Assessment Story Project

What We Learned from Elementary Teachers

Who responded to the survey?

<table>
<thead>
<tr>
<th>107 Elementary (K-5) Teachers</th>
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<tbody>
<tr>
<td>Suburban (N=50; 47%)</td>
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<tr>
<td>Urban (N=26; 24%)</td>
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<tr>
<td>Rural (N=13; 12%)</td>
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<tr>
<td>Mixed (N=6; 6%)</td>
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<tr>
<td>Under-Resourced: N=38</td>
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<tr>
<td>• High-Achieving (N=14; 13%)</td>
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<tr>
<td>• Low-Performing (N=15; 14%)</td>
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<td>Well-Funded: N=40</td>
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<tr>
<td>• High-Achieving (N=22; 21%)</td>
</tr>
<tr>
<td>• Low-Performing (N=7; 7%)</td>
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Question #3:

How might families and other community members be informed about assessment and involved in decision making around assessment?

If you and/or your school already engage in such practices, please tell us about that as well.

What Teachers Share to Inform Families

- Information about the assessments we use (46%)
- Test results and assessment data (25%)
- Information about classroom learning experiences (10%)
- Samples of student work (6%)**
- We do not inform families/community (2%)
- We are not successful (1%)

** 21% mentioned parent conferences, which may include sharing student work samples

Ideas about How to Inform Families about Assessment

Share...

- The types of tests their students take at school
- The classroom literacy assessments we use
- Alternatives to standardized tests
- The amount of time students spend on testing

Opinions on Family/Community Involvement Decisions

Around Assessments

- They shouldn’t be involved.
- They should be involved in only a “broad brush” way.
- They should be involved in building and district panels and conversations.
- They should be involved in “teaching” at home based on assessments/goals.
- They should be involved in collaborative planning for their child based on assessment data and goals.
- They should get informed and involved politically (local, legislators, voting records).

I do inform parents about our assessments, but I do not report the information in a number. Rather, I communicate the findings in a narrative form. This tells parents more.

High-Achieving; Suburban

Families are only involved when it comes to terms level report cards, and they very rarely connect to ongoing formative assessments.

Low-Performing, Suburban

Perhaps, the teachers’ unions in the various states could advocate for assessment that would be reasonable and fair.

Well-Funded; High-Achieving; Suburban

I send home midtrimester reports to keep parents informed, and they have access to my gradebook online. If parents showed an interest in assessment, I would suggest a parent panel to review and evaluate testing in the district.

Under-Resourced; Low-Performing; Suburban

I share with my parents the various ways that I assess their children. At conferences we look over some forms of assessment. I wish parents had more say in the high-stakes testing.

Under-Resourced; High-Achieving; Rural

I think families and community members are too far removed from assessments at school and often form opinions based on what they hear in the media. At our school, we try really hard to keep parents informed regarding the purpose of various assessments. We ask for their assistance when students are participating in high stakes tests to ensure they get enough rest etc. We also goal set with students and share with parents which helps keep them involved.

Heidi Paquin; Under-Resourced; Low-Performing