K-6 schools make PS live to parents? Or just growth/strength comments? (same # for all schools) (1)
- Timelines all tied together...people writing report cards in May because of crunch at the end of June. (3)
- SDP – assessments are taking place at the same time as other tasks. Fells like make work. (1)
- Where you are in the city timing dependent.
- EAL working on earlier throughout the year – ie my deadline get time (spacing) to complete.
- Window to close.
- January - better time/different time.
- Conferences – too much time between. Change time to Dec – go on break. January – already stressed. (1)
- Timing – report cards, EAL assessments, all at the same time = workload. (2)
- Lots of changes to Kindergarten with some sub coverage, extra workload. (3)
- No time to plan, adding students from other classes.
- K-3 assessments - idea in April to complete (Gov't info)
- Closer to end of year so Grade 1 teachers could benefit from it.
- Lack of personal health = personal balance. (1)
- IPPs need to be tied to reporting – 3 max (1)



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- Can report cards be moved to Feb to allow more time for gathering evidence and balancing out the assessment period. (4)
 - We do not have enough subs in the system for assessment coverage, especially if we add Gr 4 & 5 assessments. (4)
 - Let's do gov't minimum for EAL benchmarks. Annotated. Minimum. Focus on differentiation in class. (1)
 - When you teach multiple classes, you have more students than spots for conferences so you have to do all the extra meetings on your own time. (3)
 - Or when you have 60 students.
- 3. Consistency and simplicity, including: the structure, number and length of report card comments.**
- Many families only have their phone to access the report cards – can the format accommodate this somehow? Many of my parents don't bother because they can't access them in a readable way.
 - Consistency – should all students receive the same comment format? EAL, ADP, Differentiation? # of comments varied by school. (1)
 - If goal is consistency/standardization – drop down menu.
 - Who are the comments for? (2)
 - Who is actually reading these and finding them meaningful? (2)
 - Many parents are not reading the comments, they just look at the 1, 2, 3, 4 or don't open them at all. (4)
 - This is proven through “viewing” numbers. Why not look at this for data.
 - Nothing seemed personal when it came to sharing a Kindergartener's growth, or a snapshot of them as a learner.
 - New comment expectations hinder communication. (3)
 - Comments are not always very “parent friendly” for different school populations. (2)
 - Report cards need to go back to “old school” checklists.
 - Parents/Guardians can mostly handle comments that indicate where their child is struggling. We should not be hindered by bauning phrases like “is working towards.”
 - Are parents understanding the seriousness of concerns on report cards when some comments about “next steps” don't necessarily capture real gaps.
 - Comments could be more meaningful – difficult for parents to understand next steps to help. (2)
 - Consistent location of where comments are written. At end would be best and workload reduction under each subject big time workload increase with edits.
 - Like effort at making comments streamlined across schools. (4)
 - Proficiency descriptors are a lot of academic and multiple meaning words. Hard to understand. Clear, concrete, solid, insightful.
 - Remove the areas for growth part of “next steps” that repeats the indicator. Should just state strategies, or what student will work on. (1)
 - Drop down menu especially for high impact strategies (are as for growth) as like how ELL benchmarks are set up. (2)
 - Before updated guidelines comments felt more meaningful – now “copy-paste” format feels like a waste of time. (3)



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- I'm entirely copy & paste now...not proud of my comments (like I used to be). Its simple, not good. Not good at all.(3)
- Focus on ELAL and numeracy. What is relevant to the student at the time of reporting. Remove school-based decision from quantity of comments and how many subjects to comment on, so all teachers have same quantity. Many teachers are writing comments & growth for most subjects. Some only ELAL and Math. (5)
- Give us a system drop down for the standard part if it is necessary, or give back teacher autonomy. (5)
- My colleagues (different team) has created a drop down menu including the grammatically incorrect language. Why is this not available for all staff or that teachers can use our own language.
- Inefficient for each grade team to create their own RC banks. What if teams change? How is this going to get carried forward next year? Work smarter, than harder)
- Use/develop a drop down menu, only standardizes workloads. Decreases all anxiety/frustration around "writing" comments. Can be changed with new curriculum coming in. And formative assessment snap shots. (2)
- Amount of work put into comments is not all worth it. Hours and hours.
- Interviews instead of comments. Can you get better picture of how student is doing – plus maybe mention a bit of behaviour? RVS do it – why can't CBE?
- When we are using specific adjectives, and sentence frames as well as only reporting on what our principal decrees is important. We are no longer using our professional judgement and should not be using our personal time to write them. (3)
- Kindergarten should be a check-list. It's an optional, play—based, part-time program. If we really believe in play based learning why do they have the same format report cards as middle-schoolers.
- Math stem needs to be divided back into each part – pattern, numbers, shapes & space. Especially in Kindergarten. (3)
- I like the new 2 stems approach. It allows you to make subject/topics around.
- Consistency and standardization of PAT exemptions, especially with EAL (LP1 and 2) students. What school an EAL student attends when they move to Canada should not determine if they are expected to write. (2)
- If you are Lp1 or 2 how are you doing PATs when you can't enter into curriculum yet?
- Sometimes all strength based doesn't give a clear picture for parents. (2)
- Maybe could be based on Report card stems from Jan? eg. If ELL indicator, then on exemption? YES! (2)
- New comment format is difficult for EAL parents to navigate. (7)
- Grammar is incorrect!! (1)
- No longer point form, ended up longer than sentence formats. Including stem makes it very jargony! (3)
- The structure of the comments makes it difficult to fill in the spaces with the required information.
- Assessment guide has been helpful. More system PD around "ADP" would be helpful as I see students struggling in math and requiring curriculum to be adapted. How can we communicate this?
- In terms of number of comments – please make this consistent as well. As teachers, we have embraced the new comment structure. I think this is also



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possible with principals in terms of expectations around the number of comments. Eg. 1st report card – my school – 13-14 comments/child. At my child's school – 6 comments/child. This impacts workloads.

- Terminology seems cold and negative. Such as “adequate”. (1)
- They/Them – not grammatically correct for students who identify as male/female.(2)
- Should EAL have a different format of reporting?
- Many EAL families do not read or access the report card.
- I feel like my autonomy as a teacher has been taken away with standardized comments, yet principal autonomy is honoured by letting them make school based decisions re: # of comments. A 1, 2, 3, 4 are the same at every school. Let's make report card comments ((number) the same too! (1)
- I like the standardization, agree with others about how accessible comments are for EAL, illiterate families 0 families that don't have laptops/computers. Could standardization spread to What is commented on? (1)
Examples – School 1 (23 students all EAL) 96 comments, School 2 (23 students) 51 comments, School 3 (24 students) 151 comments. Look at the difference in amount. Happy medium please!

4. Support, resources and professional development, including Tools, resources and learning opportunities to support assessment and reporting.

Div 1

- PowerTeacher cannot easily reflect play-based learning.
- I watched every video on Insite about PowerTeacher and did not find useful ways to document and retrieve applicable data.
- Teacher PD around reporting and assessment where principles of equity, fairness and being objective are the center of it.
- Log Entries in PS – how is this accessible to next years teachers or other schools. (2)
- This would be helping teachers at unique settings (eg. Oakley only has students for 2 years).
- The expectation that parents use tech to access anything to do with their child's schooling contributes to inequity. (4)
- Div 1 – PowerSchool is used differently within CBE (published or not published). (3)
- If all Elementary schools made PS live could that then reduce the number of comments on the report card? Or replace some of that work? (3)
- If we go live, then do we need to have report cards and 3 P/T interviews.
- How many families can/know how to access PS? Creating inequity. (1)
- When check last login % does that look good? YES! (1)
- I really valued the literacy and numeracy scope & sequence assessment guides that were created just before the curriculum changed.
- Or put in a screenshot or photos.
- Please no more PD! Right now!
- Phone version is different than computer version (3)
- 13 of 23 students in my class do not have laptop/computers, access everything on tablet/phone – CANNOT access report card through the app! I know I tried to get my son's!! Language barrier cannot ask for paper copy!



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Return to paper maybe? Maybe then it will be seen? Only 7 of 23 families have accessed! (2)

- Integration with D2L/Google Classroom? Too many places for parents to check. (2)
- Use Google Classroom (like Edmonton public) easier to use, kids can self-report with pics/videos. (2)
- Do we need both PS and report card comments?
- Can PowerSchool have the ability to include student work like IRIS does especially K-1 or Div 1 – our body of evidence is often observations and conversations. How can these be included in PS?

Div 2

- Inconsistent expectations of # of assignments needing to published stems.
- Yes, but don't assign a high number of assignments in the name of consistency. (3)
- Having the ability to do a rubric online in PowerSchool. (4)
- K-9, we should get report card writing days or days in lieu. Agreed!! (10)
- Could PS eliminate RC comments? PS or RC's not both!
- PowerSchool usage – excel is much quicker to record, average, view, etc. Only we use PS for sharing marks. (2)
- Unable to properly paste rubrics into PS. Technical difficulties attaching documents or enter to your rubrics. (3)
- Needs to be consistent in terms of quantity of assignments published in schools. Eg. Some schools publish nothing, whereas some publish weekly/monthly.
- PS doesn't communicate to parents when they do not open it! (6)

Div 3

- Having the ability to do a rubric online in PowerSchool. (4)
- Real & clear understanding of how triangulation of assessment is agreed as a system.
- How collection of data from gov. standardized test match the intent of the CBE to personalize training?
- PowerSchool doesn't account for primary learning. (6)
- They hardly read online report cards, they don't look at PS.
- Make it more of a checklist of skills, that is developmentally appropriate for early learners. Parents just focus on the 1, 2, 3, 4. (2)
- Parents don't know how to access (5)
- EAL parents in particular, or grandparents caring for children.
- Comment bank.

All

- Aditio (spelling?) can do a lot of formative notes on iPad.
- PS doesn't account for primary learning. (8)
- Other suggestions – during full day system PDs – reduce the number of days of system PD so teachers/schools can access PD adaptive to their unique situations. (2)
- Use of drop down menus to provide consistency in the board. (7)
- Comments are limited in what the student can do (5)



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- Within PowerSchool assignments multi-disciplinary project should be available (1 assignment for EALA & Science outcomes).
- 5. Communication with students and parents, including - How PowerTeacher Pro is used for K-9 summative assessments. How the Early Years Assessments/Student Learning Assessments (SLA) reports influence communication with parents (e.g. conferences) and report card comments.**
- Edmonton Public only uses google Suite and has a more secure version. Could we get a more secure version and use classroom for more reporting? Easier to use. Students can do more self-reporting with photos/videos. (1)
 - A lot of work gets put into reporting/communication but doesn't get looked at. (94)
 - PowerTeacher Pro in K – we do it because we have to – but not because it's helpful. (2)
 - Comments just say what the STEM already docs & work it was shown on was redundant. Do we need comments? What do parents find actionable?
 - Sharing/Viewing % of parents that read them? (1)
 - Timing of AB Ed assessment negative impact on building relationships, establishing routines and emotional regulation. (3)
 - The timing was horrible – report cards on top of testing was beyond overwhelming and was unrealistic. I still shudder when I think back at it. The worst! (8)
 - Professional learning available to all teachers around how to write comments in PS that are ready for report cards or even replace RC comments – blogs, google classroom. (3)
 - Report card comments need to change. Especially January. Work in & Value out (many aren't read). Suggestion write a generic comment about what was covered and say to parents to request more information if want. Would rather write 20 comments that I know are getting read instead of 60 that I know most don't get read.
 - Who is publishing – add to tally. Yes – 2, No – 11
 - Can we make publishing in K-6 system wide? Why aren't schools going live?
 - Consistent use of PS would enable parents/students to know where they are at in real time.
 - This can reduce teacher workload. You're already using it! Going live is a simple toggle.
 - Can assignments be cross curricular?
 - We need clear expectations of frequency of publishing grades.
 - Teacher autonomy (1)
 - PS? When is this shared with families? Is it a necessary tool? Is it appropriate for all grades? Ex Kind = mark for everything? What & Why? What is the standard?
 - Is this too overwhelming for families? But how do we get families engaged?
 - Google classroom more accessible for families & students. Allows for more "real-time" assessment.
 - We don't use Google for assessment.
 - Gov't assessments impact workload with RCs and EAL, IPP, etc. (4)
 - We use Google classroom daily – updates on what we do, photos, songs, assignment videos, language learning, and more. (1)
 - Families find it helpful and easy to use. Everything in one place.



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- Parents can be overwhelmed by all the various communication: email, PowerTeacher, Google Classroom, etc.
- PowerTeacher Pro: possibly better for older grades but K families have enough learning, they are not looking. K teachers it's more work to put assessments in. Older grades could have marks from assignments/tests which are easier to input. (2)
- I don't believe parents understand the formulaic comments now. They want the kind of info we can't share anymore. (2)
- I don't believe many parents/kids read the report card comments. And the comments don't say anything personal anymore anyway. (6)
- Create or bring back the early literacy checklist. Create a checklist to help parents better understand how they are doing in math? What can they actually do? RC indication on numbers & patterns – can they be separated so parents can better see how their child is doing in “number”? (3)
- Google classroom – my context – only 3/20. How to engage families/students?
- Access to technology language.
- Parents do not access PowerSchool – come to conferences unprepared. Surprised by teacher contacts. What is the why behind this? (3)
- Jr High is ok with PowerSchool as a grade book. I probably don't use it as well as it can be.
- Won't miss IRIS.
- We'r doing beginning and end of year testing in jr high too. They haven't “been used” for any other purpose other than gathering SDP data. (4)
- Should be used when implementing literacy intervention, school wide.
- Additional resources – other digital tools that can include media, such as images, videos, podcasts, etc. that capture evidence to reflect inclusive assessments. (3)
- PowerTeacher Pro has no capacity in this regard.
- In PowerTeacher expectations of the frequency and type of assessments that need to be available for parents.
- System expectation unified and clear for admin & teachers equally (1)
- Can comments on report card be more explicit about what kids can or cannot do holistically? Having a consistent comment frame is great but can it be more inclusive versus based off a “piece of evidence”. (2)
- Suggestions – Div 1 & 2 – please consider the timing of the AB Ed's early years assessment with the writing of report cards. CBE would have reduced workload by changing the month (Jan) to either Dec or Feb. Please consider this in the future! (3) Yes!