Communications and Computer-Information Sciences

Pilot Priority

High School
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Communications and Computer-Information Sciences Example Assessments

The Massachusetts Department of Elementary and Secondary Education (ESE) contracted with WestEd to collect assessments appropriate for use as District-Determined Measures (DDMs). WestEd chose these assessments as examples because the assessments were aligned with critical content, as identified by the Core Course Objectives (CCOs), and were reviewed by WestEd to ensure overall quality. The following one page summaries cover a wide range of assessments including commercial, non-commercial, traditional, and non-traditional assessments. Districts can use this resource to choose DDMs to implement with or without modifications or as models for locally-developed measures. This list is not exhaustive, and Districts may use other assessments for use as District-Determined measures.

What is included in each one page summary?

- Assessment name and subject, grade, or course
- Electronic link with additional information about the assessment
- Brief description of the assessment and the content it is intended to assess
- Source: publicly available (non-secure or open source) or must be purchased from a commercial developer
- Approach: assessment can be implemented without modifications (buy), with modifications (borrow), or can serve as model for a locally developed measure (build)
- Design: designed to measure growth or requires modifications
- Type of assessment: traditional end-of-grade or end-of-course test, non-traditional measure such as a performance task or portfolio rubric, screening tool, diagnostic measure, placement exam, classroom assessment, or certification exam
- Type of assessment items: selected response, constructed response, performance task, or portfolio
- Mode of administration: paper/pencil or computer supported
- Scoring method: machine scored or hand scored
Computer-Information Sciences 9–12
Computer-Information Sciences — HS

Assessment
Computer Skills Placement Test–College Board

Publisher Website/Sample

Description
Linked to College Board's Accuplacer. Assesses basic concepts, file management, word processing, spreadsheets, databases, presentation, and information communication. Focused on the measurement of a student's computer skills in practice. Competency areas tested in the assessment are aligned with all CCOs. A caution is that this measure is primarily designed to test computer literacy skills of incoming college freshmen and, therefore, some components of the test may not be grade-level appropriate. Good option for districts already using Accuplacer.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
No

Traditional Assessment

☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☑ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☑ Other: College Placement Exam

Non-Traditional Assessment

☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring

☐ Paper/Pencil
☑ Computer Supported
☐ Computer Adaptive
☑ Machine Scored
☐ Scored Locally
☐ Scored Off-Site

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## Computer-Information Sciences — HS

### Technology and Internet Assessment (TIA)

**Publisher Website/Sample**

### Description

Designed to determine students' strengths and limitations related to basic understanding of a computer, the Internet, and information technology skills. Focuses on eight areas that present barriers to learners. Measures basic and practical understanding of computer and information technology skills, with an emphasis on success in the workplace. Created in response to need to assess technology skills that are critical for academic and workplace success. Resources such as the Secretary's Commission on Achieving Necessary Skills (SCANS) report were used to develop list of competencies to be assessed. Can be administered as pre-post assessment. Tested areas in the assessment (scales) align with the CCOs focused on computer skills and competencies.

### Source

Commercial Test

### Approach

Buying (commercial tool)

### Designed to Measure Growth

No

### Traditional Assessment

- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other: Diagnostic Measure

### Non-Traditional Assessment

- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

### Administration/Scoring

- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site

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Computer-Information Sciences — HS

Assessment
Computer Skills Placement Test–College Board

Publisher Website/Sample

Description
Linked to College Board's Accuplacer. Assesses basic concepts, file management, word processing, spreadsheets, databases, presentation, and information communication. Focused on the measurement of a student's computer skills in practice. Competency areas tested in the assessment align with the CCOs. Primarily designed to test computer literacy skills for incoming college freshmen and, therefore, some components of the test may not be grade-level appropriate. Note: the assessment is not performance- or project-based, as recommended by developers of the CCOs. Good option for districts already using Accuplacer.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
No

Traditional Assessment
- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other: College Placement Exam

Non-Traditional Assessment
- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

Administration/Scoring
- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site

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Computer-Information Sciences — HS

Technology and Internet Assessment (TIA)

**Description**

Designed to determine students' strengths and limitations related to basic understanding of a computer, the Internet, and information technology skills. Focuses on eight areas that present barriers to learners. Measures basic and practical understanding of computer and information technology skills, with an emphasis on success in the workplace. Created in response to need to assess technology skills that are critical for academic and workplace success. Resources such as the Secretary's Commission on Achieving Necessary Skills (SCANS) report used to develop list of competencies to be assessed. Can be administered at pre-post assessment. Tested areas in the assessment (scales) align with the CCOs focused on computer skills and competencies. Note: The assessment is not performance- or project-based, as recommended by CCO developers.

**Source**

Commercial Test

**Approach**

Buying (commercial tool)

**Designed to Measure Growth**

No

**Traditional Assessment**

- [ ] Traditional End-of-Grade Assessment
- [ ] Traditional End-of-Course Assessment
- [X] Selected Response
- [ ] Short Constructed Response
- [ ] Writing Prompt/Essay
- [X] Other: Diagnostic Measure

**Non-Traditional Assessment**

- [ ] Pre/Post or Repeated Measures
- [ ] Performance Task Rubric
- [ ] Portfolio or Work Sample Rubric
- [ ] Project-Based Rubric
- [ ] Observation Rubric or Checklist

**Administration/Scoring**

- [ ] Paper/Pencil
- [X] Computer Supported
- [ ] Computer Adaptive
- [ ] Machine Scored
- [ ] Scored Locally
- [ ] Scored Off-Site

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Computer-Information Sciences — HS

Assessment
Tool for Real-Time Assessment of Information Literacy Skills—Kent State University Library

Description
Submitted by Commonwealth district (Chelmsford Public Schools). Sample items and information about subscribing. Item sets for students in grades 3, 6, 9, and 12. Designed to assess information literacy competencies for high school students. Tested areas in the assessment (categories) align with the CCOs focused on computer-based information literacy and competencies. CCOs focused on computer operations, interoperability, communications, and multimedia products were not measured. Note: this assessment is not performance- or project-based, as recommended by CCO developers. Districts interested in building customized measures, however, can supplement with items from other sources.

Source
Open Source Items, Activities, Forms

Approach
Building (parts only)

Designed to Measure Growth
No

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☒ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☒ Other: Screening Tool

Non-Traditional Assessment
☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring
☐ Paper/Pencil
☒ Computer Supported
☐ Computer Adaptive
☒ Machine Scored
☐ Scored Locally
☐ Scored Off-Site

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**Computer-Information Sciences — HS**

**Introduction to Computers**

**Assessment**

Computer Skills Placement Test–College Board

**Publisher Website/Sample**

**Description**

Linked to College Board’s Accuplacer. Assesses basic concepts, file management, word processing, spreadsheets, databases, presentation, and information communication. Focused on the measurement of a student's computer skills in practice, whereas the CCOs focus on a general knowledge and/or application of computational thinking and computer science content. Competency areas tested in the assessment generally align with CCOs addressing basic concepts, file management, presentations, and Internet and email. Primarily designed to test computer literacy skills of incoming college freshmen and, therefore, some components of the test may not be grade-level appropriate. Note: the assessment is not performance- or project-based, as recommended by developers of the CCOs. Good option for districts already using Accuplacer.

**Source**

Commercial Test

**Approach**

Buying (commercial tool)

**Designed to Measure Growth**

No

### Traditional Assessment

- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other: College Placement Exam

### Non-Traditional Assessment

- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

### Administration/Scoring

- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site

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Computer-Information Sciences — HS  Introduction to Computers

Assessment
Exploring Computer Science Assessments–SRI International

Publisher Website/Sample

Description
Emerging research-supported assessments. Four unit assessments and summative assessment will be field tested in spring 2014. Linked to Exploring Computer Science curriculum developed by researchers at University of California-Los Angeles and University of Oregon. Curriculum was developed around the California Science Teachers Association curriculum framework, a primary source for the CCOs. Currently available assessment is in the form of a culminating project that can be used at the end of most units, with associated scoring rubric. Strong alignment to CCOs. Due to strong research foundation, districts may want to monitor development and consider for use in 2014-15 school year.

Source  Approach  Designed to Measure Growth
Commercial Test  Buying (commercial tool)  No

Traditional Assessment
☐ Traditional End-of-Grade Assessment
✔ Traditional End-of-Course Assessment
✔ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment
☐ Pre/Post or Repeated Measures
✔ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring
☑ Paper/Pencil
☑ Computer Supported
☐ Computer Adaptive
☐ Machine Scored
☐ Scored Locally
☐ Scored Off-Site

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Computer-Information Sciences — HS  Introduction to Computers

Assessment
Technology and Internet Assessment (TIA)

Publisher Website/Sample

Description
Designed to determine students' strengths and limitations related to basic understanding of a computer, the Internet, and information technology skills. Focuses on eight areas that present barriers to learners. Measures basic and practical understanding of computer and information technology skills, with an emphasis on success in the workplace. Created in response to need to assess technology skills that are critical for academic and workplace success. Resources such as the Secretary's Commission on Achieving Necessary Skills (SCANS) report were used to develop list of competencies to be assessed. Can be administered as pre-post assessment. Tested areas in the assessment (scales) align with the CCOs focused on computer skills and competencies.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
No

Traditional Assessment
- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other: Diagnostic Measure

Non-Traditional Assessment
- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

Administration/Scoring
- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site

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Computer-Information Sciences — HS
Assessment
End-of-Pathway Assessments (EOPA)

Web Page Design
Publisher Website/Sample

Description
National industry-developed certifications, national occupational assessments, state licensures, or state-issued certificates linked to specific courses in the various career pathways. No sample items available. Assessment documentation provides recommendations for industry-developed certifications (e.g., Adobe Certified Associate, Microsoft). Many exams are specific to a single industry software application (e.g., Adobe Dreamweaver, Microsoft Visual Studio) or are too specific to a specialized role in the web page design process. Requires completion of three-course sequence, but may be useful for assessment ideas if sample items are available. Perkins funds can be used to purchase these exams. Administered by certified proctors.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
No

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
✓ Other: Certification Exam

Non-Traditional Assessment
☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring
☐ Paper/Pencil
✓ Computer Supported
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Computer-Information Sciences — HS

Web Page Design

Assessment
National Occupational Competency Testing Institute (NOCTI) Web Design Assessment

Publisher Website/Sample

Description
Based on career/technical education industry standards. Part of NOCTI's Job Ready assessment battery. Measures technical skills at the occupational level. Includes items that measure factual and theoretical knowledge. Written and performance components. Assessment measures technical skills and knowledge of web page design principles at the secondary, postsecondary, and business/industry levels. Competency areas tested in the assessment are aligned with CCOs. Specificity of the tasks and skills being tested, however, may be beyond the intent of the CCOs.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
No

Traditional Assessment
- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other: Industry Certification Exam

Non-Traditional Assessment
- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

Administration/Scoring
- Paper/Pencil
- Computer Supported
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Communications 9–12
Massachusetts District-Determined Measures

Example Assessments

Communications — 9-12

Audio-Visual Production

Digital Communications IV: Audio/Video Production—Arkansas Department of Career Education

Publisher Website/Sample

Description

State's curriculum documents suggest that the specific knowledge students should be able to demonstrate through different applications. Competency areas included in this curriculum address nearly all CCOs except those focused on health and safety issues and designing productions to deliver an intended message. Districts interested in building their own customized measures for this course can translate the applications into a functional form of assessment.

Source

Open Source Items, Activities, Forms

Approach

Building (parts only)

Designed to Measure Growth

No

<table>
<thead>
<tr>
<th>Traditional Assessment</th>
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<th>Administration/Scoring</th>
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Communications — 9-12

Audio-Visual Production Assessment

National Occupational Competency Testing Institute (NOCTI) Audio-Visual Communications Assessment

Publisher Website/Sample

Description

Based on career/technical education industry standards. Part of NOCTI’s Job Ready assessment battery. Measures technical skills at the occupational level. Includes items that measure factual and theoretical knowledge. Written and performance components. Assessment measures technical skills and knowledge of audio-visual production and communication at the secondary, postsecondary, and business/industry levels. Competency areas tested in the assessment are aligned with some CCOs, though CCOs addressing health and safety issues, ethical considerations, and the creation of a portfolio for employment purposes are not measured.

Source

Commercial Test

Approach

Buying (commercial tool)

Designed to Measure Growth

No

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<td>Writing Prompt/Essay</td>
<td>Observation Rubric or Checklist</td>
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<td>Other: Industry Certification Exam</td>
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Communications — 9-12

National Occupational Competency Testing Institute (NOCTI) Interactive Media Assessment

**Description**

Based on career/technical education industry standards. Part of NOCTI's Job Ready assessment battery. Measures technical skills at the occupational level. Includes items that measure factual and theoretical knowledge. Written and performance components. Assessment measures technical skills and knowledge of interactive media principles at the secondary, postsecondary, and business/industry levels. Competency areas tested in the assessment are aligned with CCOs, with the exception of CCOs addressing project planning, project development, and visual design fundamentals.

**Source**

Commercial Test

**Approach**

Buying (commercial tool)

**Designed to Measure Growth**

No

### Traditional Assessment

- ☐ Traditional End-of-Grade Assessment
- ☑ Traditional End-of-Course Assessment
- ☑ Selected Response
- ☐ Short Constructed Response
- ☐ Writing Prompt/Essay
- ☑ Other: Industry Certification Exam

### Non-Traditional Assessment

- ☐ Pre/Post or Repeated Measures
- ☑ Performance Task Rubric
- ☐ Portfolio or Work Sample Rubric
- ☐ Project-Based Rubric
- ☐ Observation Rubric or Checklist

### Administration/Scoring

- ☑ Paper/Pencil
- ☑ Computer Supported
- ☐ Computer Adaptive
- ☐ Machine Scored
- ☐ Scored Locally
- ☑ Scored Off-Site

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Communications — 9-12

Assessment
Galileo Benchmark and Formative Assessment System—Assessment Technology Incorporated

Publisher Website/Sample

Description
Customized benchmark assessments developed from secure item bank. State or district can submit standards and ATI builds tests to match. Typically includes 5 items for 8 standards to create 40-item tests. Vertical scale supports interpretations about growth. Pilot project in seven Commonwealth districts suggested strong linkage to curriculum frameworks in two content areas.

Source
Commercial Customizable Item Bank

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

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<td>[ ] Scored Locally</td>
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<tr>
<td>[ ] Other: Interim or Benchmark</td>
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Communications — 9-12

Hudson High School Portfolio Assessment for English Language Arts and Social Studies

**Source**
Open Source Items, Activities, Forms

**Approach**
Borrowing (full measure)

**Designed to Measure Growth**
Yes

### Description
Designed to be a measure of student growth over time in high school ELA and social science courses. Student selects work samples to include and uploads them to electronic site. Includes guiding questions for students and scoring criteria. Scoring rubric for portfolio that can be adapted for use in all high school ELA and social science courses. Generalized grading criteria for a portfolio. Could be aligned to a number of CCOs, depending on specification of assignments. May offer an authentic way to measure CCOs focused on leadership and team-building skills and creation of a portfolio.

### Traditional Assessment
- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay

### Non-Traditional Assessment
- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

### Administration/Scoring
- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site

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### Communications — 9-12

**Journalism**

**Assessment**

Journalism Curriculum Guide—Texas Association of Journalism Educators

**Publisher Website/Sample**

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**Description**

Sample activities and performance tasks aligned to CCOs for this course. Districts interested in this option would need to develop scoring rubrics.

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**Source**

Open Source Items, Activities, Forms

**Approach**

Building (parts only)

**Designed to Measure Growth**

No

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Communications — 9-12

Assessment

National Occupational Competency Testing Institute (NOCTI)
Broadcasting/Journalism Assessment

Description

Based on career/technical education industry standards. Part of NOCTI’s Job Ready assessment battery. Measures technical skills at the occupational level. Includes items that measure factual and theoretical knowledge. Written and performance components. Aligned to some CCOs, though assessment covers both broadcast and print journalism, so would not be ideal for a course that covers only one medium (CCOs focus primarily on print).

Source

Commercial Test

Approach

Buying (commercial tool)

Designed to Measure Growth

No

Traditional Assessment

☐ Traditional End-of-Grade Assessment

☒ Traditional End-of-Course Assessment

☐ Selected Response

☐ Short Constructed Response

☐ Writing Prompt/Essay

☒ Other: Industry Certification Exam

Non-Traditional Assessment

☐ Pre/Post or Repeated Measures

☒ Performance Task Rubric

☐ Portfolio or Work Sample Rubric

☐ Project-Based Rubric

☐ Observation Rubric or Checklist

Administration/ Scoring

☑ Paper/Pencil

☑ Computer Supported

☐ Computer Adaptive

☐ Machine Scored

☐ Scored Locally

☑ Scored Off-Site

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