

1106-S1-2882

Maria Mendiburo* (mendiburo@carnegiefoundation.org), 51 Vista Lane, Stanford, CA 94305, and **Scott Strother**. *Implementing Multiple Forms of Assessment in Carnegie's Community College Pathways' Online Platform to Support Student Learning and Achievement in Community College Developmental Mathematics.*

Carnegie's Community College Pathways aim to improve student success in developmental and college level mathematics while maintaining rigorous learning outcomes. The Pathways utilize an online platform that allows students to assess their knowledge during and after lessons and at the end of modules. The Pathways also include a common summative assessment, which is currently transitioning to an online system. This session will unpack the challenges faced with each form of assessment and our strategies for addressing them. The greatest challenge with the formative assessments is engaging teachers with the results and building their understanding of the implications each assessment can have. For example, we have learned that simply completing the assessments predicts higher success. To address this challenge, we have created a live dashboard that describes students' progress and results on the online assessments. This helps students engage with the platform and track their conceptual understanding while allowing teachers to monitor online engagement and learning progress. The online summative assessment presents challenges for proctored internet access but will allow a richer diversity of item formats, such as those developed for the CCSSO, to be accessed through multiple media. (Received September 17, 2014)