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FAQ: K-9 Reporting & Assessment Engagement

What is this engagement about?

The CBE is gathering input and feedback from K-9 teachers and administrators on possible ways to reduce teacher workload, enhance assessment and reporting practices, and ensure alignment with provincial expectations and CBE policies.

When will we know what the decision is resulting from this engagement?

Any modifications or enhancements that result from this engagement will be communicated to CBE employees by June 6, 2025, with implementation beginning in the 2025-26 school year.

Why is this engagement happening now?

The decision to engage K-9 teachers and administrators responds to workload concerns raised by ATA Local 38, particularly in light of the implementation and expansion of Alberta Education Early Years Assessments.

This engagement reflects the CBE's commitment to employee well-being, which is identified as a top priority in the CBE's 2024-27 Education Plan. This engagement is aligned with a key outcome that aims to support employees in "building skills, strategies and relationships that contribute to positive well-being." By working collaboratively with teachers to ensure all steps are being taken to reduce workload related to reporting and assessment, well-being is prioritized and well supported.

Why is this engagement only for K-9 teachers and administrators?

New Alberta Education Early Years assessments have been implemented and expanded. There is a significant impact on the workload of kindergarten to Grade 3 teachers as a result of these assessments. Given that K-9 schools share the same report card format, all K-9 teachers and administrators could be impacted by any adjustments made as a result of this engagement. High School teachers and other CBE staff are not impacted.

Will this engagement result in a completely different approach to reporting and assessment?

The CBE has taken steps in recent years to reduce reporting and assessment requirements and ensure consistency in reporting. Any adjustments that are made as a result of this engagement will build on the work that has already been done to streamline processes and reduce teacher workload.

How can K-9 teachers and administrators share their perspectives?

Input will be gathered through in-person sessions and an online survey. Space is limited in the in-person sessions, so anyone who is unable to participate in a session can share their thoughts through the online survey. Teachers will be provided with work time to complete the survey.



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Which aspects of reporting and assessment can be influenced through this engagement?

The following are factors people can influence:

1. Strategies to reduce workload related to literacy and numeracy assessments for elementary teachers.
2. Frequency and Timing, including:
 - Reporting and assessment timelines.
 - The structure and frequency of EAL benchmarks.
3. Standardization and Simplification, including:
 - The structure, number and length of report card comments.
4. Support, Resources and Professional Development, including:
 - Tools, resources and learning opportunities to adapt to new reporting and assessment systems.
5. Communication with Students and Parents, including:
 - How PowerTeacher is used for summative assessments in K-9 schools.
 - The impact of Student Learning Assessment (SLA) reports on conferences and report card comments.
 - Communication tools (e.g. information sheets, videos) to facilitate clear, ongoing conversations with parents that could help reduce the need for detailed comments on report cards.