Assessment for a New Generation: Onscreen Assessment

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Pearson

Index

1 | Onscreen: The Policy Context

2 | Pearson's capability and experience

3 | Our International GCSE Onscreen journey and roadmap

4 | The research: championing choice

British Curriculum Policy Context

- Govt: DfE 20/21 Survey suggests a **mixed picture of schools' access to and use of Edtech** – cost, teacher motivation and pupils home barriers, with some schools much further ahead than others.

- Regulator: Will 'support the use of innovative practice and technology and **remove regulatory barriers where innovation promotes valid and efficient assessment**' (Ofqual Corporate Plan, 2022)

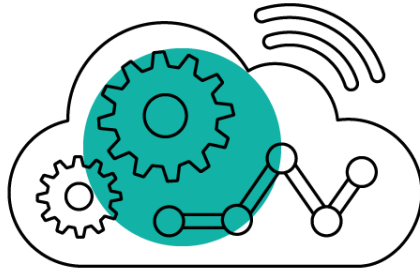- Education sector has voiced concerns about **impacts of 'digital poverty' on disadvantaged groups**. (ASCL 2023)

Pearson's view:
The future of qualifications and assessment

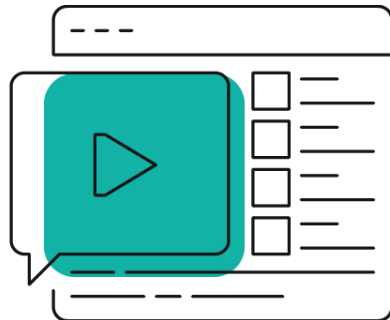"Assess the right skills in the right way, enabling learners to highlight their strengths and successes."

- Recommendation 5

Qualified to succeed: Building a 14-19 education system of choice, diversity and opportunity

Pearson's report into the Future of Qualifications & Assessment in England

EXPLORE

What are we drawing upon?

10+ years' experience

115+ countries

Millions of onscreen assessments each year
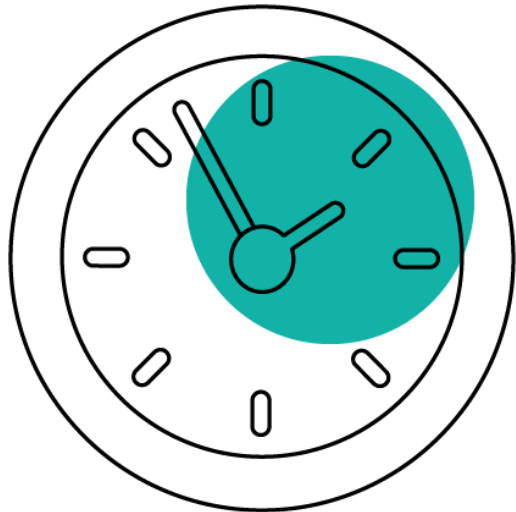
Various ages and stages of learning
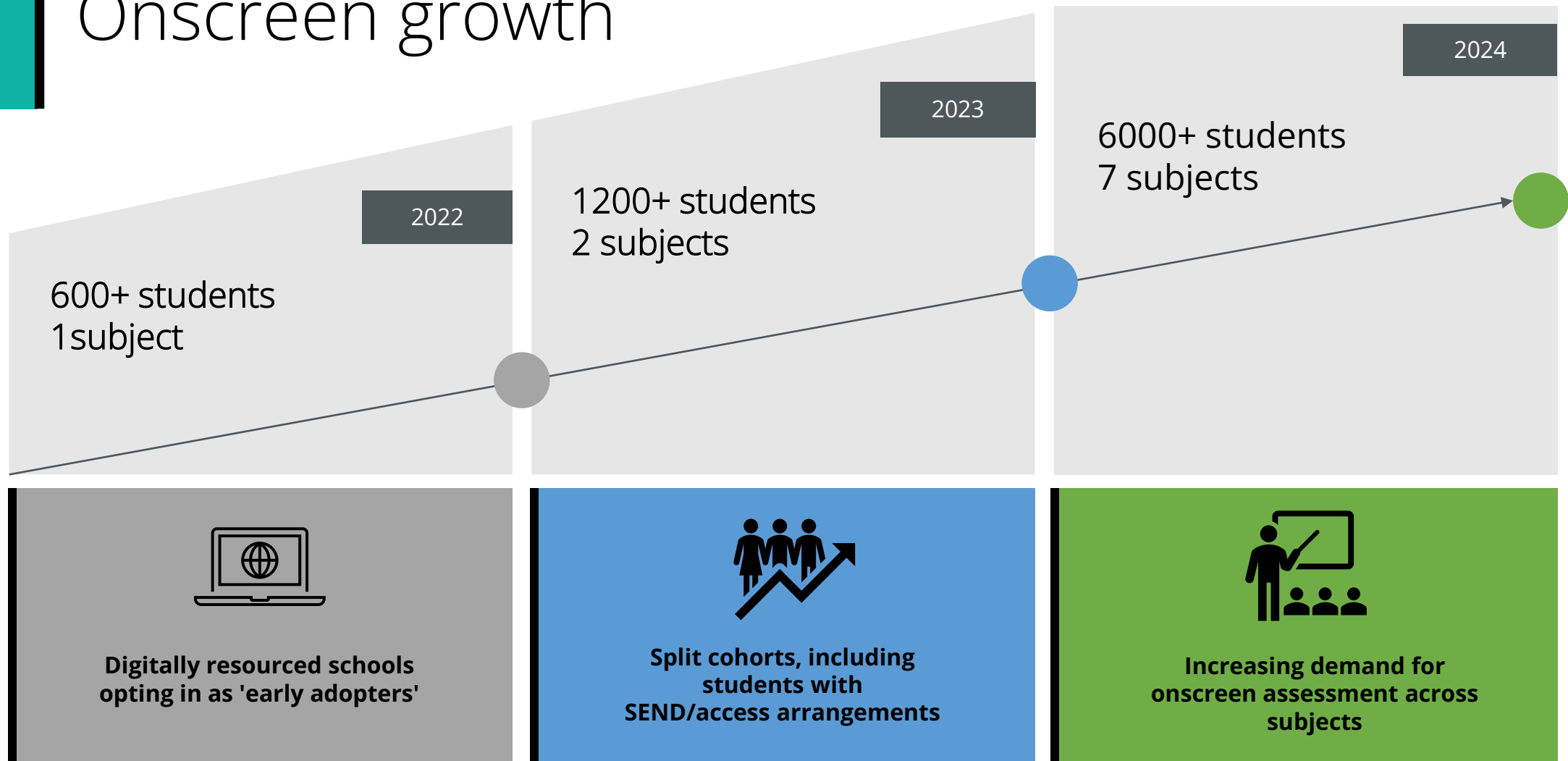
What schools say…

Early 2021: 1,000 teachers polled

51% said they'd be interested in adopting high-stakes onscreen assessment now if it were available in their subject

65% said they would be interested in adopting high-stakes onscreen assessment within 1–4 years

November 2022: EdTech Summit

100% said they would be interested in adopting high-stakes onscreen assessment within the next 5 years if it were available in their subject.

Onscreen growth

2022

600+ students
1subject

2023

1200+ students
2 subjects

2024

6000+ students
7 subjects

Digitally resourced schools opting in as 'early adopters'

Split cohorts, including students with SEND/access arrangements

Increasing demand for onscreen assessment across subjects

Our onscreen English assessments in action

What students said...

90% of students from the pilot said they think their school should offer more onscreen assessment in the future

I felt that the quality of my answers is much better onscreen than on paper.

It has definitely helped me feel confident with my English exam due to how much writing is required. It makes it easier to focus.

The Student and Teacher Voice

Katie Templar
Deputy Head Secondary
Qatar International School

and

Jaidaa El Gharbawy
Student
Qatar International School

Our International GCSE Onscreen Roadmap

2023

- International GCSE English Language A
- International GCSE English Literature
- GCSE Computer Science

2024

- International GCSE Business
- International GCSE History
- International GCSE Economics
- IAL English Language & IAL English Literature

2025

- International GCSE Geography
- International GCSE Islamic Studies
- International GCSE Pakistan Studies

2026

- International A Level Business
- International A Level History

Methodology

Range of surveys in 2022 and 2023:

- Learner
- Teacher
- School administration support
- School IT support staff

Digital literacy	Test experience	Technical issues
SEND	**THEMES**	Preparedness
User experience	Time allocation	Onscreen functionality

Student confidence

These individuals were highly experienced with digital devices

❖ 93% use devices outside of school activities on most days or every day

❖ 86% use them for projects and assignments at home on most days or every day

I can easily do new things on digital devices

19%

81%
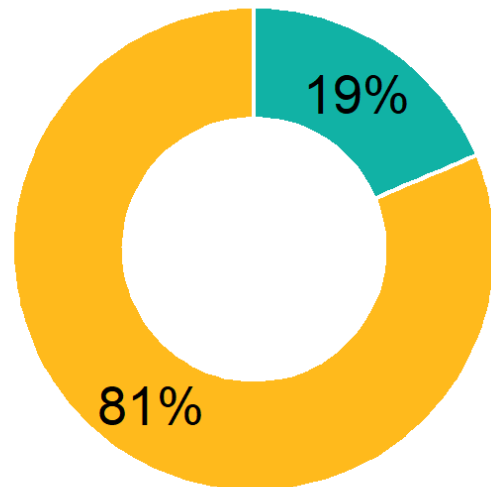
Doing exams onscreen worries me

12%

88%
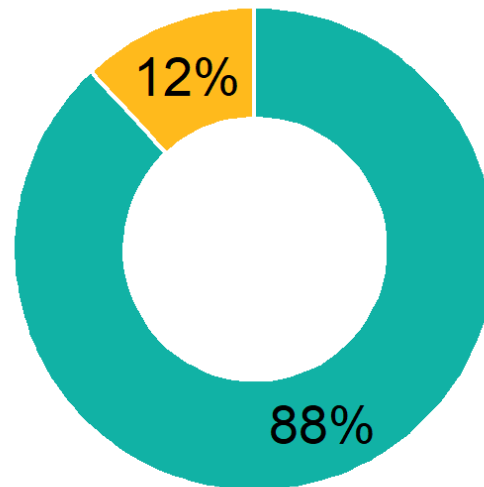
I like using digital devices for school work

12%

88%
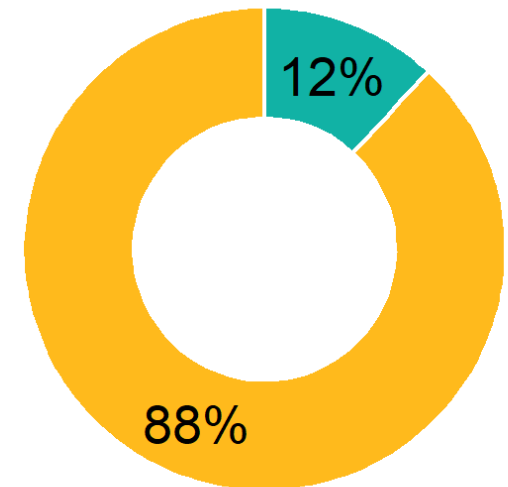
response

■ Agree
■ Disagree

Student confidence
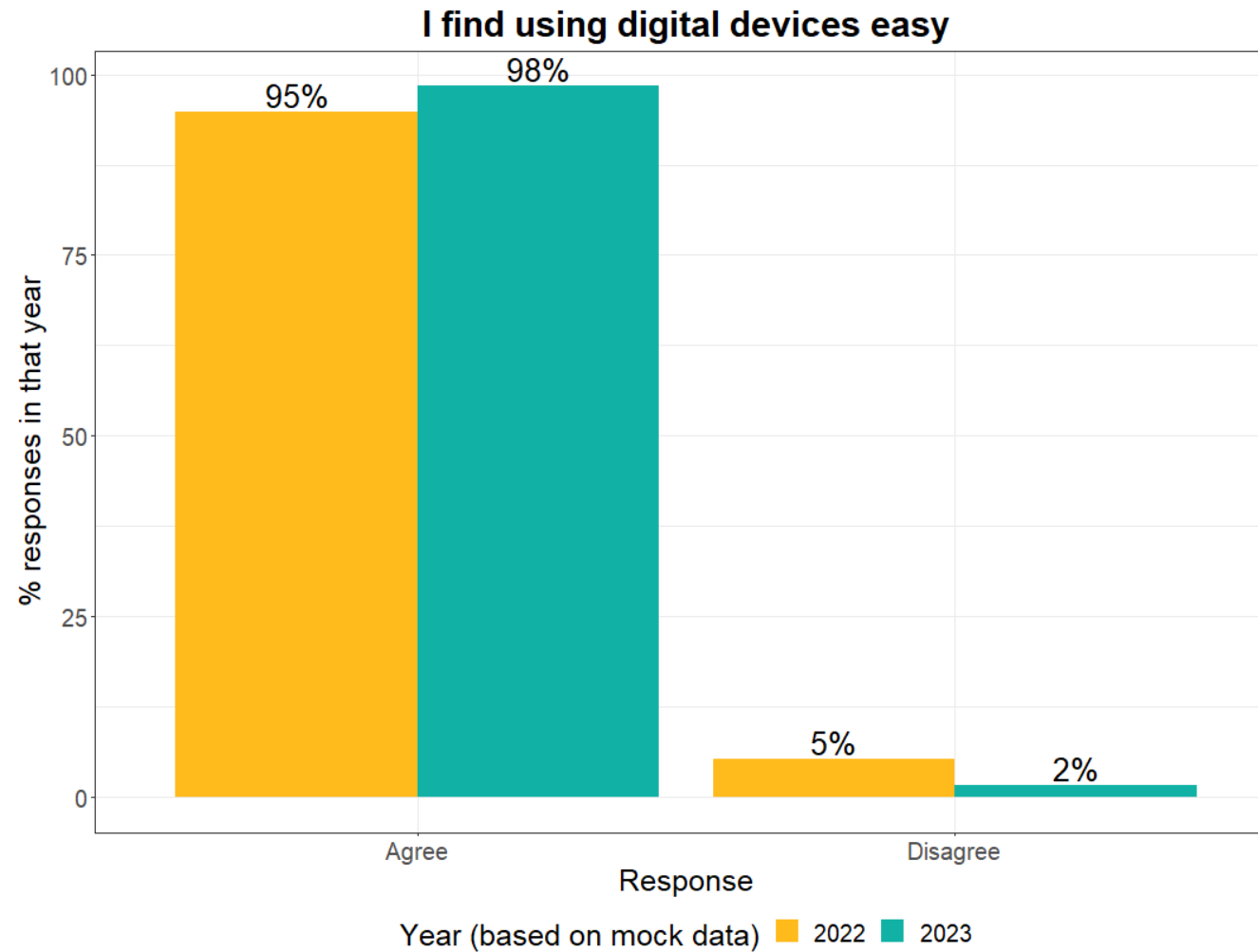
Original response options: Strongly disagree, disagree, agree, strongly agree (binned for easier visualisation)

Reading onscreen

- Even this cohort does not use devices for reading as often as expected

- Conflicting findings from literature

  - Some studies report benefit of on-paper reading in adults and children (Sidi 2017; Singer 2019; Clinton, 2019; Delgado 2018; Kong 2018; Halamish & Elbaz, 2020)
  - The advantage of on-paper over on-screen reading was found to be greater when reading time was constrained (Delgado & Salmeron, 2021)
  - Other studies report no effect of medium or benefit of on-screen reading (Singer & Alexander, 2017; Toroujeni, 2022; Schwabe 2022).

- Challenging our assumptions on so-called "digital natives"

Reading in-class or for leisure

At least once a week
Less than once a month

44%
56%
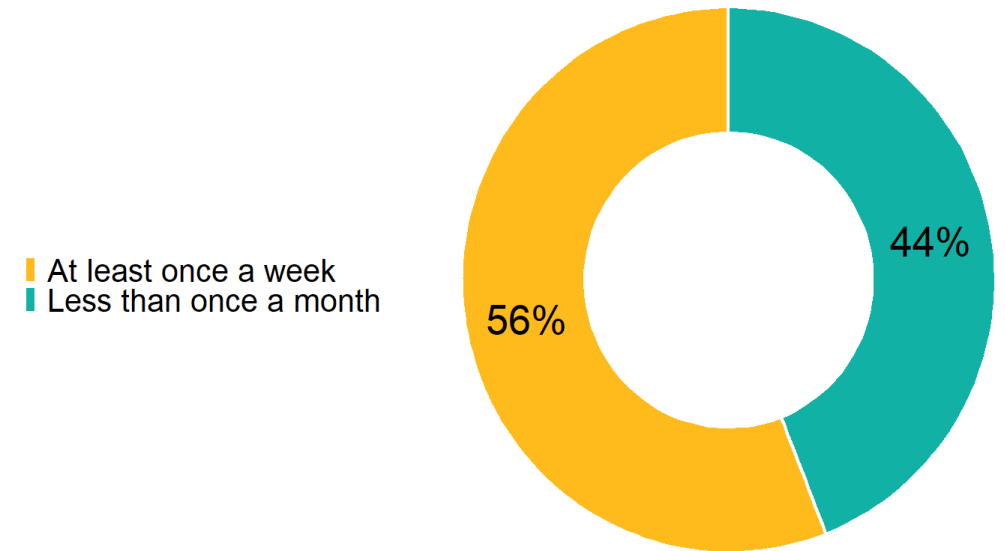
I find it easier to read texts onscreen than on paper

49%
51%

Agree
Disagree
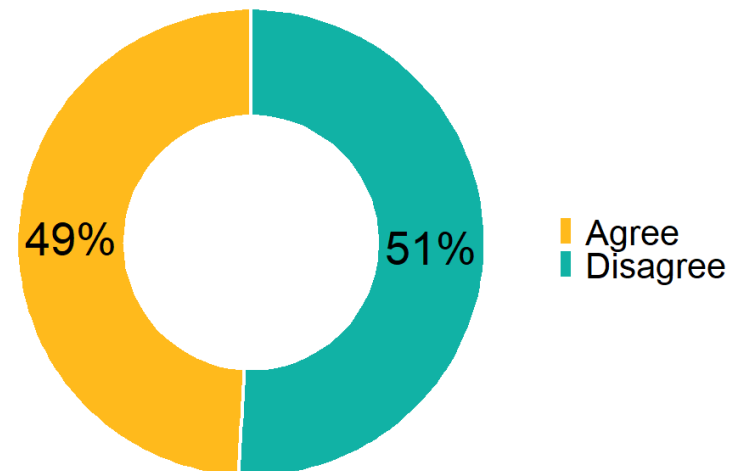
Do you have any comments about typing your answers with a keyboard, compared with using pen and paper?

- Faster typing

 "I am a fast typer, so writing would have taken longer."

"I can write more at a reasonable speed but my hand would be very tired and I wouldn't be able to write as fast on paper"

"I think it takes me a lot less time to type my answers than to write them on paper because it's much easier. Also, it allows me to make changes easily, which I love."

- Other points

"The keyboard felt heavy as I don't usually use that design of keyboard."

"it doesn't autocorrect so it is difficult to type fast and to get all the word spelling correct"

"Less time because by typing you can write things faster, however I found it difficult to annotate the things in the screen"

In digitally enabled schools, students prefer typing to writing

Student feedback on onscreen annotation

50% of students preferred onscreen annotation

- **Multi-step navigation** should be made more straightforward to reduce cognitive load and improve user experience (24% found moving between tabs difficult)

- More colours should be added to the **highlighter palette** (more "eye-catching")

- Functionality for **adding text anywhere** in the question/text area

"Using text boxes"

"in a different colour next to the text"

"maybe write above or under the text, between the lines"

Inclusive and accessible Digital Assessments

Digital Assessment Design

December 2023

Irene Custodio

Pearson

Inclusive Assessment Research and Design

- Exploring existing literature
- Programme of accessibility improvements
- Case Studies
- User-experience and accessibility of digital high-stakes assessments
- Modified Papers Research
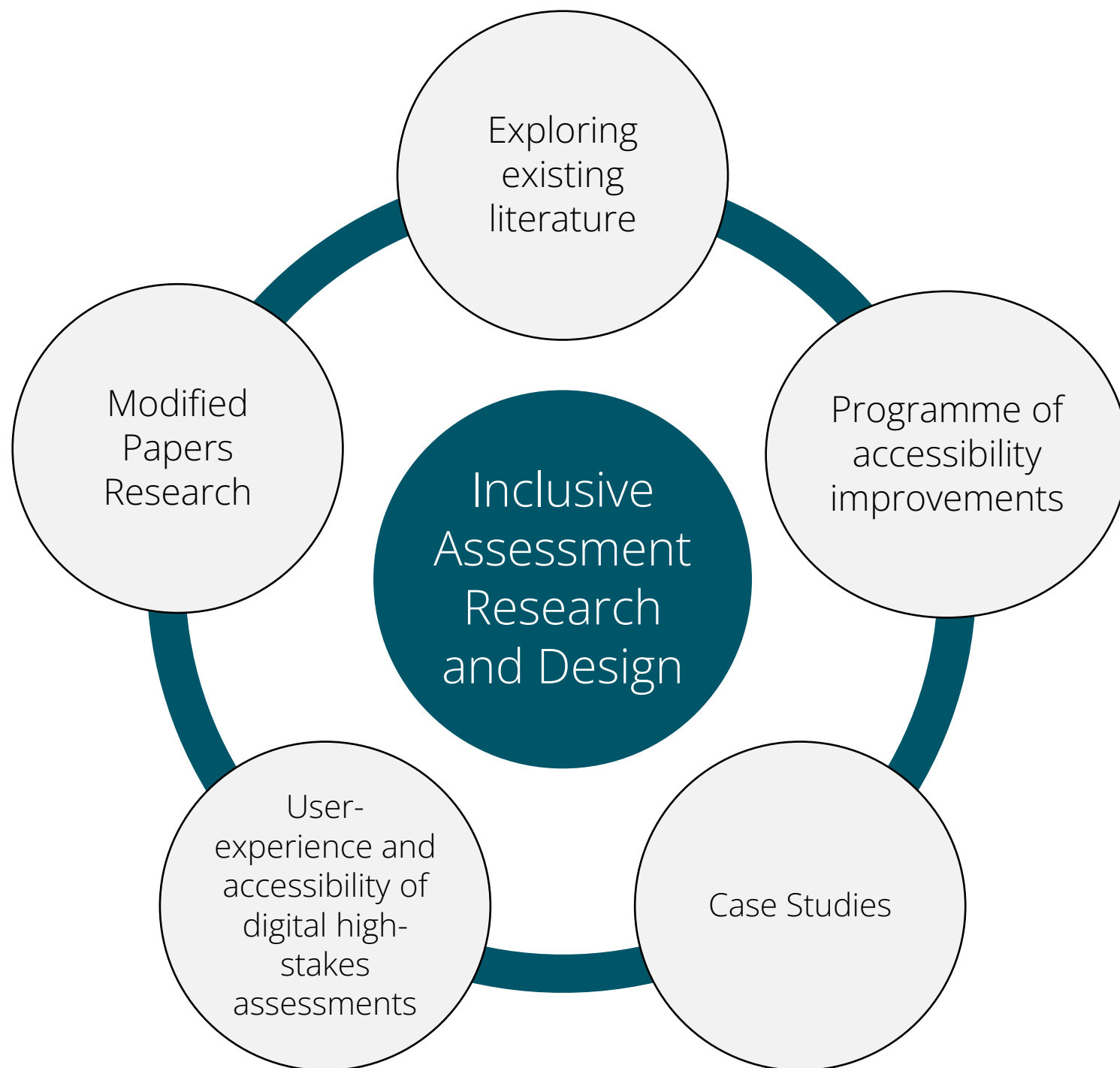
Key Themes from our research

Equity benefits

Digital assessment has the potential to provide equity benefits for students with and without diagnosed SEND conditions.
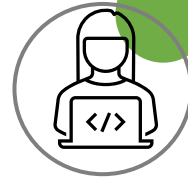
Customisation and Personalisation

Customisation and personalisation are important features for learners with SEND, allowing a degree of student agency.

Student Voice

Student voice is critical to the digital transition and to ensuring we are designing digital assessments that meet different learner needs and preferences

Why does text styling matter?

- Styling text for inclusivity, can make reading and de-coding information the more **equitable and efficient experience for everyone** it should be.

- The impact of this is even greater in a time-based high stakes assessment.

- We can also reduce unintentional barriers which can slow down, confuse, disrupt or even prevent the ability to read at all.

Who can benefit?

- Those with neurodiversities like dyslexia, ADHD and Autism, low vision, no vision, learning disabilities and mobility issues

- Those for whom English is not their first language

- Those who are using smaller screens or devices

- Those who don't know how to or can't adjust their settings

SECTION A: READING

Answer ALL questions in this section.
You should spend about 1 hour 30 minutes on this section.

Read this text.

Text 1: Ice Swimming in Tromsø

In the passage, the writer describes an experience he had in Tromsø, north of the Arctic Circle.

By the time we've found the right beach,
the fire is already lit and it's burning beautifully.
There's no clubhouse, as it turns out, just a circle
of stones on the beach with this glorious blaze
in the middle and gathered around it are a   5
small group of hearty Tromsø Ice Swimmers.
There were two men and two women, all in late
middle age, all in enviably good condition to be
honest (is this down to the Ice Swimming?), and
all hilarious. 'Welcome!' they shout mirthfully.   10

I feel like our son Rex looks before he's got an important line in a school assembly: all
puffy-faced and grey (he's a pupil not a headmaster). I do quite a lot of laughing rather
too loudly. Then, suddenly, all of the things that have stood between me and the Ice
Swimming (the morning, the journey here, the walk to the beach, the banter) seem to
have disappeared with shocking speed. Gone, all gone, and now the moment is cruelly   15
upon us. The professional Ice Swimmers have all come in their swimwear under their
outer clothes (which bear impressive national credentials like 'Norwegian Ice Swimming
Team 2012'), so they are all ready in seconds, but I have to change right here on the
snowy beach.

'What do I stand on while I'm getting ready?' I ask poignantly (does it really matter? I'm   20
going Ice Swimming, after all). Someone takes pity on me and produces a small square
of neoprene[1] that is actually a godsend; there is just room to perch on one foot at a time
while I hop out of trousers, thermals, socks, etc. Then I'm ready. If I'm going to do this,
then 'twere well it were done quickly.

We move heartily towards the waterline like an infantry regiment gathering below the   25

Question 1

From lines 1–10, select **two** words or phrases that describe the Tromsø Ice Swimmers.

(2 marks)

Answer the question in the box provided.

0 Word(s)

Section A: Reading

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Text 1: Ice Swimming in Tromsø

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(2 marks)

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B I U ☰ ➜ ⬑

0 Word(s)

Student profile: How can digital technology impact stigma?

Ana*   Year 8, Dyslexic Student

- Digital technology has improved relationship with reading

- Confidence and anxieties around reading (and exams) started at an early age

- Preference for reading digitally and greater independence and agency in learning process

- Easier to approach a text onscreen than a physical book

- Perception others have of her is important

"I thought I was so different, like, weird... in my mind I think [the device] would help me a lot"

"I can read without letters doing backflips"

*Pseudonym used to maintain anonymity

Any Questions?

Contact us:

Irene.custodio@pearson.com

**Inclusive Assessment:
Paper & Digital**

Digital Assessment Research

Pilot Study Summary Report   Case Study: Ana's story

Modified Exam Paper Research

Initial Research Findings   Case study 1: Katherine's story
                                   Case study 2: Arthur's story

Interested in Onscreen Assessment:

You can find our FAQs here

You can also contact us directly via our team inbox:

internationalonscreen@pearson.com

We'd love your feedback

Let us have your feedback by emailing us at: internationalonscreen@pearson.com