

DIGITAL REPORTING & ASSESSMENT TOOLS

Evaluating their impact on classrooms

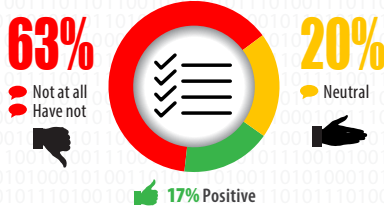


In Alberta, the use of digital reporting tools (eg, PowerSchool, StudentsAchieve and Desire2Learn) and digital assessment tools (eg, Mathletics, SuccessMaker, DreamBox Learning Math and Raz-Kids) has grown dramatically over the past decade. In 2014, the Alberta Teachers' Association and University of Alberta researchers surveyed over 1,100 teachers and principals from across urban and rural Alberta about the perceived value and impact of these digital tools on instruction and assessment practices, teachers' work life and shifting parental expectations.

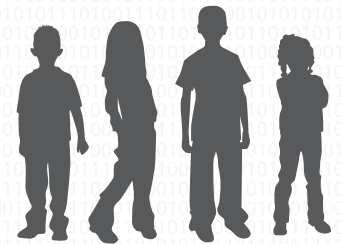
VALUE

Low Trust in Improving Instruction and Assessment for Students

Have digital reporting tools **improved** the level of instruction and assessment in classrooms?



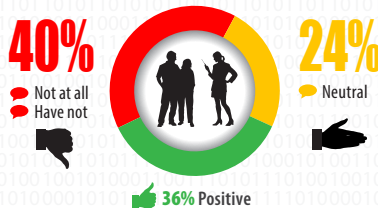
*Note that this trend line is now consistently moving towards the negative with each study on the subject conducted over the past five years.



Not Facilitating Communication

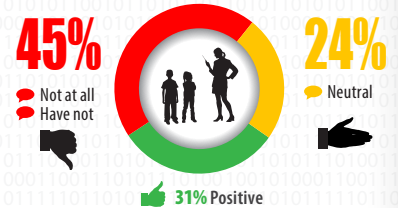
PARENTS

Have digital reporting tools facilitated and improved communication with parents?



STUDENTS

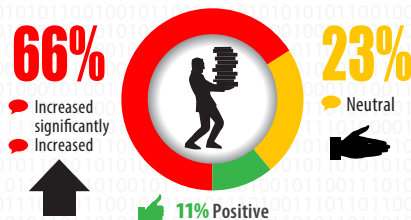
Have digital reporting tools facilitated and improved communication with students?



IMPACT

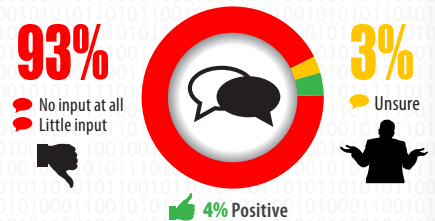
Significant Workload Issues For Teachers

How have digital reporting tools affected your workload?



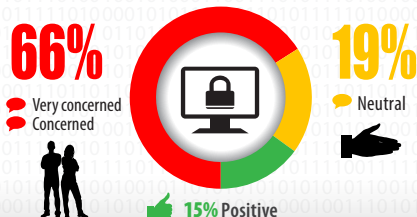
Relatively No Consultation or Input when Selecting or Implementing Digital Tools

How much input did you have in **choosing and implementing** this reporting tool?



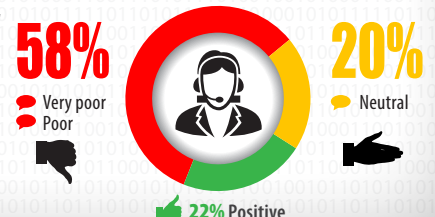
Low Flexibility of the Digital Tools

How do you feel about the **flexibility** of digital tools?



Poor Technical & Professional Development Supports

What sort of **professional development supports** did you receive when initially attempting to learn how to use the digital reporting tool?



WHAT IS THE INVESTMENT (human, financial...)?

WHAT IS THE COST (relationships, privacy...)?

WHAT IS THE RETURN (student learning, data...)?

Key Findings

1. Teachers reported that they were generally not confident that digital assessment and reporting tools were improving students' learning.
2. Teachers viewed digital reporting tools as providing no, or very little, improvement to the level of instruction and assessment in the classroom. In addition, several teachers reported that digital reporting tools have not improved communication with parents or students.
3. The majority of respondents indicated that they were mandated to use digital reporting tools within their classrooms and were not able to provide any feedback as to which tool would be used.
4. Teachers indicated that digital reporting tools have increased teacher workload, increased parental expectations regarding the frequency of reporting and increased the amount of time required to report student progress.
5. Participants assigned poor ratings to the professional development and technical support provided for digital reporting tools.
6. Respondents indicated that preparing report cards and individual program plans (IPPs) caused them the greatest amount of stress in the workplace.
7. Most respondents stated that they did not use, or were not planning to use, diagnostic, adaptive and real-time assessment tools in their classrooms or schools.
8. Participants expected to have little to no input in the selection of tools, should their school district implement diagnostic, adaptive and real-time assessment tools.
9. Teachers have a low level of concern with data issues related to digital reporting and assessment.
10. Teachers, through their qualitative comments, demonstrated concern that the implementation of digitally-based resources would put students who had limited access to digital learning tools at a disadvantage compared to students who had families and schools that were well-supported.



VIEW THE
FULL STUDY

Learn more about this study on the ATA website at www.teachers.ab.ca under About the ATA>Education Research>Research Publications.

Further background information about Association research is available from **Lindsay Yakimyshyn** at the Alberta Teachers' Association; e-mail lindsay.yakimyshyn@ata.ab.ca.

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VIEW THE
INFOGRAPHIC