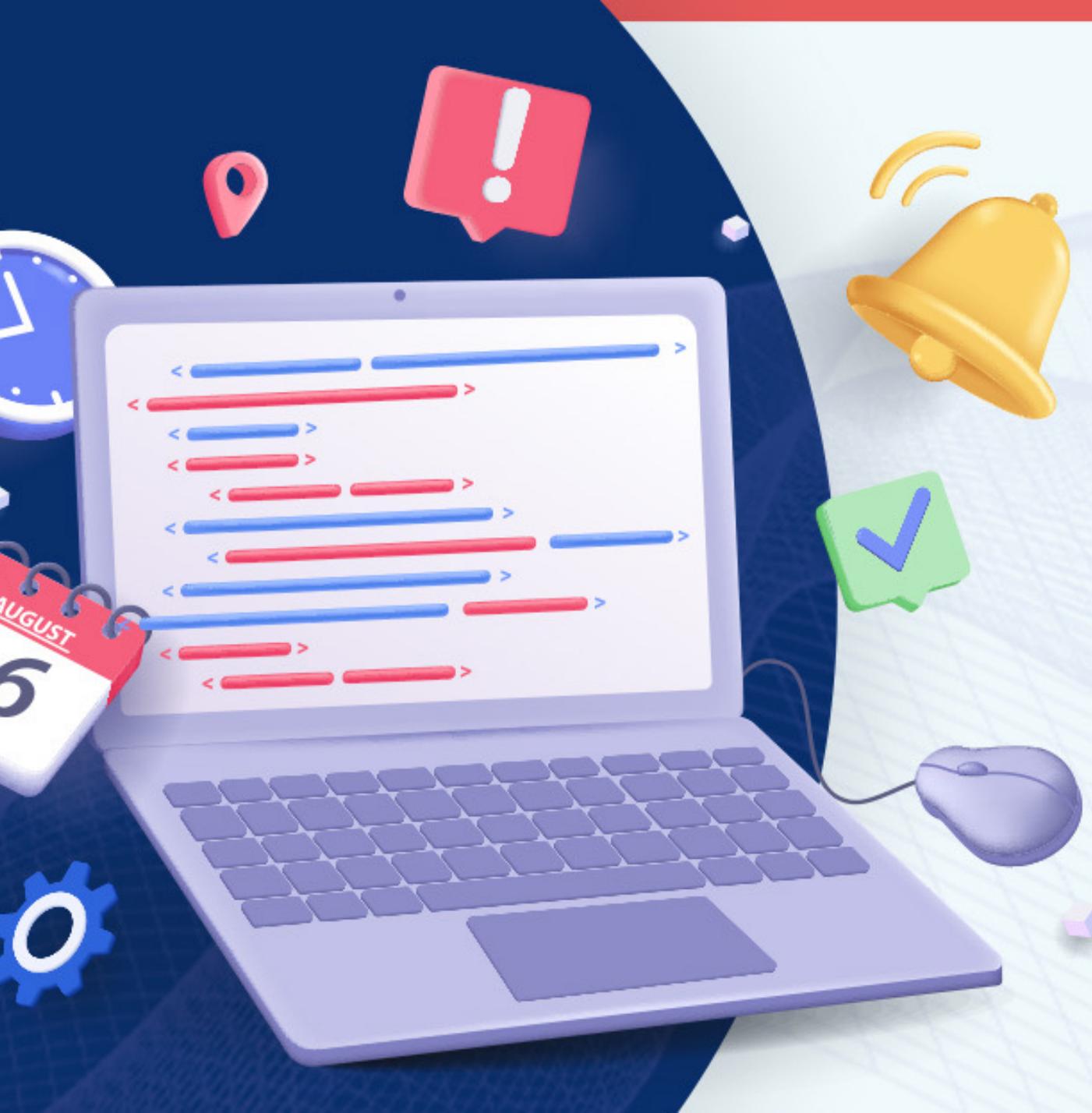


Webinar

Back to School Assessment Planning



 territorium

Webinar

Back to School Assessment Planning



Featuring:



Dawn Crawford

Director of Customer Success



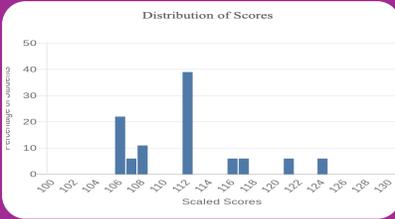
Peg Thomsen

Senior Product Manager

Agenda

- ❖ Finishing up reporting needs for the current year
- ❖ Reporting objectives and assessment strategies for the upcoming year
- ❖ New functionality on LifeJourney
- ❖ Purchasing and managing your inventory
- ❖ System, administrator, and tester readiness checklists

Current Reports Overview



Institutional Level Reports

- EPP Standard Total Scores + Subscores
- EPP Abbreviated Total Scores only
- HEIghten Exams Comparing Reporting group and Comparison group

	C	D	E	F	G	H	I	J	K	L	M	N	O	P
8:52 7/17/24 19:20 mo	Ch	ERDMA	cer	100	107	109	108	107	112	110	107	111	107	108
9:52 7/18/24 1:33 mo	En	Du	Acc	100	107	105	111	107	108	107	111	107	108	107
1:29 7/19/24 21:55 mo	Br	bates	Bbl	100	107	107	108	107	108	107	108	107	111	107
9:45 7/20/24 1:29 mo	Ch	Chesha	Hav	88	313	111	109	102	101	112	115	107	107	111
7:54 7/20/24 18:36 mo	Le	Brc	Acc	66	667	122	105	108	105	117	107	111	107	111
9:24 7/20/24 20:06 mo	Br	Pr	Acc	100	107	107	105	116	108	107	111	107	111	107
1:29 7/20/24 22:14 mo	Ta	Hart	Sha	72	222	104	109	121	107	118	101	111	107	111
1:36 7/23/24 1:16 mo	Co	Sci	Acc	100	118	120	110	117	121	112	111	107	111	107
3:07 7/23/24 13:21 mo	Ra	Carlson	rca	100	118	102	105	107	116	103	111	107	111	107
8:18 7/23/24 18:57 mo	Ma	Stater	ms	100	104	116	111	109	112	110	111	107	111	107
9:20 7/23/24 20:00 mo	Da	Jet	Acc	100	111	120	116	109	117	112	111	107	111	107
8:16 7/23/24 21:30 mo	Ma	Stater	ms	100	107	111	120	107	112	108	111	107	111	107
9:14 7/23/24 20:26 mo	Ma	Rou	Acc	100	111	106	111	120	112	106	111	107	111	107
8:45 7/23/24 18:50 mo	Ka	Norris	kn	100	107	114	120	107	108	112	111	107	111	107
8:06 7/23/24 3:46 mo	Ka	Norris	kn	100	107	114	120	107	108	112	111	107	111	107
4:20 7/23/24 14:56 mo	Ja	Ge	Acc	100	100	104	108	109	112	101	100	107	111	107
1:44 7/23/24 22:23 mo	Ca	Hu	Acc	100	127	117	119	112	124	116	111	107	111	107
6:03 7/24/24 16:42 mo	Ja	Wu	Acc	100	114	104	108	105	112	103	111	107	111	107
7:14 7/24/24 18:00 mo	Ca	Wu	Acc	100	111	106	121	109	107	110	111	107	111	107
8:55 7/24/24 19:27 mo	Ca	Lin	Acc	100	111	109	106	107	106	117	111	107	111	107
1:10 7/25/24 9:00 mo	En	Br	Acc	100	118	114	116	113	112	117	111	107	111	107

Raw Data Reports

- Available after 1 exam has been finished
- All data included except for Survey data



Individual Learner Reports

- Found in Student report with each administration
- Available to Students on their test tile if administration is configured to allow

Date	Time	Questions
6/3/24 8:00	7/25/24 17:00	ERDM cer: Your age? (select Older than 23)
6/3/24 8:00	7/25/24 17:00	ERDM cer: How do you describe White
6/3/24 8:00	7/25/24 17:00	ERDM cer: Do you communicate Yes
6/3/24 8:00	7/25/24 17:00	ERDM cer: About how many More than 30 hours per week
6/3/24 8:00	7/25/24 17:00	ERDM cer: What is your current Full time
6/3/24 8:00	7/25/24 17:00	ERDM cer: Are you a transfer 0-15 hours transferred
6/3/24 8:00	7/25/24 17:00	ERDM cer: What is your age? 3-49
6/3/24 8:00	7/25/24 17:00	ERDM cer: What type of prog Career/Vocational
6/3/24 8:00	7/25/24 17:00	ERDM cer: Intended or current Education
6/3/24 8:00	7/25/24 17:00	ERDM cer: Approximately w/ None
6/3/24 8:00	7/25/24 17:00	ERDM cer: Number of credit More than 90 semesters hou
6/3/24 8:00	7/25/24 17:00	ERDM cer: Indicate whether No
6/3/24 8:00	7/25/24 17:00	ERDM cer: Indicate whether Yes
6/3/24 8:00	7/25/24 17:00	ERDM cer: Indicate whether No
6/3/24 8:00	7/25/24 17:00	ERDM cer: Indicate whether Yes
6/3/24 8:00	7/25/24 17:00	ERDM cer: Indicate how mar 2-Jan
6/3/24 8:00	7/25/24 17:00	ERDM cer: Indicate how mar 2-Jan

Survey results

- Optional Survey - student responses to the custom questions asked prior to the test.
- Post Survey - student responses to the background questions asked at the completion of the test

Assessment Strategies

1. Measure the current **general education competencies and skills** of learners
2. Assess levels of learner proficiency to measure **program quality and guide program development**
3. Give **students ownership of their achievements** and begin or enhance your **digital credentials program**
4. **Benchmark impact** for accreditation with an **external assessment to verify progress**
5. Build and deliver institutional assessments with an **AI proctoring platform**
6. Develop a **balanced comprehensive assessment plan** for your institution that supports data-driven problem-solving and continuous improvement
7. **Grow your analytics program** from a “check the box” use of data to a mature analytics program
8. Begin or enhance the **digital badging program based on learner performance on assessments**

HEIghten modular assessments measure core skills identified as critical in most education standards towards career success.



Critical Thinking

- Analytical Skills
- Synthetic Skills
- Causal/Explanatory Skills
- Analyze and Evaluate arguments
- Develop Sound and Valid Arguments



Quantitative Literacy

- Detecting & solving mathematical problems
- Using problem-solving skills
- Ability to understand data, read graphs, draw conclusions



Written Communications

- Knowledge of social & rhetorical situations
- Knowledge of conceptual strategies
- Knowledge of language use & conventions
- Knowledge of the writing process



Intercultural Competency & Diversity

- Approach reflects a test taker's view of themselves
- Analyze & Act - synthesize information without bias and translate thoughts into actions



Civic Competency & Engagement

- Civic Competency
- Civic Attitudes
- Civic Participation

HEIghten® Performance Level Descriptors (PLDs)

PLDs are a way to describe specific knowledge and skills students can demonstrate on each of the HEIghten assessment modules.

Table 1 Critical Thinking

Advanced	Proficient	Developing
<i>A typical student at the advanced level has demonstrated the ability to:</i>	<i>A typical student at the proficient level has demonstrated the ability to:</i>	<i>A typical student at the developing level may sometimes:</i>
extrapolate implications from multiple pieces of information and argumentation	make inferential connections between points whose relationship is not explicitly given	make inferential connections between two explicitly related points
accurately recognize descriptions of the logic of complexly structured arguments	follow the logic of an argument whose structure is not fully explicit	follow the logic of an explicitly structured argument
employ multi-step reasoning to identify hidden assumptions	identify implicit assumptions	identify explicit assumptions
employ multi-step reasoning to identify evidence that directly or indirectly supports or undermines a claim, or specify additional information needed in order to resolve a point	identify evidence that directly or indirectly supports or undermines a claim or specify additional information needed in order to resolve a point	identify evidence that directly supports or undermines a claim
identify subtle appeals to emotion and revisions to an argument that would reduce such appeals	identify appeals to emotion and revisions to an argument that would reduce such appeals	identify clear appeals to emotion
distinguish information that may be peripherally or generally relevant to assertions/arguments from information that is directly on-point	distinguish information that is relevant to assertions or arguments from irrelevant information	mistake evidence that is broadly related to a topic for evidence that is relevant to a specific assertion about the topic
employ multi-step reasoning to distinguish causation from correlation, and identify possible alternative causes or explanations	distinguish causation from correlation, and identify possible alternative causes or explanations	have difficulty distinguishing causation from correlation or identifying alternative explanations
engage in reasoning that involves complex interactions among multiple claims, arguments or pieces of information	engage in reasoning that involves interactions among multiple claims, arguments or pieces of information	have difficulty understanding or evaluating interactions among multiple claims, arguments or pieces of evidence
identify abstract concepts or principles that are implicitly instantiated in an argument	identify abstract concepts or principles that are instantiated in an argument	have difficulty reasoning about abstract concepts or principles
identify the most accurate among competing descriptions of the logical relationships between assertions/arguments and supporting (or irrelevant or undermining) information, even when the required distinctions are subtle or complex	identify the most accurate among competing descriptions of the logical relationships between assertions/arguments and supporting (or irrelevant or undermining) information	have difficulty identifying the most accurate among competing descriptions of the logical relationships between assertions/arguments and supporting (or irrelevant or undermining) information

Provide your Instructional Designers and Faculty with instructionally sensitive data to improve general education curriculum and instruction.

E-Proficiency Profile (EPP)

Reading

Interpret the meaning of key terms, recognize the primary purpose of a passage, recognize explicitly presented information, make appropriate inferences, & recognize rhetorical devices.

Critical Thinking

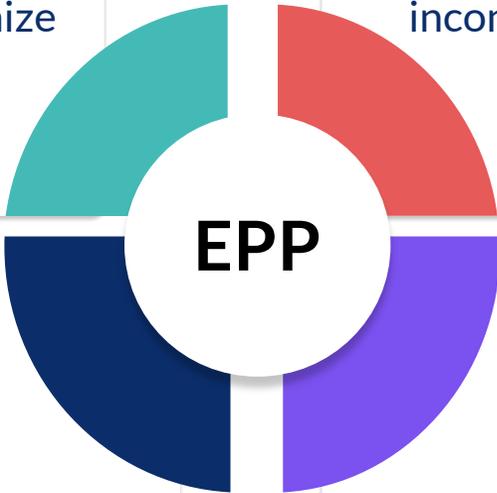
Recognize assumptions, the best hypothesis to account for information presented, recognize flaws & inconsistencies in arguments, & draw valid conclusions from information presented.

Mathematics

Interpret mathematical terms, interpret tables and graphics, evaluate formulas, compare numbers expressed in different ways, interpret ratios, proportions, & percentages, & recognize equivalent mathematical formulas or expressions.

Writing

The most grammatically correct version of a sentence, organize a short piece of writing, and recognize errors in grammar and usage.



EPP

Territorium Assessment Services Differentiators:

Learner Badges



Territorium's Assessment Services

- **Balance** your assessment plan with internal and external assessments
- **Verify** progress with an external assessment
- **Strengthen** progress claims for accreditation
- **Lessen** the workload for faculty with efficient and economical measures
- **Increase** perspectives in data-driven decision-making processes with external measures
- **Provide** your Instructional Designers with instructionally sensitive data to improve curriculum and instruction
- **Use** a direct measure in skill areas requiring improvement reporting immediately
- **Access** a data pool that is more than 200K strong to deepen your understanding of student learning at your institution
- **Deliver** institutional assessments for mastery using the user-friendly EdTest.ai platform



Key Achievements Over Past 3 Months

- **Delivered Value:** Completed 96 user stories, enhancing features and customer experience.
- **Maintained Quality:** Resolved 15 bugs, ensuring a stable and reliable product.
- **Optimized Processes:** Streamlined workflows to boost efficiency and support strategic goals.

New Features and Functionality

- Testers are receiving badges when testing EPP abbreviated forms
 - Badges will be issued to all previous EPP Abbreviated testers who qualifiedSee our Success Article for [How To Claim Your Badge](#) and share with learners.
- Additional HEIghten forms
- Support testing on Chromebooks with Chromebook extension for Respondus
Lockdown browser – Any feedback on how that is going?
- Backend work to improve tester and administrator experiences
- Features and functions designed to put the control in the customer's hands

**Coming
Soon...**



 Administrations >

 AI Proctoring >

 Assessments >

 Learning Experiences

 CLR >

 Badging >

 Reporting ✓

 Assessments Reports ✓

 Advance Reporting

Advance Reporting

Reports

[Executed Reports](#)

Name	Description
Custom Comparative Data Report	Provides a variety of reports that can be used for comparing your program or institution to a comparison group of 10 or more other institutions of your choosing from among institutions administering the E-Proficiency Profile. Reports include distributions based on institution means and individual student means. Data about this comparison group will only be reported in the aggregate; individual data about each institution cannot be provided.
Item Information Report *Coming Soon*	Provides a question-by-question analysis of your students' performance on the test compared to a larger comparison group. The report will provide the percentage of your students responding to each question correctly as well as the percentage of students responding correctly from the national sample. The report includes both the norm-referenced scaled score and criterion-referenced proficiency classification to which each question contributes as well as a description of the construct measured by each question in order to facilitate meaningful dialogue about curriculum effectiveness.
Combined Administration Report *Coming Soon*	Provides means, standard deviations, quartiles, and confidence limits for the total scaled score as well as for both skills and context area scaled scores. Report can be based on a cohort or combination of cohorts and can be filtered by class level (freshmen, sophomore, etc.) A minimum of 30 results is required for reporting.
Annual Comparative Data Report *Coming Soon*	Updated annually in July, the Annual Comparative Data Guide allows institutions to evaluate their students' performance on the E-Proficiency Profile relative to the larger group of test takers at other institutions. Comparative data is available for both the proctored and non-proctored versions of the test and by institution type and class level (freshman, sophomore, etc.).

Report Options	Description
Sub reports	<input type="checkbox"/> Distribution of institutional Mean Total Scores <input type="checkbox"/> Distribution of institutional Mean Subscores <input type="checkbox"/> Distribution of individual Students' Total Scores <input type="checkbox"/> Distribution of individual Students' Subscores <input type="checkbox"/> Summary of Proficiency Classifications <input type="checkbox"/> Demographic Summary
Carnegie Classifications	<input type="checkbox"/> Doctoral/Research Universities I and II <input type="checkbox"/> Master's (Comprehensive) Colleges and Universities I and II <input type="checkbox"/> Baccalaureate (Liberal Arts) Colleges I and II <input type="checkbox"/> Associate's Colleges <input type="checkbox"/> Specialized Institutions

<input type="checkbox"/> Select all		Comparison Group			
US States All states will be included if no states are selected	<input type="checkbox"/> Alaska <input type="checkbox"/> Alabama <input type="checkbox"/> Arkansas <input type="checkbox"/> Arizona <input type="checkbox"/> California <input type="checkbox"/> Colorado <input type="checkbox"/> Connecticut <input type="checkbox"/> District of Columbia <input type="checkbox"/> Delaware <input type="checkbox"/> Florida	<input type="checkbox"/> Idaho <input type="checkbox"/> Illinois <input type="checkbox"/> Indiana <input type="checkbox"/> Kansas <input type="checkbox"/> Kentucky <input type="checkbox"/> Louisiana <input type="checkbox"/> Massachusetts <input type="checkbox"/> Maryland <input type="checkbox"/> Maine <input type="checkbox"/> Michigan	<input type="checkbox"/> Montana <input type="checkbox"/> North Carolina <input type="checkbox"/> North Dakota <input type="checkbox"/> Nebraska <input type="checkbox"/> New Hampshire <input type="checkbox"/> New Jersey <input type="checkbox"/> New Mexico <input type="checkbox"/> Nevada <input type="checkbox"/> New York <input type="checkbox"/> Ohio	<input type="checkbox"/> Rhode Island <input type="checkbox"/> South Carolina <input type="checkbox"/> South Dakota <input type="checkbox"/> Tennessee <input type="checkbox"/> Texas <input type="checkbox"/> Utah <input type="checkbox"/> Virginia <input type="checkbox"/> Vermont <input type="checkbox"/> Washington <input type="checkbox"/> Wisconsin <input type="checkbox"/> West Virginia <input type="checkbox"/> Wyoming	<input type="checkbox"/> Puerto Rico
Class Levels (Credit Hours)	<input type="checkbox"/> All Students <input type="checkbox"/> Entering Freshman (0 credit hours) <input type="checkbox"/> Freshman (<30 semester hours/<45 quarter hours) <input type="checkbox"/> Sophomore (30-60 semester hours/45-90 quarter hours) <input type="checkbox"/> Junior (61-90 semester hours/<91-145 quarter hours) <input type="checkbox"/> Senior (>90 semester hours/>145 quarter hours)				
	<input type="text" value="Entering Freshman (0 credit hours)"/>				

Report data is being processed

[Back to Reports](#) [Go to Executed Reports](#)

Reports

Executed Reports

Report name	↑ Created	↑ User	↑ Status	Actions
Custom Comparative Data Report	2024-08-12	gabriela	Running	Download
Custom Comparative Data Report	2024-08-12	Peg	Done	Download



Up Next

1. Annual Comparative Guide
2. Combined Administrations
3. Motivational Analysis
4. Item Information Report – PDF and CSV
5. Download multiple learner reports simultaneously

Administration Readiness Checklist

Learner Communications

- Provide Recommended Environment to learners (<https://success.territorium.com/assessments-recommended-environment>).
- Provide administration codes to learners.
- Provide window for learners to create account and install secure browser prior to administration.
- Provide access instructions to learners from Success Center test specific instructions.
- Customize instructions to learners if you want to require them to enter items such as their student ID when they create their LifeJourney accounts.
- Display exam poster to raise awareness to testers (<https://success.Territorium.com/posters>).

System Checks

- Whitelist Territorium domains for effective access (<https://success.territorium.com/domains-to-whitelist>)
- Request download link for lab version of Lockdown Browser from success@territorium.com.
- Determine Lockdown Browser contingency plan.
- Customize instructions to learners if you want to require them to enter items such as their student ID when they create their LifeJourney accounts.

Administration Readiness Checklist

Creating Your Administrations

- Ensure your logo and LifeJourney colors are personalized in your Configuration tool menu.
- Determine your testing cohorts and a naming convention for your administrations beginning with the year (allows for easier sorting of your list).
- Decide if you want to put a cap on the number of tests that can be used in your administration – enter that number in the “Max Tests Allowed” field – if you do not want to limit the tests, leave the number at 0.
- Make sure to set the start/end dates and TIMES (24 hour clock) and your time zone so that testers can start the exams on time.
- Turn on the option to provide scores to students if you want their score reports available on their dashboard assessment tile after they have completed and submitted their tests.
- Don't use require ID unless you want learners to enter their ID number to start the test (if they enter it wrong, the test will not start).
- Configure your optional final message to include any motivation, next steps or links you want to provide to students before they click the finish button and exit the exam. Here are some examples of final messages:
Thanks for doing your best on the test. Click [here](#) to access a coupon for a free candy bar in the bookstore.

Be sure to send your confirmation email to your instructor to be entered in a drawing for an Amazon gift card for all those who complete the exam. The student with the highest gain in points will also win a gift card.

Tester Readiness Checklist

Setting up your Computer

- Make sure your computer is connected to a stable internet connection and power
- Check the recommended environment for testing at <https://success.territorium.com/assessments-recommended-environment>
- Install the secure browser software to your device – visit <https://success.territorium.com/installing-the-respondus-lockdown-browser> for complete instructions

Taking the Test

- Create your account at <https://life.Territorium.com>. Be sure to have your test code ready.
- If you haven't already done so, install the secure browser to your device.
- Be sure to verify your test start/end dates and times so you are not missing the testing window.
- ALLOW the OEM Lockdown Browser from Respondus when you have clicked the START button on your test.

After the Test

- Go back to your dashboard test tile to look for your score report.
- Check your email for your test confirmation (could be in your Spam or Junk folder).
- Check your email for your badge confirmation if you scored Proficient or Advanced.

Questions/Answers



Thank you!

hi@territorium.com