Assessments for Educational Technology

Summary

OSPI must report the number of school districts that use the OSPI-developed educational technology assessments each school year as directed by RCW 28A.655.075. In 2010, the Legislature postponed the start date for district reporting, which means that 2011–12 will be the first school year that districts must compile reporting data. OSPI will collect this data on assessment use during the summer of 2012 and will provide the information in a report to the Legislature by December 1, 2012.

Background

Draft versions of Washington State’s classroom-based assessments for educational technology were published to the OSPI Web site during October and November 2010. Teachers began field-testing immediately and submitted student work samples, which the assessment development group used to range-find, adjust the drafts and create final versions.

Designed for the elementary, middle and high school grades, these assessments integrate science, math, health, English language arts, social studies, and the arts and align with state reading, writing and communication standards and the Common Core State Standards, when possible. Kindergarten – Grade 3 teachers can take advantage of a simplified checklist. Classroom activities are well guided, easy to use, and come equipped with a comprehensive inventory of free and low-cost digital resources. Teachers will use the assessments to determine student progress toward Washington’s standards for educational technology.

The assessments for educational technology were put through the rigorous paces of a disciplined and collaborative development cycle and methodology. Here is a short summary of the work that has taken place since October 2009.

1. Develop Specifications

October–December 2009

OSPI selected thirteen educators to participate in the Educational Technology Assessment Development Group (ETADG). This group represented elementary, middle and high school grades; one member also teaches at the
 Members came from across Washington, including rural and urban areas. They represented a wide variety of content expertise and backgrounds, including English Language Learners (ELL), Title I and Special Education. Most of the group had experience developing assessments at the state level.

### 2. Write Assessments
**January–December 2010**

The ETADG met multiple times to develop the educational technology assessments. As a group, they drafted assessments for the elementary, middle and high school grades—science, math, health, English language arts, social studies and the arts. They included a checklist for K-2 teachers.

### 3. Review for Bias & Sensitivity
**March 2011**

The timing of the Bias & Sensitivity review in early 2011 accommodated the full cycle of assessment development, which began in January 2009 and ended in December 2010.

### 4. Field Test
**September 2010–January 2011**

Over the course of two field-test cycles; educators were able to participate in the development, alignment, and feedback processes:

- Review the assessments and complete an online survey.
- Field-test the assessments informally, in selected classrooms, and provide feedback using the online survey.
- Join the formal field-test process. Teachers who used the assessments submitted samples of scored student work for range-finding and provided in-depth feedback to OSPI.

### 5. Range-find Samples
**February–May 2011**

Range-finding on the Phase I and Phase II field-test exemplars extended through this period.

### 6. Professional Development
**January–June 2011**

Two *train-the-trainers* events, held in locations across the state, reached 180 educators.

### 7. Use in Classrooms
**2011–12 school year**

Assessments (field-tested and through the range-finding process) were finalized by June 30, 2011, and made available for classroom use.