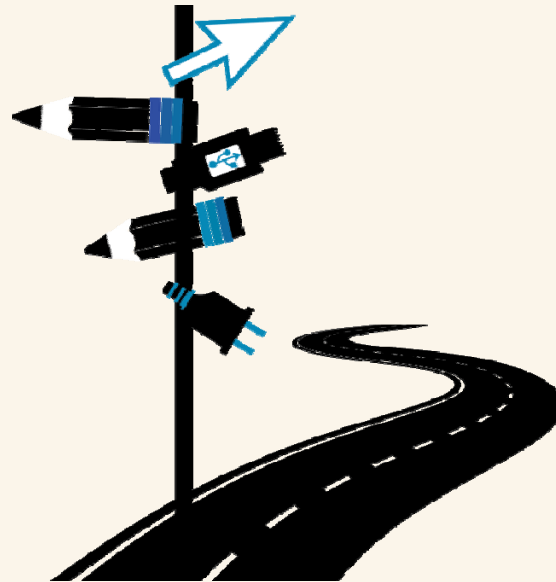


ALWAYS LEARNING



Considerations for Next Generation Assessments: A Roadmap to 2014

Step 1 "Conducting a Needs Analysis" and
Step 2 "Developing a Transition Strategy"

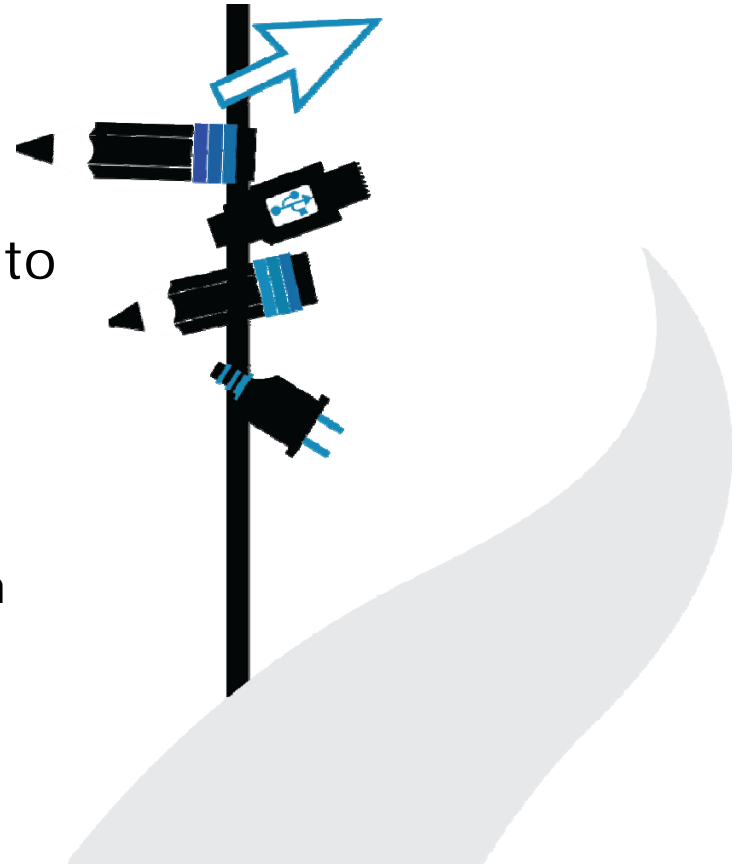
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October 6, 2011

Overview

- Introductory comments
- Five-step roadmap for transitioning to online assessments
- Step 1: Conducting a Needs Assessment
 - Create a detailed assessment design roadmap
 - Conduct a technology infrastructure assessment
- Step 2: Developing a Transition Strategy & Plan
- Questions



Introduction – Paper to Online Assessments

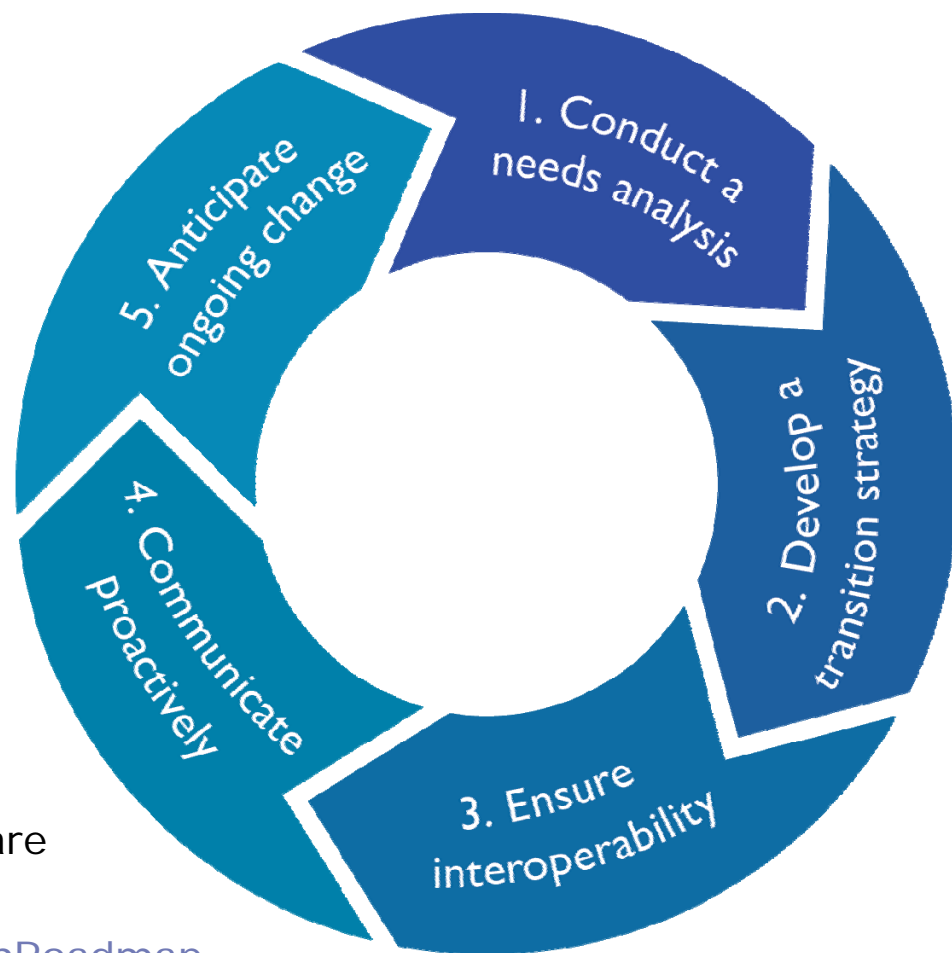
- Recurrent theme in next generation assessment strategies
- Leveraging advances in technology for greater efficiency, flexibility, and potential cost savings
- Benefits increasingly apparent
 - Opportunities for more effectively assessing student understanding and performance
 - Faster turnaround of scores
 - Improved security model
 - More efficient method of test delivery
 - Student motivation



- But... How to make such a large, complex transition?

Five Step Roadmap for Transitioning to Online Assessments

1. Conduct a Needs Analysis
2. Develop a Realistic Transition Strategy & Plan
3. Ensure Interoperability
4. Communicate Proactively
5. Plan for Ongoing Change



The full roadmap and additional resources are available online at:

www.PearsonAssessments.com/NextGenRoadmap

Why Go Online?

- Richer and more innovative item types
- Opportunity for more authentic assessment of student understanding and skills
- More efficient scoring capabilities
- Greater equity via electronic accommodations
- Increased student engagement

The screenshot shows an interactive chemistry simulation. At the top, there's a navigation bar with 'Section 1', 'Section Review', and 'Exit' options. Below this is a toolbar with various icons for navigation and help. The main instruction reads: 'Three mystery substances have been combined in the beaker below. Use the tools on the left to separate a sample of each substance. Each substance that is successfully sorted will appear in one of the glass dishes at the bottom of the screen.'

On the left, there are four tool icons: a Magnet, Water, Hot Plate, and Filter. The central area shows a 250mL beaker on a hot plate with a clock. A 'Replay' button is in the top right of the simulation area. The text below the beaker says: 'The liquid has evaporated. All 3 substances successfully separated.'

At the bottom of the simulation area, three glass dishes are shown, labeled 'Substance #1', 'Substance #2', and 'Substance #3'. Substance #1 contains a dark powder, Substance #2 contains a light brown powder, and Substance #3 contains a white powder.

On the right side, there's a text input area with the prompt: 'Explain why water was useful for sorting Substance 1 from Substance 2. Use the text area below to type your answer.' Below the text area, there's a small text box containing the hint: 'I think the water helped separate out the substance that would fully dissolve in the water from the substance that was only in suspension.'

At the bottom of the interface, there's a progress bar showing 'Question 9 of 50' and navigation buttons for 'Previous' and 'Next'. A status bar at the very bottom indicates 'Flagged: 4' and 'Unanswered: 43'.

1 –Needs Analysis: Content



- Start with the Content Needs
- Create a detailed assessment-design roadmap
 - Assessment Context & Purpose
 - Item Types
 - Alignment & Authenticity
 - Scoring Strategy
 - Accommodations
 - Comparability
 - Testing Window & Security
 - Computer Adaptive

Firstname Lastname | Gr 3 Reading | Section 1 | Section Review | Exit | Flag this question

Use the Play button to view the newscast below. Then use the slider and the camera icon to take snapshots of certain moments in the newscast. Drag the appropriate snapshots to the boxes on the right to best illustrate the captions.

Best example of an unsupported argument

Use of language that suggests bias

Best example of a compelling argument

Flagged: 4
Unanswered: 43

Question 9 of 50

Previous Next

Considerations for an Assessment Design Plan

- How will the assessment content help accomplish instructional goals?
 - Learning objectives for all student populations
 - Instructional improvement goals
 - Teacher efficiency, efficacy, and professional development
- What item types are needed?
 - Performance-based tasks
 - 21st century skills or other curriculum goals
 - Students with accommodation needs
- How many assessments in a year?
 - Summative assessment as a single exam
 - Sections offered at different times
 - Through-course or other multi-part assessment structures
- What is the ideal length of the testing window?
 - Policy decisions involving time limits
 - Logistics necessary for scheduling shared computer resources
- What comparability issues need to be addressed?
 - Mode-based questions (paper/online; technology variability)
 - Frequency/extent of comparability studies



1 – Needs Analysis: Technology Infrastructure

- Conduct a state-wide “readiness assessment”
 - Gauge local and district technology and infrastructure
 - Assess student & staff training needs
 - Better define necessary parameters for: testing windows, phase-in plans, and “infrastructure trials”
- To build a practical transition plan, start by understanding where districts are today

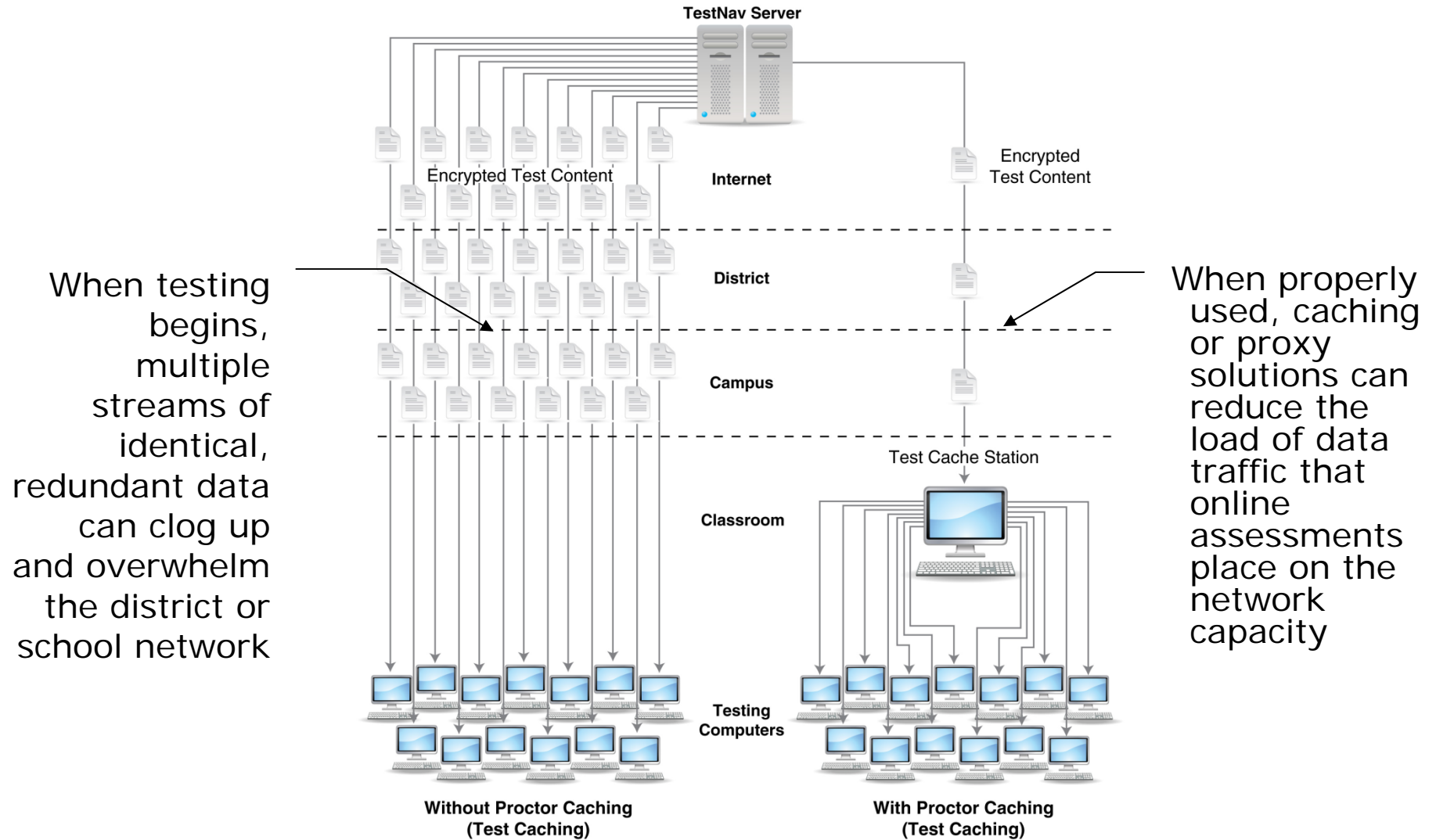


Three Levels of Readiness

- School
 - Students
 - Training, practice, familiarity
 - Teachers, administrators & technology staff
 - Close partnerships, training, policy administration
 - Computers & Network Infrastructure
 - Load planning
- District
 - Coordination, especially between assessment & technology organizations
 - Network-wide capacity planning
- State
 - Policies, transition planning, & decision making
- All must be ready together



Example: Managing Assessment Data Load

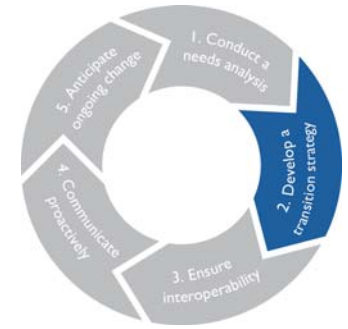




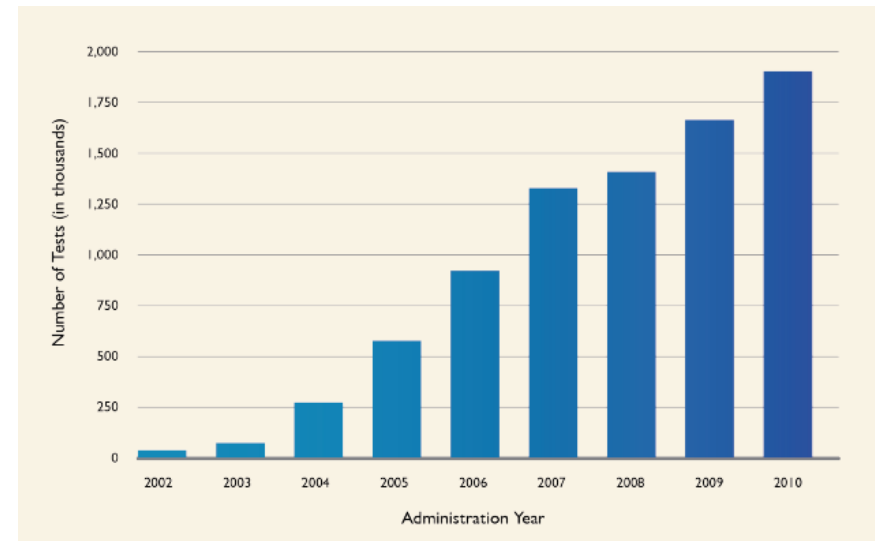
Considerations for a “Readiness Assessment”

- Can existing survey instruments or data be leveraged?
- Who are the key personnel within districts or schools to help answer survey questions (e.g., administrative, assessment, or technology staff)?
- Is a district-level survey sufficient, or will critical information be needed from each individual school?
- What is the current infrastructure?
 - Number/type of computers (for use in assessments)
 - Network bandwidth, district and school
 - Other issues/needs (power, AC, wireless)
- Can local logistics meet existing needs?
 - Enough computers to test all students in a given window
 - Trade-off between instructional and assessment use
- What are district staffing & training needs?
- What are local technology upgrade plans?
 - Refresh rate
 - New technologies or devices (netbooks, tablets, BYOT)
 - Ongoing technology readiness assessments

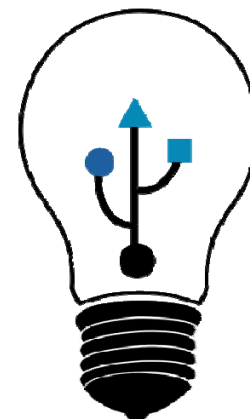
2 – Develop A Realistic Strategy & Plan



- Create a multi-year transition plan
 - Ease into transition, through successive administrations or years
 - Provide local online experience *prior to* a full transition
- Strategies can include:
 - Use of pilots or “readiness practice” administrations
 - Gradual introduction by specific grades or subjects
 - Use of special populations
 - Paper forms as accommodations or “opt out” exceptions



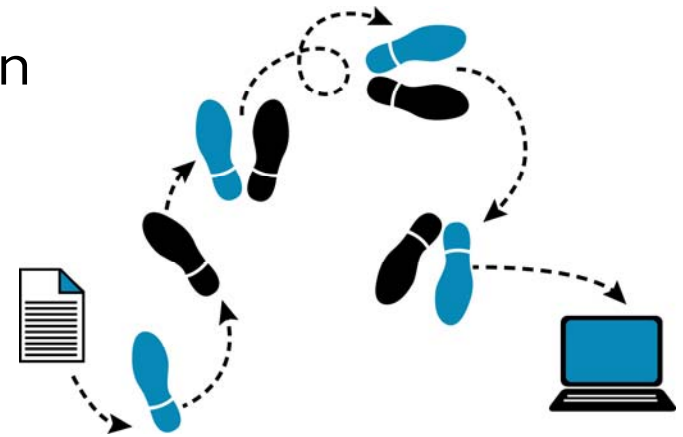
Considerations for Phased Transition Plan



- Over what period of time can online assessments be phased in?
 - Timelines for technical implementation
 - Use of pilots or practice administrations
 - Phase-in by grade, subject, or special populations
- What strategies or policies are needed during the transition period?
 - Paper and online modes available concurrently
 - Voluntary vs. mandatory mode choice
 - Balancing state vs. district planning
 - Contingencies for power/network outages and other unplanned or unexpected events
- How can state and district assessment and technology leaders best work together to make the transition successful?
 - Collaboration forums, conferences, working groups
 - Interoperability (state/district data and systems)
 - Communication and training
 - Forward planning and change management

Recommendations for States & Districts

- Encourage active engagement between state/districts/schools and others
- Forge partnerships between assessment and technology groups
 - Both across and within states
- Consider funding needs and potential sources
 - Note savings and efficiencies as testing shifts from paper (e.g., materials handling & management)
- Consider/revisit policies that impact testing window, testing platforms, and technology infrastructure



Questions?



Reminder – November 1st, 1-2 pm, the second webinar in the Roadmap series:

Step 3 “Ensuring Interoperability”

Step 4 “Communicating Proactively” and

Step 5 “Anticipating Ongoing Change”

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