

# Evaluation Design Web-Based NEDP

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- Learn about the evaluation components for the new NEDP redesigned Web-based performance assessment program
  - Formative soft launch
  - Summative outcomes
- Share interim formative evaluation results collected during initial soft launches

- Origin and validation history
- CASAS ownership of NEDP — integration of CASAS reading and math assessments for pre-assessment diagnostic phase
- Transition from pencil and paper to computer delivered and Web-based assessment aligned with the Common Core State Standards

- **CIPP** (Stufflebeam, 1972, 2007)
  - **C**ontext Evaluation – What needs to be done?
  - **I**nput Evaluation – How should it be done?
  - **P**rocess Evaluation – Is it being done?
  - **P**roduct Evaluation – Did it succeed?

- Determine the relationship of NEDP with other high school diploma assessment processes
  - GED
  - CHSPE
  - CAHSEE
- Compare NEDP clients with
  - students exiting high school with a diploma
  - students entering post secondary education and training programs.

# Input Evaluation: How difficult should assessment be?

- Tentative cut-score levels in reading and math set for NEDP clients:
  - To progress from the diagnostic phase into the assessment phase
  - To complete assessment phase and achieve a high school diploma
- Additional formative evaluation studies will compare client diagnostic scores with :
  - progression through the assessment phase
  - background and demographics
- **Data used to inform redesign of NEDP**



Competency  
Revalidation

Performance  
Indicators

Realignment  
with CCSS

Bring into alignment or develop and fill in where there is judged misalignment or gaps in content or structure.

## 70 Competencies Organized into Competency Areas

- Communication and Media Literacy
- Foundation Competency – Applied Math/Numeracy
- Information and Communication Technology
- Cultural Literacy
- Health Literacy
- Civic Literacy and Community Participation
- Geography and History
- Consumer Awareness and Financial Literacy
- Scientific Inquiry
- Twenty-First Century Workplace

- Each competency area had a minimum of 3 SMEs (Subject Matter Experts) who
  - Reorganized/restated performance indicators into “testable” units of measure
  - Aligned performance indicators with National Governors Association (NGO’s) Common Core State Standards (CCSS) for College and Career Readiness

- CCSS for Transition into College and Career Readiness adopted by 47 states
- CCSS in English Language Arts and Mathematics coded to CASAS Content Standards in reading and math
- Redesign of NEDP Assessment-Based Program to meet standards via Online CBT model
- Purpose is to increase depth of understanding required in assessments for a high school diploma

- Each competency area has several performance indicators
- Performance Indicators prioritized by Subject Matter Experts (SMEs) for how:
  - ◆ Relevant to competency and high school diploma
  - ◆ Critical for measuring competency
  - ◆ Frequently performed in real life
  - ◆ Current to high school standards
- Serve as base for development of assessment tasks
- **New Online CBT model and individual assessment items are subject of NEDP Evaluation Plan**

## Formative Evaluation: Asked During Development

- Identify successful / unsuccessful assessment items
- Identify problem areas within items / take corrective action
- Determine value and adequacy of resources and tutorials

## Summative Evaluation: End of Soft Launches

- Validate assessment items: quantitative and qualitative analysis
- Assess ease of navigation of web-based delivery
- Verify existing diagnostic cut scores

## Formative Evaluation: Soft Launch Feedback

- CASAS is conducting quantitative and qualitative analyses of each Soft Launch competency area
- Quantitative data collection planned for end of Soft Launch for 10 competency areas
- Collecting qualitative feedback from **assessors** and **clients** via online system and through links to Survey Monkey



## ■ Clients

- Feedback tab connected to each soft launch item
- Short written reflection following completion of soft launch items for competency area
  - › This passage is not scored



## ■ Assessors

- Feedback tab connected to each soft launch item
- Survey questions related to soft launch items
- Scoring “pop-up” comment boxes
- Email to CASAS

## Generating answers to questions on:

- Clear instructions
- Performing items on the computer
- Assessment tasks fair
- Importance to know tasks
- Overall difficulty level of test items
- Difficulty level of math items
- Difficulty level of technology items

# Formative Evaluation: Sample Feedback Comments — Clients

- I liked reading about the different amendments
- I liked having the resources available on the same page
- I learned a lot of health in meal planning
- The legal system task was a little hard for me but I did a lot of research
- I found legal system to be very informative
- I liked evaluating my services in my community
- Researching my representatives in legislature was very informative

## Formative Evaluation: Sample Feedback Comments — Clients

- **I didn't like** that there was not a spot for notes (I had to write them down on a separate piece of paper)
- There was a lot of reading but I was able to keep notes which helped me
- It is difficult to get a name of an individual from an institution
- I did not like that I could not see chart of checking account options while answering all of the questions
- I need additional coaching on giving an oral presentation for Bill of Rights

## Formative Evaluation: Sample Feedback Comments **Assessors**

- **I love** the pop-up boxes to score the item (don't have to jump from paper to paper)
- Lifelong Learning activity ties directly to client goals – well done
- Little envelope to client “not demonstrated” is really great!
- Scenarios to determine health service professional needed for hire is good; add one for “Volunteer”
- Social Service agency selection should include financial counseling
- Tutorials are good (pie chart for Household Budgets)

# Formative Evaluation: Sample Feedback Comments **Assessors**

- Home medications activity not checking for anything beyond simple repetition
- Often in our location there are not so many options for community agencies
- Clients may very well not know the term URL
- After client selects 2 public and 2 social service agencies, they should automatically pop-up in the appropriate boxes
- Students should see rubric to assess speech before oral presentation in Bill of Rights

- For Sample of Assessors – For the competency area you soft launched:
  - How satisfied are you that the New Online NEDP . . .
    - Includes interesting activities and questions?
    - Has sufficient resources to respond to questions?
    - Has enough tutorial assistance for the typical client?
    - Challenges clients but tasks are not unnecessarily long?

**Please reflect on your learning experience in this competency area. Explain briefly how these competencies might have affected or changed you?**



## Demographic and background data:

- Learner identifier
- DOB (date of birth)
- Gender
- Race/Ethnicity
- Primary Language
- Grade Level Last Completed
- Employed/Unemployed
- Reason for Pursuing High School Diploma

How long does it take for NEDP candidates to complete the program?

- Date of Enrollment in NEDP Diagnostic Phase
- Date of Entry into Assessment Phase
- Average time spent per assessment task
- Average time spent per competency area
- Average time spent for In-Office Checks
- Date of Exit OR Graduation from NEDP

# Summative Evaluation: Data Collection End of Soft Launch

## For Each Competency in Each Competency Area:

- How many clients demonstrate each competency upon 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> attempts based on item characteristics?
  - Webb Depth of Knowledge Level:
    1. Recall, follow simple procedure
    2. Application, inference, organizing
    3. Strategic thinking, analyze, draw conclusion
    4. Extended thinking, create, design
  - Item Response Type (short answer, drag and drop, letter, short essay)

- For each Learner
  - Reason for “Not Demonstrated” after 1<sup>st</sup> attempt — number Incorrect versus Incomplete
  - Statistics to be generated
    - Percentage of tasks demonstrated correctly 1<sup>st</sup> attempt
    - Number of clients who demonstrated 100% mastery after 1<sup>st</sup> and 2<sup>nd</sup> attempts according to diagnostic cut scores

# Summative Evaluation: Ongoing Data Collection for New NEDP

## ■ For each Program Site

- Supports required for NEDP clients to successfully complete program
  - Test-taking strategies
  - Time management strategies
  - Basic skill tutorial assistance
  - Guidance services
- Extra time involved to complete tasks for language minority clients and those with disabilities
- Accommodations still required beyond those built-in to CBT

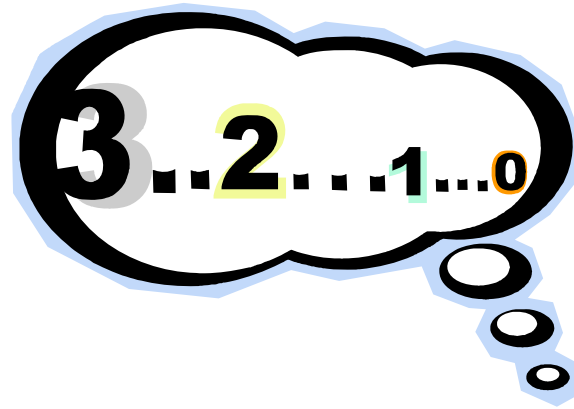
# Summative Evaluation: NEDP Graduate Follow-up Data

- **Employment Data**
  - Date employed
  - Job title (before and after NEDP graduation)
  - Wages (before and after NEDP graduation)
- **Post Secondary Educational Training**
  - Institution where enrolled
  - Program enrollment
  - Number of classes taken
  - Results (e.g., pass or fail)

## Summative Evaluation: NEDP Graduate Follow-up Data

- Perceived value from participating in NEDP Program
  - › short postcard type questionnaire
    - What did graduates find most valuable about NEDP?
    - What did graduates find least desirable?
    - Where and how can we improve NEDP design?
    - Other comments on assessment-based program
    - Other comments on Web-Based assessment

- What other questions should we be asking?



- We value your feedback!
  - Please fill out the evaluation form.
  - Return the evaluation to your presenter.
  
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