Introduction

At Wireless Generation we are pleased to report that we have started our work to create a reporting system built on the unique strengths of the Smarter Balanced Assessment Consortium’s testing platform to support instructional decision-making and targeted teaching. To this end, we have begun a user-focused design process, working with Consortium members, in order to identify the key groups that will use the reports and their priorities.

The Wireless Generation team will deliver a reporting system for summative and interim assessment results that strengthens the connection between those results and future instruction and learning. Ultimately, the reporting capability is intended to support the community of stakeholders responsible for promoting the Consortium’s primary goal of increasing the number and proportion of students who are well prepared for college and careers.

Background

Wireless Generation and its partner Educational Testing Service ((ETS) have vast expertise and capabilities in reporting visualization and psychometric services respectively. Wireless Generation is committed to transforming teaching and learning with pioneering products and services, an approach that continues with its work around the Common Core State Standards.

To learn more about Wireless Generation, please visit our website at http://www.wirelessgeneration.com.

To learn more about ETS, please go to http://www.ets.org.

Participate in the Discussion

We welcome your feedback on our findings and use cases. To provide feedback on the contents of this document please participate in our survey, which will be available in January for a 2 week window. We will use the results of this survey to directly inform focus group activities and report design work in the coming months, as we build toward user acceptance testing. Your feedback matters, so please send us your contribution!

In the meantime, please contact us at SmarterBalancedReporting@wgen.net with any comments or concerns.
The Process
The Wireless Generation team facilitates intensive, hands-on workshops that bring together people from different disciplines and backgrounds to explore design options for a particular area or site. This process can take place in a single session or over two or three workshops. The goal of the process is to capture the vision, values, and ideas of the community, creating innovative solutions through collaboration.

Everybody Is a Designer
The Wireless Generation process engages all stakeholders and challenges everybody to become a designer. It doesn’t mean you need to draw well. Our understanding of ‘designer’ is ‘someone who tries to change an existing situation to an improved one.’ (Marty Neumeier, The Designful Company, Berkeley, New Riders, 2008)

In this sense, all those who seek to bring about positive change, in any way, are designers. In these sessions, each participant collaborates to create solutions to existing and future problems.

Findings and Feedback
This document presents the results of our preliminary efforts to identify and define target user groups, as well as some initial reporting priorities for those user groups. The work was carried out while the workgroups convened for the semi-annual Smarter Balanced Collaboration Conference, which allowed for collaboration across Smarter Balanced workgroups, vendors and consortium leadership.
Our Design Challenge
To gather insight into the users of the Smarter Balanced reporting platform and determine their needs.

To kick off our working group session and establish a shared understanding about the people we are designing for, the Members and Contractors were divided into four separate groups to make the most out of our meeting in St. Louis during the Consortium’s semi-annual Collaboration Conference.

The main steps of that session included:

**Identify Opportunities**
Start phrasing the goals with “How might we...”

For example, “How might we improve the way teachers keep track of student homework?”

**Expand Imagination**
Generate as many ideas as possible to answer the “How might we” questions.

Write down each idea on a separate sticky note and ask the group to arrange and prioritize them.

**Create Prototypes**
Choose the solutions your group feels most passionate about.

Translate the chosen solutions into tangible forms, such as interface mock-ups, models, storyboards, and diagrams.

**The Results:**
After identifying a number of distinct roles for the key report consumers, we developed a set of priorities for each that describe the requirements a successful and useful reporting system would need to fulfill. We then developed a sample user story for each role to illustrate an example of a context in which they might come to the Smarter Balanced Assessment Reporting system for a solution. On the next few pages are the results of this initial analysis for a subset of the major roles.
Example 1: Teacher

Sample User Story

“This year I am responsible for implementing a curriculum for my students that better aligns with the Common Core State Standards. I have read the standards, but I need something easy to use that will help me understand the content of the standards and how they build across domains and grades. Connecting the standards to assessment results and related instructional resources will help inform my work when I am designing experiences for standards-based instructional units that meet the needs of student groups and individuals.”

Opportunity

What type of reports will be most useful to a Teacher? How will the reporting platform be used both to help students and inform teachers on next steps with their students?

Initially Identified Priorities

As a **Teacher**, I rely on state-level assessment reporting for:

1. Providing common views of assessment results between my students, teaching team, administrators and me
2. Supporting reflection on my teaching practices and student data to improve instructional effectiveness
3. Understanding my students’ strengths and areas where support may be needed in the progression of common core standards
4. Effectively and clearly communicating with my students’ parents and getting them involved

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We would like to encourage all stakeholders to participate in the design challenge by helping identify other important opportunities and priorities for the Smarter Balanced reporting system for teachers that can be shared in the upcoming survey to be started in January.

- **Teachers** – Be sure to share your user story of how you would like to use the assessment system and think about key features that are important in supporting your work as well as features that could improve your current system.

We encourage

- **Students** to think about the type of information they would like teachers to see about their own academic progress
- **Parents** to think about what information they would like the teacher to see that would be helpful to better understand their child’s needs
- **Administrators** to think about how teachers may interact with the system to help them better understand what is happening in the classroom and in the schools
- **The General Public** to think about what information teachers could enter in the system that would be meaningful to a larger audience in understanding what is happening in the schools
Example 2: Student

Sample User Story

“I’m about to go into my freshman year of high school and I’m already thinking about graduation readiness. I do OK in most subjects but I’ve heard a few stories from my older brother about friends of his who took their entrance exam for college and were told they weren’t “ready” for the level of classes they’d be taking there. They even had to take a remedial writing course in their first semester! I don’t want that to happen to me. I just feel like I should be able to see for myself how I’m doing against those targets. It’s my education after all, right?”

Opportunity

What visualizations are going to be beneficial for Students who use this tool to see how they are doing across multiple skill areas?

Initially Identified Priorities

As a Student, show me my scores so that:

1. I can see how I’m progressing towards being ready for graduation and what comes after
2. I can see the information about me that my parents and teachers are looking at
3. I know which math and ELA standards I need to put more effort into, in addition to my homework
4. I can see my information online whenever I want to

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We would like to encourage all stakeholders to participate in the design challenge by helping identify other important opportunities and priorities for the Smarter Balanced reporting system for students that can be shared in the upcoming survey to be started in January.

- **Students** – Be sure to share your user story of how you would like to use the assessment system and think about what would be meaningful enough for you to see when you log in on a regular basis.

We encourage

- **Teachers** to think about how students being able to log in to the system could support their work in the classroom and extend learning opportunities beyond the school day
- **Parents** to think about what information they would like to see about their children’s interaction with the assessment system to support their needs
- **Administrators** to think about what information about the children in their district they would like to know to better understand their needs
- The **General Public** to think about what student login information they would like to know to understand the type of work students are doing
Example 3: Parent

Sample User Story

“...My daughter is in fourth grade and I keep hearing other parents talk about these “high stakes tests.” I work two jobs and try my best to help Nancy with her homework, but it would be useful if I could check in on her progress to see where she needs help to ‘make the grade.’ If I could see that, I would know what we should do for practice or review.”

Opportunity

Will Parents have the information they need to step in when necessary to help their children receive the mediation they need in a certain subject area?

Initially Identified Priorities

As a Parent, I want to use assessment results to:

1. Identify specific areas where my child is struggling so that I can help
2. Communicate with my child’s teachers and administrators using shared views of information
3. Know about the performance of my school, district, and state
4. Understand my child’s past performance and future requirements

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We would like to encourage all stakeholders to participate in the design challenge by helping identify other important opportunities and priorities for the Smarter Balanced reporting system for parents that can be shared in the upcoming survey to be started in January.

• Parents – Be sure to share your user story of how you would like to use the assessment system and think about how it could better inform you about your child’s needs.

We encourage

• Teachers to think about how a parent being able to log in could provide opportunities to communicate a specific need to the people who work with a child outside of school
• Students to think about a parent or guardian, or possibly some else who helps with their school work, like a tutor or another family member
• Administrators to think about what tools they would need to ensure the proper adults have access to a child’s information which may change throughout the school year
• The General Public to think about how information available to a parent with academic responsibilities for a child could potentially help
Example 4: District Administrator

Sample User Story

“I am responsible for providing information, resources, and technical assistance on education matters to schools and residents in my district and state. My staff and I need direct access to data that shows where there’s a need so we can strategize to improve scores. If a given school is struggling with meeting state directives to assess students using the new CCSS-aligned assessments, I need to be aware of it.”

Opportunity

How will this system uniquely assist Administrators at the local, district and state levels in getting the data they need to help schools succeed?

Initially Identified Priorities

As a **District Administrator**, I depend on assessment reporting to:

1. Show me clearly whether we meet compliance guidelines
2. Compare performance between districts or schools relative to goals
3. Analyze performance of sub-populations to ensure all students get the support they need
4. Visualize year-over-year trends to identify areas where we might need to intervene

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We would like to encourage all stakeholders to participate in the design challenge by helping identify other important opportunities and priorities for the Smarter Balanced reporting system for administrators that can be shared in the upcoming survey to be started in January.

- **Administrators** – Be sure to share your user story of how you would like to use the assessment system and think about how it can help determine the needs of schools, teachers, and students in your district.

We encourage

- **Teachers** to think about how a student being able to log in could help communicate to your administrator your needs and those of your students
- **Students** to think about what information about their needs they would like to share to help those who work with teachers
- **Parents** to think about what information about their child would help administrators better support their teachers
- **The General Public** to think about what information the administration could share that would better help understand the needs of their district
Example 5: General Public

Sample User Story

“...I am relocating to a different part of the state. I am aware of the importance of good schools and how they impact the communities and real-estate values. I want to look at assessment data across similar schools that would provide information about where we should concentrate our search for a new home.”

Opportunity

As a concerned citizen, how will this system provide public access to useful information and best represent schools, districts, and states?

Initially Identified Priorities

As a member of the **General Public**, well-designed assessment reports help me:

1. Compare school districts as I think about moving to a new part of the state
2. Research for an article I am writing as a member of the press
3. Hold my elected officials accountable for student progress in my schools
4. Draw valid conclusions about complex publicly available data from intuitive visualizations

Everybody Is a Designer

We would like to encourage all stakeholders to participate in the design challenge by helping identify other important opportunities and priorities for the Smarter Balanced reporting system for the general public that can be shared in the upcoming survey to be started in January.

- **General Public** – Be sure to share your user story about how you use publicly available data to be informed about the schools and districts you interact with.

We encourage

- **Teachers** to think about what information would be helpful to make available so the general public can understand academic achievement of schools and districts
- **Students** to think about what information they would like to see about the district in order to understand their schools better
- **Parents** to think about what information they would like to make public to better reflect the success and challenges of schools and districts
- **Administrators** to think about what information should be publicly available and how it would help them communicate with the media, universities, and concerned citizens