



Online Assessment Planning Tool INSTRUCTIONAL 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.

		Assessment	Adaptation	Transformation	Action Plan			
		Just Starting	Building Awareness	Starting Improvements	Beginning to Translate Practice	Increasing		
		Strategies for moving from Awareness toward Adaptation		Strategies for moving from Adaptation toward Transformation		What	Who	When
PEOPLE	Check							
	Focus Areas							
TECHNOLOGY	Systems Mapping (Identifying details of multiple systems in order to convey complexity and efficiency)	Engage a cross-functional team to review the school systems inventory (see below), discuss common issues, and identify ways to improve efficiency and usability.	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 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/instructional products.				
	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, AEP, LTI, OneFactor, Caliper), 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, AEP, LTI, OneFactor, Caliper, Ed-Fi), and others.					
PROCESS & PROCEDURE	Coordinated Requirements for Procurement (Establishing a set of technical and functional requirements for future procurements that captures 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).					

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

How to Use Online Assessment Planning Tool Worksheets

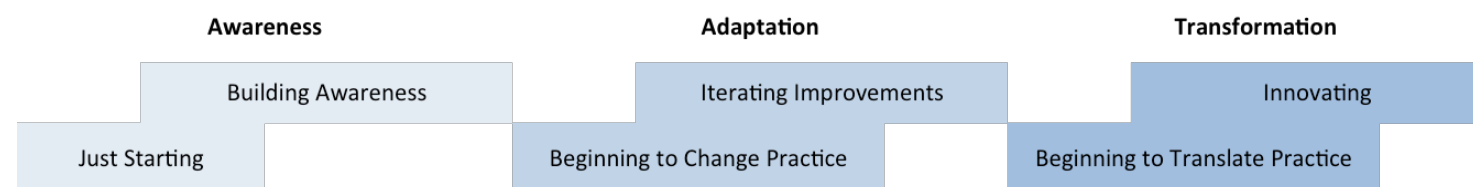
Each worksheet features Focus Areas with recommended strategies for moving a district and its schools along the spectrum toward greater degrees of online assessment readiness. Using the results from the Online Assessment Planning Survey, a district's planning team can identify their current stage along 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>.



Online Assessment Planning Tool
WORKSHEET



Instructional Practices

Focus Areas		Strategies for moving from Awareness toward Adaptation	Strategies for moving from Adaptation toward Transformation
Check			
PEOPLE	Personalizing Student Learning (Leveraging online assessments to support personalized learning strategies)	Use online assessments as part of a teaching and learning continuum that is responsive to individual student needs and learning styles.	Employ online assessments as a tool in a range of personalization approaches including individualized, customized, differentiated, and adaptive learning.
	Sharing and Collaboration (Creating shared knowledge and collaborating to develop best practices)	Create periodic opportunities for teachers to share and collaborate on strategies for integrating online assessments into instructional planning and decision-making.	Create regular opportunities for teachers to share strategies for integrating online assessments into instructional planning, and to collaborate on instructional decision-making.
	Student Engagement with eAssessments (Using online assessments as an opportunity for student self-evaluation and progress feedback)	Identify opportunities for students to use the flexibility and automated scoring capabilities of online assessments to self-assess and check their progress in a low-stakes environment.	Use student self-administered assessments as a learning opportunity for students in planning their learning goals and understanding how to measure and monitor their own progress.
TECHNOLOGY	Technology Diversity (Providing a range of hardware, software, and web-enabled tools for teachers and students to use for instruction and assessment)	Provide adequate technology resources to support daily integration into instruction. Catalog instructional technology options available in the district/schools, including guidance for making selections based on different instructional and assessment objectives.	Provide an adequate range of technology resources to support daily integration into instruction in all subject areas. Catalog instructional technology options available to the school and combine with feedback from teachers about their uses for different instructional settings, curricular outcomes, and student learning styles.
	Higher Order Technology Use (Leveraging technology to provide rich learning opportunities)	Expand technology use for instruction to engage students' higher order thinking and knowledge organization skills, including more learner-centered activities and opportunities for students to create content, not just consume it.	Expand technology use for instruction to engage students' higher order thinking and knowledge organization skills, including more learner-centered and learner-directed activities and opportunities for students to create content, not just consume it. Use technology to enable learning beyond the walls of the school.
POLICIES & PROCEDURES	Aligning Assessment with Instruction (Establishing pedagogical purpose for assessments and making connections between students' assessment and instructional experiences)	Engage a cross-functional online assessment team in drafting processes for ensuring the planned alignment of academic standards, instructional materials, and learning experiences with assessment resources and approaches.	Use a variety of data to monitor that academic standards, instructional materials, and learning experiences are aligned with assessment resources and approaches according to plan.
	Universal Design (Ensuring that all students have access to technology-enhanced instruction and assessment)	Adopt principles of Universal Design in the selection and creation of technology-enhanced student materials and activities. By planning for eLearning and online assessment that optimizes for accessibility, the design is generally improved for everyone.	Provide tools and create guidelines that support Universal Design review as part of instructional materials and technologies selection processes, and as part of the quality criteria for teacher-authored classroom assessment items and assignments.

Action Plan		
What	Who	When
What	Who	When
What	Who	When