IMS Global Announces Record Adoption of IMS Standards and Growth of IMS Member Community

2013 Annual Report Paints Picture of Continued Momentum for the World's Leading Education and Learning Technology Standards Consortium

Lake Mary, Florida – 10 April 2014 – IMS Global Learning Consortium (IMS Global/IMS) announced the publication of its 2013 annual report summarizing the progress of the IMS Global community in 2013. The annual report is available to the public online at: www.imsglobal.org/imsglobal2013annualReport.pdf IMS provides the annual report as part of its commitment to openness and transparency to members and stakeholders worldwide. IMS encourages other organizations in the sector to provide similar information to the public so that it is clear exactly what is behind claims made about support for interoperability standards.

In 2013 the IMS Global member organizations (see IMS "Contributing Members" listed at the end of this release) led a historical and unprecedented movement of adoption of open interoperability standards in the educational technology segment. IMS Global issued 97 new conformance certifications after passing tests established by the IMS community to a wide variety of educational technology products. Over 25 learning platforms of various types are now conformance certified to IMS standards, meaning that applications, digital content and learning tools that implement the IMS standards can be integrated 10-1000x faster than previously possible.

In addition to the strong adoption of learning technology architecture standards, IMS also introduced several new initiatives in 2013 aimed at enabling an acceleration of innovation in the segment. LTI™ (Learning Tools Interoperability™) version 2, which enables deeper and auto-negotiated integration, was introduced, with widespread adoption expected over the next few years. IMS also introduced the Caliper analytics framework, including the Sensor API, aimed at making collection of data for analytics from digital resources, applications and learning platforms easy. IMS also introduced the Connected Learning Innovation Community and Challenge to encourage cooperation by developers to develop cross-platform standards-based educational apps. To enable easy sharing of apps IMS initiated development of the Community App Sharing Architecture (CASA), a peer-to-peer architecture based on open standards to enable institutions to connect with each other as well as trusted suppliers. IMS also published the 2013 Learning Impact Report, summarizing the trends over the seven-year history of the IMS Learning Impact Awards. These latest IMS developments will be featured at the upcoming IMS Learning Impact Leadership Institute, May 5-8, in New Orleans.

"The standards adoption and advocacy for learning impact that IMS Global members are involved in is a test of leadership for the education and learning sector," said Dr. Rob Abel, Chief Executive of IMS Global. "Everyday we see the need for cooperation on an open architecture that all sector participants can cooperatively "own" and develop so that the bar for innovation is continuously raised. And everyday the IMS members are increasingly answering this call with unparalleled and historical leadership in making the open architecture a reality. We are at the very beginning of thousands of years of innovation in education and learning, and it is this group of IMS member organizations that will be

remembered as changing the technical and economic foundation to make widespread adoption of digital technology in education and learning possible."

Of the 240 IMS member organizations, approximately 100 are Contributing Members, meaning the organizations that provide the stable foundation and generous support to keep the IMS work going for the benefit of the entire global education and learning sector. Contributing Member organizations include: ACT, American Institutes for Research, American Public University, Antioch University, Apereo Foundation, Australian Government Dept. of Education, Baltimore County Public Schools, Blackboard, BPS Bildungsportal Sachsen GmbH, California State University System, Carson-Dellosa Publishing, Cengage Learning, Cito, Civitas Learning, College voor Examens, Courseload, Data Recognition Corporation, Desire2Learn, D.E. Solution, Edina Public Schools, Educational Testing Service, EDUCAUSE, Ellucian, Elsevier, Escambia County School District, European Schoolnet, Florida Virtual School, Follett, Framingham State University, Forsyth County Schools, Fundacao Getulio Vargas, Gwinnett County Public Schools, Harvard Business Publishing, Houghton Mifflin Harcourt, IBM, Indian River School District, Instructure, Intellify Learning, Jenzabar, JISC, K12.com, Kaltura, Keller Independent School District, Kennisnet, Kentucky Community & Technical College System, KERIS, Learning.com, LearningMate, Learning Objects, Lone Star College Online, Maryland State Dept. of Education, McGraw Hill Education, McGraw Hill/ CTB, Measured Progress, Minnesota Dept. of Education, Division of Research & Assessment, Moodle, Nelson Education, Newton Public Schools, New York City Dept. of Education, Northwest Evaluation Association, Norwegian Center for ICT in Education, Open University of Japan, Open University of Netherlands, ORACLE, Orange County Public Schools, Pacific Metrics, Pearson Education, Pennsylvania State University, Performance Matters, Poway Unified School District, Psydev, Ltd., SAFARI Montage, Samsung Electronics, Saylor, Scantron, Scientia, School District of Pickens County, Seoul Cyber University, SMART Technologies, Smarter Balanced, SungKyunKwan University, SURF, TAO Open Assessment Technologies, Tennessee Board of Regents, University of California System, University of Glasgow, University of Kansas – Center for Educational Testing & Evaluation, University of Maryland University College, UMassOnline, University of Michigan, Universitat Oberta de Catalunya, Utah Valley University, Vital Source, Western Governors University, WGBH – National Center for Accessible Media, WIDA, Wiley, and the Wisconsin Dept. of Public Instruction.

About IMS Global Learning Consortium (IMS Global)
IMS Global is a nonprofit organization that advances technology that can affordably scale and improve educational participation and attainment. IMS members are leading suppliers, institutions and government organizations that are enabling the future of education by collaborating on interoperability and adoption initiatives. IMS sponsors Learning Impact: A global awards program and conference to recognize the impact of innovative technology on educational access, affordability, and quality.

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