Welcome to the second video in the I-SMART Goal 2 series. My name is Kim Ducharme. I will share our Testlet co-design process. As a reminder, with I-SMART Goal 2, we sought to design, develop, and evaluate assessments in an engaging, universally designed and technology delivered format.

There are many good reasons to co-design with your stakeholders. We believe that giving students a say about ways they want to show their learning and interact with concepts addresses equity and gives agency to those you are designing for, and because lower fidelity prototypes our works in progress, they better invite feedback and out-of-the-box thinking and make thinking and learning visible for everyone.

Here's a condensed version of our co-design process, in which we created rough concepts, paper prototypes, and then refined and coded interactive prototypes for the think-aloud cognitive lab study. Our team worked to co-design with students to create rough concepts of the required science knowledge and skills. We wanted to leverage UDL to provide multiple means to build understanding, engage in the materials and to show what they know. The engagement piece is so often left out of standard assessments, and we continued to focus on this.

Early concepts were then shaped into testable paper prototypes. We had two rounds with students from elementary, middle, and high school using paper prototypes that simulated the computer screen. These sessions provided us feedback and generated new ideas. Here, students are using their pros and cons clipboard to debate with and convince their partner. Here, they're explaining food web.

And when you're ready, you can start the animation. Okay, and then there it goes. It's going down, going down, and it's going back up, up, up, up all the way, and then it starts going back down again and back up.

Finally, we refined our ideas and committed these to coded interactive prototypes for use in the cognitive labs. We learned a lot through the co-design process. Students let us know they wanted authentic scenarios. The element of choice. We saw evidence of their deep thinking on paper and knew they needed something like a clipboard feature. Lowering the barriers from the outset by providing a quick toolset tutorial at the beginning got their confidence level up. Finally, their ability to make evidence-based advice depended on easy access to their work products. Next, I'll walk you through the Testlet prototypes.