The 18 chapters in this volume feature a number of case studies detailing online applications and the uses of assessment and measurement methodologies, systems, and practices across three broad educational or training areas, namely elementary and secondary (K-12), higher education, and corporate. Although the experiences of those who experimented with the varied forms of online assessment and measurement are individual, they are also generalizable. Their stories of migrating old assessments and introducing new ones to the online environment have been frustrating and challenging but also exhilarating and rewarding. This volume makes significant contributions to the growing body of knowledge and experience in the burgeoning academic and applied areas of online assessment and measurement.

Even though the authors of and settings for each of these case studies are diverse, their experiences are common. They have identified the foundational need for widespread stakeholder inquiry, communication, and professional development and the importance of counting financial costs and not underestimating information technology (IT) requirements up front. The case studies capture newness and an early unfamiliarity with online assessment and measurement in both attitude and approach and summarily declare findings as premature and systems as experimental. They agree that any systems they adopt or processes they develop have not become a panacea. They also observe that the greatest challenge for online assessment and measurement is change itself. Administrators, instructors, and learners are all affected by the most important change that new online technologies, theories, and models make possible: the tight and inextricable integration of learning and assessment. Clearly, this phenomenon appears to have opened up so many possibilities that the newness and largeness of it all is still overwhelming and unsettling to many.

The future of online assessment and measurement is in the hands of the early adopters and hardy pioneers who are determined to overcome the challenges and help push forward and out the learning and assessment paradigm. All these pioneers know—even if they can’t prove it yet—that teaching, training, operational, learning, and assessment advances can only be realized as online assessment and measurement, and all that it represents, is better understood. Surely online assessment and measurement promises to revolutionize the way that corporate, K-12 and higher education institutions and professionals approach and realize their educational missions.

Now we provide brief summaries of and introductions to each of the eight higher education, five K-12 and five corporate chapters.