

## **Decision Considerations**

### **Article 5**

**Trotter, Andres, (2005)**, Published May 23, 2001. Testing Computerized Exams. *Education Week on the Web*.

Students expressed positive and negative aspects of online testing. Negative comments included: scrolling through long passages both vertically and horizontally; tiny or blurred typeface; hand-held calculator is not as frustrating as the online calculator; and during the testing period the system slowed down considerably making students wait for the next question. In essence the negative comments referred to format. On the positive side of online testing students felt it was easier to go back to answer questions. Given the negative comments above, students said they preferred the online version and were especially positive about the option to receive their scores immediately. It was observed during testing that students approached the test in different ways. Students reverted to scratch paper to rewrite problems and then answered on screen. Some worked specifically with on screen information. Others used the hand-held calculators and tables rather than the on screen tools. The positives related by school administrators and teachers were that results were back in a more timely manner that allowed for the adjustment of lesson plans and curriculum plans. Students felt that the online testing would enhance the use of pre and post tests for course work. Students entering schools could be placed more accurately in higher level courses. It was also noted by the author states are dealing with the problem that students who have less exposure to technology will score lower based on several studies. The studies were based on 16 or older students. Among problems to be solved with online testing are: how to avoid data loss when systems crash; how to keep online tests affordable and how to ensure that all students can participate—including students with disabilities.