

WHAT PARENTS CAN DO TO SUPPORT THEIR CHILD'S LEARNING:

- Talk to your child's teacher about teaching, learning and assessment in the classroom.
- Talk to your child about what they have learned and how they are feeling about their learning.
- Participate with your child and their teacher in goal setting.
- Talk to other parents about teaching, learning and assessment that help students succeed. Have a conversation about the impacts of standardized testing.

AND MOST IMPORTANTLY

SIGN THE LETTER FROM THE VANCOUVER BOARD OF EDUCATION TO HAVE THE PRINCIPAL EXCUSE YOUR CHILD FROM WRITING THE FSA TESTS.

Choose the best answer:

- a/ test
- b/ teach

For further information:
www.bctf.ca



WHAT PARENTS NEED TO KNOW ABOUT THE FOUNDATION SKILLS ASSESSMENT (F S A)

- Students need classroom time for learning. Teachers use effective methods of evaluating learning and FSA tests detract from these.
- The standardized Foundation Skills Assessment, a set of annual provincial tests given to Grade 4 and 7 students in reading comprehension, writing and numeracy, is NOT a true measure of student learning.
- Standardized tests, such as the FSA, are often overused, misused and not useful for student learning.
- Teachers are highly qualified, caring professionals who are trained to know the purpose and appropriate use of tests and prefer to use authentic assessment rather than FSAs to support student learning and inform their teaching.

WHAT TEACHERS BELIEVE ABOUT ASSESSMENT:

- It is important to use a variety of methods to effectively assess student progress and meet student needs.
- Ongoing classroom assessment allows students to demonstrate what they are learning in a variety of ways and provides information to inform teaching and learning.
- When teachers assess for learning, they can use the continuous flow of information about student achievement to advance learning, not merely check on it.
- Students learn in different ways and at different rates and assessment must reflect this.
- Teachers believe in using many assessment tools and strategies such as projects, presentations, goal setting, writing samples, one to one discussions with students, co-operative feedback, classroom tests and much more to develop a genuine awareness of student learning.

WHAT TEACHERS ARE CONCERNED ABOUT:

- Large scale testing can have negative effects on student motivation and learning, and those effects are greatest for our most vulnerable students.
- Large scale testing leads to a narrowing of instruction and instructional methods.
- An inordinate amount of classroom learning time is wasted preparing for and administering FSAs.
- Student achievement must NOT be measured by a static, moment- in-time test, but rather by ongoing recognition and support of learning.
- FSA test results lead to mistaken assumptions about how well schools are doing and this can create unhealthy competition and unnecessary stress.
- FSA tests are expensive to develop, administer and mark; this money could be more appropriately used for resources and support for students.