State of Arizona
Department of Education
Office of Diane M. Douglas
Superintendent of Public Instruction

CTE Assessment System

Administrative Guide

High Academic Standards for Students
Career and Technical Education
Technical Support (602) 542-3425

September 23, 2015

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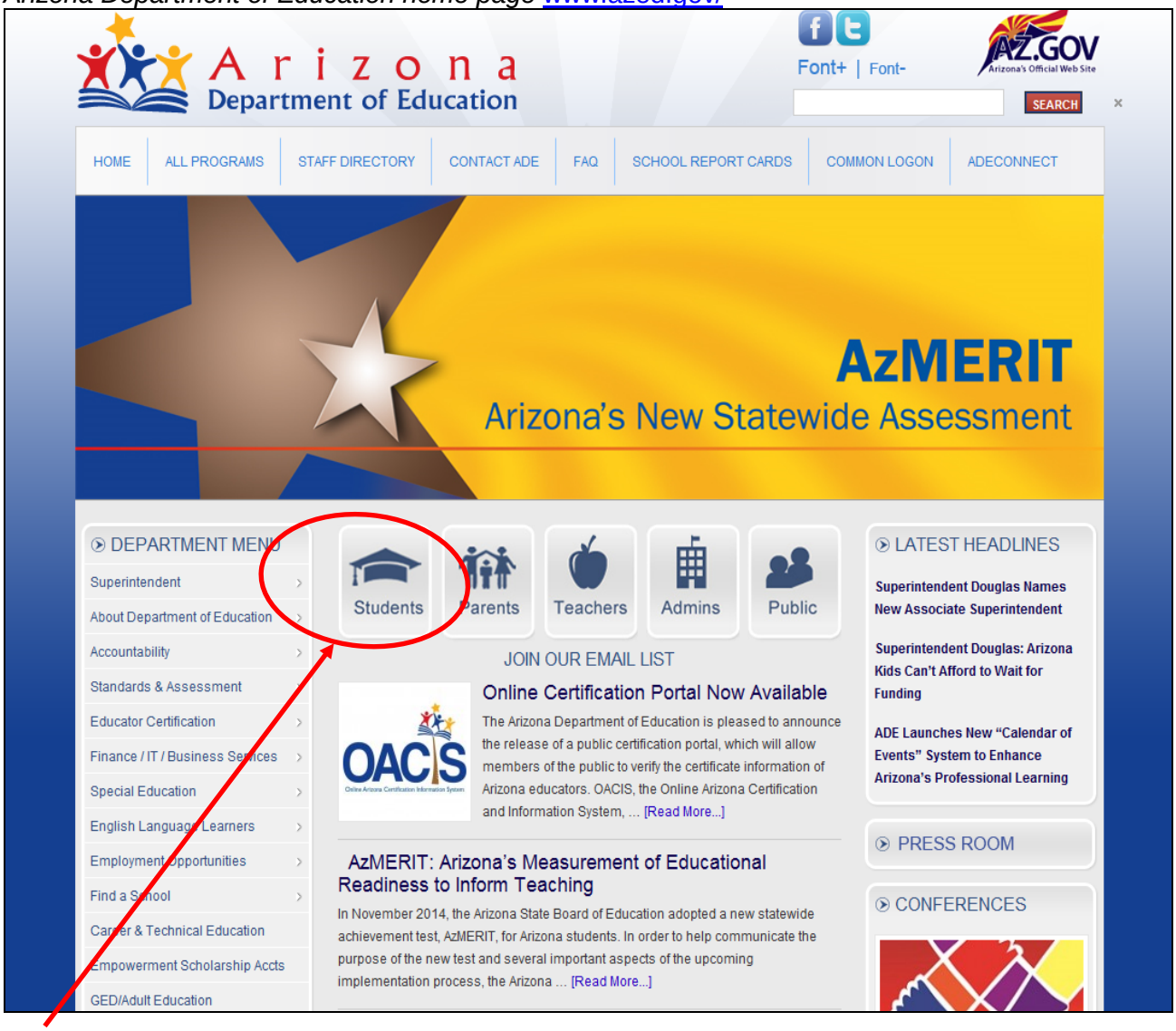
Welcome to the
ADE CTE Assessment System

The **ADE CTE Assessment System Administration Guide**, referred to in this document as the Guide, is a reference designed specifically for users of the ADE CTE Assessment System.

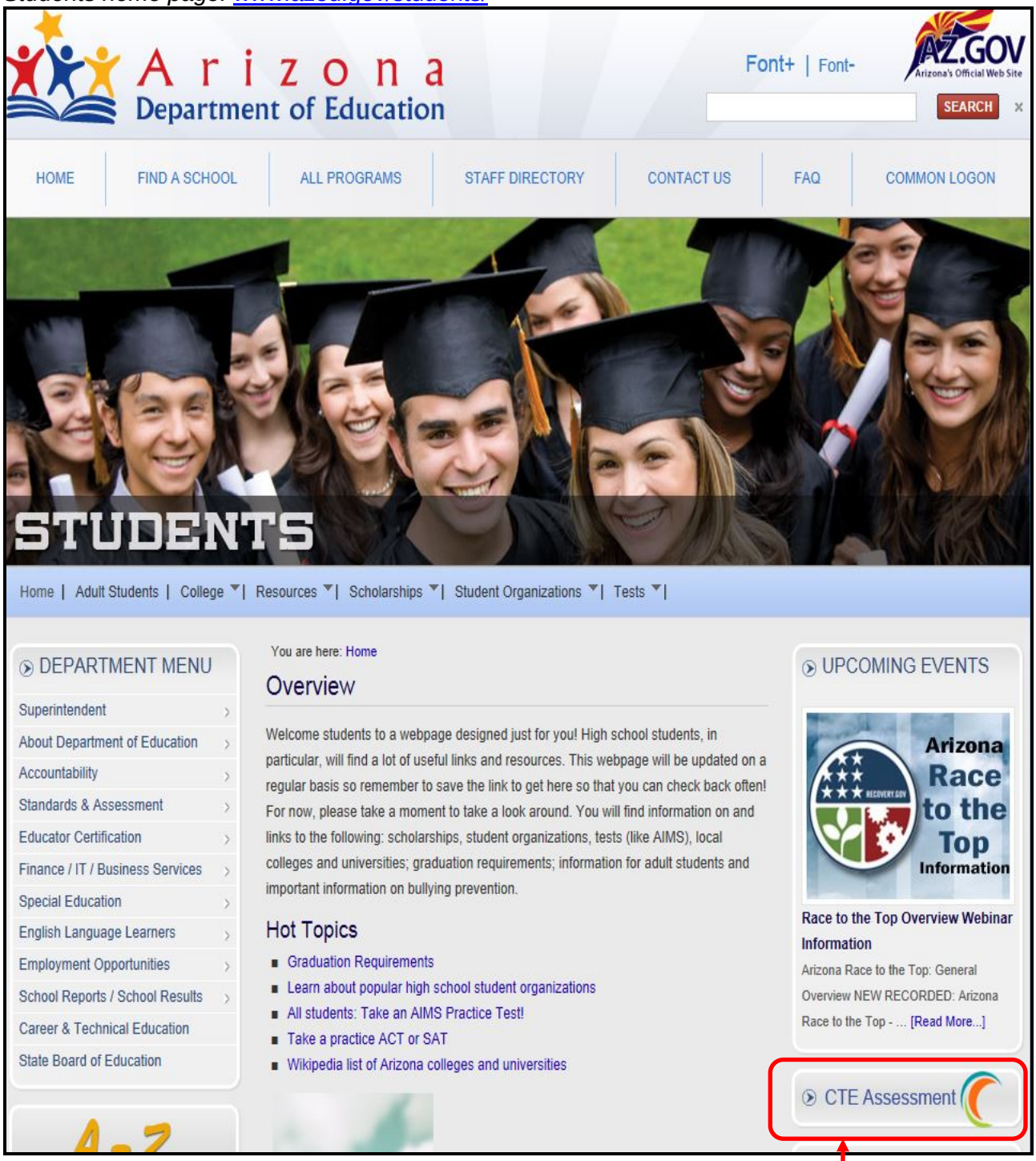
It can be downloaded and printed from the Arizona Department of Education's website at http://www10.ade.az.gov/cteassessment/content/files/cteassessmentsystemadministrationguide.pdf. Access to the ADE CTE Assessment System is located on the Arizona Department of Education's home page.

Arizona Department of Education home page www.azed.gov/



Located on the Arizona Department of Education home page, in the center of the screen, click the Students icon link and this will take you to the Students home page

Students home page: www.azed.gov/students/



Located on the Students home page, on the right side of the screen, under Upcoming Events click the CTE Assessment button and this will take you to the ADE CTE Assessment Greeting Page

State of Arizona
Department of Education
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Welcome to the Arizona Skill Standards Assessment System designed to measure your knowledge and skills attained in Career and Technical Education (CTE) programs.

The Arizona Skill Standards Commission, which is comprised of top business and industry leaders throughout Arizona, will issue certificates and transcripts to students who take and pass their CTE Assessment.

Upon successful completion of this test, you will receive a certificate and a copy of your transcript, which document your skill attainment and may be used for prospective employers.

Congratulations on your achievements to date and good luck on the assessment.

Diane M. Douglas
Superintendent of Public Instruction

For Students | For Administrators

Click on the "For Administrators" link to advance to the next screen.

The Guide contains a *Getting Started with the ADE CTE Assessment System* section which offers questions with brief answers and references to appendices for more detailed information. The Guide also includes information for assigning permission levels and passwords, logging onto the system, and registering students for the assessments.

In addition, the Technical Assessment Support Team has created training modules to be posted within the Assessment System http://www10.ade.az.gov/cteassessment/home/links under Links is a whole page drop-down box. The training modules cover Overview, Registration, Conducting, Reports, Student Eligibility and Testing Dates.

Thank you for your engagement in the ADE CTE Assessments.

Pass and Be Done Pilot Beginning Fall 2015:

- For most schools, Fall Assessment is considered a Practice Assessment.
- For districts that want to implement the Pass and Be Done pilot, the decision to do so will need to ***apply to all programs, teachers, students and sites within the district***.
- If implemented, for all students who score above the pass score on the Fall Practice Assessment, the status will be converted from PRACTICE to FINAL.
- By doing so, the student, teacher and CTE Director must understand that the student will forfeit the opportunity to take the regularly scheduled Spring Final Assessment.
- Certificates and transcripts will be created for those students with the Final Assessment.
- All students who do NOT score above the pass score on the Fall Practice Assessment will need to be registered for the Spring Final Assessment.
- Assessment data reporting will be based upon all FINAL assessment results.

Implementation:

- CTE Administrators will discuss the Pass and Be Done pilot with all CTE teachers in the district. CTE Administrators must ensure that all teachers understand that students who score above the pass score will not have a second opportunity to take the assessment.
- The district will indicate to ADE/CTE prior to the opening registration date (**by October 9, 2015)** that they want to implement Pass and Be Done for all students, programs, teachers and sites for Fall 2015 by completing the Selection Form.
- For ***all students*** who score above the pass score on the Fall Practice Assessment, the ADE/CTE Assessment Program Specialist will change the assessment status from PRACTICE to FINAL for each program and site within the district. ***Again, this would apply to all programs, students, teachers and sites.***
- The ADE/CTE Assessment Program Specialist will make this change in the CTE Technical Skill Assessment System no later than the end of the assessment window on **December 3, 2015 at 12:00 PM**.

Certificates and transcripts will be created for those students changed from PRACTICE to FINAL assessment

Introductory Overview

Questions regarding the why, when, what, who and how for CTE Assessments

1. Why are CTE Assessments necessary?

The CTE end-of-program assessments are mandated by both State and federal law (Appendix A). The Arizona CTE Assessment System is designed to meet both mandates in addition to providing data useful for CTE program improvement.

2. When are the Assessment Window dates for SY 2015-2016?

All school districts that offer CTE programs will administer CTE Assessments twice during the SY 2015-2016 school year.

- Fall Practice and Final Assessments:
  October 26 – December 3, 2015 (Note: Testing ends at noon on December 3, 2015)
- Spring Practice and Final Assessments:
  March 21 - April 28, 2016 (Note: Testing ends at noon on April 28, 2016)

3. What programs have assessments in SY 2015-2016?

There are CTE Assessments in 60 CTE programs. Appendix B contains program lists in CIP order as well as alpha order.

4. Who is eligible to take the CTE Assessments?

The ADE CTE Assessment is designed to be administered as an end-of-program Assessment for students who have completed the required number of Carnegie Units (Appendix H) in a CTE program (Appendix C). The Carnegie unit requirements for each program are located in Appendix B. All eligible students must be registered to take the assessment.

5. Who is NOT eligible to take the CTE Assessments?

Students who do not meet the eligibility criteria and Carnegie Unit requirements cannot assess.

- Students who do not have a SAIS number cannot assess.
- Students who are in the ninth-grade cannot assess.
- Additional information is located on pages 14-15.

6. May a student take multiple assessments?

Some students may meet the eligibility requirements for more than one CTE program assessment. These students must be registered for each CTE program assessment separately.

7. How many times may a student take a CTE Assessment?

Students are eligible to take a Practice assessment and a Final assessment only **one time** per CTE program.

8. How can I enlarge test items on the computer screen?

Students may enlarge the test items or screen images as follows:

- MAC users hold down the Command key and then the + key
- PC users hold down the Control key and then the + key

9. What resources are available to solve math problems?

Some assessment items require math computations. Students must have access to paper and pencil during the assessment. If students need a calculator, they should use the calculator on their computer, not their own calculator nor the calculator on their cell phones.

10. How can I change the Program Completion Status of an assessment?

- During the assessment window the assessment status can be changed from practice to final or final to practice.
- Once the assessment window has closed the assessment status cannot be changed.

11. How do I access a Sample Test to prepare for assessments at my school?

The Sample Test is located at www10.ade.az.gov/cteassessment/practicetest. The Sample Test link is located on the upper right corner of any home page. It is critical that you take the Sample Test on every computer in the computer lab to ensure connectivity of all computers. It may be necessary to maximize the browser window. Depending on your computer settings, you may need to scroll to the right to click on Sample Test.

12. What are the technical specifications/system requirements to conduct CTE Assessments?

The ADE CTE Assessment System is delivered over the internet and is viewed on a browser. The Sample Test screen serves a dual purpose: to provide security for the assessment and to ensure that the computer and browser are compatible with the Assessment System.

The Sample Test screen evaluates the operating system for software compatibility and displays the current operating system. It also evaluates the Cookies and JavaScript. The next step is to check the computer's browser for the approved software requirements. Contact your IT staff for instructions on checking all software requirements.

Software Requirements: In order to take this assessment, your browser must have the following:

- Cookies enabled on your browser
- JavaScript enabled on your browser
- Adobe Flash Player Plug-in installed and enabled on your browser

Software Recommendations: Users should be viewing the assessment on one of the following browsers (Use the most recent version of your preferred browser for the best experience.)

- Internet Explorer: Version 6 or greater
- Firefox: Version 2 or greater
- Safari: Version 2 or greater
- Chrome: Version 2 or greater

Operating Systems: It is recommended that you use one of the following Operating Systems:

- Windows XP
- Windows Vista
- Windows 7 or greater

Hardware Requirements: In order to take this assessment, you may use the following hardware:

- Microsoft PC, IPAD or a Chrome Pad

13. What information is required for registering students?

To meet the federal and State reporting requirements, student level data are required for registration. Instructions for registration fields are covered in the training module.

14. What definitions do I use for the Special Population Fields?

Special Populations are defined in the Perkins law (Appendix D). A student can be registered in only one Special Populations category, using that category most applicable to the student from the hierarchical list.

15. Do districts need to follow the Individualized Education Plan (IEP) and 504 Plan for eligible students?

The Individualized Education Plan (IEP) and 504 Plan (Appendix D) are legal documents which direct accommodations for eligible students. Such accommodations for teaching and testing/assessing an eligible student are implemented for AIMS testing and should be implemented for the CTE Assessment as well. Standard accommodations which are provided for AIMS testing as directed result in scores that are considered valid for comparison and accountability purposes. Therefore it is critical that any accommodations provided for CTE Assessment for eligible students must follow those specified in the IEP/504 Plan. More information is located at this website http://www.azed.gov/standards-development-assessment/files/2012/07/testing-accommodations-2012-13.pdf.

Some examples of accommodations for IEP/504 students taking a CTE Online Assessment:

- Extended time
- Small group setting
- Use of notes
- Assistive technology such as text-to-speech software
- Paraprofessional assistance
- District testing administrator may request a copy of an assessment to translate into Braille or other system

16. What is the difference between School of Residence and School of Attendance?

Many CTE students take their CTE program classes at a school other than their School of Residence. These students should be registered according to their School of Attendance. Assistance with definitions and examples for registration are in Appendix E.

17. How much time should be allocated for students to take CTE Assessments?

The CTE Assessment **is not a timed assessment**. For purposes of scheduling, it is estimated that a two hour time frame is needed. This estimated time does not include the necessary time to distribute the student ID, log on each student, review the sample test, read the proctor script, and print out the student results after the assessment.

18. How should the district maintain security with student assessment data?

Each district will follow district-established assessment procedures. The CTE Security Agreement and Testing Protocol (Appendix F) must be signed by all users of the CTE Assessment System with access to student data. **The signed agreements must be kept on file by the designated**

district administrator. In addition, the superintendent must sign the CTE Security and Testing Protocol Agreement and submit it to ADE annually.

19. Who should serve as proctors in the computer lab while students are taking the CTE Assessment?

Assessment proctors can be professional, certified staff or the student's own CTE classroom teacher.

20. What technical support is available?

Information and technical support will be available in the following ways:

- ✓ Topical Training Modules
- ✓ The CTE Assessment Administration Guide at www10.ade.az.gov/CTEAssessment/Home/Links
- ✓ ADE CTE - Barbara Zalazinski at 602-542-3425 or barbara.zalazinski@azed.gov

Getting Started with ADE CTE Assessment System

Definitions

Entity:

- All Arizona high schools, high school districts, Joint Technical Education Districts (JTEDs), and colleges are known as Entities.

Permission Level:

- The Coordinator is a JTED or School District Administrator who is assigned to oversee the assessment process.
- Entity Administrators are created to help Coordinators with various tasks regarding student registration and conducting assessments. Their permission levels are assigned by the Coordinator.

Entity Management:

- Teachers, proctors, or school officials are registered in the assessment system by the Coordinators.

Student Registration:

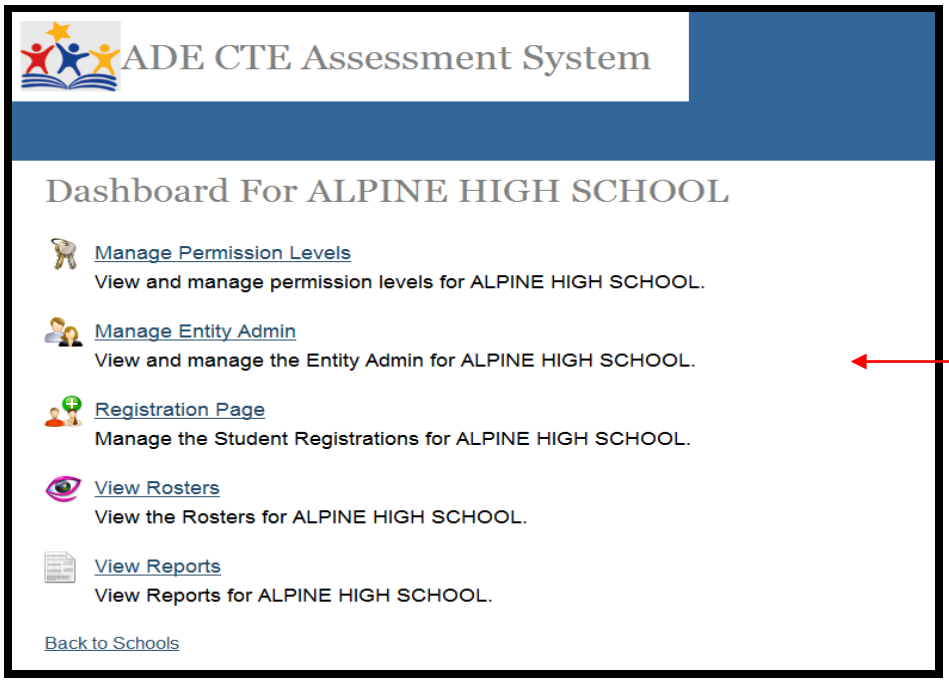
- Coordinators or Entity Administrators who have been given online permission in the assessment system may register students "per-school" based on School of Attendance. Student information must be obtained from the district office.

Roster:

- A roster is a list of students registered for assessment. A roster also contains additional information relative to assessment.

Reports:

- Assessment reports are created on Assessment Program/Assessment Time Period basis. Depending on a person's level of permissions assigned in the system, the number of options available will vary.



Home Dashboard

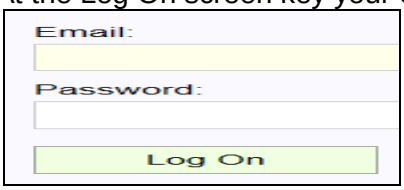
Logging into the CTE Assessment System

1. Key URL: **www10.ade.az.gov/cteassessment**

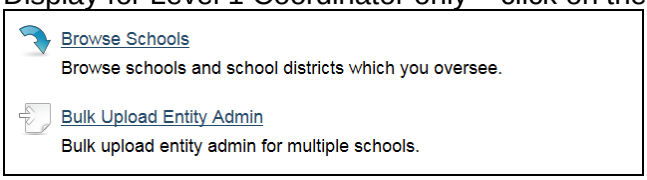
2. At the Greeting Page click the For Administrators link

3. At the Home page click the Login link

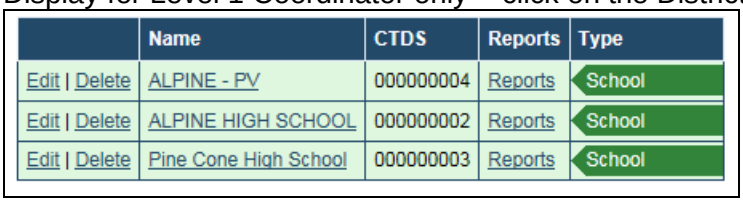
4. At the Log On screen key your email address and password then click the Log On button



5. Display for Level 1 Coordinator only – click on the Browse Schools link

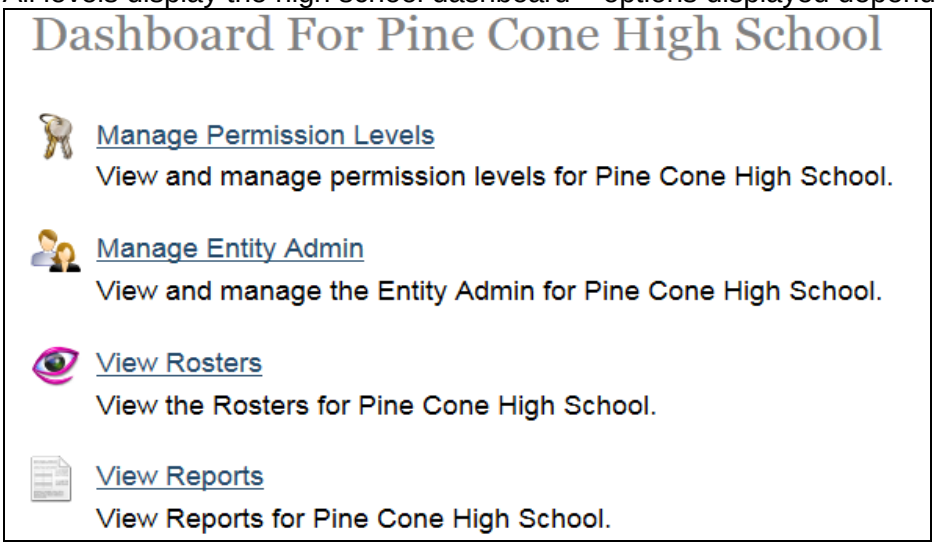


6. Display for Level 1 Coordinator only - click on the District name you want to display



	Name	CTDS	Reports	Type
Edit | Delete	ALPINE - PV	000000004	Reports	School
Edit | Delete	ALPINE HIGH SCHOOL	000000002	Reports	School
Edit | Delete	Pine Cone High School	000000003	Reports	School

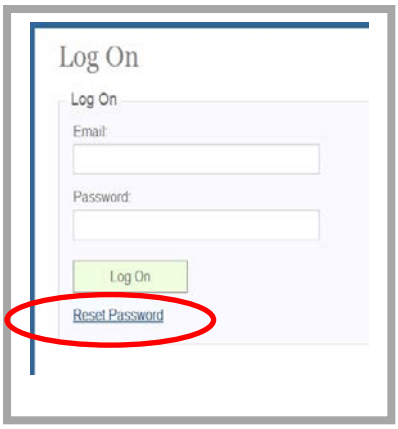
7. All levels display the high school dashboard – options displayed depend on your permission level



Logging onto the ADE CTE Assessment System

Log On Access and Password:

When a Coordinator account is designated by ADE, or when an Entity Administrator account is created by a Coordinator, the account owner will receive an email message from **no-reply@ade.state.az.us**. Each Coordinator and Entity Administrator will receive an email message with a password link to the system. By clicking on the email link, the system generated uppercase password will be displayed. For forgotten passwords, use the Reset Password feature.



Reset Password Feature:

At the Log On screen, enter your email address and click the Reset Password link. At the pop-up window, enter your email address again. It will now display a message that a password has been successfully reset. Return to your email system and retrieve the new email, **no-reply@ade.state.az.us**, with your new password link. The new password will not be the same as the previous password.

Organizational Chart

Coordinators:

A JTED or School District Administrator is called a Coordinator. A Coordinator is a person assigned to oversee a JTED or a school district. When the Coordinator logs in, he will see his school districts and schools. JTED Coordinators can manage all school districts and schools within their JTED. School District Coordinators can manage all schools within their school district. Both a JTED Coordinator and a School District Coordinator will share the same abilities and permission levels for the schools that they oversee.

Entity Administrators:

Coordinators can add Entity Administrators to schools. Entity Administrators are created to help Coordinators with various tasks regarding student registration and conducting assessments. These tasks are explained in the Permission Planning Worksheet in Appendix G. Chart 1 illustrates the JTED Coordinator in relation to the District Coordinator and the Entity Administrator. Chart 2 illustrates the School District Coordinator in relation to the Entity Administrator.

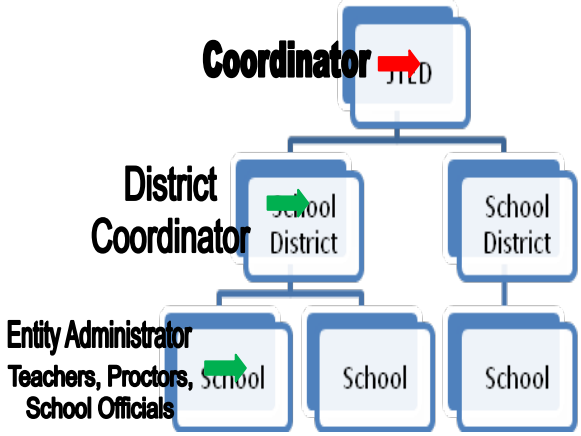


Chart 1

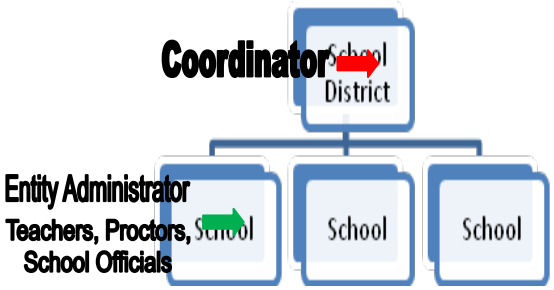


Chart 2

Manage Permission Levels

The Coordinator is designated by ADE and is automatically assigned to Level 1. Defining which permissions go with which Permission Level is done for each school by the Coordinator. The Coordinator cannot remove Level 1 from the permission level, nor can Level 1 be assigned to another Entity Administrator. There is only **one** Level 1 Coordinator per JTED or school district. However, most Level 1 Permission Levels may be assigned to the Entity Administrator at the discretion of the Level 1 Coordinator.

Before the Coordinator creates Entity Administrators, a determination must be made about which permissions will be assigned to each Entity Administrator. The suggested Permission Levels are as follows:

- Level 1: Coordinator
- Level 2: School Administrator or Site Administrator
- Level 3: Teacher or Proctor
- Level 4: Special Situation Level

	Name	Description
Edit	Level 2	It is suggested that you use Level 2 for your Entity Administrators who will be registering students, creating rosters, and overseeing the high level tasks of this system (School Supervisors, School Administrators). Click the edit link to associate permissions with Level 2.
Edit	Level 3	It is suggested you use Level 3 for your Entity Administrators who are teachers. Click the edit link to associate permissions with Level 3.
Edit	Level 4	Level 4 is your Miscellaneous Level. Use it for Entity Administrators of your choosing. Click the edit link to associate permissions with Level 4.

Tasks are available to Entity Administrators only if they have been assigned permissions for those tasks. Each Entity Administrator can only have **one** Permission Level. The Permission Level can be changed later if necessary.

Permission Levels for Entity Administrators:

- **Roster Management:** This permission allows an Entity Administrator to add/edit/delete rosters. The "View Registrations" permission is a prerequisite.

- **Registration Management:** This permission allows an Entity Administrator to add/edit/delete student registration. The "View Registrations" permission is a prerequisite.

- **Viewing Registrations:** This permission allows an Entity Administrator to view registration records.

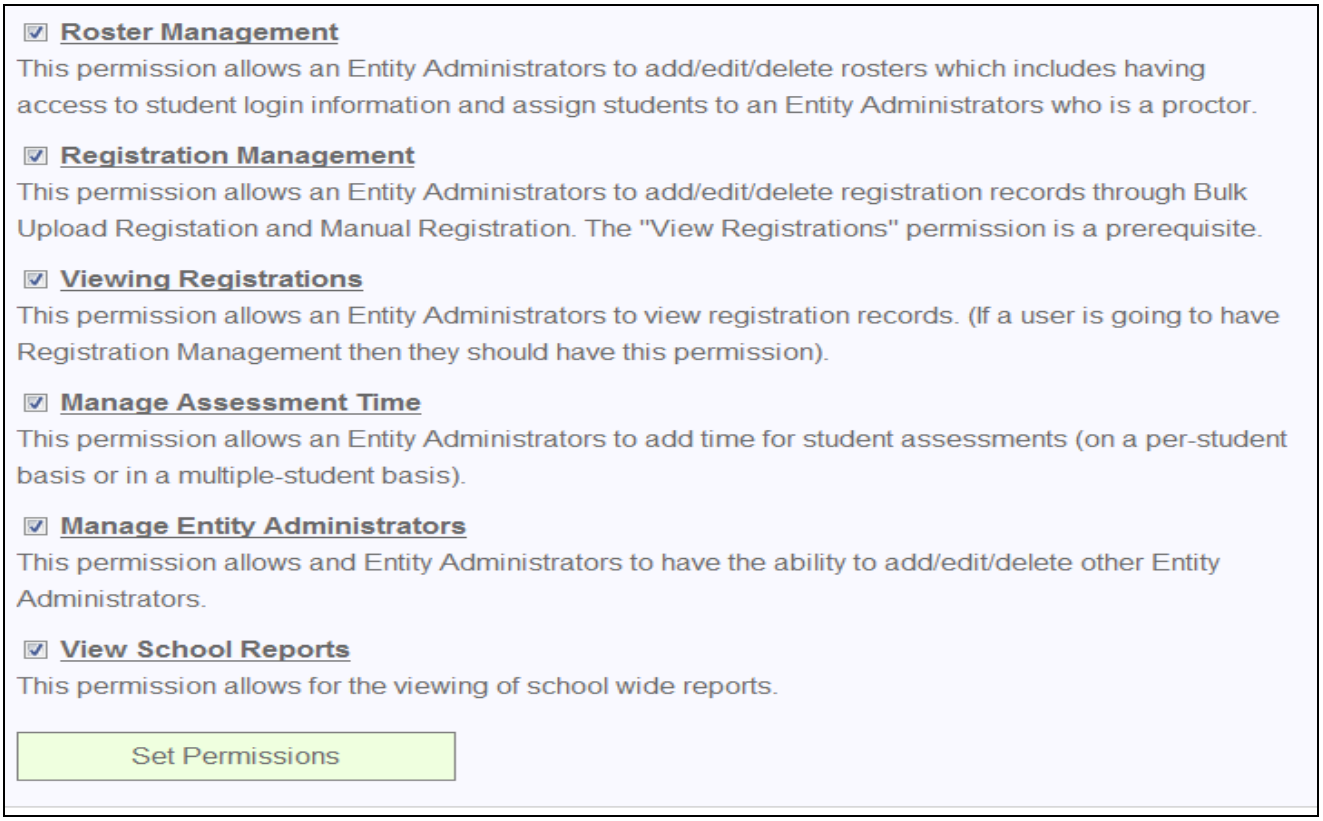
- **Manage Assessment Time:** This permission allows an Entity Administrator to add time to student assessments on a per-student or a multiple-student basis. The "View Registrations" permission is a prerequisite.

- **Manage Entity Administrators:** This permission allows an Entity Administrator to have the ability to add/edit/delete other Entity Administrators.

- **Viewing Reports:** This permission allows for the viewing of school wide reports.

Each Permission Level can have any number of permissions assigned to it. For example, if you do not want to allow Teachers and Proctors to register students, then you simply do not associate Level 3 with the Registration Permission.

Selections for all Permission Levels



* The "View Registrations" permission is a prerequisite.

The Permission Planning Worksheet provides detailed instructions for setting up and assigning permission levels for Entity Administrators (Appendix F).

CTE Teacher Access to View Reports

Coordinators must give report access to CTE teachers. Reports provide valuable feedback to teachers on how their students are meeting the State program standards. Manage Permission Levels located on page 11 gives detailed permission descriptions for determining which permissions are assigned to a specific permission level.

Manage Entity Administrators

Read the Permission Level section below before creating Entity Administrators. Any person who needs to log on to the system for any reason must be added as an Entity Administrator by the Coordinator. For teachers to see student assessment reports, they must be added as Entity Administrators. For proctors to conduct an assessment, they must be added as Entity Administrators. Entity Administrators must have the following fields:

1. First Name
2. Last Name
3. Email Address
4. Is a Teacher (Yes or No)
5. Permission Level (2 - 4) Permission Levels are explained above.

CTE Teachers as Entity Administrators:

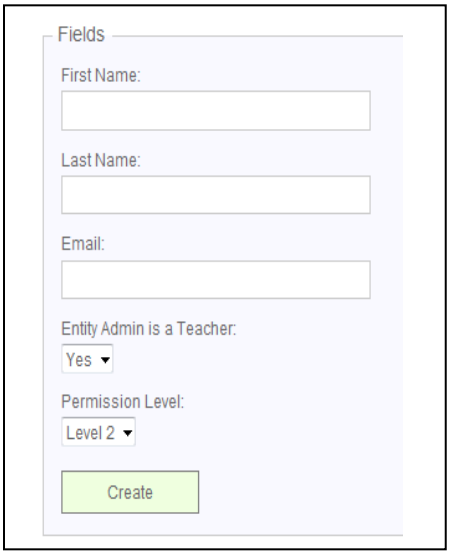
It is very important to add Entity Administrators who are teachers **before** student registration begins. When registering students select the primary CTE teacher for each student, this allows the teacher to receive student test results.

If Entity Administrators do not show up as teachers in the "Is a Teacher" field, go back to the Entity Administrators screen and change the "Is a Teacher" field to "yes."

Registration of Entity Administrators:

1. At the Browse School screen, select your district followed by the school.
2. At the School Dashboard, select Manage Entity Admin to display the Entity Admin Registration Screen.
3. From Entity Admin Registration Screen, Entity Administrators can be registered **manually** (one at a time) or in a **bulk upload** (many at one time).
4. Use the Entity Admin Bulk Upload.xls file located in the Links section on the upper right corner of the screen: www10.ade.az.gov/CTEAssessment/Home/Links

Create New Entity Administrator



NOTE:

Entity Administrator names and detailed information from the prior assessment cycle will still be in the system and available for editing.

Entity Bulk Upload Registration:

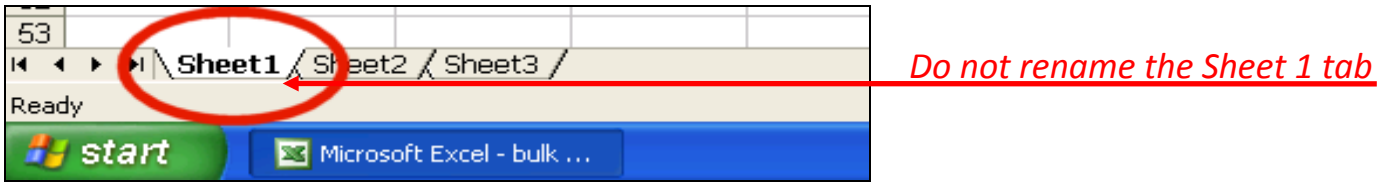
The purpose of bulk upload is to register many entities with one action. It may be easier to use manual registration if less than 10 entities are being registered.

First Name, Last Name, Email, Permission Level, Is Teacher, and School Name or CTDS fields are required for a bulk upload. Other fields may be included but they are not required for the upload. Any fields that are omitted from the bulk upload can be added later using the Easy Edit feature or the Make Bulk Changes at the bottom of the registration screen. The Excel Template is provided in the Links section located in the upper right corner of the Assessment screen. Please note the "Permission Level" and "Is Teacher" fields are reversed on the Excel Template.

Bulk Upload File:

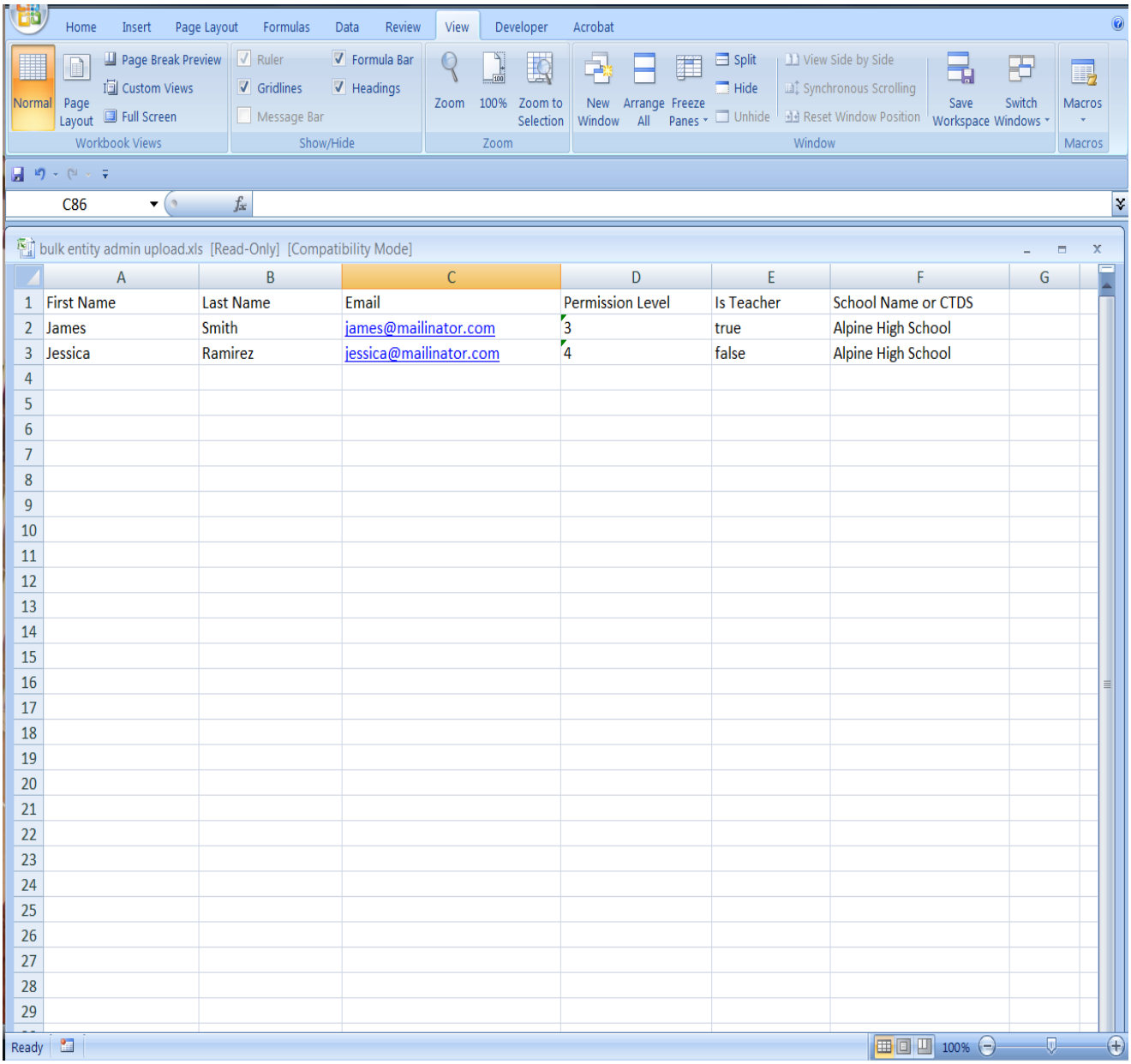
Use the Bulk Entity Admin Upload Template.xls file located in the Links section on the upper right corner of the screen: www10.ade.az.gov/CTEAssessment/Home/Links

All entity information must be in Sheet 1 of the Excel file. The sheet name is located at the bottom left of the Excel file shown below.



Bulk Upload Field Rules:

Information in columns A-E is required to upload Entity Administrators and Teachers. However, you may use the bulk upload feature to do registration. Notice that the first row of data (row 1) is for column headers. Student information must start on the second row. See the example below:



Student Registration

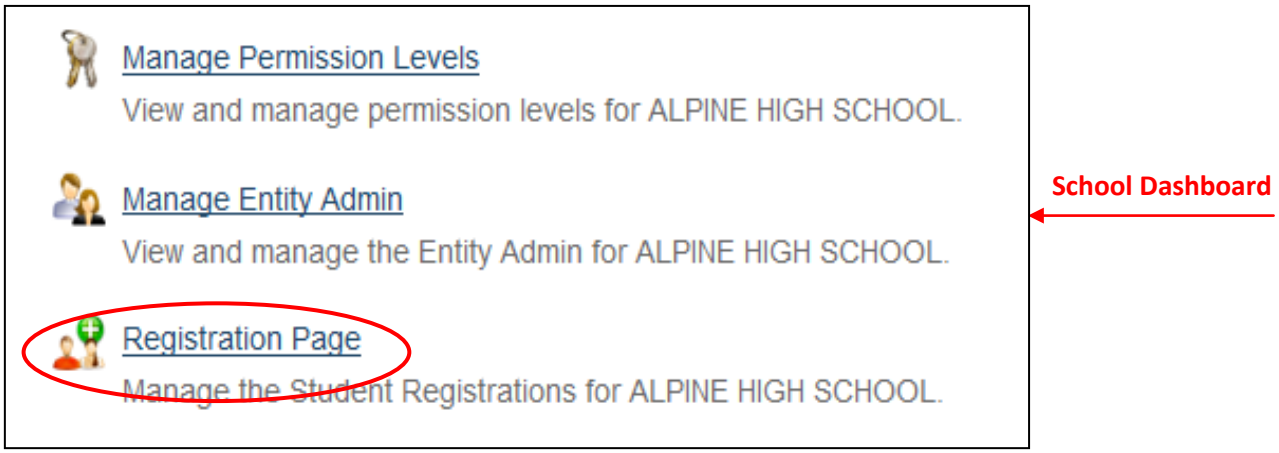
Overview

Coordinator:

- A Coordinator has access to multiple districts and/or schools.

Entity Administrator:

- An Entity Administrator may or may not have access to multiple schools. If you only have access to one school, you must define which students will be registered there as their School of Attendance. If you have students for which their School of Attendance **is not** your own school, consult with your Coordinator.



Each school has its own Registration Page for students. Each student must be registered on the registration page that correlates to the student's School of Attendance. See Appendix E for additional information.

- For this reason, it is very important to understand the difference between School of Residence and School of Attendance and how they pertain to registration.
- Sometimes a student's School of Residence and School of Attendance are the same.
- Sometimes a student has a different school for School of Residence and School of Attendance. The registration for the student must be done on the registration page that correlates to the student's School of Attendance.

Student Eligibility

Eligible Assessment Takers in a Traditional Schedule:

- Practice Assessments
  - Student is **enrolled** in a 2nd Carnegie Unit of a 2 Carnegie Unit CTE program.
  - Student is **enrolled** in a 3rd Carnegie Unit of a 3 Carnegie Unit CTE program.

- Final Assessments
  - Student is **completing** a 2nd Carnegie Unit of a 2 Carnegie Unit CTE program.
  - Student is **completing** a 3rd Carnegie Unit of a 3 Carnegie Unit CTE program.

Eligible Assessment Takers in a Block Schedule:

- Practice Assessments
  - Student is **enrolled** in a 1st Carnegie Unit of a 2 Carnegie Unit CTE program.
  - Student is **enrolled** in a 2nd Carnegie Unit of a 3 Carnegie Unit CTE program.

- Final Assessments
  - Student is **completing** a 2nd Carnegie Unit of a 2 Carnegie Unit CTE program.
  - Student is **completing** a 3rd Carnegie Unit of a 3 Carnegie Unit CTE program.

Non-eligible Assessment Takers:

- Final Assessments
  - Student **is not** in the 2nd Carnegie Unit of a 2 Carnegie Unit CTE program.
  - Student **is not** in the 3rd Carnegie Unit of a 3 Carnegie Unit CTE program.
  - Student **does not** have a SAIS number.
  - Student is in the ninth-grade.

***Students Taking Multiple Assessments*:**

- When a student takes more than one assessment, the student must be registered for each assessment. Each registration must be for a different program assessment and may have a different School of Attendance or CTE Teacher.

***Student Registration*:**

To register students, go to the Registration Page. From this page, students can be registered **manually** (one at a time) or in a **bulk upload** (many at one time). From the Student Registration menu, use the Bulk Student Registration Upload Template.xls file located in the Links section on the upper right corner of the screen: www10.ade.az.gov/CTEAssessment/Home/Links

***Registration Formatting for Student Names*:**

- Certificates and Transcripts will display student names exactly as they are typed in registration.
- First and last names must be keyed with the first letter as a capital letter followed by lowercase.
- Students first and last names must be keyed in the correct columns.
- Middle names are optional.
- Enter first letter of middle name followed by a period or enter the full middle name.
- Roman numerals in last name must be in capital letters.
- An apostrophe or period may be used in the name fields (ex: Mary A. or O'Hare).

Registration Fields Glossary

Excel Header Row Field *	Explanation	Required
SAIS	Every secondary student has a system generated Student Accountability Information System (SAIS) identification number. The SAIS number is 6-12 numeric digits.	Yes
Birth Date Format MM/DD/YYYY	The student birth date will assist ADE CTE if the SAIS number does not match the concentrator performance measures data.	Yes
Last Name	Student last name	Yes
First Name	Student first name	Yes
Program Assessment	Refer to Appendix B. System will fill in the related ADE CIP number attached to Program Assessment.	Yes
School of Residence	The School of Residence is defined as the school that holds the student transcript and where the student receives a high school diploma. System will auto fill the designated CTDS. The School of Attendance and the related CTDS will auto fill based on the assumption that the School of Attendance will register the students.	Yes
Gender Enter only M or F	M - Male F - Female	Yes
Race Use single letter W - White, non Hispanic B - Black, non Hispanic H - Hispanic I - American Indian or Alaska Native A - Asian or Pacific Islander	This field is not available during SY 2015-2016. *Race/Ethnicity will be captured by SAIS match.	No
Special Population Use two digits NO - No special population HA - Individuals with Disabilities (handicap) LE - Individuals with Limited English Proficiency EC - Economically Disadvantaged Individuals SP - Single Parents	For additional information refer to Appendix D. Select the <u>one category</u> most applicable to the student receiving services.	Yes
Grade Level 10, 11, 12		Yes
Program Completion Status Enter only one FINAL - Final Assessment at End of Program PRACTICE - Practice Assessment Currently Enrolled in program	For additional information refer to Appendix B and C.	Yes
CTE Teacher Email	Teacher of record for the course in which the student is currently enrolled. It is necessary for generating several teacher reports.	Yes
District Notes Text Field Optional can leave blank.	This field can be used to enter information such as local course name or building number.	No

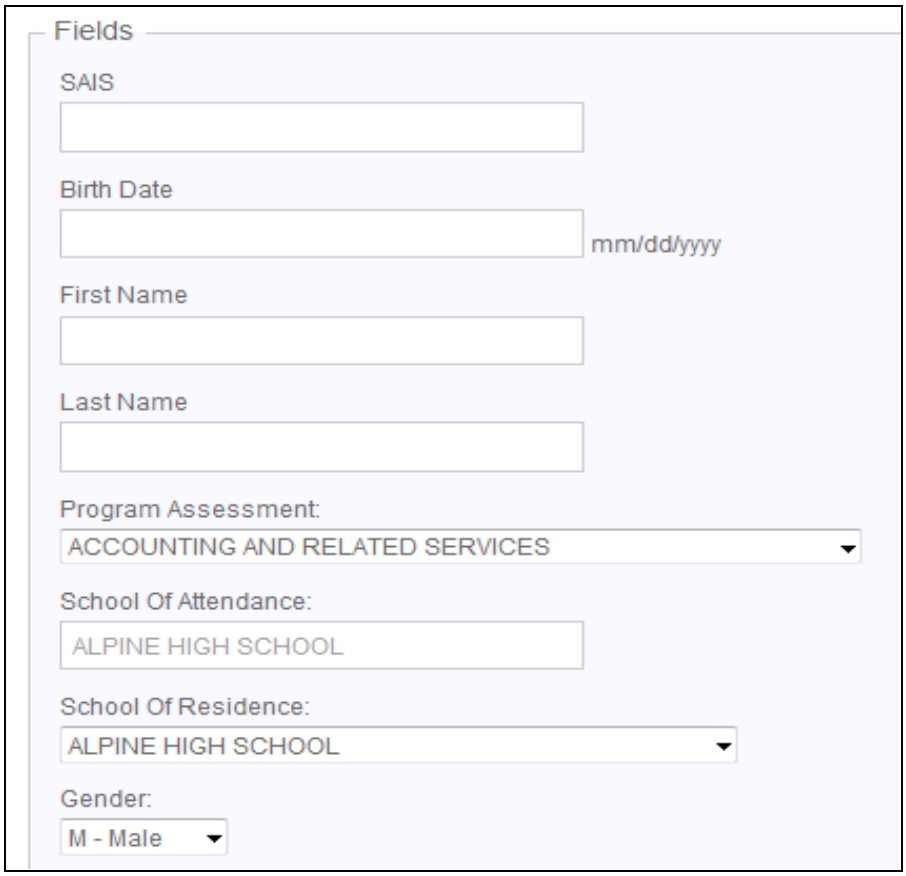
* For Bulk Uploads: In the Excel file, the Header Row Fields across the top of the worksheet must be organized in the precise order you see in the left column in the Registration Fields Glossary table above.

Special Note Regarding School of Attendance

School of Attendance	The School of Attendance is defined as the school that teaches the program. It is not part of the bulk upload file because each student in the bulk upload file will automatically get their School of Attendance assigned to them as determined by the school conducting the upload. System will also auto fill related CTDS.	Yes

Manual Registration

If you are registering less than 25 students, manual registration provides an easy method to registering students one at a time.



1. From the School Dashboard, select Registration Page and reply OK to the pop-up window.
2. Click on **Manual Registration** at the bottom of the screen.
3. The Manual Registration form will now display.
4. Enter correct data in the field(s) for each student.
5. Click on the Create button.
6. The Registration Grid will now display data input.

Bulk Upload Registration

The purpose of bulk upload registration is to register many students in one action. Bulk upload registration is built to handle 800 students maximum per upload file. If you are registering more than 1,000 students, you must make multiple files. If you are uploading more than 50 students per file, expect the upload process to take several minutes.

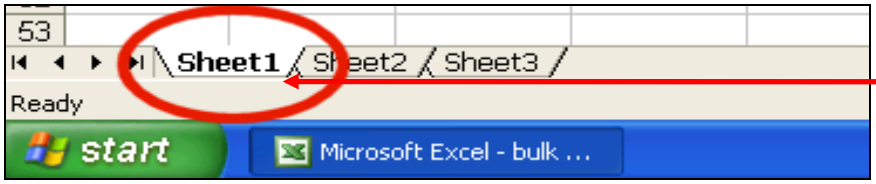
SAIS, Birth Date, Last Name, First Name, and Teacher Email fields are required for a bulk upload Excel file. You may include the other fields, but they are not required for the upload. Fields that are omitted from the bulk upload file can be added later using the Easy Edit feature or the Make Bulk Changes at the bottom of the registration screen.

Bulk Upload File:

Use the Bulk Student Registration Upload Template.xls file located in the Links section on the upper right corner of the screen: www10.ade.az.gov/CTEAssessment/Home/Links.

Excel file template has drop-down box selections for most fields.

All student information must be in Sheet 1 of the Excel file. The sheet name is located at the bottom left of the Excel file. Notice it circled below.



Do not rename the Sheet1 tab

Bulk Upload Field Rules:

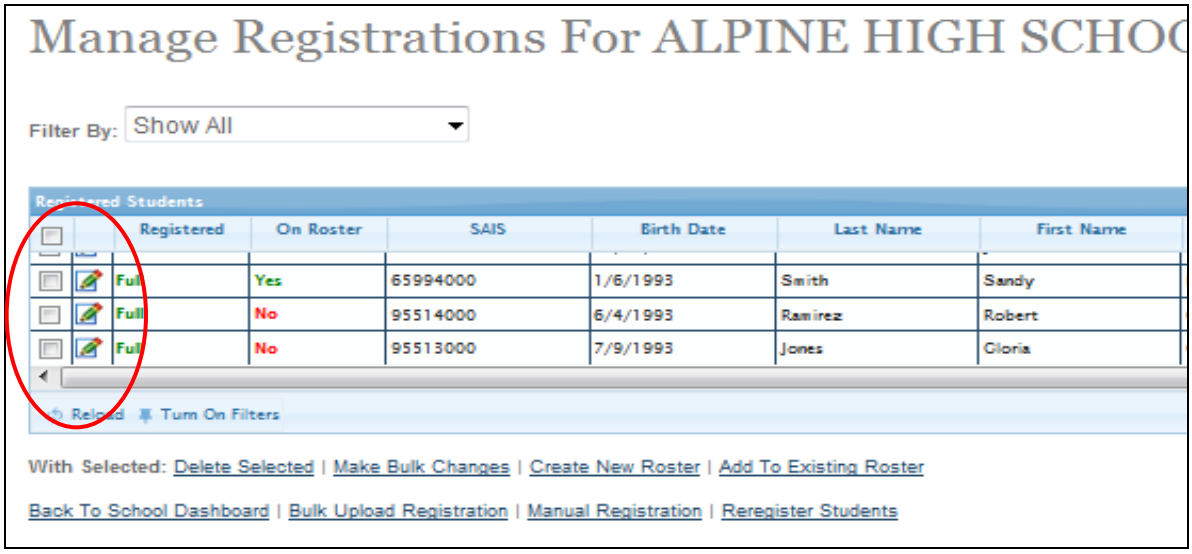
The cells in columns A-L are required to fully register a student. However, if you are using the bulk upload feature, you are only required to have columns A-D and L, and the missing information for columns E-K and M can be filled in later using the Easy Edit feature. Notice that the first row of data (row 1) is for column headers. Student information must start on the second row. See the example below:

Row 1 – Column Headers

Student Bulk Upload Excel File Example:

	A	B	C	D	E	F
1	SAIS	Birth Date	Last Name	First Name	Program Assessment	School of Residence CTDS
2	51364589	11/12/1993	Thomas	James		75135648
3	65994588	1/6/1993	Smith	Sandy	Carpentry	75135614
4	95511464	6/4/1993	Ramirez	Robert	Carpentry	

Students must be **fully registered** to be eligible to take an assessment. This means all required fields are completed. A student can be saved in the system without being fully registered. This is called **partial registration**. For example, you may partially register a student if you do not have all of the information needed. This way you can save the student in the system and finish the registration later.



Correcting Student Data

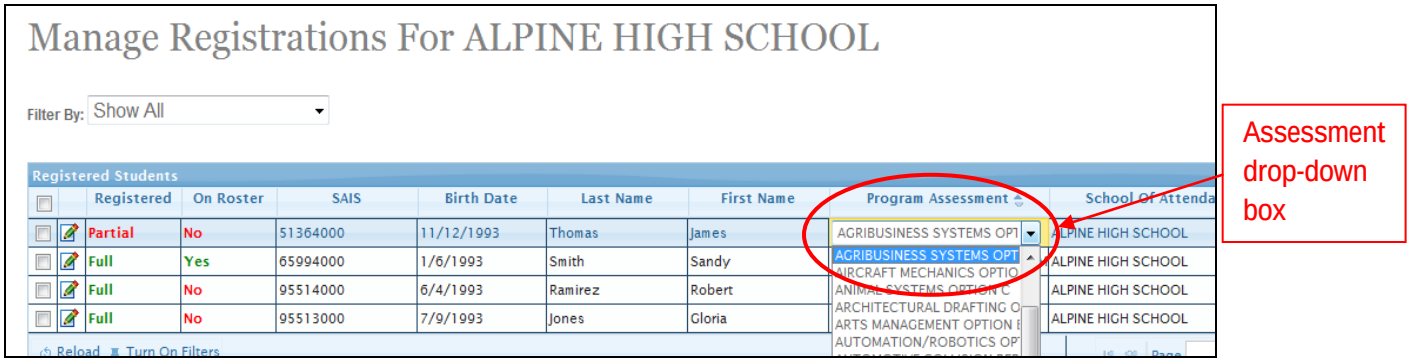
Easy Edit Feature:

The Easy Edit feature provides the easiest possible way to edit a student's information on the grid after it has been saved.

After students are registered, they will appear in a grid on the Registration Page.

1. From the School Dashboard, select Registration Page and reply OK to the pop-up window.
2. Click in the field to be changed.
3. The box around the field will now highlight in yellow.
4. Delete incorrect data.
5. Enter correct data in the field and press the tab key.
6. The Registration Grid will now display new changes.

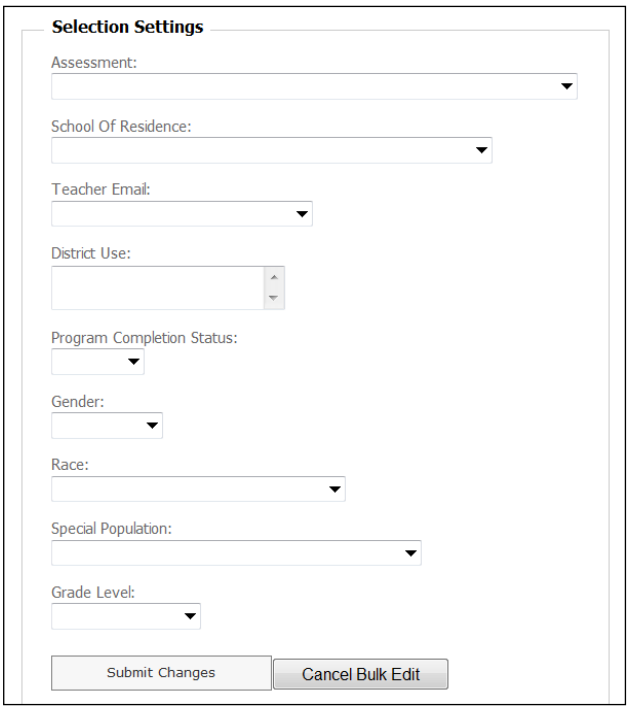
This image shows the grid on the Registration Page with several students registered. Notice the Program Assessment drop-down box that has a highlighted field within the circle. By using the Easy Edit feature this field can be changed by selecting a new program name.



Note: Changes to SAIS, Birthday, First and Last Names, and Teacher Email can only be done using the Easy Edit feature.

Make Bulk Changes:

1. From the School Dashboard, select Registration Page and reply OK to the pop-up window.
2. Click in the first (box) field on the left of the student(s) row. This will cause the entire row to highlight in yellow.
3. From the bottom of the screen, click on the Make Bulk Changes.
4. This will display a **Selection Settings** form; scroll down for access to all fields.
5. Enter correct data in the fields to be changed for the student(s).
6. Click on the Submit Changes button.
7. The Registration Grid will now display the new changes added.



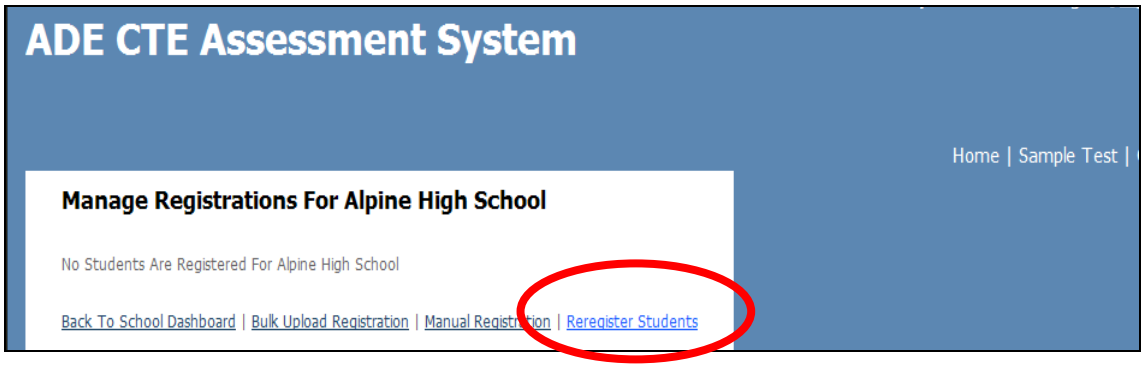
Student Reregistration

All student information and assessment information is saved for several years in the Assessment System Database. However, with each new assessment period, schools will by default start off with no registered students and no rosters. Therefore, student registrations and rosters must be created again before each assessment period.

The reregistration feature is designed to make student registration process easy when students have already been registered in the past. This feature allows Entity Administrators to resurrect student registration data from the most recent assessment period. Just as Student Registration is done on a school-by-school basis at the student's respective School of Attendance, so is the Reregistration. To reregister students just follow these simple steps:

1. Navigate to the school where registration needs to occur (the School of Attendance).

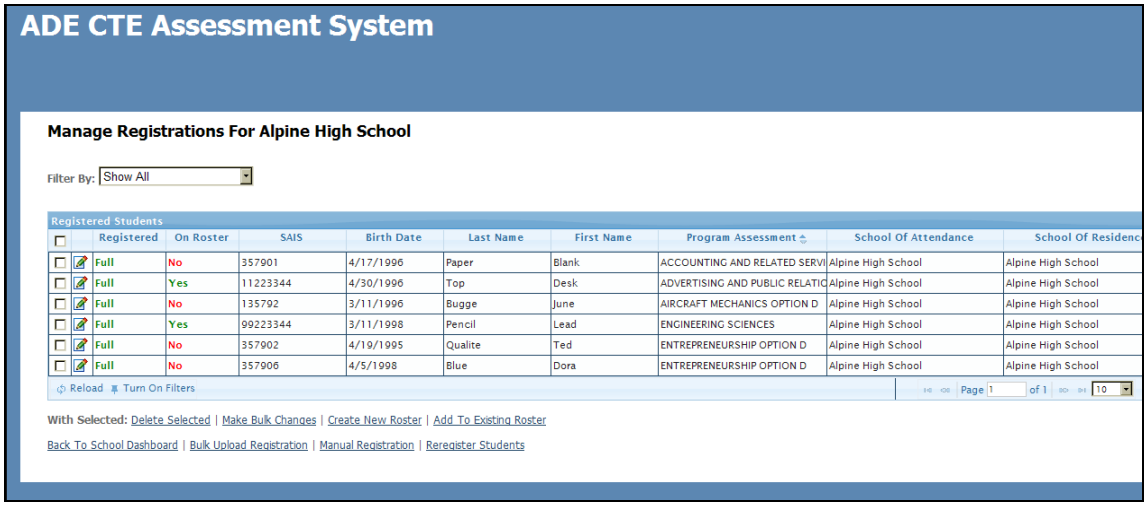
2. From the school's dashboard page, click the Registration Page link and reply OK to the pop-up window.



3. Click the Reregister Students link at the bottom.

4. Confirmation page with a Reregister Students button will display.

5. Click the button and students will be reregistered. **(may take several minutes to execute)**

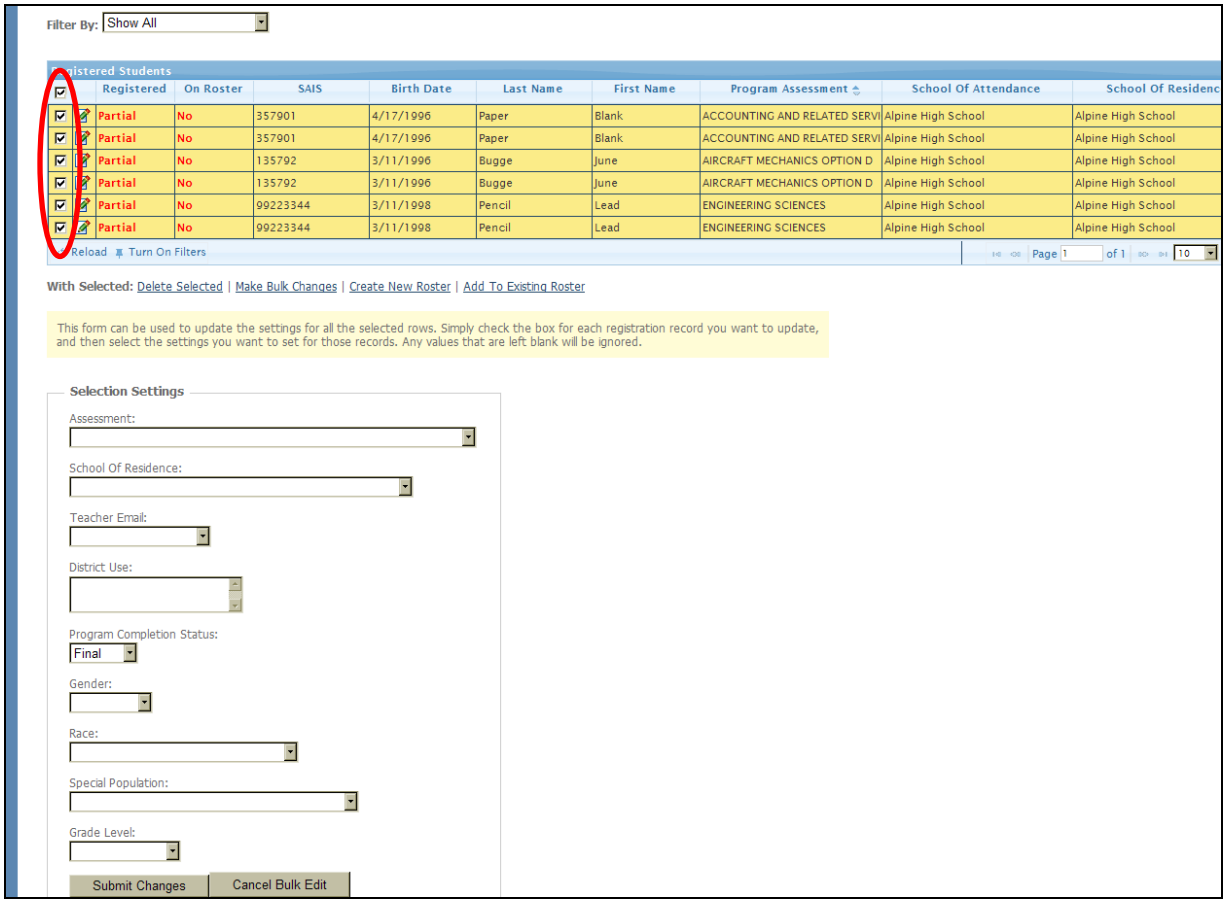


	Registered	On Roster	SAIS	Birth Date	Last Name	First Name	Program Assessment	School Of Attendance	School Of Residenc
	Full	No	357901	4/17/1996	Paper	Blank	ACCOUNTING AND RELATED SERVI	Alpine High School	Alpine High School
	Full	Yes	11223344	4/30/1996	Top	Desk	ADVERTISING AND PUBLIC RELATIC	Alpine High School	Alpine High School
	Full	No	135792	3/11/1996	Bugge	June	AIRCRAFT MECHANICS OPTION D	Alpine High School	Alpine High School
	Full	Yes	99223344	3/11/1998	Pencil	Lead	ENGINEERING SCIENCES	Alpine High School	Alpine High School
	Full	No	357902	4/19/1995	Qualite	Ted	ENTREPRENEURSHIP OPTION D	Alpine High School	Alpine High School
	Full	No	357906	4/5/1998	Blue	Dora	ENTREPRENEURSHIP OPTION D	Alpine High School	Alpine High School

NOTE: Clicking the reregistration button twice creates duplicate student registration records.

Editing Program Completion Status:

After reregistration, the student's Program Completion Status will need to be updated. The easiest way to do this is by using the Make Bulk Changes feature. This feature is located on the Student Registration Page. Select students by checking the check box to the left of their record and click the link "Make Bulk Changes." A new form will display below the Student Registration Data. Any changes made in this form will affect all selected students. Select the "Program Completion Status" drop-down menu and change it to the desired setting. Click the "Submit Changes" button and an updated list of previously selected students will now display the new bulk changes.



To add a new student click on Manual Registration, fill out all fields and click on submit. To add an additional program assessment to an existing student, register the student a second time using the new program assessment information and then add that student to a new or existing roster.

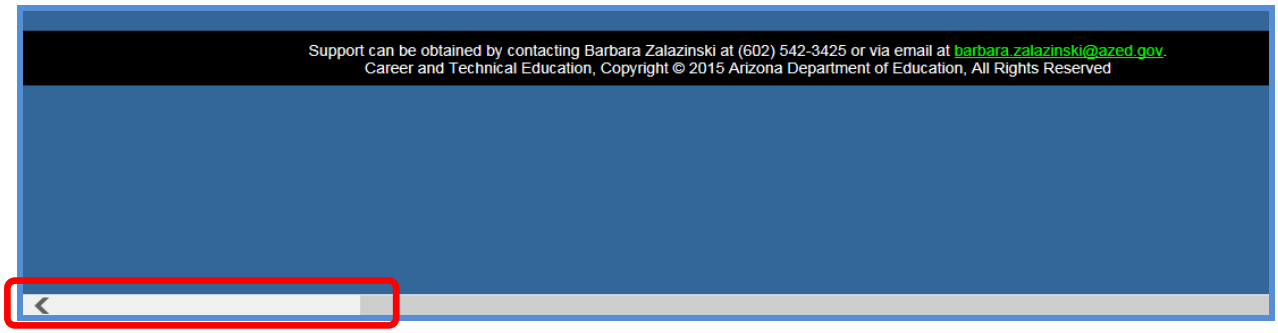
Use the Registration Grid to delete a student by selecting the checkbox on the far left side of the student data row. The row will highlight in yellow. Click on "Delete Selected" and then "Yes." To delete all students select the checkbox on the far left of the Header Row and all rows will highlight in yellow. Click on "Delete Selected" and then "Yes."

Roster Creation Instructions

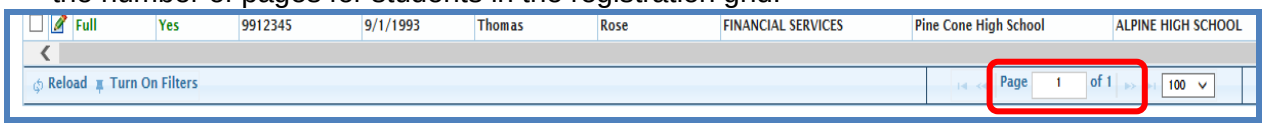
1. Log onto the CTE Assessment website. http://www10.ade.az.gov/cteassessment/
2. Select JTED/District.
3. Select a high school.
4. Select the Registration Page and click OK on the pop-up window.

Section 1:

1. To check for total student count in the registration grid.
2. Location of the scroll bar at the bottom on the internet browser window.

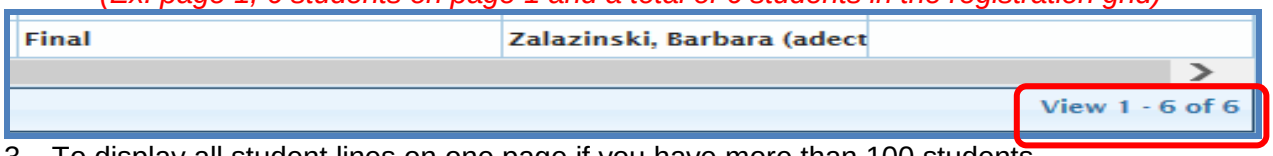


Use the internet scroll bar to scroll right to display the center bottom of the registration grid to check the number of pages for students in the registration grid.

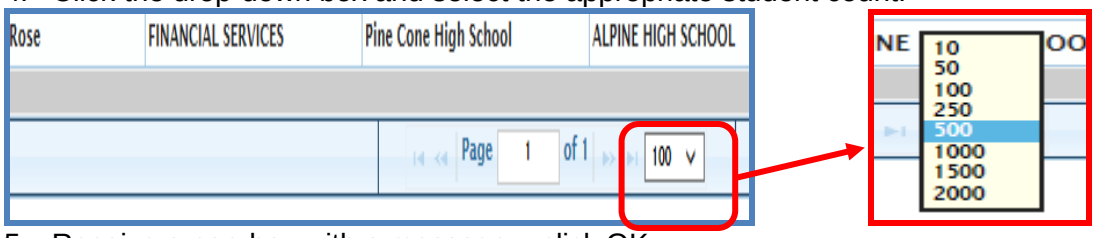


Continue using the internet scroll bar to scroll to the far right to check the page number, number of students on that page and the total student count.

(Ex: page 1, 6 students on page 1 and a total of 6 students in the registration grid)



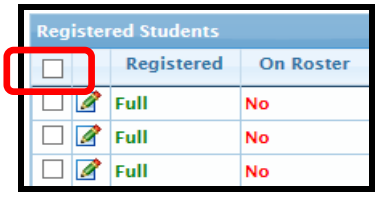
3. To display all student lines on one page if you have more than 100 students.
4. Click the drop-down box and select the appropriate student count.



5. Receive a pop-box with a message – click OK.

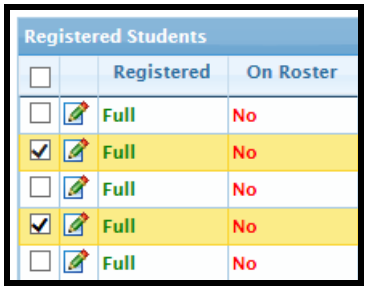
Section 2:

1. There are two methods of creating a Roster.
2. Method one is placing all students onto a single Roster.



On the column Header row click in the small box to the far left of the row. The whole registration grid will highlight in yellow.

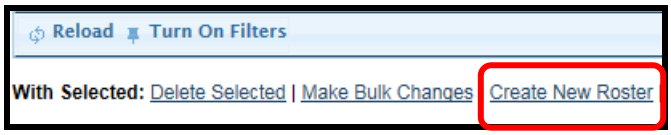
3. Method two is creating more than one Roster.



Click in the small box to the far left of each student's row that will be included in the Roster. Each student row selected will highlight in yellow.

Section 3:

1. At the bottom of the screen click on the Create New Roster link.

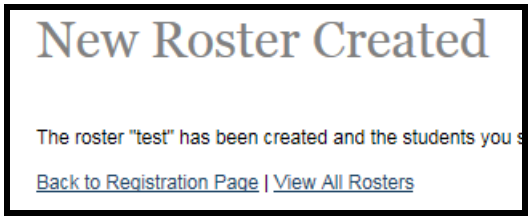


All student rows highlighted in yellow will be included in the Roster.

2. Receive a pop-up box.

You can name your Roster anything you want to. After you enter in the Roster name click the Create button.

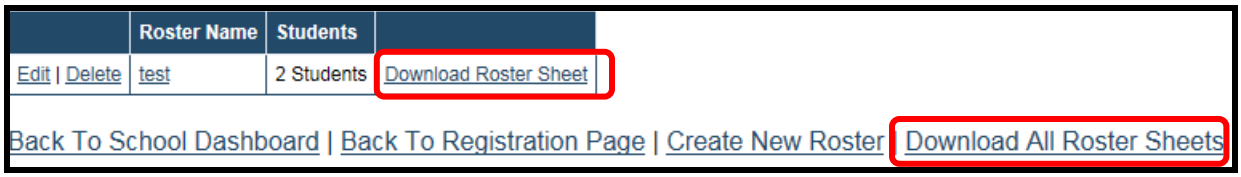
3. Receive a pop-up box.



If you are done creating Rosters click on the **View All Rosters** link to go to the Roster Menu.

Section 4:

1. Creating the Download Roster
2. Reach the Roster menu by the previous step or from the Dashboard - **View Rosters**
3. At the Roster menu you can select **Download Roster Sheet** for one Roster or you can select **Download All Roster Sheets** for all Rosters at the bottom of the screen.



4. Once you click on the link you will receive a pop-up box – click **Open**

5. An Excel file will display. Delete column A **and** Columns G through N.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Roster Nai	SAIS	User Id	First Name	Last Name	Program A	School Of	School Of	Gender	Special Po	Grade Lev	Program (	Teacher	District Notes
2	test	95511464	VJMBJA	Robert	Ramirez	ACCOUNT	Pine Cone	ALPINE HI(	M	LE	12	Final	Barbara Zalazinski	
3	test	99364589	XNFMUH	James	Thomas	CULINARY	Pine Cone	ALPINE HI(	M	NO	11	Practice	Barbara Zalazinski	

6. Columns A through E. SAIS, User Id, First Name, Last Name and Program Assessment.

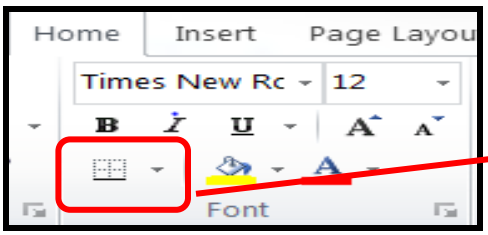
	A	B	C	D	E
1	SAIS	User Id	First Name	Last Name	Program Assessment
2	95511464	VJMBJA	Robert	Ramirez	ACCOUNTING AND RE
3	99364589	XNFMUH	James	Thomas	CULINARY ARTS

7. Format the Excel file.

	A	B	C	D	E
1	SAIS	User Id	First Name	Last Name	Program Assessment
2	95511464	VJMBJA	Robert	Ramirez	ACCOUNTING AND RE
3	99364589	XNFMUH	James	Thomas	CULINARY ARTS

Click on the square box between A1 and row 1 and all cells will highlight in yellow.

8. While all cells are highligted change the font, font size and grid lines.



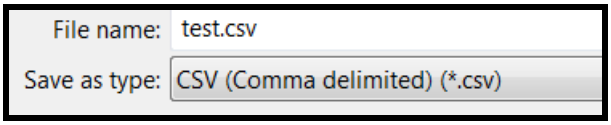
At the Toolbar select Font, Font Size and Grid lines

9. While all the cells are highlighted increase the column widths.

	A	B	C	D
1	SAIS	User Id	First Nam	Last Nam
2	95511464	VJMBJA	Robert	Ramirez
3	99364589	XNFMUI	James	Thomas

Place your mouse between column A and column B and until you see a double-headed ↔ arrow then double click one time and your column widths will now expand.

10. While all the cells are highlighted increase the row heights. Place your mouse between row 1 and row 2 until you see the double-headed mouse then double click the mouse one time. All your rows will increase in height.
11. Click Print Preview to to see all your fields if you can't make adjustments until you can.
12. Click File on the toolbar and select **Save AS**.
12. Your file is opened as a .CSV file extension and you must save it under the .XLS extenstion.
13. Click on the drop-down box for **Save as Type** and select **"Excel 97-2003 Workbook (*.xls)"**



Save to your PC

14. When you are ready to put the Proctor Packet together.
15. Print two copies of the Download Roster Sheet.
16. Place all into the Proctor Packet - one copy cut into strips using the grid lines as a guide and the other one as a class template.

Conducting CTE Assessments

There are numerous references in this section to the District Coordinator. The District Coordinator is the Carl D. Perkins Basic Grant signer and may also be the Career and Technical Education (CTE) Administrator. In a JTED, the District Coordinator is the CTE Administrator designated by the JTED Superintendent.

Critical to conducting CTE Assessments is adhering to established policy and procedures identified in this Guide. Administrators, teachers and students must agree to these established policies and procedures. Violations will be enforced following district disciplinary procedures.

Tasks to Get Started

The District Coordinator or his designee must provide a copy of this section, Conducting CTE Assessments, to the Proctor prior to conducting the assessments. It is available at: http://www10.ade.az.gov/CTEAssessment/Content/Files/CTEAssessmentSystemAdministrationGuide.pdf. In addition, the District Coordinator should:

- Provide an emergency contact number in case of emergency questions regarding software, registration rosters, adjusting time, and accommodations for special populations.
- Prepare packets with a student roster for each assessment, student User IDs, detailed instructions about the computer lab location and setup, and information about Special Population IEP accommodations.
- Provide paper and pencils for students to use for calculation. The calculator on the computer may also be used.
- Provide instructions about checking the computer lab for a sufficient number of computers for the student count on the roster.

Teachers and Proctors Ensure Assessment Security:

CTE Assessments are secure assessments. CTE teachers **may not review the test items.** CTE teachers may not discuss the content of any tests at any time with other teachers or students. CTE teachers are allowed to proctor their own students. The district must have a CTE Security and Testing Protocol Agreement on file for all staff involved with CTE assessments. The Proctor should monitor the students to be sure they are not leaving the assessment website to search on internet sites for answers. Students will not be allowed to use the Print Screen key to save assessment materials to PC.

As students enter the computer lab, direct students where to place their personal belongings including their cell phones, flash drives, and any other electronic devices. The students must agree to the Assessment Security statements after they have logged in. If there is a violation of assessment security, the district will follow district disciplinary policies and notify the CTE Section at the Arizona Department of Education to invalidate the student's results.

Attendance During Assessment:

The Proctor should check the roster and verify student attendance. Students not present should be reported to the District Coordinator at the conclusion of the assessment. Students may be rescheduled if there is time during the assessment window. If a student misses the assessment time, there is no action needed in the system to allow the student to take the assessment at a later time. The student will use his assigned password.

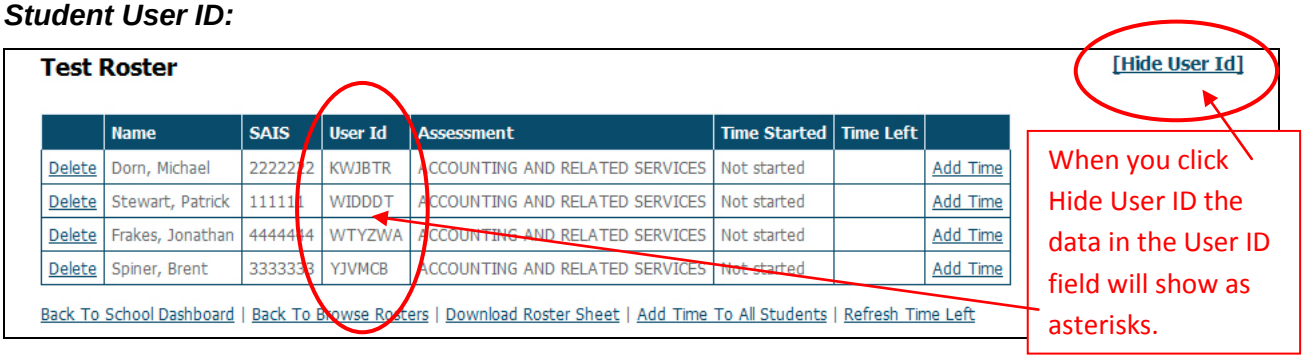
If a student gets sick and cannot complete the assessment, the Proctor will close the browser and not submit the results. After more time has been given, the student can log on using the original password and the system will start the assessment where it was stopped.

Requirements for Retaking Assessments:

The request to allow a student to retest due to a problem will be made by the Coordinator who will contact CTE at 602-542-3425 or Barbara.Zalazinski@azed.gov. The retest must be in the same testing window. Here are some examples of why a student should retest:

- Student assessed under another student's username (SAIS number).
- Student took the incorrect Program test.
- Special Education student was tested without following the proper IEP instructions.
- Student went home sick or was called away and ended with incomplete assessment.
- Student experienced school or ADE system problems.

Student User ID:



Technical Specifications Required for Computers:

Each computer should be checked prior to the CTE assessment. The Sample Test screen evaluates the operating system for software compatibility and displays the current operating system. It also evaluates the Cookies, JavaScript, and checks the computer's browser for the approved software requirements.

Software Requirements – To take assessments, the browser must have the following:

- Cookies enabled on your browser
- JavaScript enabled on your browser
- Adobe Flash Player Plug-in

Software Recommendations – Users must view the assessment on one of the following browsers: (Use the most recent version of the browser for the best results.)

- Internet Explorer: Version 8 or greater
- Firefox: Version 3.6, 4.0, 11.0 or greater

Operating Systems – One of the following Operating Systems should be used:

- Windows XP
- Windows Vista
- Windows 7 or greater

Students Taking Multiple Assessments:

The CTE Assessment is not a timed assessment. For purposes of scheduling, it is estimated that students be allocated two hours to take the assessment. You should not plan for a student to take multiple assessments during the two hour time block. Students have a unique User ID for each assessment. If it is necessary for a student to take two assessments, he must use the User ID unique to each assessment.

Students completing the final Carnegie Unit of multiple CTE Programs may take multiple assessments in the same testing period.

Multiple Program Areas May be Assessed During the Same Session:

Students may be grouped to meet the district's needs. The student's SAIS number and User ID will generate the correct assessment. For example, Culinary Arts students may be scheduled to take the assessment in the same computer lab during the same time as the Welding Technologies students.

Accommodations for Special Population Students:

Each District Coordinator must follow the IEP for students to ensure that identified accommodations are in place. The district office will communicate accommodations needed with the Proctor prior to the assessment. The Proctor will follow the specific accommodation directions provided by the district office.

Enlarge Test Items on Screen:

Students may enlarge the test items or screen images as follows:

- MAC users hold down the Command key and then the + key
- PC users hold down the Control key and then the + key

Math Problems:

Some assessment items require math computations. Students must have access to paper and pencil during the assessment. If students need a calculator, they should use the calculator on their computer, not their own calculator nor the calculators on their cell phones.

Sample Test:

After the students have logged onto the assessment website, they should take the Sample Test. The Proctor script includes additional information regarding the Sample Test.

Scheduling Time for the Computer Lab:

The assessment time period begins for each student when the first question is displayed. You should allow more than two hours in the computer lab to provide time for logging in, technical issues, and viewing results.

Wrong Assessment:

If the student opens his assessment and it's the wrong one, he must close the browser and wait for the District Coordinator or Entity Administrator to change his registration information to reflect the correct assessment. After the student's registration information is corrected, he can log on again and take the assessment using the same log on information received previously.

If, however, the student answers several assessment questions and then realizes that it's the wrong assessment, he must close the browser and wait for the District Coordinator or Entity Administrator to

re-register him. The District Coordinator or Entity Administrator will need to delete the old registration and submit the accurate registration information. Re-registering the student will also require the District Coordinator or Entity Administrator to add the student to a new roster. This will generate a new User ID. The student must use his SAIS ID and his new User ID to log on to take the correct assessment.

Student Reviews Assessment Results after Assessment:

After a student completes the assessment, he will be able to review the results by standard and measurement criteria. After reviewing the results, he has two options: 1) print the results or 2) send the results to an email address. The student will not be able to access his individual results after he closes the browser. So, selecting one of these options is critical. The assessment results serve as a diagnostic tool for the student to use before taking the Final Assessment.

What would you like to do with this report?

Send to My Email: My email address is [ ] Send This Report To My Email

Print: Click Here to Print

Attending Alpine High School - Date of Test 2/16/2010				
EDUCATION PROFESSIONS - *SAMPLE*				
Standard 1.0 - EXAMINE THE ROLE OF THE EDUCATION INDUSTRY IN THE ECONOMY		**Correct**	**Incorrect**	**% Correct**
1.1	Explain the role of education in the economy: local, state, national, and international	1	0	100 %
1.2	Recognize the factors that contribute to an effective school	1	0	100 %
1.3	Compare/contrast the financial advantages/disadvantages of public, charter, and private educational institutions	1	1	50 %
Standard 2.0 - RECOGNIZE THE FINANCIAL POLICIES AND PROCEDURES OF A SCHOOL DISTRICT				
2.1	Identify business and financial functions of an educational institution	2	0	100 %
2.2	Explain how taxes impact the school district's ability to meet objectives and state and federal mandates	1	1	50 %
Standard 3.0 - UNDERSTAND THE HISTORY AND STRUCTURE OF EDUCATION IN THE UNITED STATES				
3.1	Outline the historical development of U.S. education	2	0	100 %
3.2	Identify major philosophies of education	1	0	100 %
3.3	Identify the roles of state and federal government in education	0	1	0 %
3.4	Differentiate between private and public educational approaches, including those of charter and alternative schools	1	0	100 %
3.5	Examine current educational issues	1	0	100 %
3.6	Compare education in the United States and in other countries	1	0	100 %
	Total	**12**	**3**	**80%**

Adjust Time for Assessment

When students answer questions, the system saves the results. There may be an emergency resulting in all students needing to evacuate the lab. If the students return to the assessment with time remaining, they will be able to log back in to finish the assessment.

If they return to the assessment with no time or insufficient time remaining, the Entity Administrator or Proctor can add more time for a student or for a group of students. If students never return to the assessment, their assessment will be scored as they left them.

Add Time for a Group of Students:

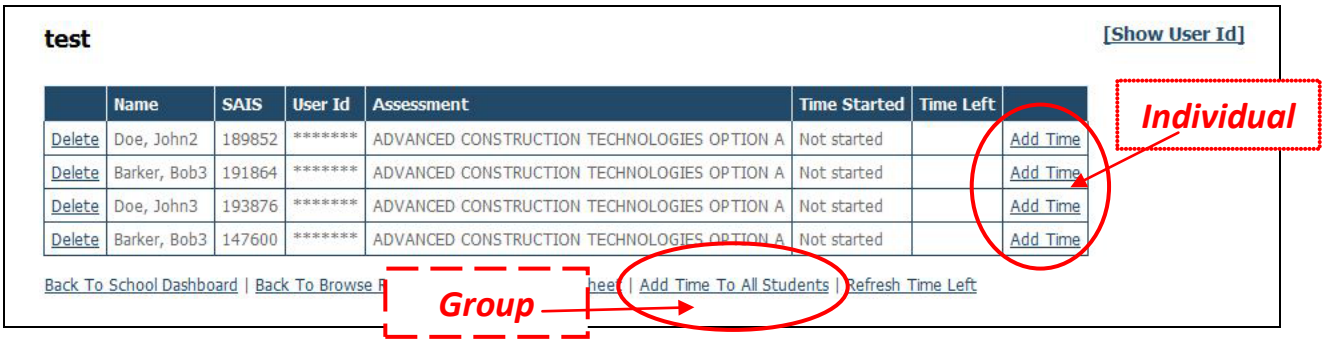
1. From the School Dashboard, select View Rosters.
2. Click on the Roster Name.

3. ***Single Student:*** At the far right of the row with the student's information in it, click on ***Add Time*** and it will display the *Add Time to Individual Student* screen.

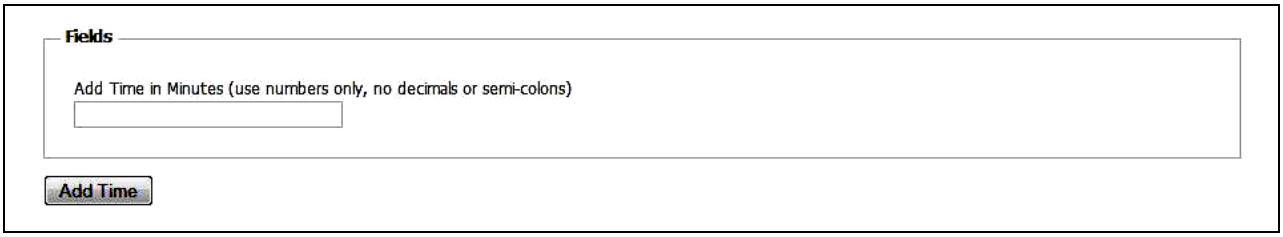
4. ***All Students on the Roster:*** At the bottom of the screen, click on the ***Add Time to All Students*** and it will display the *Add Time to Entire Roster* screen.

5. Key in the number of minutes to be added (ex: 120 = two hours).
6. Click on the Add Time button.

Add Time to Students:



Adding Time:



Proctor Script for Assessment Procedures

The Proctor should follow the directions and must read the script in ***bold and italics*** exactly as provided in this section. Student instructions and information are in regular font.

Suggestions to Prepare for the Assessments in Advance	• Locate the assigned room for the assessment. • Check computer lab set-up to ensure proper accommodations for the assessment period. • Obtain the roster of students registered. • Prepare individual student User ID cards/slips of paper containing a password. • Use a sign-in and/or sign-out sheet. • Have pencils and scratch paper available for distribution to students for use during the assessment. Collect all items at the end of the assessment.
INSTRUCTION:	Write the URL www10.ade.az.gov/CTEAssessment on the board before students enter. Check the suggestion list (above) for advance preparation to ensure optimal conditions for conducting the assessments.
READ:	***Welcome to your Career and Technical Education program assessment. Today you will be taking an online assessment that will measure the technical knowledge and skills you have attained in your program. The assessment is not timed, so you will have all the time you need to select correct answers.***
INSTRUCTION:	(Pause) See that all students are settled at their computers before proceeding.
READ:	***We will now access the online assessment system at the Arizona Department of Education by using the website address provided:*** www10.ade.az.gov/CTEAssessment. ***Please type in the web address to access the system now.***
INSTRUCTION:	(Pause) Verify that all students have opened the assessment Website.

READ:	***Please read the Greetings and Overview.***
INSTRUCTION:	You may choose to read this to the students or they may silently read through it themselves. You may want to highlight main points such as the importance of the assessments to business and industry, and the official certificate and transcript they will receive from the Arizona Skill Standards Commission upon passing. Underscore the importance of each student doing their "personal best" as the results are important for Arizona and the nation.

State of Arizona
Department of Education
Office of John Huppenthal
Superintendent of Public Instruction

Welcome to the Arizona Skill Standards Assessment System designed to measure your knowledge and skills attained in Career and Technical Education (CTE) programs.

The Arizona Skill Standards Commission, which is comprised of top business and industry leaders throughout Arizona, will issue certificates and transcripts to students who take and pass their CTE Assessment.

Upon successful completion of this test, you will receive a certificate and a copy of your transcript, which document your skill attainment and may be used for prospective employers.

Congratulations on your achievements to date and good luck on the assessment.

John Huppenthal
Superintendent of Public Instruction

For Students | For Administrators

READ:	***You are now ready for the next step. Click on <u>For Students</u>.***

READ:	***Read the Student Security Agreement screen which states the rules for proceeding with taking the assessment. You <u>must</u> click the "Agree" button in order to move on.***

Student Agreement

I will NOT:

- copy this assessment.
- use additional information or materials.
- talk during the assessment or use electronic equipment.
- share content with others after the assessment.

I understand that:

- I can use the computer calculator and/or pencil/paper provided for computations.
- If I fail to comply with the assessment requirements, I face consequences, including the invalidation of my assessment results and/or district discipline.

Agree

READ:	***Are there any questions?***
INSTRUCTION:	(Pause) Answer any questions.
INSTRUCTION:	Distribute User ID cards. Each student will receive one User ID card with the password for one assessment. If a student is taking more than one assessment another Proctor will give him an additional User ID card with another password.
READ:	***Your User ID card contains the information you will need in order to log on to take the CTE Assessment.*** ***Enter your SAIS ID in the top field.*** ***Enter your User ID in the bottom field.*** ***Click the "Log On" button.*** ***The log on User ID is your password and it is case sensitive. The SAIS ID and User ID letters/numbers must be keyed in the exact sequence presented. Do not click any additional buttons until I tell you to do so.*** ***Are there any questions?***
INSTRUCTION:	(Pause) Answer any questions.
READ:	**The CAPTCHA at the bottom of the screen ensures data security. Type the letters that the CAPTCHA is showing into the field provided. Please take the Sample Test now.**

	INSTRUCTIONS FOR THE SAMPLE TEST – Page 1
READ:	***The purpose of taking the Sample Test is to familiarize you with the options you may use when taking the actual assessment. The three questions on the Sample Test are very easy and the answers you give are not counted.***
INSTRUCTION:	All three sample questions are listed below: Question What are the three colors of the American flag? ○ Red, white, and green ○ Red, white, and blue ◉ Yellow, white, and black ○ Yellow, white, and purple ○ No Answer (skip this question) ☐ Mark for review. Save Answer Question Who was the first President of the United States? ○ Benjamin Franklin ○ Ronald Reagan ◉ George Washington ○ Abraham Lincoln ○ No Answer (skip this question) ☑ Mark for review. Save Answer Question What state is known as "The Grand Canyon State"? ○ Arizona ○ New Mexico ○ Nevada ○ Utah ◉ No Answer (skip this question) ☐ Mark for review. Save Answer

	INSTRUCTIONS FOR THE SAMPLE TEST – Page 2
READ:	***When answering these simple questions, you may want to try these options:*** ***1. "SAVE ANSWER"*** ***Select the best answer by clicking on the button beside it – and then click on "Save Answer" to move on to the next question.*** ***2. "NO ANSWER" (skip this question)*** ***If you do not know the correct answer immediately, you may want to click on the "NO ANSWER" (skip this question) then click on "SAVE ANSWER" to move to the next question.*** ***3. "MARK FOR REVIEW"*** ***If you answer the question but are unsure and would like to review the question at the end of the assessment, click on "Mark for Review" and then "Save Answer" to move on.***
INSTRUCTION:	Wait three to five minutes for all students to complete Sample Test.
READ:	***Review next options on the test:*** ***1. "SUMMARY" screen*** ***Click on the "VIEW QUESTIONS THAT WERE SKIPPED OR MARKED FOR REVIEW" button.*** ***2. "REVIEW ASSESSMENT" screen*** ***Lists items you skipped or marked for review. You can then go back to these questions to change any answer and to select the best answer to that question.*** ***3. "ANSWER" column*** ***Next to the question you will see (Skipped) click the EDIT button to be returned to the question to check it again.*** ***4. "REVIEW" column*** ***Next to the question under the Review column, if it has a YES, click the EDIT button to be returned to the question to check it again.*** ***5. "AFTER QUESTIONS HAVE BEEN COMPLETED"*** ***When all questions have been corrected click on the "RETURN TO SUMMARY" button.***
INSTRUCTION:	Pause to answer questions about the options for marking questions BEFORE the "Done with Sample Test" button is clicked.
READ:	***At the end of the Sample Test, you are asked to check a box and agree that you are ready to submit the assessment for evaluation.*** ***The final step is to click on the "Submit Test" button. Click on the "Submit Test" button now to see your results immediately.***
READ:	***Click on the "DONE WITH SAMPLE TEST" button and click "YES" to the pop-up window.***

INSTRUCTION:	(Pause) to allow students time to carry out the direction. If some students have already clicked the "Done with Sample Test" button, just have them wait until the others catch up.
READ:	***If you experienced software problems while taking the assessment, raise your hand and let me know now.***
INSTRUCTION:	(Pause) Answer any questions.
READ:	***Let's talk about the actual assessment you will be taking. When you are finished with your CTE Program Assessment, you will view your assessment results immediately. Please remember DO NOT CLOSE THE BROWSER.***
*INSTRUCTION:	*Only, if printers are available, *READ* the following: *The results may also be printed. If you would like to print a copy of your assessment results, please raise your hand and I'll assist you with printing the results on each measurement criteria with your score. Please sit quietly as to not distract students who may still be completing the assessment.*
READ:	***You can send the results to your school email address or your personal email address. Your CTE teacher will automatically receive your results. Additional email addresses must be entered one at a time.***
READ:	***Again, do not close the browser window (repeat) until I have assisted you. At the conclusion of your assessment, after closing the browser window, I will collect all paper, pencils, and User ID cards.***
READ:	***Are there any questions?***
INSTRUCTION:	(Pause) Answer any questions.
READ:	***When I tell you to begin, you will click the button that reads "Start CTE Program Assessment and Start My Assessment Time". Make sure the correct assessment is listed before you click this button. If it is not the correct assessment, raise your hand and let me know immediately so you can be registered for the correct test. Do not start the assessment if an incorrect assessment is listed for you.***
INSTRUCTION:	(Pause) Answer any questions the students may have and then continue with the script.
READ:	***After you click the "START" button, you will have ample time to complete the assessment. Are there any questions? You may now begin by clicking on the "Start CTE Program Assessment" button.***

INSTRUCTION:	Monitor the computer lab during the assessment period. After students are finished with their assessments, assist them with printing their results. If there are no printers available, assist them with sending the results to an email address, each to be entered one at a time. As students complete their assessments, it is critical to remind them that they must keep their browser open or they will no longer be able to access their results for printing or sending by email. At the end of the assessment session, walk around the computer lab and check every monitor to ensure that all browser windows have been closed. Before students leave the computer lab, verify that all paper, pencils and User ID cards have been returned. Collect these and return to the District Coordinator. Report absent students to the District Coordinator. ADE CTE Technical Contact - Barbara Zalazinski at 602-542-3425

Reports

Overview

There are seven types of reports available:

Student Status – Shows a breakdown of measurement criteria with how many answers were correct, incorrect, and skipped.

Standards and Skills Summary – Shows a summary of the skills to the associated standard with the percentage of answers correct.

Standards and Measurement Criteria Results – Shows a breakdown of measurement with a graph of percentage correct.

Score Distribution – A summary regarding scores, time on assessment and cumulative graph indicating % of students at score levels.

Total Results – Download results and complete student information as CSV.

Program Performance – Shows you the overall performance in a particular program during an Assessment.

Program Performance Summary - View overall Program Performance Summary for each Assessment.

Permission Level to Access Reports: Depending on the permission level in the system, different groups have different options in accessing reports.

Teachers – are the same as other Entity Administrators with the only difference being that they have students assigned to them through the registration process. Teachers must be registered in the system in order to receive the assessment test results when the student completes the assessment. Permission must be given to teachers to "View Reports" or the teachers cannot generate and evaluate classroom student data.

Entity Administrators with Permission to See Reports – by default, Entity Administrators cannot see reports. Since each Entity Administrator belongs to a Permission Level, Entity Administrators are only allowed to see reports if their Permission Level has the "View Reports" permission.

Coordinators – can see all school reports within their districts.

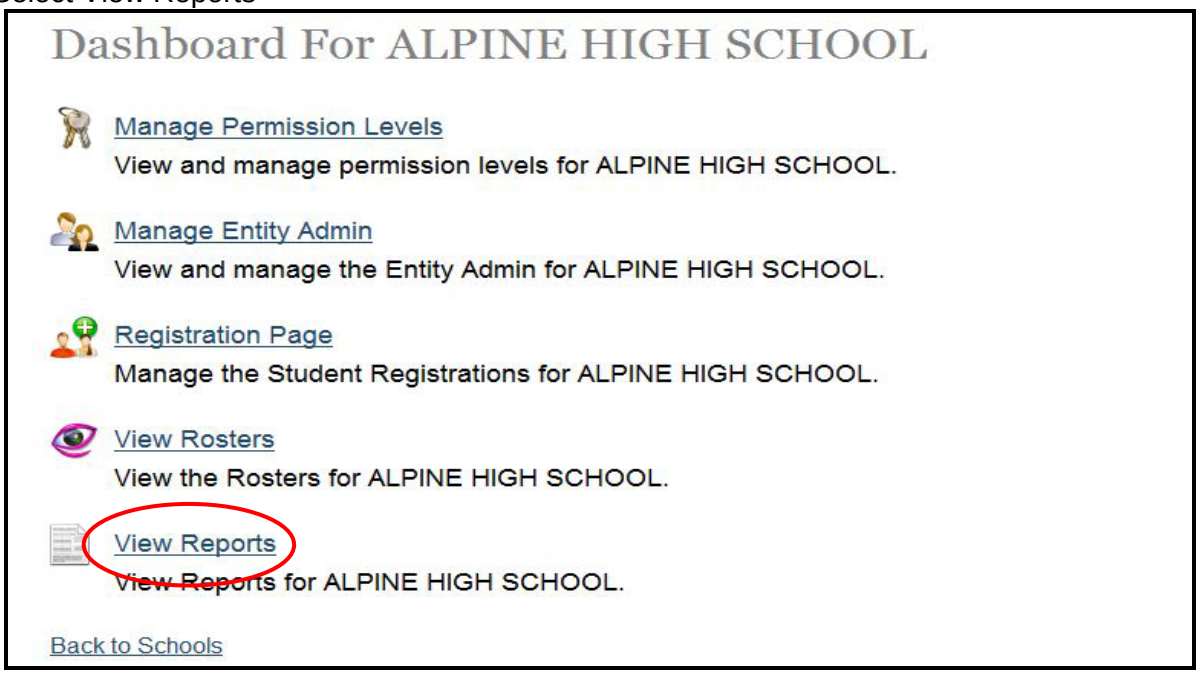
How to get to the Reports Menu

There are three methods to get to the reports menu:

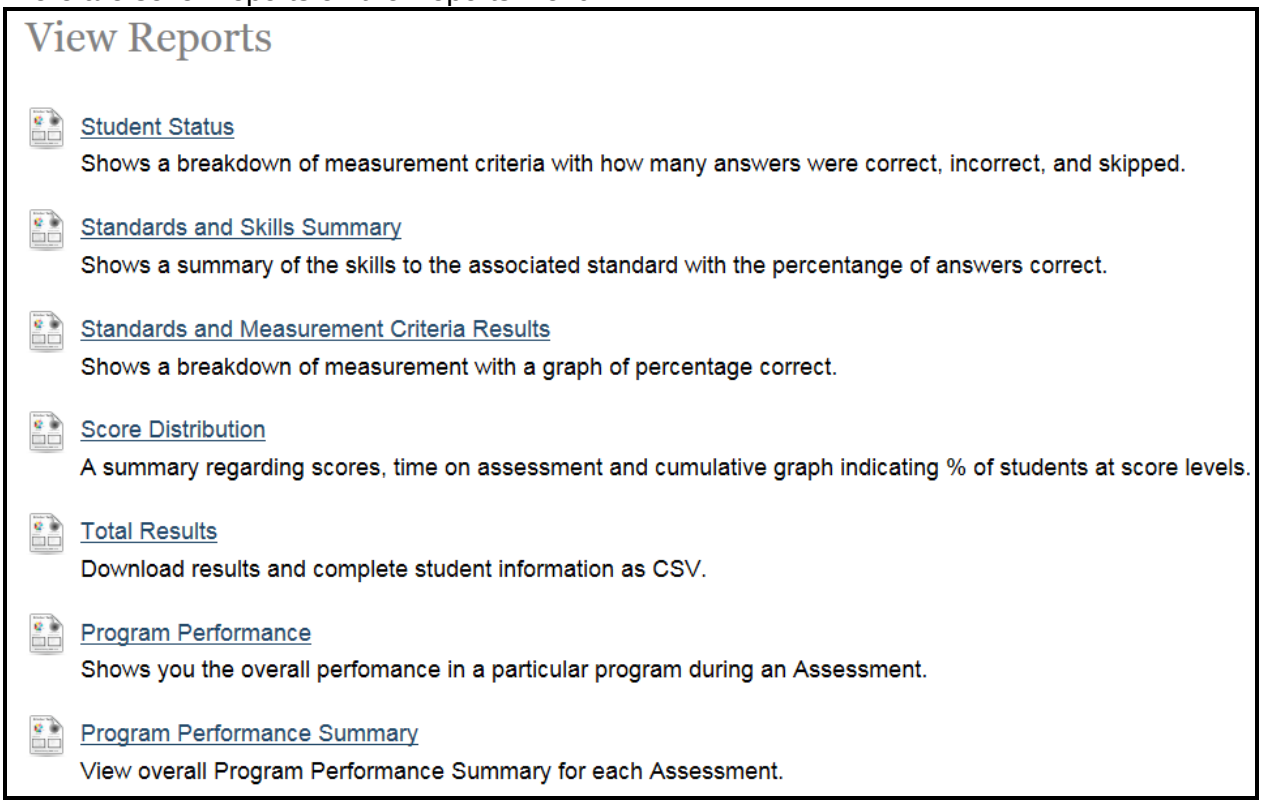
- Method 1 – Select View Reports from the Home Dashboard.
- Method 2 – Select Browse Schools then click on Reports next to the JTED/District name.
- Method 3 – Select Browse Schools, select a JTED, select a school district, and click on reports next to the high school.

Method 1:

1. Select View Reports

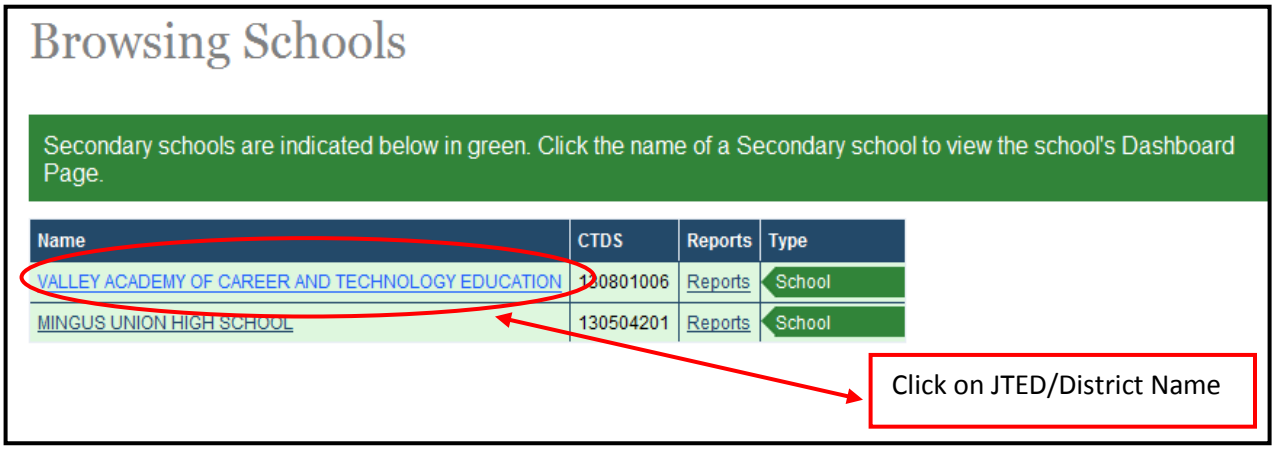


2. There are seven reports on the Reports menu.

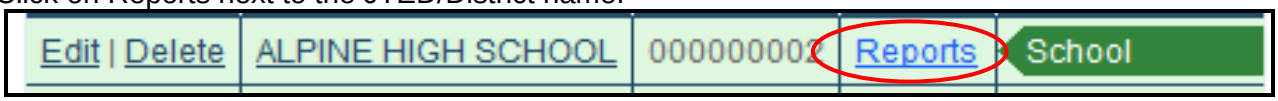


Method 2:

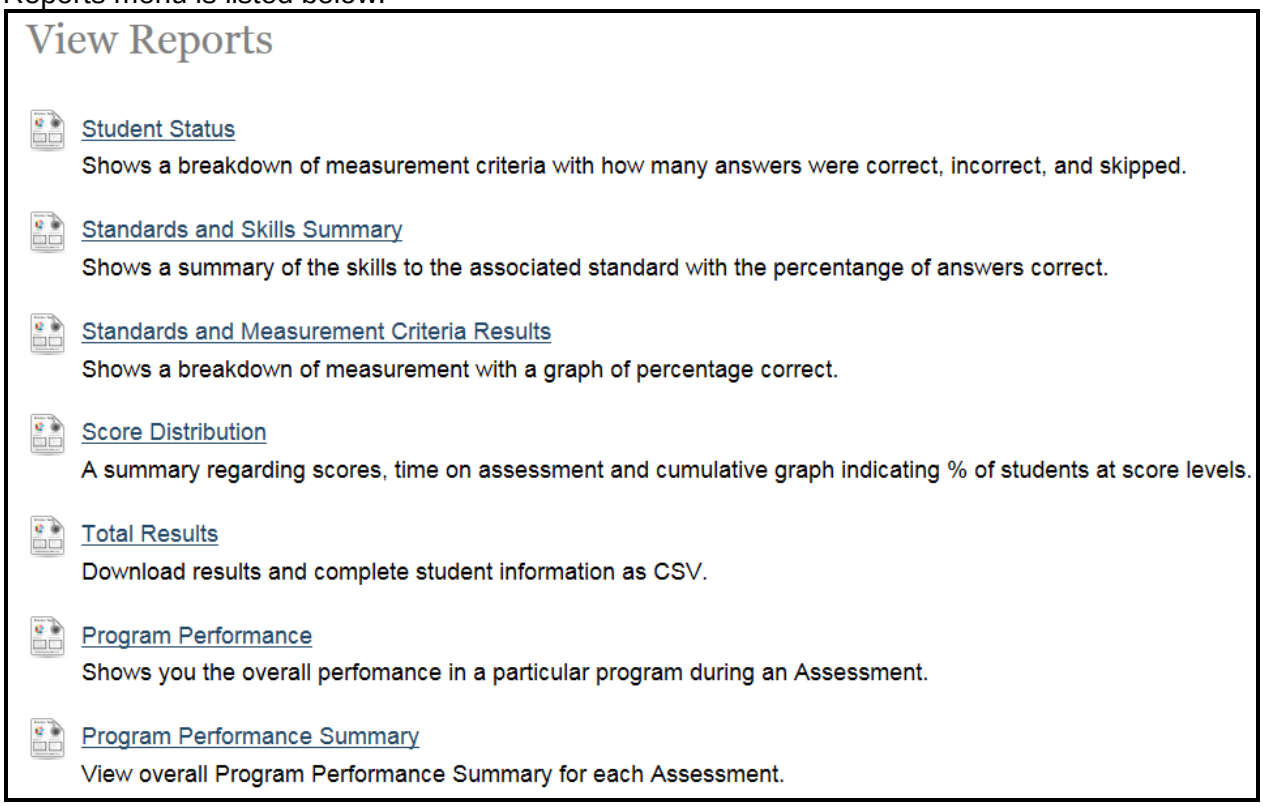
1. The Home page, Browsing Schools displays.



2. Click on Reports next to the JTED/District name.

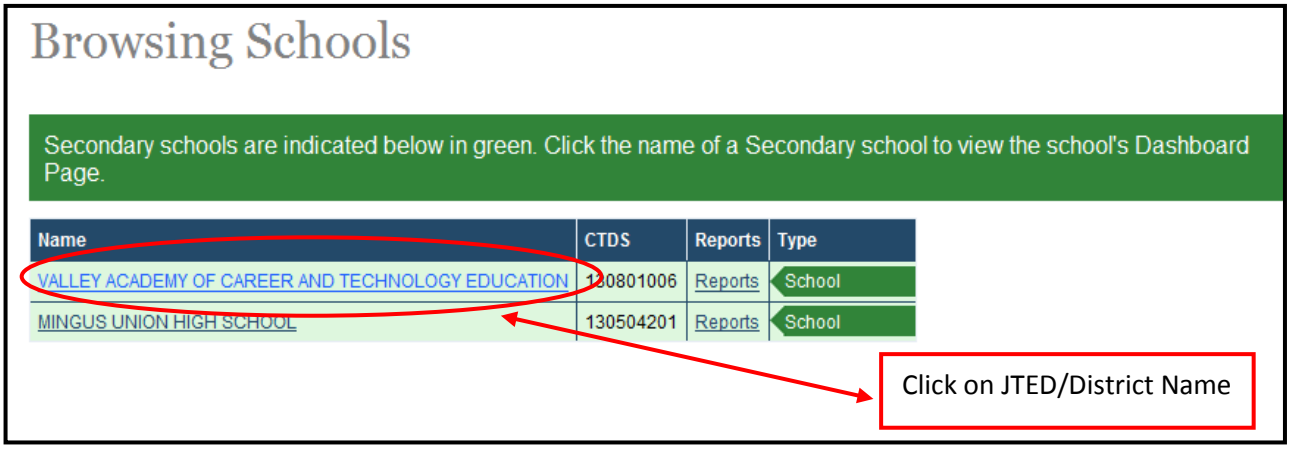


3. Reports menu is listed below.

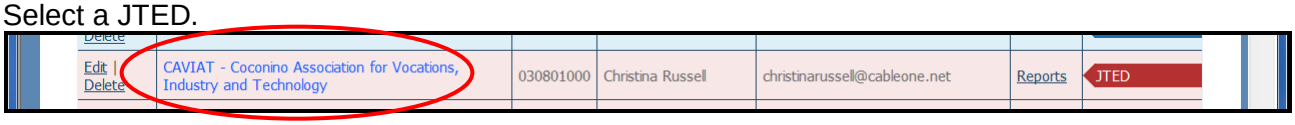


Method 3:

1. Select Browse Schools.



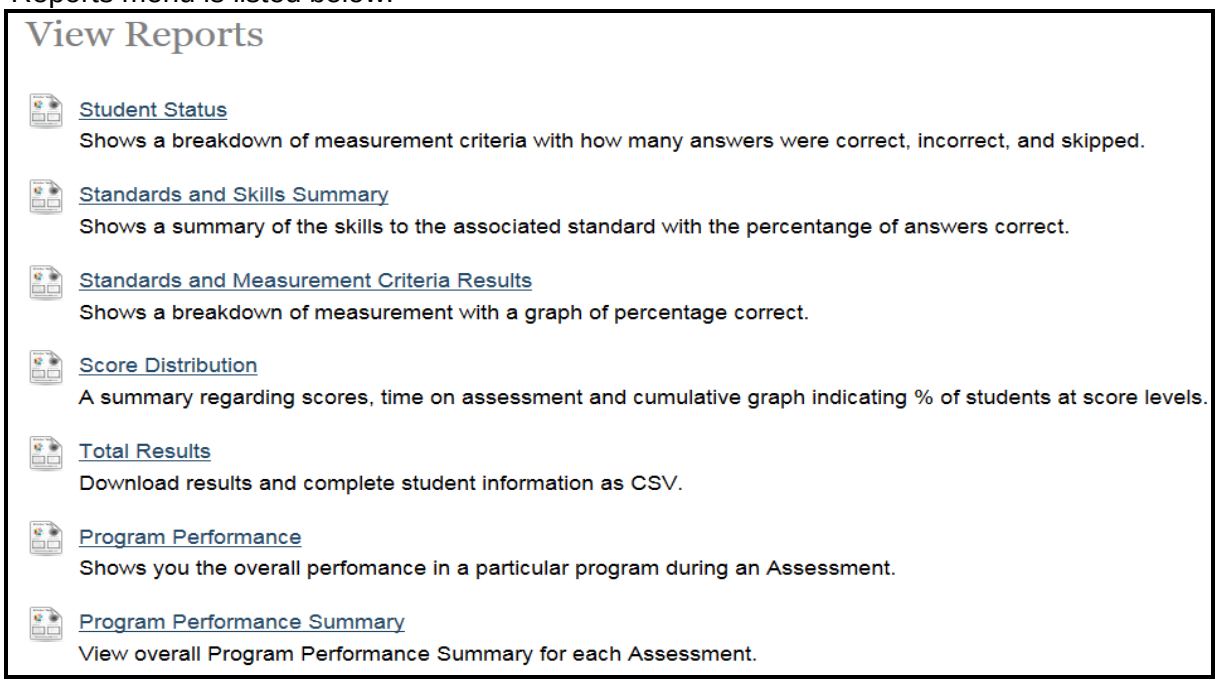
2. Select a JTED.



3. Select a School District.

4. Click on Reports next to the high school.

5. Reports menu is listed below.



Generating a Report

Generating a report consists of four components.

Assessment Period and Assessment Program:

A drop-down menu allows you to choose the requested Assessment Time Period for the report. Next, there are two drop-down menus that allow you to pick the Assessment Program by CIP or by Program Name.

Level:

The Level section has four drop-down options:

1. School Level - select a single JTED, all JTEDs or, if you are not a JTED select None.
2. School District/College - select a district, college or select None.
3. School - all schools listed under a district or college will be displayed.
4. Teacher - select the student's classroom teacher.

Filters:

By choosing Assessment Period, Assessment, and School Levels, you will be able to see reports of all students within your respective selections. However, if you want the report to filter on specific data such as Gender, Special Population, etc., the filters will provide you with these options. Note that students must match all of the filters and the school levels in order to be factored into the report. Keep these scenarios in mind when using filters:

- If you choose "Female" for gender and "Senior" for grade level and this combination has no results for a report, that doesn't mean that there were no females and that there were no seniors; it just means that there were no Female Seniors.

- If you enter 12345 for a SAIS and "Male" for a gender and this combination has no results for a report, this means that the user with SAIS: 12345 is not male.

- If you enter 12345 for SAIS and this produces no results for a report, perhaps the user with SAIS: 12345 is not a part of the School Level which was chosen.

Options:

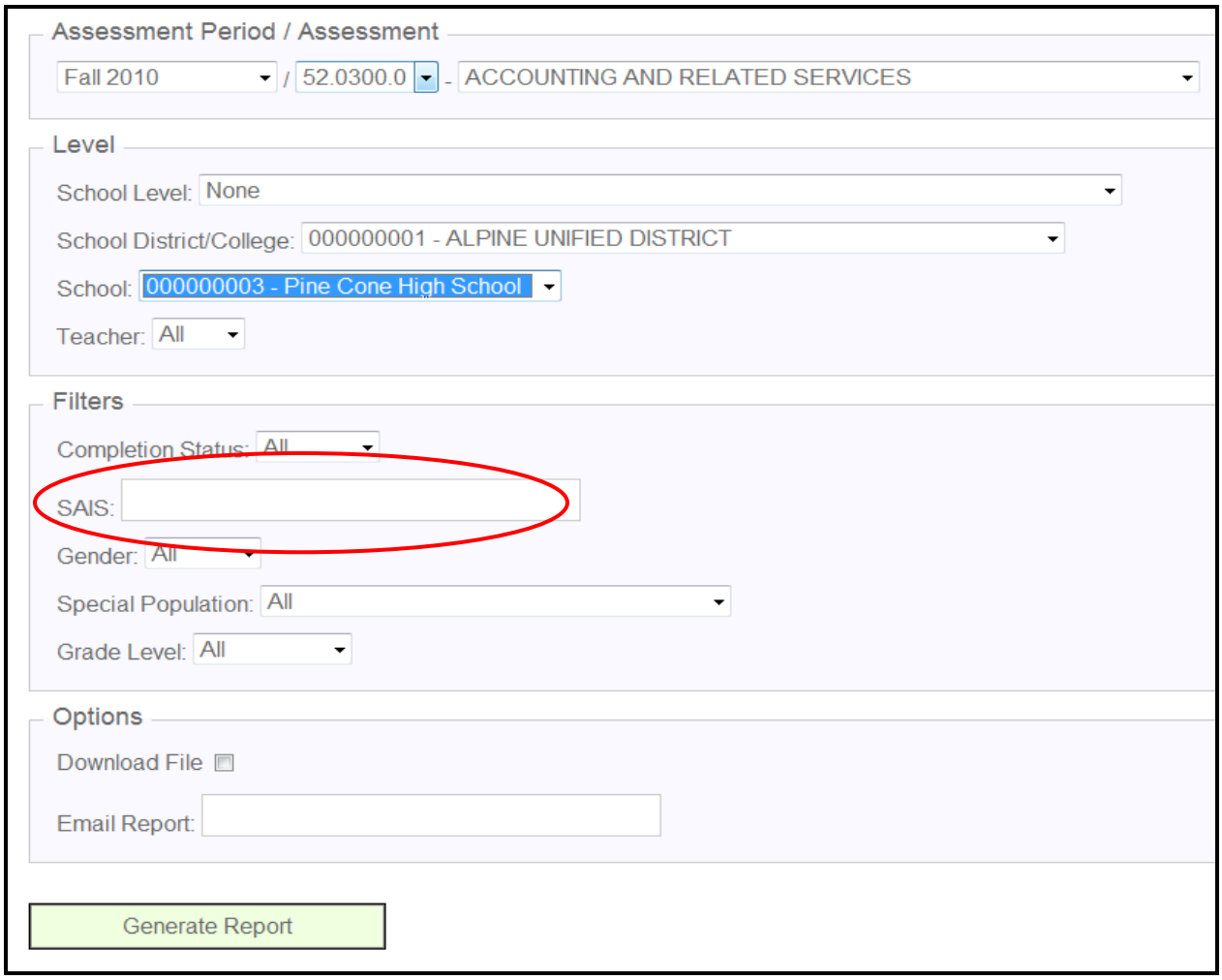
You may choose options for downloading and emailing at the same time.

- If you choose to have the report emailed to you, then enter your email address in the Email Report field. This will also generate a screen-based report in addition to emailing the report. From there you can print the report.

- Only one email address can be entered into the Email Report field, <u>not</u> multiple addresses. If you choose to have the report emailed to more than one email address, you must enter and send each email address separately.

- You can also choose to have the report downloaded. If you only select the download option, it will not generate a screen-based report; it creates a downloadable Excel file.

Levels, Filters, and Options:



<u>Assessment Period / Assessment fields</u>:

Assessment Period:	Select from the drop-down box.
Assessment:	May select by CIP code or Program name.

<u>Level fields</u>:

School Level:	Select from the drop-down box.

<u>Filters</u>:

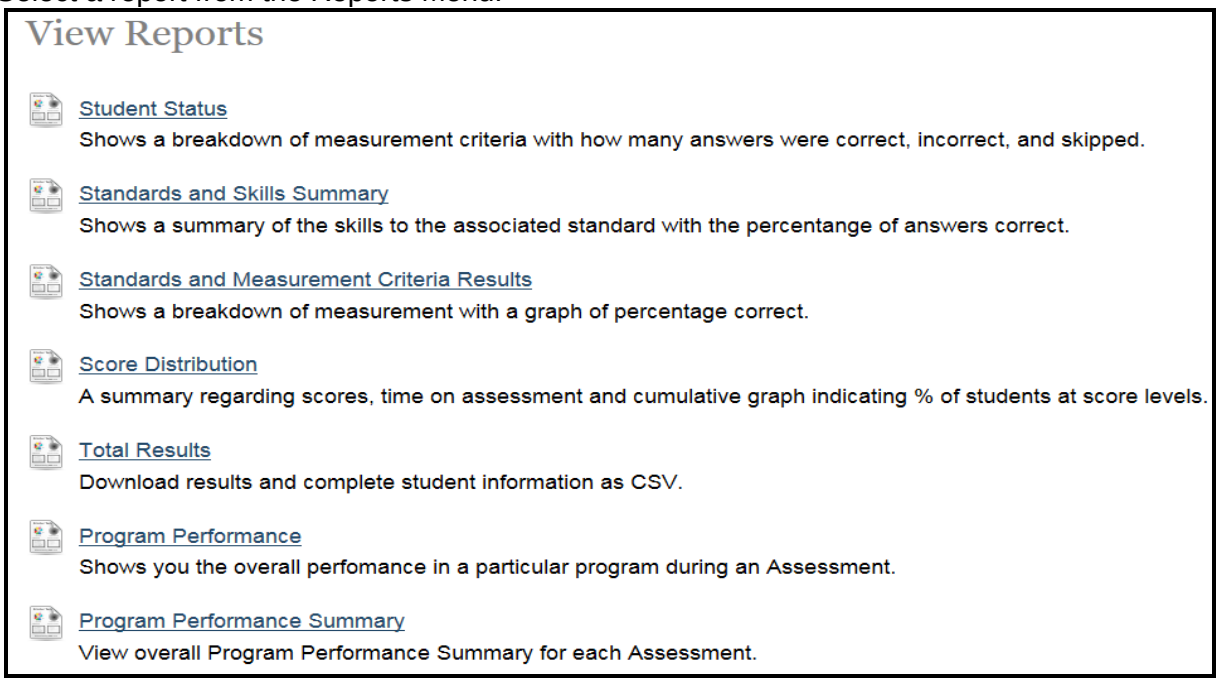
Completion Status:	Select from the drop-down box.
SAIS:	Optional (If a student's SAIS number is keyed - must select assessment program student tested on.)
Gender:	Select from drop-down box.
Race:	Not active in SY 2015-2016.
Special Population:	Select from the drop-down box.
Grade Level:	Select from the drop-down box.

<u>Options</u>:

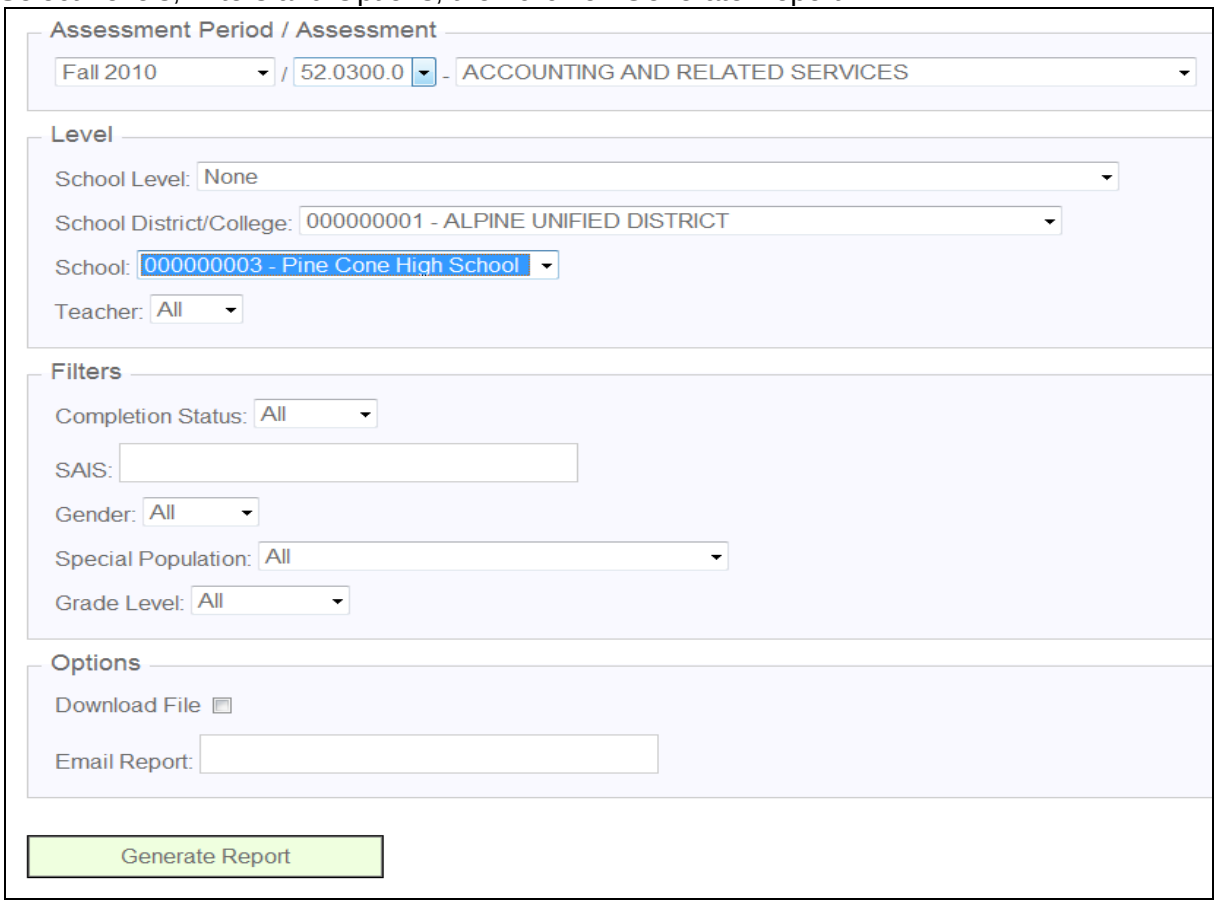
Download File:	Optional (Will display data in an Excel file that you can view or save).
Email Report:	Optional (Will send a copy of the report to the email address that was entered).

How to Generate Reports:

Select a report from the Reports Menu.



Select Levels, Filters and Options, then click on Generate Report.



Sample Reports

Student Status Report

Assessment: 52.0200.0 BUSINESS MANAGEMENT AND ADMINISTRATIVE SERVICES
Students In Set: 11
Filters Used

Name	Correct	Wrong	Skipped	Percent
DEMONSTRATE BUSINESS AND FINANCIAL MANAGEMENT PRACTICES NEEDED FOR ENTREPRENEURS				
Interpret a budget based on an enterprise's business plan	17	5	0	77%
Interpret an income statement for an enterprise	17	5	0	77%
Interpret a balance sheet for an enterprise	6	5	0	54%
Interpret a cash flow statement for an enterprise	2	9	0	18%
Interpret financial information for decision making and planning	9	2	0	81%
Describe an understanding of risk management	5	6	0	45%
Analyze available banking services	7	4	0	63%
Describe the impact of quality business communications on the success of an organization	14	8	0	63%
Identify customer relations issues	8	3	0	72%
DEMONSTRATE MARKETING CONCEPTS				
Explain marketing terminology and concepts (target market, marketing mix/4ps, customer satisfaction, eCommerce, market segmentation, etc.)	26	18	0	59%
Analyze internal and external markets	8	3	0	72%
Explain the difference between product and service-based marketing	7	4	0	63%
Explain a marketing plan	16	6	0	72%
Predict how changes in sales volume, unit costs and unit sales pricing affect net income	8	3	0	72%

Standards and Skills Summary Report

Assessment: CULINARY ARTS
Students in set:1
Filters Used

Standard	Name	% of test # Questions	ALPINE UNIFIED DISTRICT	Pine Cone
1.0	APPLY SANITATION AND SAFETY PROCEDURES	22 %		
1.1	Define Hazard Analysis Critical Control Point (HACCP)	1	0%	0%
1.2	Describe the methods of growth of microorganisms (FATTOM)	2	0%	0%
1.3	Describe basic food borne illnesses and basic illness prevention measures	1	0%	0%
1.4	Demonstrate good personal hygiene/health practices	2	0%	0%
1.5	Describe cross contamination and use of acceptable procedures when preparing and storing potentially hazardous foods	1	100%	100%
1.6	List the major reasons for and recognize signs of food spoilage and contamination	2	0%	0%
1.7	Outline the requirements for proper receiving and storage of both raw and prepared foods	2	0%	0%
1.8	Describe current types of cleaners and sanitizers and their proper use	2	0%	0%
1.9	Define Material Safety Data Sheets (MSDS) and explain their purpose	1	0%	0%
1.10	Identify proper waste disposal methods and recycling	1	0%	0%
1.11	Recognize signs of insect, rodent, and pest infiltration	1	0%	0%
1.12	List common causes of typical accidents and injuries in the food service industry	2	100%	100%
1.13	Discuss appropriate emergency policies for kitchens and dining room injuries	2	0%	0%
1.14	Describe appropriate types and uses of fire extinguishers used in food service area	1	0%	0%
1.15	Identify regulatory agencies governing sanitation and safety in food service operation	1	0%	0%
2.0	APPLY BASIC NUTRITIONAL CONCEPTS	8 %		
2.1	List the six food groups in the current USDA food guide pyramid	1	0%	0%
2.2	List the primary functions and best sources of each of the major vitamins and nutrients. (carbohydrates, protein, fats, vitamins, minerals, and water)	2	0%	0%

Standards And Measurement Criteria Results Report

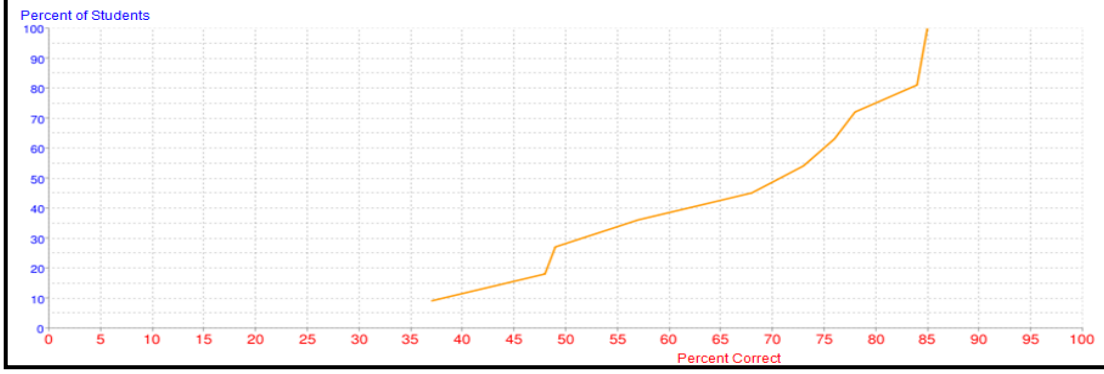
Assessment: CULINARY ARTS
Students In Set: 1
Filters Used

Standard/Measurement Criterion		Percentage Correct	State Results
APPLY SANITATION AND SAFETY PROCEDURES			
	Define Hazard Analysis Critical Control Point (HACCP)	100%	55%
	Describe the methods of growth of microorganisms (FATTOM)	0%	49%
	Describe basic food borne illnesses and basic illness prevention measures	0%	74%
	Demonstrate good personal hygiene/health practices	100%	80%
	Describe cross contamination and use of acceptable procedures when preparing and storing potentially hazardous foods	0%	45%
	List the major reasons for and recognize signs of food spoilage and contamination	100%	69%
	Outline the requirements for proper receiving and storage of both raw and prepared foods	100%	59%
	Describe current types of cleaners and sanitizers and their proper use	100%	57%
	Define Material Safety Data Sheets (MSDS) and explain their purpose	0%	32%
	Identify proper waste disposal methods and recycling	100%	50%
	Recognize signs of insect, rodent, and pest infiltration	100%	80%
	List common causes of typical accidents and injuries in the food service industry	100%	73%
	Discuss appropriate emergency policies for kitchens and dining room injuries	100%	73%
	Describe appropriate types and uses of fire extinguishers used in food service area	100%	69%
	Identify regulatory agencies governing sanitation and safety in food service operation	50%	43%
STANDARD RESULT TOTAL		70%	59%
APPLY BASIC NUTRITIONAL CONCEPTS			
	List the five food groups in the current USDA food guide pyramid	100%	69%

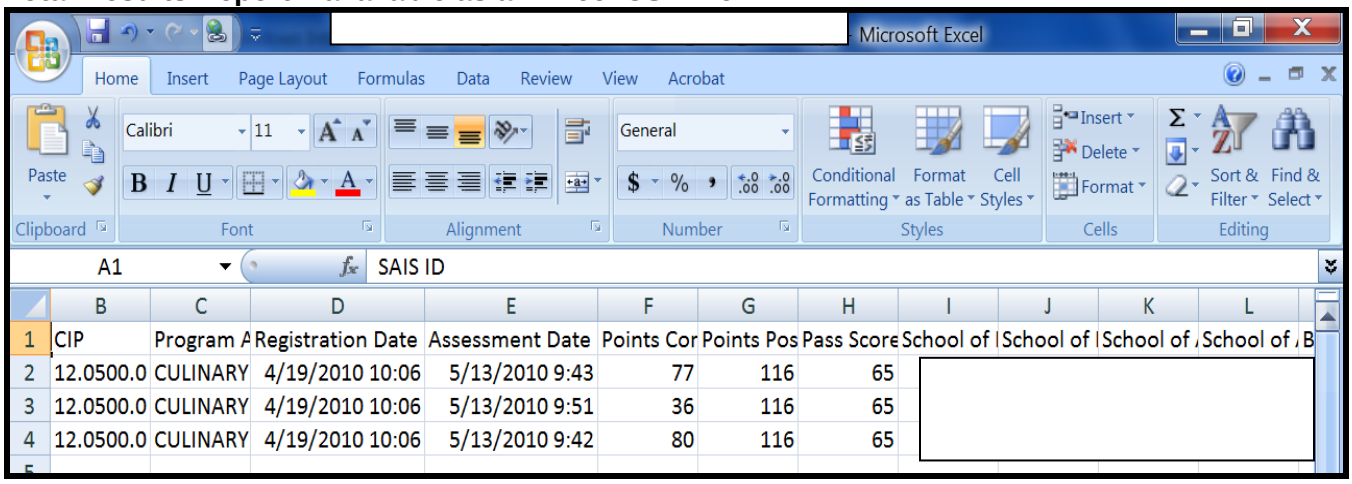
Score Distribution Report

Filters Used

Statistic	Raw	Percent
Participants	11	N/A
Items	100	N/A
Time Limit	180	N/A
Mean Time	67	N/A
Max Time	109	N/A
Min Time	35	N/A
Pass Score	46	N/A
Passed	10	91%
Failed	1	9%
Mean Score	67	67%
Mode Score	85	85%
Median Score	73	73%
Range	48	48%
Standard Deviation	16.07	16%
Min	37	37%
Max	85	85%



Total Results Report – available as an Excel CSV file.



	B	C	D	E	F	G	H	I	J	K	L
1	CIP	Program A	Registration Date	Assessment Date	Points Cor	Points Pos	Pass Score	School of	School of	School of	School of B
2	12.0500.0	CULINARY	4/19/2010 10:06	5/13/2010 9:43	77	116	65				
3	12.0500.0	CULINARY	4/19/2010 10:06	5/13/2010 9:51	36	116	65				
4	12.0500.0	CULINARY	4/19/2010 10:06	5/13/2010 9:42	80	116	65				

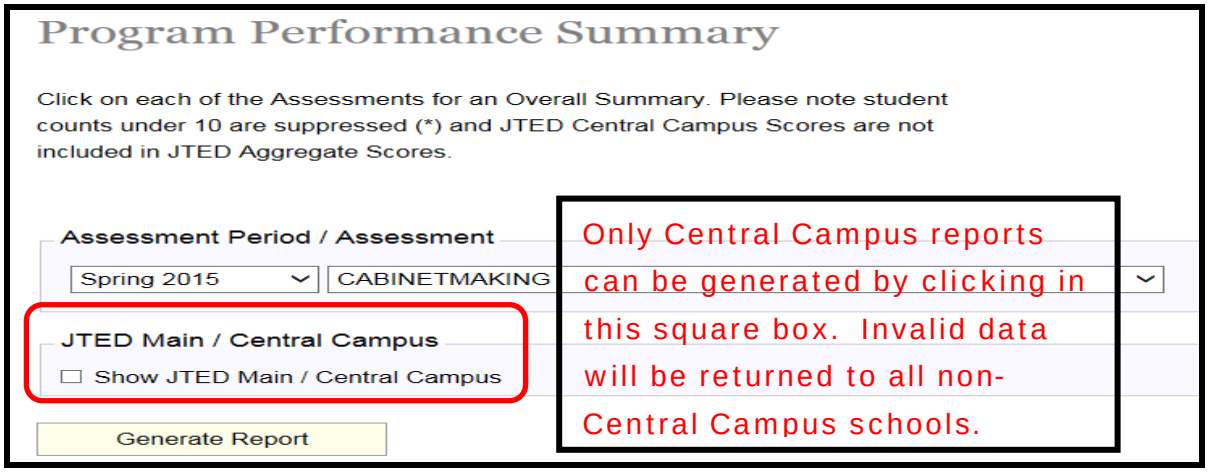
Program Performance Report – JTED, District and School data by State score and ADE Pass score

Program Performance Report

Assessment: 12.0500.0 CULINARY ARTS
Students In Set: 5
Filters Used
Assessment Period: Spring 2015
Assessment: 12.0500.0 CULINARY ARTS
District: 000010011 ALPINE TEACHER UNIFIED DISTRICT
School: 000010028 ALPINE 17 HIGH SCHOOL
Completion Status: All
Gender: All
Special Population: All
Grade Level: All
School of Attendance/Residence: School of Attendance

12.0500.0 CULINARY ARTS Spring 2015		
District		
	Tested	*Average*
ALPINE TEACHER UNIFIED DISTRICT	5	70%
State Average	*N/A*	*64%*
ADE Pass Score	*N/A*	*55%*
School		
	Tested	*Average*
ALPINE 17 HIGH SCHOOL	5	70%
State Average	*N/A*	*64%*
ADE Pass Score	*N/A*	*55%*
Pass score based on 55 out of 100		

Sample of the Program Performance Summary report menu



Sample of the State-Wide Program Performance Summary report

ADE CTE Assessment System

JTED central campus scores are not included in JTED aggregate scores

Assessment: 01.0100.5 NATURAL RENEWABLE RESOURCES SYSTEMS
Students In Set: 35
Filters Used
Assessment Period: Spring 2015
Assessment: 01.0100.5 NATURAL RENEWABLE RESOURCES SYSTEMS
JTED: All
District: All
School: All
Completion Status: Final
Gender: All
Special Population: All
Grade Level: All
School of Attendance/Residence: School Residence
*(*Supppressed Student Count)*

01.0100.5 NATURAL RENEWABLE RESOURCES SYSTEMS Spring 2015		
JTED		
	Tested	*Average*
ALPINE TEACHER JTED	10	66%
ADE Pass Score	*N/A*	*55%*
State Average	*N/A*	*51%*
ALPINE JTED	15	50%
TIMBER TREE JTED	*	43%
District		
	Tested	*Average*
ALPINE TEACHER UNIFIED DISTRICT	10	66%
ADE Pass Score	*N/A*	*55%*
State Average	*N/A*	*51%*
ALPINE UNIFIED DISTRICT	15	50%
PINE CONE UNIFIED DISTRICT	*	43%
PINE TREE VALLEY UNIFIED DISTRICT	*	27%
School		
	Tested	*Average*
PINE NEEDLES HIGH SCHOOL	10	66%
ADE Pass Score	*N/A*	*55%*
State Average	*N/A*	*51%*
ALPINE HIGH SCHOOL	15	50%
PINE CONE HIGH SCHOOL	*	43%
PINE TREE VALLEY HIGH SCHOOL	*	27%
Pass score based on 55 out of 100		

Program Performance Reports for all state data can be accessed by clicking on the “Program Performance Summary” report on the Report Menu. For Central Campus reports must click the JTED Main/ Central Campus square box.

Appendix A

.Legislative Background

The Arizona Career and Technical Education (CTE) Assessment System is the result of ARS §15-391(3)(d)(e) which became law on June 21, 2006. It requires that Career and Technical Education (CTE) Joint Technical Education District programs be designed to lead the student toward certification that is accepted by a vocation or industry as a demonstration of skill or competency in that vocation or industry. It also requires that students obtain a passing score on an assessment that demonstrates a level of skill or competency for that program of study that is accepted by a vocation or an industry and meets the standards of a career preparatory vocational program as determined by the CTE Section of the Arizona Department of Education.

The federal Carl D. Perkins Career and Technical Education Act of 2006 Public Law 109-270 [Sec.113(b)(2)] requires student attainment of career and technical skill proficiencies including student achievement on technical assessments that are aligned with industry recognized standards if available and appropriate.

As a result of both Arizona and federal legislation, the Arizona Skill Standards Assessment Commission was established in 2007. It serves as conduit to the business and industry community, approves industry standards and provides certificates to students who pass the online assessments.

The Arizona Department of Education Career and Technical Education Section is in partnership with University of Arizona to administer the Arizona CTE Assessment System. These two organizations have partnered to fully engage Arizona businesses and industries to certify valid industry-recognized standards validate assessment item banks and align efforts with existing credential systems established by professional groups and trades.

Appendix B

UPDATE!

SY 2014-2015 CTE Program Assessment List in CIP Order

CTE Program			Pass Score	Carnegie Units	Non-Trad
1	01.0100.00	Environmental Service Systems	35%	3	Female
2	01.0100.30	Plant Systems	55%	3	Female
3	01.0100.40	Animal Systems	55%	3	Female
4	01.0100.50	Natural Renewable Resources Systems	55%	3	Female
5	01.0100.90	Agribusiness Systems	55%	3	Female
6	10.0200.00	Music and Audio Production **first-time to test**	35%	3	Female
7	10.0200.20	Digital Printing	35%	3	Female
8	10.0200.30	Graphic /Web Design	40%	3	*
9	10.0200.40	Journalism	45%	3	*
10	10.0200.50	Digital Photography	45%	3	Female
11	10.0200.60	Animation **first-time to test**	35%	3	*
12	10.0200.9	Film and TV	43%	3	Female
13	12.0500.00	Culinary Arts	56%	2	Female
14	13.1200.00	Education Professions	60%	2	Male
15	13.1210.00	Early Childhood Education	65%	2	Male
16	15.0000.00	Engineering Sciences	62%	3	Female
17	15.1033.00	Electronic Technologies	40%	3	Female
18	15.1200.20	Computer Maintenance	55%	2	*
19	15.1200.30	Network Technologies	55%	2	*
20	15.1200.40	Software Development	53%	2	*
21	15.1200.50	Web Page Development	47%	2	*
22	15.1300.20	Architectural Drafting	55%	2	Female
23	15.1300.30	Electronics Drafting	50%	2	Female
24	15.1300.40	Mechanical Drafting	55%	2	Female
25	41.0100.00	Bioscience	53%	2	*
26	43.0100.00	Law, Public Safety and Security	52%	2	Female
27	43.0200.00	Fire Service	56%	2	Female
28	46.0400.20	Construction Technologies	42%	2	Female
29	46.0400.30	Carpentry	42%	2	Female
30	46.0400.40	Cabinetmaking	46%	2	Female
31	47.0600.20	Automotive Technologies	45%	3	Female
32	47.0600.30	Automotive Collision Repair	47%	3	Female
33	47.0600.40	Diesel Engine Repair	35%	3	Female
34	47.0600.50	Aircraft Mechanics	45%	3	Female
35	48.0500.20	Automation/Robotics	45%	3	Female

CTE Program			Pass Score	Carnegie Units	Non-Trad
36	48.0500.30	Precision Machining	55%	3	Female
37	48.0508.00	Welding Technologies	47%	2	Female
38	49.0200.00	Heavy Equipment Operations	40%	2	Female
39	50.0500.20	Technical Theatre	55%	2	Female
40	50.0500.30	Arts Management	40%	2	Female
41	51.0600.00	Dental Assisting	50%	2	Male
42	51.0800.20	Pharmacy Support Services	58%	2	Male
43	51.0800.30	Laboratory Assisting	53%	2	Male
44	51.0800.50	Sports Medicine and Rehabilitation Services	52%	2	Male
45	51.0800.60	Medical Assisting Services	58%	2	Male
46	51.0900.30	Emergency Medical Services	70%	2	*
47	51.0900.40	Surgical Technician	35%	2	*
48	51.3500.00	Therapeutic Massage	65%	2	Male
49	51.3900.00	Nursing Services	72%	2	Male
50	52.0200.00	Business Management and Administrative Services	53%	2	*
51	52.0300.00	Accounting and Related Services	50%	2	Male
52	52.0400.00	Business Operations Support and Assistant Services	52%	2	Male
53	52.0800.00	Financial Services	60%	2	*
54	52.0900.00	Hospitality Management	63%	2	*
55	52.1800.20	Professional Sales and Marketing	53%	2	*
56	52.1800.30	Advertising and Public Relations	43%	2	*
57	52.1800.40	Entertainment Marketing	55%	2	*
58	52.1800.50	Entrepreneurship	55%	2	*
59	52.1900.20	Fashion Design and Merchandising	56%	2	*
60	52.1900.30	Interior Design and Merchandising	55%	2	*

UPDATE

SY 2015-2016 CTE Program Assessment List in Alpha Order

CTE Program			Pass Score	Carnegie Units	Non-Trad
1	52.0300.00	Accounting and Related Services	50%	2	Male
2	52.1800.30	Advertising and Public Relations	43%	2	*
3	01.0100.90	Agribusiness Systems	55%	3	Female
4	47.0600.50	Aircraft Mechanics	45%	3	Female
5	01.0100.40	Animal Systems	55%	3	Female
6	10.0200.60	Animation first-time to test	35%	3	*
7	15.1300.20	Architectural Drafting	55%	2	Female
8	50.0500.30	Arts Management	40%	2	Female
9	48.0500.20	Automation/Robotics	45%	3	Female
10	47.0600.30	Automotive Collision Repair	47%	3	Female
11	47.0600.20	Automotive Technologies	45%	3	Female
12	41.0100.00	Bioscience	53%	2	*
13	52.0200.00	Business Management and Administrative Services	53%	2	*
14	52.0400.00	Business Operations Support and Assistant Services	52%	2	Male
15	46.0400.40	Cabinetmaking	46%	2	Female
16	46.0400.30	Carpentry	42%	2	Female
17	15.1200.20	Computer Maintenance	55%	2	*
18	46.0400.20	Construction Technologies	42%	2	Female
19	12.0500.00	Culinary Arts	56%	2	Female
20	51.0600.00	Dental Assisting	50%	2	Male
21	47.0600.40	Diesel Engine Repair	35%	3	Female
22	10.0200.50	Digital Photography	45%	3	Female
23	10.0200.20	Digital Printing	35%	3	Female
24	13.1210.00	Early Childhood Education	65%	2	Male
25	13.1200.00	Education Professions	60%	2	Male
26	15.1033.00	Electronic Technologies	40%	3	Female
27	15.1300.30	Electronics Drafting	50%	2	Female
28	51.0900.30	Emergency Medical Services	70%	2	*
29	15.0000.00	Engineering Sciences	62%	3	Female
30	52.1800.40	Entertainment Marketing	55%	2	*
31	52.1800.50	Entrepreneurship	55%	2	*
32	01.0100.00	Environmental Service Systems	35%	3	Female
33	52.1900.20	Fashion Design and Merchandising	56%	2	*
34	10.0200.9	Film and TV	43%	3	Female
35	52.0800.00	Financial Services	60%	2	*

CTE Program			Pass Score	Carnegie Units	Non-Trad
36	43.0200.00	Fire Service	56%	2	Female
37	10.0200.30	Graphic /Web Design	40%	3	*
38	49.0200.00	Heavy Equipment Operations	40%	2	Female
39	52.0900.00	Hospitality Management	63%	2	*
40	52.1900.30	Interior Design and Merchandising	55%	2	*
41	10.0200.40	Journalism	45%	3	*
42	51.0800.30	Laboratory Assisting	53%	2	Male
43	43.0100.00	Law, Public Safety and Security	52%	2	Female
44	15.1300.40	Mechanical Drafting	55%	2	Female
45	51.0800.60	Medical Assisting Services	58%	2	Male
46	10.0200.00	Music and Audio Production **first-time to test**	35%	3	Female
47	01.0100.50	Natural Renewable Resources Systems	55%	3	Female
48	15.1200.30	Network Technologies	55%	2	*
49	51.3900.00	Nursing Services	72%	2	Male
50	51.0800.20	Pharmacy Support Services	58%	2	Male
51	01.0100.30	Plant Systems	55%	3	Female
52	48.0500.30	Precision Machining	55%	3	Female
53	52.1800.20	Professional Sales and Marketing	53%	2	*
54	15.1200.40	Software Development	53%	2	*
55	51.0800.50	Sports Medicine and Rehabilitation Services	52%	2	Male
56	51.0900.40	Surgical Technician	35%	2	*
57	50.0500.20	Technical Theatre	55%	2	Female
58	51.3500.00	Therapeutic Massage	65%	2	Male
59	15.1200.50	Web Page Development	47%	2	*
60	48.0508.00	Welding Technologies	47%	2	Female

Appendix C

Meeting Secondary Reporting Requirements for CTE Technical Assessment Data

The CTE Final End-of-Program Technical Assessment scores are designed to meet both Federal Perkins and the Arizona State requirements.

Perkins Requirement

Secondary Performance Measures & Citation: 2S1 - Technical Skill Attainment 113(b)(2)(A)(ii)	**7/1/14 – 6/30/15**
Measurement Definition: *Numerator* – Number of CTE concentrators who completed the state-designated sequence of instruction and then took and passed the technical skills assessment and left secondary education in the reporting year. *Denominator* – Number of CTE concentrators who completed the state-designated sequence of instruction and then took the technical skills assessment and left secondary education in the reporting year.	State Adjusted Level of Performance (SALP) (78%)

JTED Requirement

Arizona Education Law:

ARS § 15-391(3)(d)(e) requires that JTED programs are designed to lead the student toward certification accepted by industry as a demonstration of competency in that industry. It also requires students to obtain a passing score on an examination that demonstrates a level of skill or competency for that program of study.

Concentrator Requirement

Concentrator Definition:

A secondary student who has transcripted two (2) or more Carnegie Units or credits in a state-designated sequence in an approved Career and Technical Education program. The Carnegie Units/credits must be in a single CTE program as outlined in the CTE Handbook.

Eligible Concentrators for Fall Assessments	**Eligible Concentrators for Spring Assessments**
1. All 10th - 12th grade concentrators who are enrolled in the 2nd or 3rd Carnegie Unit of a CTE Program will take the Practice Assessment. 2. All 10th - 12th grade concentrators who are completing the 2nd or 3rd Carnegie Unit of a CTE Program will take the Final Assessment.	1. All 10th - 12th grade concentrators who are enrolled in the 2nd or 3rd Carnegie Unit of a CTE Program will take the Practice Assessment. 2. All 10th - 12th grade concentrators who are completing the 2nd or 3rd Carnegie Unit of a CTE Program will take the Final Assessment.

Appendix D

Special Population Definitions

Special Population categories should be reported based on documentation in the student's permanent record. A student may only be reported in one Special Population category. Register the student using the category most applicable to the student from this list of eligible groups in the following hierarchical order:

Individuals with Disabilities (Handicapped) (HA) – A student with any disability as defined in Section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102) as follows:

- A physical or mental impairment that substantially limits one or more of the major life activities of that individual
- A record of such an impairment; or being regarded as having such an impairment. Includes those students evaluated under IDEA and determined to be in need of special education and related services and any individual considered disabled under Section 504 of the Rehabilitation Act of 1973 http://www2.ed.gov/policy/rights/reg/ocr/edlite-34cfr104.html.

Limited English Proficiency (LE) – A student with Limited English Proficiency who requires assistance to succeed in a CTE program: a secondary school student, an adult or an out-of-school youth, who has limited ability in speaking, writing or understanding the English language and:

- Whose native language is not English or
- Who lives in a family or community environment in which a language other than English is the dominant language.

Economically Disadvantaged (EC) – A student in a family or individual including foster children, whom the Local Education Agency identifies as low income (on the basis of uniform methods described in the State Plan) and who requires financial assistance to succeed in Career and Technical Education. Examples of eligibility definitions include:

- Annual income at or below the official poverty line,
- Eligibility for free and reduced school lunch,
- Eligibility for Aid to Families with Dependent Children or other public assistance programs and
- Eligibility for participation in programs assisted under Title I of the WIA.

Single Parent (SP) – A student who requires assistance to succeed in a CTE program and who:

- Has custody and
- Responsibility for the support and care of one or more dependent children under the age of eighteen in the same residence.

  Note: For eligibility purposes, a person who provides child support but no custodial care is not considered a single parent. Single pregnant women are eligible for services.

Examples of accommodations for IEP or 504 students taking a CTE Assessment.

- Small group setting
- Use of notes
- Assistive technology such as text-to-speech software
- Paraprofessional assistance
- District testing administrator may request copy of assessment to translate into Braille or other.

School of Residence and School of Attendance

1. Definitions

School of Residence	The School of Residence is defined as the school that holds the student transcript and where the student receives a high school diploma. System will auto fill in the designated CTDS.
School of Attendance	The School of Attendance is defined as the school that teaches the program. The School of Attendance field reflects articulated student enrollment. This field will also capture JTED student performance. The School of Residence and Attendance can be the same. System will auto fill in the designated CTDS.

The School of Attendance must complete the registration for assessments. The school that registers students will automatically be the School of Attendance as a required field. The following scenarios are examples:

A. **Students enrolled in a CTE program offered at a JTED Central Site.**
For example, a student from Basha High School is enrolled in Culinary Arts at EVIT Main. The School of Residence is Basha High School (CTDS 070280203) and the School of Attendance is EVIT Main Campus (CTDS 070801001).

B. **Students enrolled in a program <u>not</u> offered at the School of Residence but offered off-site within the same district.**
For example, a student from Peoria High School is enrolled in Fire Service at Sunrise Mountain High School. The School of Residence is Peoria High School (CTDS 070211260) and the School of Attendance is Sunrise Mountain High School (CTDS 070211264).

2. Unique situations – The CTE Assessment System will make accommodations and provide additional technical assistance to register students in the following scenarios:

A. **Students enroll in a CTE program at the School of Residence that articulates to a postsecondary institution; all CTE courses in the program are taught at the postsecondary institution.**
For example, a student from Agua Fria High School is enrolled in Nursing Services offered at Estrella Mountain Community College. The School of Residence is Agua Fria High School (CTDS 070516201) and the School of Attendance is Estrella Mountain Community College (CTDS 070601012).

B. **Students enroll in a CTE program not offered at the School of Residence but offered at another neighboring district.**
For example, a student from Miami High School is enrolled in Construction Technologies offered at Globe High School. The School of Residence is Miami High School (CTDS 040240206) and the School of Attendance is Globe High School (CTDS 040201004).

Appendix F

Secondary Security and Testing Protocol Agreement: Career and Technical Education (CTE) Assessment System

1. A testing administrator is defined as any of the following school/district staff:

- Testing Proctor – professional, certified staff or teachers
- District Central Office CTE Curriculum Specialist
- CTE Department Chair
- Building Administrator (Principal or Assistant Principal)
- District Assessment Coordinator
- Local CTE Director
- Testing Administrator
- Counseling Staff

2. Testing administrators will take all necessary precautions to safeguard the CTE Assessment information by limiting access to only those with a legitimate educational interest.
3. Testing administrators will keep related materials including student passwords under lock and key, limiting access to those responsible for their security.
4. Testing administrators will follow all assessment protocols in the Arizona Department of Education CTE Assessment System Administration Guide including reading the proctor script to students exactly as scripted in the Administration Guide.
5. Testing administrators will not examine the CTE Assessment to determine the content beyond the requirements to administer the assessment. At **NO** time will any administrator discuss any assessment items or disclose any testing information related to the CTE Assessments.
6. Teachers can now proctor their own students providing they adhere to all procedures and policies as stated in this Assessment security and protocol agreement.
7. Students are not allowed to bring in any electronic devices including cell phones and flash drives. Students will not use Print Screen key and save assessment materials to PC or any other device.
8. In no case will students be permitted to remove assessment material from the room where assessment takes place except under supervision of professional staff.
9. The district superintendent will enforce disciplinary policy and procedures for the violation of CTE Assessment security and protocol.
10. The names of all persons having access to the CTE Assessment information will be kept on file by the designated assessment administrator at the district. All persons having access to the CTE Assessment System will sign the security agreement.
    a. Superintendent or district designee will maintain signed agreements of testing administrators.
    b. Superintendent will sign for district and submit security agreement to ADE CTE.
    c. ADE CTE will maintain signed agreements of superintendents/charter representatives.
11. By signing my name to this CTE Assessment System Security and Testing Protocol Agreement I am assuring the Arizona Department of Education Career and Technical Education Section that the CTE Assessment System will be secure and I agree to the testing protocols.

SIGNED BY: _____

PRINTED NAME: _____

TITLE: _____

DATE: _____

ADDRESS: _____

CITY: _____

DISTRICT NAME/CHARTER OPERATOR: _____

Scan document with Superintendent signature and email to Barbara Zalazinski (barbara.zalazinski@azed.gov)

Postsecondary Security and Testing Protocol Agreement: Career and Technical Education (CTE) Assessment System

1. A testing administrator is defined as any of the following school/district staff:

• Testing Proctor - Faculty or Professional staff	• District Assessment Coordinator
• CTE Curriculum Specialist	• Perkins CTE Administrator
• CTE Department Chair / Director	• Testing Administrator
• Occupational Dean	• Counseling Staff

2. Testing administrators will take all necessary precautions to safeguard the CTE Assessment information by limiting access to only those with a legitimate educational interest.
3. Testing administrators will keep related materials including student passwords under lock and key, limiting access to those responsible for their security.
4. Testing administrators will follow all assessment protocols in the Arizona Department of Education CTE Assessment System Administration Guide including reading the proctor script to students exactly as scripted in the Administration Guide.
5. Testing administrators will not examine the CTE Assessment to determine the content beyond the requirements to administer the assessment. At **NO** time will any administrator discuss any assessment items or disclose any testing information related to the CTE Assessments.
6. Faculty can now proctor their own students providing they adhere to all procedures and policies as stated in this Assessment security and protocol agreement.
7. Students are not allowed to bring in any electronic devices including cell phones and flash drives. Students will not use Print Screen key and save assessment materials to PC or any other device.
8. In no case will students be permitted to remove assessment material from the room where assessment takes place except under supervision of professional staff.
9. The district will enforce policy and procedures for the violation of CTE Assessment security and protocol.
10. The names of all persons having access to the CTE Assessment information will be kept on file by the designated assessment administrator at the college. All persons having access to the CTE Assessment System will sign the agreement.
    a. District designee will maintain signed agreements of testing administrators.
    b. Occupational Dean will sign for the college and submit security agreement to ADE CTE.
    c. ADE CTE will maintain signed agreements.
11. By signing my name to this CTE Assessment System Security and Testing Protocol Agreement I am assuring the Arizona Department of Education Career and Technical Education Section that the CTE Assessment System will be secure and I agree to the testing protocols.

SIGNED BY: _____

PRINTED NAME: _____

TITLE: _____

DATE: _____

ADDRESS: _____

CITY: _____

DISTRICT NAME: _____

Scan document with Occupational Dean signature and email to Barbara Zalazinski (barbara.zalazinski@azed.gov)

Permission Planning Worksheet for Coordinators

Overview

Each Entity Administrator is created by a Coordinator. Entity Administrators will be assigned to one Permission Level. Each Permission Level will be set up by the Coordinator to establish which permissions are grouped with each Permission Level.

As a Coordinator, you will first designate how the levels are defined for your organization. The following is a recommendation for structuring levels:

1. Level 1 is for you (the Coordinator)
2. Level 2 is for school-level Administrators such as the principal or the individual at the school responsible for student registration
3. Level 3 is for teachers and assessment proctors
4. Level 4 is a miscellaneous level to use as needed

These levels are recommendations. You can determine the structure of Permission Levels for your organization. For instance, you could assign Level 3 for teachers and Level 4 for proctors to separate the two in terms of Permission Levels. You can also structure Permission Levels differently for each school.

Step 1: Setting up the Levels

Fill in the blanks with which group of people (Principals, Teachers, Proctors, etc.) will be associated with each level. Level 1 will always be you (the Coordinator). Next, indicate with checkmarks which permissions you want to grant to the people who will belong to that level. Permissions are re-usable across the different levels.

Permission Levels

Level 1 – Coordinator **will have the following permissions:** ☐ Roster Management ☐ Registration Management ☐ Viewing Registrations ☐ Manage Assessment Time ☐ Manage Entity Administrators	**Level 2 – _____** **will have the following permissions:** ☐ Roster Management ☐ Registration Management ☐ Viewing Registrations ☐ Manage Assessment Time ☐ Manage Entity Administrators
Level 3 – _____ **will have the following permissions:** ☐ Roster Management ☐ Registration Management ☐ Viewing Registrations ☐ Manage Assessment Time ☐ Manage Entity Administrators	**Level 4 – _____** **will have the following permissions:** ☐ Roster Management ☐ Registration Management ☐ Viewing Registrations ☐ Manage Assessment Time ☐ Manage Entity Administrators

Step 2: Assign Permission Levels to Entity Administrators

Copy this page as many times as you need. On each line, write down a person's name who will be an Entity Administrator, which includes all of your CTE teachers and proctors (Anyone who needs to log on to the system for any reason must be an Entity Administrator.) Note that a spot for your name is in the first row. You are the Coordinator and you have Level 1 access. Only Coordinators can have Level 1 access. For each person, only mark one level.

Entity Administrator's Names	Level 1	Level 2	Level 3	Level 4
Coordinator's Name:	X			
Entity Administrator:				
Entity Administrator:				
Entity Administrator:				
Entity Administrator:				
Entity Administrator:				
Entity Administrator:				
Entity Administrator:				
Entity Administrator:				
Entity Administrator:				
Entity Administrator:				
Entity Administrator:				
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Note: Each person can have only one level assigned to them.

Appendix H

Frequently Asked Questions (FAQs)

a. How do I log onto the CTE Assessment System?

a) Go to http://www10.ade.az.gov/cteassessment.
b) Click on the "For Administrator" link.
c) Enter in user name and password.

b. What if I forgot my user name and password?

a) User name is your email address.
b) Log On screen has a "Reset Password" link.
c) Password is sent by email (no-reply@ade.state.az.us).

c. Whom do I notify regarding my district assessment dates?

a) District assessment dates **will not** be collected in SY 2015 - 2016.

d. What are the eligibility requirements for students to take an assessment?

- **Practice Assessments**
  - Student is enrolled in the last class of a 2 Carnegie Unit CTE program.
  - Student is enrolled in the last class of a 3 Carnegie Unit CTE program.

- **Final Assessments**
  - Student is completing the last class of a 2 Carnegie Unit CTE program.
  - Student is completing the last class of a 3 Carnegie Unit CTE program.

e. What is a Carnegie Unit?

- One unit of transcripted credit awarded in grades 7-12 for a minimum of 120 classroom hours of instruction, representing one year's study in any subject.

f. How are screen images on the PC increased?

a) MAC users hold down the Command key and then the **+** key.
b) PC users hold down the Control key and then the **+** key.

g. What materials may a student use during an assessment?

a) Pencil and paper.
b) Calculator on the PC.
c) No electronic devices allowed in testing room.

h. When does the assessment time start?

a) CTE Assessments are not timed.
b) Time starts when the first question is displayed on the computer screen.

i. What assessment procedures must be followed for Special Population students?

a) Review the Proctor instructions including specific accommodations indentified by the district.
b) Ensure the specific accommodations provided by the district are followed.
c) Review Appendix D in this Guide.

j. What happens if a system failure occurs during an assessment?

a) If the screen freezes, wait until screen unfreezes and continue the assessment.
b) If the screen does not unfreeze after five minutes log off browser and log onto system again.
c) If the browser is logged off, log onto the system again.
d) If student cannot log into the system call ADE (602) 542-3425 for system status.

k. If a student does not complete the assessment what procedures must be followed?

a) Log off the browser on the PC.
b) Proctor can add more time to the assessment.
c) If the student has logged off before it is completed the assessment will be marked complete.
d) Follow steps for students to retake assessments:
    1. Contact ADE (602) 542-3425 to delete assessment.
    2. Register student again to retake the assessment.
    3. Add student to a new or existing Roster to receive a new password.

l. How to adjust time for assessments?

a) Return to School Dashboard menu, select “View Rosters”.
b) If School Dashboard menu does not have “View Rosters” as an option Proctor does not have permission to add time.
c) Contact Coordinator to add time to student(s) assessments.
d) Contact your Coordinator and request Permission for Roster Management.

m. Who has permission to run CTE assessment reports?

a) Districts assign permission to run reports.
b) Go to School Dashboard menu to determine if “View Reports” is an option.
c) If reports are needed immediately contact Coordinator to run reports.
d) Make request to Coordinator for permission to access reports.

n. What are the requirements for Assessment Retakes?

a) Retakes are not available for the SY 2015 – 2016.

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