Online Assessment and Measurement: Case Studies from Higher Education, K-12 and Corporate

Table of Contents

Foreword ............................................................................................................................... vii

Preface ............................................................................................................................. viii

Section I: Higher Education

Chapter I
Continuous Assessment for Improved Student Outcomes: Examples from WebCT’s Exemplary Course Project ............................................................... 1
Daniel Volchok, WebCT, USA
Maisie Caines, College of the North Atlantic, Canada
David Graf, Nova Southeastern University, USA

Chapter II
Coordinating a Distance Learning Software Rollout with the Needs and Visions of a Mature Test Organization: Political and Technical Lessons Learned .................................................................................................................. 15
Luke Fernandez, Weber State University, USA

Chapter III
Assessing the Relationship between Learner Satisfaction and Faculty Participation in Online Course Discussions ................................................................. 27
Dana Offerman, Capella University, USA
Kimberly Pearce, Capella University, USA
Christopher Tassava, Capella University, USA

Chapter IV
Authentic Online Assessment: Three Case Studies in Teacher Education ...... 42
Mike Keppell, The Hong Kong Institute of Education, Hong Kong
Eliza Au Kit Oi, The Hong Kong Institute of Education, Hong Kong
Ada Ma Wai Wing, The Hong Kong Institute of Education, Hong Kong
Chapter V
Electronic Tools for Online Assessments: An Illustrative Case Study from Teacher Education .......................................................... 62
Jon Margerum-Leys, Eastern Michigan University, USA
Kristin M. Bass, University of California, Berkeley, USA

Chapter VI
Online Assessment of Foreign Language Proficiency: Meeting Development, Design and Delivery Challenges ................................................... 82
Paula M. Winke, Michigan State University, USA

Chapter VII
Using Web-Enabled Technology in a Performance-Based Accreditation Environment .............................................................................................................. 98
John C. Wise, Penn State University, USA
Dhaneshwar Lall, Penn State University, USA
Peter J. Shull, Penn State University, USA
Dhushy Sathianathan, Penn State University, USA
Sang Ha Lee, Penn State University, USA

Chapter VIII
Moving Beyond Objective Testing in Online Assessment ................................ 116
Helen S. Ashton, Heriot-Watt University, UK
Cliff E. Beevers, Heriot-Watt University, UK
Colin D. Milligan, Heriot-Watt University, UK
David K. Schofield, Heriot-Watt University, UK
Ruth C. Thomas, Heriot-Watt University, UK
Martin A. Youngson, Heriot-Watt University, UK

Section II: Elementary and Secondary Education (K-12)

Chapter IX
Lori McLeod, RTI International, USA
Albert Bethke, RTI International, USA
Cheryl Hill, University of North Carolina at Chapel Hill, USA
Pamela Van Dyk, North Carolina Department of Public Instruction, USA
Kelly Burling, North Carolina Department of Public Instruction, USA

Chapter X
Introducing a Computer-Adaptive Testing System to a Small School District ..................................................................................................................... 143
Timothy Pelton, University of Victoria, Canada
Leslee Francis Pelton, University of Victoria, Canada
Chapter XI
A Computer-Adaptive Mathematics Test Accommodates Third Grade Students with Special Needs in the Pacific Northwest ................................................................. 157  
Luke Duesbery, University of Oregon, USA  
Leanne Ketterlin-Geller, University of Oregon, USA  
Jan D. McCoy, Learning Point Associates, USA  
Gerald Tindal, University of Oregon, USA

Chapter XII
Designing an Online Formative Assessment that Helps Prepare Students and Teachers for a Summative Assessment: A Case Study—A Two-Year Pilot Project Pairing an Online Classroom Assessment with a Statewide High-Stakes Test ...................................................................................................... 170  
Stephanie JL Gertz, Riverside Publishing, USA  
Sally Askman, Bill & Melinda Gates Foundation, USA

Chapter XIII
Online Assessment in the K-12 Classroom: A Formative Assessment Model for Improving Student Performance on Standardized Tests ........................................ 181  
Jacqueline B. Shrago, ThinkLink Learning, USA  
Michael K. Smith, ThinkLink Learning, USA

Section III: Corporate and Government Training

Chapter XIV
Online Assessment Distribution Models for Testing Programs: Lessons Learned from Operational Experience ..................................................................................................... 196  
Anthony R. Zara, Pearson VUE, USA

Chapter XV
From Paper and Pencil to Computerized: A Dental Board’s Perspective .............. 206  
G. Eric Jenson, Thomson Prometric, USA

Chapter XVI
Assessment Elements in Web-Based Training ....................................................... 214  
Kimberly Payne, Imedia.it, USA

Chapter XVII
The Seven C’s of Comprehensive Online Assessment: Lessons Learned from 36 Million Classroom Assessments in the Cisco Networking Academy Program ...................................................................................................... 229  
John T. Behrens, Cisco Systems, USA  
Tara A. Collison, Cisco Systems, USA  
Sarah DeMark, Cisco Systems, USA