



iSkills™

Listening. Learning. Leading.

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Announcement of product name change:

The *ICT Literacy Assessment* is now called the *iSkills™* assessment.
All references to the *ICT Literacy Assessment* in the following document
apply to the *iSkills* assessment.



Listening. Learning. Leading.

NEW FOUNDATIONS:

Building a Culture of Evidence from the Ground Up



Innovation in Assessment

Assessment FOR Learning

Mari Pearlman
Educational Testing Service

What IS ETS?

- Largest private not-for-profit educational measurement organization in the world
- Focused on R&D
- Known for large-scale, high-stakes admission tests
- Mission driven
 - Advance quality & equity in education



ETS's Mission

Our mission is to help advance quality and equity in education by providing fair and valid assessments, research and related services.

Our products and services measure knowledge and skills, promote learning and performance, and support education and professional development for all people worldwide.



What does that mission mean in 2006?

- Connecting what we know about measuring human capabilities to the urgent challenges in education
- Making those urgent challenges a driver of investigation and discovery about the fair and valid measurement of more human capabilities that are critical to accelerated achievement
- Building and disseminating empirical evidence and tools based on empirical data to improve the quality and utility of educational assessments

- Constantly balancing the demands of fairness
 - which thrives on precision and exact knowledge of what we are doing
- and experimentation
 - which depends on going where we are unsure of what we will find and how we will deal with it
- Forging strong links between instruction and assessment
 - Which means inviting—or begging—practitioners to help us develop really useful tools

The Cutting Edge

- What we all know really matters, but is rarely directly taught or systematically measured
- Beyond the traditional—and essential baseline—skills of reading, mathematics, and written/oral communication
- The developed abilities and characteristics that lead people of very similar baseline “ability” to very different levels of success in school, work, human relationships
- Widely regarded now as foundational 21st century skills

Three Examples

- Situational Judgment Test
 - Student 360°
 - ICT Literacy

Beyond academic skills

- “Soft” or affective skills sets:
 - Teamwork, collaboration, leadership
 - Communication, especially interactive verbal communication
 - Critical thinking
 - Time use, time management
 - Engagement and interest
 - Intercultural sensitivity
 - Ethical decision-making
 - Beliefs about oneself

What did you just see?

- Prototype designed for business schools
 - Foundation in industrial/organizational psychology research
- Multiple potential applications
 - Outcomes?
 - Placement?
- Focus on subtle and complex judgment processes
- Measures attributes like
 - Social competence
 - Communication skills
 - Critical thinking
 - Leadership

Student 360°

- Purpose:
 - An all-around view of a student’s strengths and weaknesses
 - Attitudes Toward Learning
 - Leadership and Teamwork
 - Occupational Interests
 - Analysis of Learning Situations
 - Reactions and Attitudes to Tests
 - Test-Taking Strategies
 - Time Management
 - Both diagnosis and interpretation—next steps
- It is not just how much you “know,” but how you manage the entire learning environment
- What you believe about yourself, and your habits, matter as much or more than “being smart” in academic achievement

21st Century Applied Skills

- Reading skills +
- Information management skills+
- Problem solving skills+
- Reasoning and judgment skills+
- Communication skills

ICT Literacy

Information & Communication Technology Literacy

- Critical thinking and problem solving in the internet age
 - More than web surfing, downloading tunes, playing games
- Assessment of the ability to
 - Find, use, manage, evaluate, and communicate information for specific purposes
 - Efficiently and effectively
- Critical combination of skills for the 21st century post-secondary education and workplace environment

How does ICT Literacy work?

- A scenario-based assessment
 - Students actually DO the activities that are assessed
- The assessment tasks aim to be instructive—that is, students can actually learn from the assessment itself
- The assessment can serve as the basis for multiple practice tasks
- Teaching to this assessment is really the point of the design
- This is what we mean by ***assessment for learning***

Facts about ICT Literacy

- Two versions
 - Core (HS to post-secondary transition)
 - Advanced (Rising college sophomores)
- Feedback
 - Aggregated (institution or program) data set
 - Individual score reports [see packet]
- Current status
 - In 2006, 82 institutions gave the test (more than 11,000 students)

Facts about ICT Literacy

- Appropriate uses
 - Assess the status of a cohort of students
 - Assess readiness of individuals or groups for particular kinds of information-rich tasks
 - Pre and post tests for a group of students
 - Program evaluation: curriculum alignment, student support, learning task design

What we think you just saw

- An approach to assessment that rests on
 - A commitment to both status reporting and support for learning
 - Awareness that academic skills cannot be developed and achievement supported in isolation from support and development of personal attitudes and beliefs
 - The form of an assessment—i.e., simulation of the “real” thing—is critical to both assessment and learning in complex skill areas