Lessons from the Field: Making the Transition to Computer-Based Testing

October 2011

What We Know: Computer-Based Testing in PARCC States Today

<table>
<thead>
<tr>
<th>State</th>
<th>First Year Offered</th>
<th>Some /All Mandatory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delaware</td>
<td>2010</td>
<td>✓</td>
</tr>
<tr>
<td>Florida</td>
<td>2006</td>
<td>✓</td>
</tr>
<tr>
<td>Georgia</td>
<td>2003, 2010</td>
<td></td>
</tr>
<tr>
<td>Indiana</td>
<td>2006</td>
<td>✓</td>
</tr>
<tr>
<td>Louisiana</td>
<td>2006</td>
<td></td>
</tr>
<tr>
<td>Maryland</td>
<td>2007</td>
<td></td>
</tr>
<tr>
<td>Mississippi</td>
<td>2004</td>
<td></td>
</tr>
<tr>
<td>Oklahoma</td>
<td>2007</td>
<td>✓</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>2008</td>
<td>✓</td>
</tr>
<tr>
<td>South Carolina</td>
<td>2005</td>
<td></td>
</tr>
<tr>
<td>Tennessee</td>
<td>2009</td>
<td>✓</td>
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</tbody>
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Source: SETDA, "Technology Requirements for Large-Scale Computer-Based and Online Assessment", 2011.
What We Know: PARCC States with Mandatory Online Testing

  |                          | • Mathematics Grades 2-10  
  |                          | • Reading Grades 2-10  
  |                          | • Science Grades 5, 8, & 10  
  |                          | • Social Studies Grades 4 & 7  
| Delaware                  | • FCAT Reading and Mathematics Retakes; FCAT 2.0 Reading Retake  
| Florida                   | • FCAT 2.0 Grade 10 Reading  
| Florida                   | • FCAT 2.0 Grade 6 Reading  
| Florida                   | • End-of-Course Algebra I, I, Biology 1, Geometry, US History Field Test  
| Florida                   | • Postsecondary Placement (ISS) and Diagnostic: Elementary Algebra, Intermediate Algebra, College Algebra, Developmental Reading, Developmental Writing, Freshman Composition  
| Indiana                   | • Acuity Diagnostics Assessments (Grades 3-8)  
| Indiana                   | • ISTEP+ Mathematics, English/Language arts, Science and Social Studies (Grades 3-8)  
| Indiana                   | • HS End of Course Assessments (Algebra I, English 10, Biology)  
| Oklahoma                  | • Oklahoma Core Curriculum Tests (OCCT): Grades 7 & 8 Mathematics and Reading  
| Rhode Island              | • 8th Grade Tech Literacy Assessment  
| Tennessee                 | • Gateway Exams: Mathematics, Language Arts, and Science  

Essential Lessons: Learning from States That Have Made the Transition

• “Planning for Failure“:
  – Must plan for anything that could go wrong during test administration  
  – Set up processes for troubleshooting any technical issues that arise in local schools and districts  

• All schools should complete a survey or readiness checklist:
  – Communicates to schools what is necessary for the transition  
  – Provides information to state education agencies about any gaps  
  – Helps hold schools accountable for key actions necessary to making the transition  

• Create a specific and targeted communication plan:
  – Tailor messages to key audiences (including local technology coordinators and test administrators, parents, teachers)  
  – Inform key stakeholders about the transition to computer-based assessments, but also create enthusiasm about the change
Essential Lessons: Learning from States That Have Made the Transition

• Schools must balance using technology for assessment versus for instructional purposes
  – Not a new challenge in many states, and creative solutions are needed
  – Area where states and districts need more support to problem solve

• Building infrastructure is challenging, but not impossible:
  – Local and state leaders must be creative and find ways to leverage existing resources

• Planning will not end after the first year:
  – Implementation is an agile and ongoing process
  – “Debriefs” for SEA’s and key stakeholder groups after each test administration to identify priority issue and annual check-ins with schools to see what the needs are moving forward

Emerging Practices: Florida

• Certification Tool:
  – Before the launch of computer-based testing, Florida required schools to complete an online certification
  – Helps the school prepare for the upcoming assessment administration
  – Informs the Department of Education about any gaps in technology

• School & District Action Plans:
  – Schools with any technology gaps were required to submit action plans to the Department of Education
  – This held schools accountable for the transition to computer-based assessment, but also helped the Department of Education target assistance
Biggest Challenge: How Some States Are Finding Resources and Making the Case

• **Forcing Events:**
  - Increasing the use of digital instructional resources to free up textbook dollars and integrate technology into instructional experiences throughout the year
  - Increasing schools’ connectivity through online course offerings
  - Requiring districts to use Title I resources to meet technology gaps

• **Making the Case:**
  - Working with legislative leaders to find additional technology funding, even in tight budget years
  - Proposing a bond issue to support new technology in schools
  - Using other states’ collective commitment to going online to foster friendly competitive spirit
  - Commitment from state leaders to move to online testing so we can measure a richer array of student knowledge and skills, get results faster and more efficiently, and make assessments accessible to more students

PARCC Technology Readiness Audit Tool

• PARCC released a joint RFP with SBAC to create a tool that will:
  o Collect technology information at the school level in “real time”;
  o Aggregate that data to district, state, and consortium level; and
  o Rate technology “readiness” at each level and track progress to readiness over time.

• **Timeline:**
  ✓ RFP Posted 5/23/11
  ✓ Proposals Due 6/22/11
  • Vendor selected Fall 2011
  • December 31, 2011 – Delivery of Phase 1
This Technology Guidance is:

- Meant to be used as guidelines for PARCC states and districts to plan instructional technology hardware purchases in the near future that will meet assessment requirements, and to evaluate existing hardware
- Designed to guide new purchases, but machines should exceed these minimums
- Serve as an absolute floor for evaluating currently existing instructional technology
- Designed to be broad enough to fit all types of machines.

This Technology Guidance is not:

- A recommendation of what specific devices schools and districts should purchase; or
- Recommendations about software, browser, network, or bandwidth requirements.

### PARCC Technology Specifications: Rolling Out to Districts

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Date</th>
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<tbody>
<tr>
<td>Preliminary Hardware Guidance</td>
<td>October 2011</td>
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<tr>
<td>PARCC Recommended Hardware Specifications</td>
<td>December 2011</td>
</tr>
<tr>
<td>Technology Readiness Audit Tool</td>
<td>January 2012</td>
</tr>
<tr>
<td>Bandwidth and Network Specifications</td>
<td>Fall 2012</td>
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Fall 2011 PARCC Procurements

- Technology Needs Assessment (Joint SBAC/PARCC)
- Technology Architecture Services, Interoperability Standards Development Services, and Systems Implementation Services
- Operational Item Development
- Text Complexity Tool
- Educator Leader Cadres