



## Online Assessment Planning Tool ASSESSMENT PRACTICES WORKSHEET

This worksheet is one of a set of resources addressing eight key elements of online assessment readiness. The worksheets are designed to assist districts and schools in planning actions steps that will move them from their current stage of readiness to their next targeted level of preparation and practice.

- Planning and Leadership
- Communications
- Assessment Practices
- Instructional Practices
- Professional Development
- Technology Infrastructure
- Systems Integration
- Logistics

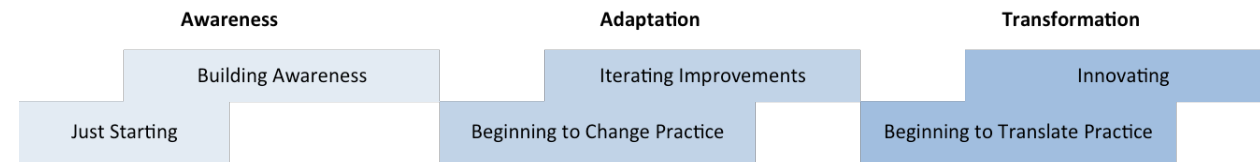
Systems Integration		Assessment		Adaptation		Transformation		
		Just Starting	Building Awareness	Starting Improvements	Beginning to Change Practice	Beginning to Translate Practice	Improving	
Focus Areas		Strategies for moving from Awareness toward Adaptation		Strategies for moving from Adaptation toward Transformation		Action Plan		
Check						What	Who	When
PEOPLE	Cross-Functional Systems Perspective (Seeking a bigger picture to inform administrative processes)	Engage a cross-functional team to review the school systems inventory (see below), discuss common issues, and identify ways to improve efficiency and usability.	Maintain data on systems usage and common issues (e.g., conflicts, duplications, confusion, data migration problems), and use the findings to inform integrated planning for technology, data management, and assessment/practice products.					
	Systems Mapping (Identifying details of multiple systems in order to convey complexity and efficiency)	Conduct an annual inventory of technology-based assessment, instruction, and data systems in use, including data inputs and outputs, reporting systems, network utilization, technical requirements, procurement history, and who has access and decision-making authority.	Maintain an ongoing system map for technology-based assessment, instruction, and data systems that is regularly updated to reflect any changes. Include data inputs and outputs, reporting systems, network utilization, technical requirements, procurement history, and who has access and decision-making authority, as well as data formats and transfer paths, interoperability standards in use, and how systems connect to each other. Understand interdependencies, gaps, duplications, and conflicts.					
TECHNOLOGY	Cross-System Solutions (Identifying integration and access solutions)	Identify solutions for common systems integration issues, including services and processes, for better cross-platform management of login credentials, student rosters, student data, shared instructional content, and other information. Utilize restricted program and content access through district hubs.	Implement a range of solutions to streamline login, consolidate content access, and enable data exchange between multiple systems, with the goal of enabling a seamless user experience when switching between assessment, reporting, and instructional platforms and improving analytics across digital tools.					
	Interoperability (Building systems for more effective integration and cross-platform data exchange)	Understand what interoperability standards are available for different kinds of instructional and assessment content and data, such as CEDS, IMS Global (QTI, APF, LTI, OneFoster, Canvas), Ed-Fi, and others. Understand the implications of these standards to different systems within the school.	Establish the technical information that potential vendors must produce during the procurement process and what technical requirements their solutions must meet. Base this list on instruction and assessment needs, technology levels, and other functions. Insist that vendors utilize open standards (rather than vendor proprietary formats) for data exchange and systems interoperability such as CEDS, IMS Global (QTI, APF, LTI, OneFoster, Canvas, Ed-Fi), and others.					
PROCESS & PROCEDURE	Coordinated Requirements for Procurement (Establishing a set of technical and functional requirements for future procurements that address interdependent and conflicting needs of the different platforms that have to serve instructional, assessment, and administrative purposes)	Understand how potential products will handle data inputs and outputs, what is self-contained and what is reusable, what formats are being used, what content and which data formats are proprietary, and how the products might work in concert with the products and systems already in use in the district and the schools.	Establish the interoperability standards that potential products and vendors must support and implement moving forward so that the district builds content and data systems that can more easily exchange information across platforms.					
	Enterprise Maintenance (Seeking efficiencies in coordinated maintenance programs for multiple technical systems)	Protect expensive digital investments with quality maintenance and support programs.	Where possible, coordinate maintenance and support contracts to include multiple platforms as a means to promote more effective systems uptime (COP).					

### How to Use Online Assessment Planning Tool Worksheets

Each worksheet features Focus Areas with recommended strategies for moving a district and its schools along the spectrum toward greater degrees of online assessment readiness. Using the results from the Online Assessment Planning Survey, a district's planning team can identify their current stage along the spectrum for each element and where they would like to be in the future. The planning team can identify and prioritize critical areas on which to focus efforts by placing a check in the columns on the left side of the worksheet. The area on the right side of the worksheet should be used to identify action steps that will help achieve both short and longer-term goals. Each worksheet groups strategies into practical categories, including People (professional development, planning, engagement), Technology (systems, devices, infrastructure, software), and Process (policies, protocols, workflows, scheduling) to assist schools and districts in integrating assessment strategies with broader planning efforts.

This PDF is designed to be printed onto 11" x 17" paper.

Additional Online Assessment Planning Resources are available at <http://www.elearninstitute.org/assessment>.



## Assessment Practices

Focus Areas		Strategies for moving from Awareness toward Adaptation	Strategies for moving from Adaptation toward Transformation	Action Plan		
Check				What	Who	When
PEOPLE	<b>Assessment Literacy</b> (Increasing the proficiency of school staff with the concepts and mechanics of online assessment)	Provide opportunities for teachers, specialists, and administrators to learn about online assessment principles and benefits, new technology-enhanced item types, and common test delivery interfaces for students and administrators.	Establish a cross-functional study group to research online assessment methodologies and applications for different learning and measurement objectives, stay current with evolving practices and technologies, and make school and district recommendations for using online assessments effectively.			
	<b>Assessment Selection</b> (Establishing criteria to evaluate the appropriateness and effectiveness of assessment options)	Identify selection criteria for formative assessment options for different instructional settings that emphasize actionability, relevance, timeliness, and practicality. Ensure that selected online assessments meet accessibility requirements for all students.	Catalog how different online assessment options available in the district meet established criteria, and combine this information with feedback about the products, and techniques from teachers who have used them.			
	<b>Clarifying Assumptions</b> (Developing a shared understanding across the district of the benefits and limitations of online assessments)	As a cross-functional team, discuss the varying assumptions, misconceptions, and information gaps that staff may have about the nature of online assessment and its value propositions for different stakeholders.	Develop a shared understanding of online assessment models and definitions and how they bridge traditional assessment practices with next-generation student learning goals.			
	<b>Encouraging Innovation</b> (Creating a culture that is comfortable with trying new tools in new ways in pursuit of student learning and achievement)	Support a culture that encourages schools to try different classroom uses of online assessments and evaluate their benefits and drawbacks for different learning and measurement scenarios.	Develop a forum for teachers to share their online assessment experiments and outcomes. Recognize and adopt promising practices, evolving school community expertise, and emerging leaders from within the staff.			
TECHNOLOGY	<b>Integrating Online Assessment Tools Into Instruction</b> (Building classroom habits that promote learning with the same tools that are used in assessment)	Make online assessment student tools (e.g., text editors, equation editors, online calculators) available for use during classroom assignments.	Utilize online assessments and tools for quick checks of student understanding, and classroom developed quizzes, unit tests, and exit tickets.			
	<b>Configuring Technology for Formative and Summative Assessments</b> (Setting up a technology-rich environment to support assessment as an integral part of teaching and learning)	Migrate the configuration of test-taking devices away from fixed computer lab arrangements, and toward moveable laptops and tablets that can be used for classroom test administrations.	Migrate toward one-to-one student to device ratios in order to support online assessments as part of the regular classroom learning environment, rather than an instructionally disruptive event.			
	<b>Device Selection</b> (Determining best-fit options for a range of device types based on instructional and assessment needs)	Develop criteria for device selection that are student learning-focused rather than product-focused. Criteria should reflect diverse needs and uses for instruction and assessment including developmental appropriateness for different grade levels and accessibility for students with special needs.	Develop a student learning-focused strategy for adding classroom-dedicated and shared technologies, to provide diverse device options that teachers can use to support a range of learners and instructional/assessment methodologies.			
	<b>Item Authoring Tools</b> (Providing technical supports for teachers to create their own online assessment items and tests)	Develop criteria for tools that teachers can use to create their own online classroom assessment items and identify a set of tools that meet those criteria.	Provide training for teachers on skills and best practices for designing online classroom assessment items and tests.			
POLICIES & PROCEDURES	<b>Data Use Policy</b> (Ensuring appropriate access and handling of assessment data)	Adopt model policies from external sources to establish agreement within district/schools around how various types of assessment data will be collected, stored, accessed, and used.	Craft custom policies to establish agreement within the district/schools around how various types of assessment data will be collected, stored, accessed, and used.			
	<b>Data Security Protocols</b> (Ensuring secure handling of online assessments and student results)	Adopt models from external sources to create guidelines and compliance checks for localized test security requirements and best practices.	Craft custom guidelines and compliance checks for localized test security requirements and best practices.			
	<b>Item Authoring Standards</b> (Defining quality guidelines for online assessment items and tests created by teachers)	Develop guidelines and provide training for teachers on key considerations for creating their own online assessment items, including psychometrics, usability, and generation of valid data.	Adopt internal quality standards for the psychometric value, data validity, and usability of teacher-authored assessment items and tests.			