

Q&A  
Grading and Reporting Webinar

1. How do we report when students are not engaged/not turning in their work? How do we know that our assessment data is accurate when we know our students are gaining lots of supports from their parents? (Paraphrase of several questions)
2. How do we know that assessments/assessment data is a true reflection of child's understanding?
3. How are you increasing teachers' assessment literacy? (condensed version of longer question/s)
4. What about/How do we best assess and report out when students are low achievers/not serious about assessment/haven't fully engaged in their online learning (yet)? (This question was shared during the Q and A but did have several different versions or waves of this type of question.
5. What about/How do we best assess Gifted and Talented students?....early years learners?...world language learners?...ELL students?
6. Several questions and comments focused on attendees wanting examples of report cards (which we anticipated).
7. How do we address students' motivation in a Pass/Incomplete (or Pass/Fail) assessment system? Many of our students and parents are very focused on grades and/or want the recognition of academic achievement they feel they gain through (more traditional) grading systems.
8. With play based curriculum, what does assessment look like?