
In a presentation at the 2012 Consortium for School Networking (CoSN) conference, Bryan Bleil, a Vice President of Online & Technology Implementation at Pearson, and Doug Levin, Executive Director of the State Educational Technology Directors Association (SETDA), detailed ways in which states are currently transitioning from paper to online assessments in anticipation of Common Core implementation. The presentation defines three levels of readiness for successful implementation, detailing what needs to be accomplished at the school-level, district-level, and at the state-level. Moreover, the duo provides a five-step “road map” for transitioning to online assessments that has been developed by Pearson. They also provide additional resources, including a device inventory, a “Tech Readiness Tool” and access to the “Assessed4ed” online portal.


This article provides overviews of the two consortia responsible for designing the Common Core online assessments that will be in place for the 2014 school year. After briefly discussing the history of the Common Core State Standards initiative, the author reveals what teachers should expect from these assessments from a technological standpoint. Unlike past state assessments, the assessments that are designed by PARCC
and Smarter Balanced will rely heavily on technology and online implementation. Moreover, the author shares recommendations for ways schools can better prepare for the transition. Some of these points include building teacher understanding, taking advantage of resources, and grooming lead teachers. Finally, the article compares and contrasts the assessments from each of the consortiums.


In this peer reviewed article for school librarians and media specialists, the author asks important questions about the role of technology as a vehicle for curriculum delivery. The author encourages other librarians to become technology leaders in their schools and to use the forthcoming Common Core assessments to facilitate technology adoption among teachers. In this sense, the Common Core is viewed as an opportunity rather than as an obstacle. The article also points the reader to tools such as Pearson’s Tech Readiness Tool as a means to prepare school professionals for the technology requirements of the Common Core.


In this news article, the writer reports on various pilot programs to test out online assessments tied to Common Core across the country. While conventional wisdom says that most schools and districts are still woefully under-prepared for online Common Core assessments, the schools that took part in these pilots have felt that hands-on experience with the tests has helped in their understanding of the requirements for online implementation. Another aspect of the pilots is the fact that most students who have
participated have found that the transition to computer testing was not difficult. Ultimately, these pilots have revealed that the technological aspects of Common Core is easier to prepare for than the change in culture and pedagogy that will be required to implement the standards with efficacy.


The main idea of this article is that most teachers are not prepared for the implementation of the Common Core standards. This lack of preparation is the result of many factors. While the article does not touch on the technological preparation that will be necessary, it does suggest that educators and other school professionals will have to contend with a paradigm shift in the way curriculum is delivered and assessed. The cognitive demands that will be placed on students will also be difficult for teachers because they will have to be able to deliver higher order instruction. The challenge will be in professional development as states start moving away from standard “train-the-trainer” models of delivery. Ultimately, though, the change will be worth it if it can help students.