



Networks of Inquiry and Innovation Aboriginal Enhancement Schools Network

2016 - 2017 AESN / NOII Case Study

School Name: Mountain View Elementary

School District: SD#68 Nanaimo-Ladysmith

Inquiry Team Members: Cheryl Garrett Deb Keenleyside Islay Baird Trish Anton S Gueulette

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Type of inquiry: NOII

Grade levels: Primary (K - 3), Intermediate (4 - 7)

Curricular area(s): Formative assessment across the curriculum

Focus area(s): Formative assessment

In one sentence, what was your focus for the year?

Using digital reporting/portfolios to formatively assess students

Scanning: Briefly summarize your scanning process. How did you use the four key questions as part of the scanning process? What did you notice about the experiences of your learners that were most important to your team?

We noticed limited opportunity for parental engagement in their child's learning and limited opportunities for student reflections on their learning

Focus: In a few sentences, explain why you selected this area. What changes were you hoping to obtain for your learners?

We referenced research noting the correlation between parents who step into their child's school a minimum of 6 times/year and student success. We wondered if parents' virtual attendance might generate similar results. We were also looking for student opportunities to reflect on their learning. We wonder/hope that student reflection using a digital medium might increase student success. All 4 key questions from the Spirals of Inquiry were referenced and relevant to our learning



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Hunch: Describe your hunches about the ways in which practices at the school may have been contributing to the experiences of your learners that were of concern to you.

Very little opportunity to communicate with parents.

New professional learning: What new areas of professional learning did you explore? What resources were most helpful? What specific designs did you use to support the learning of your colleagues?

Digital reporting. we helped each other out and we used the freshgrade help centre for problems we could not solve among us.

Taking action: Describe strategies you and your team decided on and how your actions worked out.

The team had weekly reflective conversations about what to report, how to report and also shared various parent responses to our new way of reporting. Teachers beyond our team sometimes dropped into our conversation

Checking: Summarize the differences you made. Were they enough? Were you satisfied?

We believe we have contributed to a culture shift among teachers in the school with respect to assessment and reporting. All parents made use of Freshgrade--making comments and having triangulated discussions between teacher, parent and student. Students had multiple opportunities to reflect on their learning/showed evidence of taking more responsibility for their progress.

Reflections/Advice: Finish by sharing what you learned from this inquiry, where you plan to go next, and what advice you would offer other schools with a similar interest.

We grew in our knowledge of assessment and reporting, discovered ways to increase parental engagement and increased student reflection. This year, most of us will continue to explore digital reporting and will consider ways to increase the amount of meaningful participation. For others beginning this journey, we would say: start small and seek help from others. Appreciate the joy that this type of assessment will give your students and their parents as they begin to enjoy a new window on their learning.