CTE Technical Skills Assessments User Guide

Learning that works for Arizona
CTE™

State of Arizona
Department of Education
Office of Kathy Hoffman
Superintendent of Public Instruction

High Academic Standards for Students
Career and Technical Education
2020-2021

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WELCOME TO THE ARIZONA TECHNICAL SKILLS ASSESSMENTS

The Technical Skills Assessment System is a secure and reliable online testing application owned by the State of Arizona and housed in the Department of Education. Districts access the ADE website to register students, conduct assessments, and access summary reports. Assessments are designed for students in their final Carnegie Unit of state-identified programs. All assessments are 100 multiple-choice items that align to program technical standards and range from knowledge and comprehension to application, analysis, and evaluation in cognitive difficulty. Most of the items are operational items that have historically proven to be valid and reliable and the remaining are field-tested items. Students are scored on only the operational items not the field-tested items. Those who successfully complete the pass score receive an industry-endorsed congratulatory letter and certificate.

The assessment system was created in 2006 in response to HB2700 and similar federal legislation that requires students to pass industry-validated end-of-program assessments leading to an industry-recognized credential, postsecondary education, and/or employment. The Arizona Career and Technical Education Quality Skills Commission is the validating authority for the assessment system. These major business and education representatives meet on a regular basis and work diligently in their role as advocates for accountability and excellence in Career and Technical Education.

Teachers serve as content experts in the development of the assessment items. Committees comprised of secondary and postsecondary teachers convene annually to develop, review, and edit assessment items. The expertise of teachers and their engagement in making connections between curriculum, instruction, and assessment have contributed greatly to the advancement of student achievement. In appreciation of their time and expertise, they are awarded a professional development certificate documenting the hours they contribute to the development and improvement of the assessments.

Blueprints for Instruction and Assessment ensure that what's being taught is what's on the test. Blueprints for Instruction and Assessment are developed by teachers for all programs. They illustrate the relationship among program standards, instructional time, and student success on the Technical Skills Assessments. Specifically, blueprints identify clusters of standards in content domains and recommend a percentage of instructional time for each domain which also aligns with the degree to which the content of the standards is tested.

Recent changes to the assessment system increase test fairness and ensure CTE accountability. Between July 2016 and August 2017, the assessment system underwent major changes. Assessments were redesigned to focus more on valid and reliable content and less on field-tested content. The rating system was changed to 60% for all programs, and the assessment reports were reduced from seven to three reports focusing on student performance and program outcomes. Blueprints for Instruction and Assessment for CTE programs were started and will continue to be developed. Also, the assessment delivery application was moved into a new fire security called ADEConnect. These undertakings shifted the initial intent of the Technical Skills Assessments as practical, reliable, and valid end-of-program assessments to high stakes testing and accountability.

The CTE Technical Skills Assessments User Guide will help Districts, Schools, and Community Colleges register students, administer the assessments, and access the assessment reports through ADEConnect available on the ADE website. The guide includes the student eligibility policy, the programs that have assessments, the technical specifications and system requirements to conduct the assessments, how to conduct the assessments, how to use the assessment reports, and much more.

OVERVIEW OF ASSESSMENTS

Frequently Asked Questions

1. **Why is the assessment important?** The assessment verifies students' attainment of technical knowledge and skills covered by the program technical standards and measurement criteria. Assessment outcomes are used for program improvement, to meet state and federal funding requirements, and as an indicator for A-F School Accountability reporting. (See Appendix A. State and Federal Requirements for Technical Skills Assessment Data.)
2. **What is the format of the assessments?** Each assessment is 100 multiple-choice items. Each item consists of a stem phrased as a question followed by four options consisting of one correct response and three distractors. Students may be asked a question about a graphic or an image. Graphics and images may also appear as options from which to select the correct response.
3. **What is the pass score for the assessments?** The pass score for all assessments is 60% of 80 operational items that have proven to be reliable and valid. The remaining 20 items are field-tested items that do not affect the student's score. Students who successfully complete the pass score receive an industry-endorsed Congratulatory Letter and Certificate.
4. **How many times can students take the assessment?** Students can only take the assessment one time. Software in the assessment system prevents a student who has taken the assessment to be registered for the same assessment *except under very special circumstances to be determined on a case-by-case basis by ADE/CTE*. A student can however be registered for an assessment for a different program. See the eligibility policy in this section as to when a student should take the assessment.
5. **How is the assessment given?** The assessment is a computer-based test generally given in a computer lab. On the day of testing, a test proctor will check the roster and verify student attendance, see that students correctly log into the assessment site, and instruct students through the Assessment Security Statement.
6. **How long is the assessment?** Ideally, students should have at least 2 hours to take the test. Items are designed with the expectation of a 1- to 2-minute response time for each assessment item. If the computer lab must be evacuated due to an emergency, students will be able to log back in and finish the assessment. If there is insufficient time to complete the test, time can be added by the test proctor or assessment coordinator. The system allows students a total of 360 minutes to take the test.
7. **What are the universal testing conditions and accommodations available to students?** Assessment Coordinators should read the suggestions provided in Appendix B: Universal Test Administration Conditions and Accommodations Guide. This directive outlines recommendations for all students and accommodations specific to Students with Injuries, English Learners (ELs) and Fluent English Proficient (FEP) Students, and Students with Disabilities.

Student Eligibility Policy for Taking the Assessments

A.	**In a traditional or block schedule following the state's designated course sequence,** a student should take the test when completing a 2nd Carnegie Unit* of a 2 Carnegie Unit program or when completing the 3rd Carnegie Unit of a 3 Carnegie Unit program. **The student can only take the test one time.** *A Carnegie Unit is 120 hours of class or contact time with an instructor over the course of a year.
B.	**If a district has added courses to a program beyond the state's designated course sequence**, it will be the district's decision as to when the student will take the test; that is, after the 2nd, 3rd, or 4th Carnegie Unit. **Caution should be used in making the decision because the student can only take the test one time.**
C.	**If a student fails a course and retakes the course**, the student can retake the test in the next school year through special arrangements made with ADE/CTE. **The last test score counts.**
D.	**If an IEP plan states that the student can take the test more than once**, the student can retake the test in the current or next school year prior to graduation through special arrangements made with the state's testing coordinator. **The last score counts.**

CTE Programs with Technical Skills Assessments

Technical Skills Assessments are available for the following programs during the 2020-2021 testing cycles. The pass score for all programs is 60% with final scores based on the correct responses to operational items not field-tested items.

CIP	PROGRAM	CIP	PROGRAM
52.0300.00	Accounting	15.0000.00	Engineering
01.0100.90	Agribusiness Systems[1]	52.1900.20	Fashion Design and Merchandising
01.0000.00	AgriScience[2]	10.0200.90	Film and TV Production[3]
47.0600.50	Aircraft Mechanics	52.0800.00	Finance
49.0100.00	Air Transportation	43.0200.00	Fire Service
01.0100.40	Animal Systems[1]	10.0200.30	Graphic Design[3]
10.0200.60	Animation	49.0200.00	Heavy Equipment Operations
15.1300.20	Architectural Drafting	51.2602.00	Home Health Aide[2]
48.0500.20	Automation and Robotics	52.0900.00	Hospitality Management
47.0600.30	Automotive Collision Repair	52.1900.30	Interior Design and Merchandising
47.0600.20	Automotive Technologies	51.0800.30	Laboratory Assisting
41.0100.00	Bioscience	43.0100.00	Law and Public Safety
52.0200.00	Business Management	52.1800.20	Marketing[3]
52.0400.00	Business Operations	15.1300.40	Mechanical Drafting
46.0400.40	Cabinetmaking	51.0800.60	Medical Assisting Services[3]
46.0400.30	Carpentry[3]	51.1500.00	Mental and Social Health Technician[2]
15.1200.20	Computer Maintenance	10.0200.00	Music and Audio Production
46.0400.20	Construction Technologies	15.1200.30	Network Security[3]
12.0400.00	Cosmetology and Related Services[2]	51.3900.00	Nursing Services
12.0500.00	Culinary Arts	51.0800.20	Pharmacy Support Services
51.0600.00	Dental Assisting	10.0100.30	Plant Systems[1]
47.0600.40	Diesel Engine Repair	48.0500.30	Precision Machining
10.0200.40	Digital Communication	15.1200.40	Software and App Design[2]
10.0200.50	Digital Photography[3]	51.0800.50	Sports Medicine and Rehabilitation
10.0200.20	Digital Printing[3]	50.0500.20	Stagecraft
13.1210.00	Early Childhood Education	51.3500.00	Therapeutic Massage
13.1200.00	Education Professions	51.0808.00	Veterinary Assisting[3]
15.1033.00	Electronic Technologies	48.0508.00	Welding Technologies
51.0900.30	Emergency Medical Services		

Note: Several programs above are followed by 1, 2, or 3. Use this key for the meaning of this reference.
1 – Last time to test—**PROGRAM TO BE DISCONTINUED**
2 – First time to test—**USING NEW PROGRAM STANDARDS**
3 – First time to test—**USING UPDATED PROGRAM STANDARDS**

2020-2021 Schedule for Technical Skills Assessments

FALL 2020 - CANCELLED	
October 5 - October 23 - Cancelled	Registration for Fall Assessments - Cancelled
October 26 - November 27 (*testing ends at 12:00 p.m.) - Cancelled*	Fall 2020 Assessment Testing Period - Cancelled
November 30 - December 4 - Cancelled	Student Congratulatory Letter and Certificates Mailed to Districts - Cancelled
SPRING 2021	
March 1 - March 19	Registration for Spring Assessments
March 22 - April 23 (*testing ends at 12:00 p.m.)*	Spring Assessment Testing Period
April 26 - April 30	Student Congratulatory Letter and Certificates Mailed to Districts

PREPARING FOR THE ASSESSMENTS

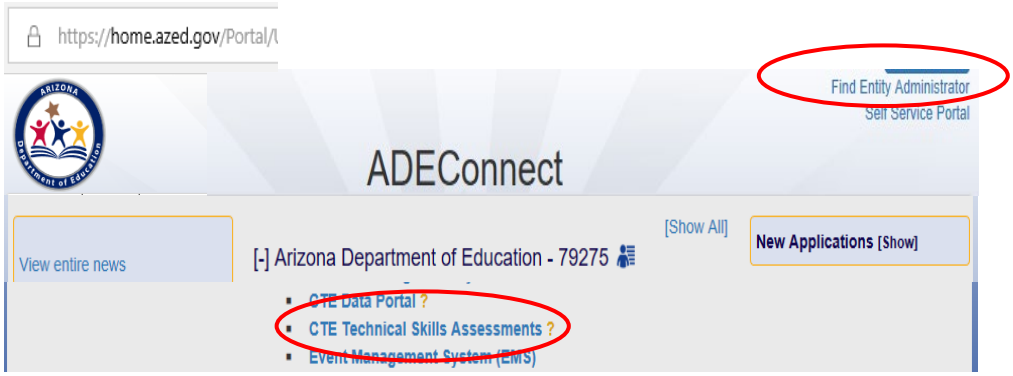
The Assessment Coordinator (Click for Video: "*How to Download Available Teachers*")

There are references throughout the User Guide to the Assessment Coordinator. In the district, the Assessment Coordinator is most likely the Carl D. Perkins Basic Grant signer and/or the CTE Administrator. In a CTED, the Assessment Coordinator is the CTED Superintendent. At the community college, the Assessment Coordinator may be a faculty member, professional staff, or Perkins CTE Administrator. The Assessment Coordinator has a very important job to ensure the completion of these tasks to ensure a successful outcome of the Technical Skills Assessments:

- Registration Management. Permission to view/add/edit/delete student registration
- Roster Management. Permission to view/add/edit/delete rosters
- Viewing Registrations. Permission to view registration grid
- Manage Assessment Time. Permission to view registrations and add time to a student's assessment
- Manage Assessment Reports. Permission to view, print, and download reports or to view only reports

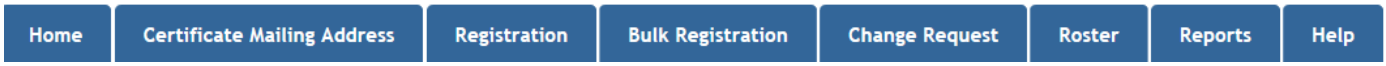
Getting Access to ADECONNECT and Assigning Roles and Permission Levels

The Technical Skills Assessments are available in the ADEConnect Portal on the ADE website. Districts, Schools, and Community Colleges can use this application to register students, administer the assessments, and access the assessment reports. The district/school Entity Administrator is responsible for entering CTE staff and assigning them roles and permissions into ADEConnect. Use the Find an Entity Administrator search https://home.azed.gov/PublicSite/ to identify this person in your district/school to help you get access to ADEConnect and the CTE Technical Skills Assessments.



ADECONNECT ROLES AND PERMISSION LEVELS FOR TSA ASSESSMENTS		
Level I	CTE Assessments: CTED/District/School Coordinator	Provides access to enter, modify, view, and maintain registration, rosters, assessment time, and reports at the CTED/District/School
Level II	CTE Assessments: Teachers/Proctors	Provides access to view, print, add time to assessments, and download reports for the School/Teacher.
Level III	CTE Assessments: CTED/District/School (read only)	Provides access to view the registration, roster, and reports at the CTED/District/School.

A person may be assigned to more than one level at the discretion of the Entity Administrator. All levels have access to reports. All teachers must be assigned access to ADEConnect. If not, students cannot be registered for the assessments, and teachers cannot access the assessment reports. Once access to ADEConnect has been received, users can go to the ADEConnect Portal at https://home.azed.gov/Portal/ and click on CTE Technical Skills Assessments. You will see the assessment home dashboard that shows the permission level access assigned to you. (Note: A Level I dashboard is shown below. Under each tab is that tab's dashboard which contains step-by-step instructions.)



Secondary and Postsecondary Security and Testing Protocol Agreements

To safeguard the security of the assessments and testing protocols, all persons with access to the CTE Technical Skills Assessment System must sign the Security and Testing Protocol Agreement. This document is located on the TSA Dashboard's home page as a link under the Help tab and is also Appendix D and E in this User Guide. It is the responsibility of the Secondary/Postsecondary Assessment Administrator/Coordinator to collect these signed documents each testing cycle (school year) and keep them on file in the school/district for five (5) years.

Technical Specifications and System Requirements

The Technical Skills Assessments are delivered over the Internet and viewed on a browser. It is important to check the computer's browser for the approved software requirements. Contact your IT support for instructions on checking all software requirements.
We encourage you to add the following to your whitelist: ctetechnicalskillsassessments.azed.gov
The following email can be added to each teacher's safe sender list: svc-adenotifications@azed.gov

Software Requirements

- Cookies enabled on your browser
- JavaScript enabled on your browser

Software Recommendations (latest versions)

- Chrome
- Firefox
- Internet Explorer
- Microsoft Edge

Operating Systems

- Windows 7 or greater

Hardware Requirements

- Chromebook
- Chrome Pad
- iPad
- Microsoft PC

Chrome Extensions for Universal Test Administration Conditions. The use of Chrome Extensions as a tool for accessing the text for Universal Test Administration Conditions is permitted for the Technical Skills Assessment. Make sure the test is opened in the Chrome Browser. In case of technical issues on the day of the test, we suggest the staff who is administrating the test and the student taking the test be familiar with more than one tool (i.e., text-to-speech, highlighter, color overlay, reverse contrast, text blocker, font changing, screen reading extension). Make sure the Extension is added to the appropriate student's Gmail account prior to testing and is not introduced for this testing session only but used in regular instructional and testing times. The use of a Dictionary feature will not be permitted for the testing and must be turned off. Be sure to check with your District's IT Department to ensure all universal accommodation features are functional prior to the testing date. All testing must be completed by noon by the approved testing window close date.

Logging into the Technical Skills Assessments

To register students, create rosters, and access reports, coordinators should go to the ADEConnect Portal at https://home.azed.gov/Portal/ and click on CTE Technical Skills Assessments. The CTE Technical Skills Assessments dashboard will display according to your assigned permission level. Annually, when a Level I permission holder (CTED, District, and School Coordinators) logs into ADEConnect for the first time, he/she will be asked to update the FedEx address for mailing the TSA certificates. Once this request is submitted, the TSA Dashboard will appear. To take the assessments, students must log on using this link: https://ctetechnicalskillsassessments.azed.gov/student. The test proctor will help students with the correct site and assessment.

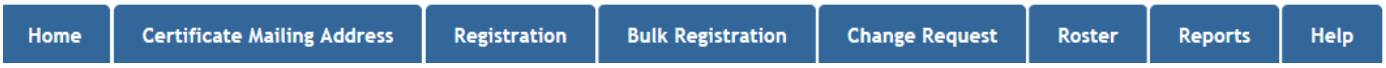
Technical Support

For questions about getting access to ADEConnect and permissions and role assignments, call 602-542-5452 or send an email to CTEAssessmentHelp@azed.gov.

NAVIGATING THE ASSESSMENT SYSTEM

Introduction

This section is about how to use the tabs on the Technical Skills Assessment Dashboard to register students, correct student data, create and download the student roster needed to conduct the assessments, and to access resources and links with useful information. The tabs are Home, Certificate Mailing Address, Registration, Bulk Registration, Change Request, Roster, Reports, and Help. The Reports tab is discussed in the section entitled "Accessing the Assessment Reports."



Registering Students by School of Attendance

Students are registered for the assessments by their School of Attendance—that is the school where the program is taught and where they take the assessment. If a student is eligible to take more than one assessment, the student must be registered separately for each assessment. Each registration must be for a different program assessment and may have a different School of Attendance and/or CTE teacher. Please note that the student's school of attendance will be listed on their assessment certificate.

Student Names on the Technical Skills Assessment Certificate

Our CTE students take pride in receiving the TSA Certificate endorsed by Arizona's business and industry leaders. We owe it to them to have their names spelled and formatted correctly on their certificates. Because of changes in the CTE Technical Skills Assessments System, student registration pulls student names from AzEDS. Student names on the certificates come from student registration. Thus, how a student's name appears in AzEDS is how it will appear on the TSA certificate. CTE requests that students' names be reviewed and corrected through the District SIS (Student Information System) which will, in turn, update the source of truth (AzEDS). Once the name change is made in SIS, the updated names will be available for student registration and the TSA certificates. New certificates can be requested using the Change Request tab; however, requesting that certificates be remade will likely delay students in getting their certificates.

Registering Special Population Students for the Assessments

Special Population students with an IEP will automatically be imported from AzEDS during registration. Your SIS Data Reporter reports them to AzEDS which in turn exports to the CTE Technical Skills Assessment Dashboard. See Appendix C for the Special Population definitions and categories.

How to Use the Certificate Mailing Address (Click for Video)

Students who pass the Technical Skills Assessments receive a Congratulatory Letter and Certificate endorsed by Arizona's business and industry leaders. At the end of testing, these documents are sent to the district's FedEx address for distribution to students.

Annually when logging into the Technical Skills Assessment as a Level 1 permission holder, you will be asked to update your FedEx address. Please provide the street address only (no PO Box numbers).

If you have questions, please call 602-542-5452 or send an email to CTEAssessmentHelp@azed.gov.

How to Use the Registration Tab (Click for Video)

Go to the ADEConnect Portal at https://home.azed.gov/Portal/ and click on CTE Technical Skills Assessments and select the **Registration tab**. For step-by-step guidelines on how to complete the required fields, select *Click here for instructions* or review the instructions below. Instructions are specific to manual registration, bulk upload registration, making bulk changes, adding to the existing roster, creating a Student Unique ID, deleting one or more students records, and creating a new roster.

Manually registering one student (Click for **Video**)

1. Enter the Student Unique ID (SAIS ID).
2. Enter student's birthdate.
3. First Name, Last Name, and Middle Name fields will populate.
4. Click dropdown boxes on all other fields.
5. District Notes is an optional field.
6. Check these things if nothing happens when you click Save Changes:
   - A skipped field will highlight.
   - No selection was made in a dropdown box.
7. Make corrections and click Save Changes button.

If a teacher email address is not listed in the dropdown box, contact your entity administrator—the only person who can enter teachers into the system.

- The Entity Administrator must grant access to each teacher at a school. Every 15 minutes this information is pulled from ADEConnect into the CTE Assessment System. This allows the teacher emails to automatically appear in the dropdown field during manual registration.
- During bulk registration, the user must use the same email used to grant the ADEConnect access to the teacher; otherwise, registrations will be marked as partial.
- The user does not have to delete the registration records to change the teacher, but the user can just use the Bulk Changes functionality to update information for all the records.
- Once ADEConnect access is granted to a teacher, the bulk registration user must wait 30 minutes for the teacher to display in the dropdown in order to register a student.

Bulk upload using Excel template on Bulk Registration page (Click for **Video**)

1. Click the Bulk Upload Excel Template.
2. Pop-up window will appear; click Open.
3. Delete the line displaying the example.
4. Enter student information (please use dropdown list when entering student population and program name).
5. Save template to PC and close file.

Bulk Upload on Registration page (Click for **Video***)*

1. Click the Bulk Upload Registration link.
2. Select the file to upload; click the Browse button.
3. File name will display to the right of the Browse button.
4. Click the green Upload button.
5. Pop-up window will appear; click the green Yes button.
6. Student names will display in registration grid.
7. See Bulk Registration tab to correct any mistakes.

Delete a single student record on the registration grid (Click for **Video***)*

1. Find the student row and click box at beginning of row.
2. Row will highlight in yellow.
3. Click the Delete Selected link.
4. Pop-up window will appear; click the red Yes button.
5. Return to the Registration tab and student will be deleted from the registration.

*Delete multiple students at one time on the registration grid (Click for **Video**)*

1. Find each student and click the box at beginning of each student row.
2. Each student row will highlight in yellow.
3. Click the Delete Selected link.
4. Pop-up window will appear; click the red Yes button.
5. Return to the Registration tab and students will be deleted from the registration.

Deleting all students on the registration grid

1. On column header row, click in the box at the beginning of the row.
2. Entire registration grid will highlight in yellow.
3. Click the Delete Selected link.
4. Pop-up window will appear; click the red Yes button.
5. Return to the Registration tab and students will be deleted from the registration.

*Creating a new roster from the Registration grid (Click for **Video**)*

1. Find student(s) row to be added to new roster.
2. Click the box at the beginning of each student row.
3. Selected rows will highlight in yellow.
4. Click on Create New Roster link.
5. Create Roster pop-up window will appear.
6. Enter roster name and click green Save Changes button.
7. A pop-up window will appear; click the Close button.
8. Registration grid will show Yes in green in Roster column.
9. Click Roster tab and click roster name.
10. Student will now be included in roster.

How to Use the Bulk Registration Tab (Click for Video)

Go to the ADEConnect Portal at https://home.azed.gov/Portal/, click on CTE Technical Skills Assessments and select the Bulk Registration tab. For step-by-step guidelines on how to complete the required fields on the Excel Template, select *Click here for instructions*. Instructions are specific to bulk upload using the Excel template and the registration tab/bulk registration link. The functionality in the Bulk Registration tab differs slightly from the functionality in the Registration tab, but the outcome will be the same.

*Registration using the bulk upload Excel template from the Bulk Registration tab (Click for **Video**)*

1. Click the Bulk Upload Excel Template.
2. Pop-up window will appear; click Open.
3. Delete sample line.
4. Enter student information (please use dropdown list when entering program name).
5. District Notes is an optional field.
6. Save the template to PC and close file.

*Bulk Upload from the Bulk Registration tab (Click for **Video**)*

1. Click the Browse button.
2. Pop-up window Open will display.
3. Select the file to upload and press Open button.
4. File name will display on right side of the Browse button.
5. Click green Upload button.
6. Pop-up window will appear; click green Yes button.
7. Click roster name.
8. Excel file will now display.
9. Click Enable Editing button at top of screen.
10. Verify that all data are correct.
11. Save file to PC and close file.

Downloading the roster sheet from the Roster tab (Click for **Video**)

1. Click on the Roster tab.
2. Find the row with the roster name.
3. Click on the Download Roster Sheet link at the end of row.
4. Click Open in pop-up window.
5. Excel file will appear in new pop-up window.
6. Click Enable Editing at top of the file.
7. On toolbar, click Page Layout, Orientation, and Landscape.
8. Delete column A, the Roster Name, since it is not needed.
9. Complete formatting and Save file to PC on drive of choice.
10. Print 2 copies of the file. The first copy is the class roster for the Proctor. The second copy may be used to make User ID Cards for students. Simply cut out each row containing a SAIS ID (Student Unique ID), password, student name, and program assessment and attach to the index card. Students will use this information to log into the assessment.
11. Close file.

How to Use the Change Request Tab (Click for **Video**)

Go to the ADEConnect Portal at https://home.azed.gov/Portal/ and click on CTE Technical Skills Assessments and select the **Change Request tab**.

Request changes to student data in the Registration Grid

1. Click the Create New Request link.
2. Change Request pop-up screen will appear.
   a. Click dropdown menu for Request Type, i.e., Delete Assessment, Delete Registration, Reprint Certificate, and Other. Selecting Delete Assessment will delete only the assessment. Selecting Delete Registration will delete the registration only.
   b. Enter the SAIS ID (Student Unique ID).
   c. Click on Search button.
3. Change Request screen updates.
   a. Verify grayed-out Request Type and Student Unique ID.
   b. Information is displayed below the Green bar.
   c. Click in the box located at beginning of the student row.
   d. In the Justification box, type in reason for request.
   e. Click Submit Request button.
   f. Returned to the Change Request Management screen.
   g. Click on View by student name to see the pending change.

How to Use the Roster Tab (Click for Video)

Go to the ADEConnect Portal at https://home.azed.gov/Portal/ and click on CTE Technical Skills Assessments and select the **Roster tab**. Students must be listed on the Roster to obtain an assessment password to take the test. Click on the Roster tab and follow the instructions below. Each student in the roster will display with his Student ID and Password.

1. Click on Create New Roster link.
2. Create Roster pop-up window will appear.
3. In Roster Name field, enter a name.

Entering a single student onto a roster:

1. Find student row and click in small box at beginning of row.
2. The row will highlight in yellow.

Entering multiple students onto a roster

1. Find each student and click in small box at beginning of each student row.
2. All student rows that have been checked will highlight in yellow.

Entering all students on a roster

1. On the column header row, click in the small box at the beginning of the row.
2. All students will highlight in yellow.

These steps are the same for all the above procedures:

1. To remove student(s) selection, click in the small box.
2. Click Save Changes.
3. Create Roster pop-up window will display.
4. Click on the button that is applicable.
5. Roster Management screen will display.
6. The newly created roster will be listed.
7. Click on the Roster Name.
8. Roster Management screen with the Roster Name will display.
9. Each student in the roster will display with his Username and Password.

*Downloading the Roster Sheet from the Roster Tab (Click for **Video**)*

1. Click on the Roster tab.
2. Find the row with the roster name.
3. Click on the Download Roster Sheet link at the end of row.
4. Click Open in pop-up window.
5. Excel file will appear in new pop-up window.
6. Click Enable Editing at top of the file.
7. On toolbar, click Page Layout, Orientation, and Landscape.
8. Delete column A, the Roster Name, since it is not needed.
9. Complete formatting and Save file to PC on drive of choice.
10. Print 2 copies of file. The first copy is the class roster for the Proctor. The second copy may be used to make User ID Cards for students. Simply cut out each row containing a SAIS ID (Student Unique ID), password, student name, and program assessment and attach to the index card. Students will use this information to log into the assessment.
11. Close the file.

How to Use the Help Tab

Go to the ADEConnect Portal at https://home.azed.gov/Portal/ and click on CTE Technical Skills Assessments and select the Help tab for access to the CTE Technical Skills Assessments User Guide and links to the following documents:

- 2020-2021 CTE Programs with Technical Skills Assessment
- 2020-2021 Schedule for Technical Skills Assessments
- CTE Technical Skills Assessments User Guide
- How Assessment Items Are Developed
- How to Access and Utilize the TSA Dashboard (PowerPoint for test administrators/coordinators)
- How to Access a TSA Report
- How to Create Rosters
- How to Log into the Technical Skills Assessments (student test site)
- How to Manually Register One Student
- How to Prepare and Motivate Students to Take the Assessments (PowerPoint for teachers)
- How to Take the Assessments (PowerPoint for proctors, teachers, and students)
- How to Use the Bulk Registration Tab
- How to Use the Certificate Mailing Address Tab
- How to Use the Change Request Tab
- Proctor Instructions for Monitoring the Assessments
- Student Eligibility Policy for Taking the Technical Skills Assessments
- Universal Test Administration Conditions and Accommodations Guide

The Home tab contains links specific to Secondary and Postsecondary Security and Testing Protocol Agreements and Student test site link.

CONDUCTING THE ASSESSMENTS

Tasks to Get Started

The assessment Proctor monitors students on the day of testing. This person is certified staff identified by the Assessment Coordinator. Teachers may NOT proctor their own students, but they can proctor other teachers' students. If a large number of students are testing at one time, it may be necessary to have a second person assisting the proctor and observing students. Prior to the testing day, the Assessment Coordinator should provide the Proctor with the following:

1. Conducting the Assessments section of the User Guide, which includes the Proctor Instructions for Conducting the Assessments*;
2. Proctor Packet; and
3. How to Take the Assessments (PowerPoint)*

*These preparation tools are available as links found on the Help tab on the Technical Skills Assessment Dashboard. In addition, the Assessment Coordinator or his/her designee should prepare the Proctor Packet (folder or envelope) with the following content:

- Instructions about the computer lab location and setup, including emergency contact
- Time scheduled for the assessments
- The student roster for each assessment and cards or strips of paper with each student's Student ID, Password, and program assessment
- Sign-in/sign-out sheet for students who will be testing
- Information about IEP accommodations for special population students
- Paper and pencils for students to use for calculations; students can also use the computer calculator
- Contact information regarding the student rosters and problems specific to a mismatch between the student's name and the assessment, how to handle emergencies, and adjusting time to take the assessment

Teachers and Proctors Ensure Assessment Security. CTE assessments are secure documents. This means that teachers should not discuss the content of the tests with other teachers or students. Prior to testing, it is advisable for Teachers and Proctors to review the How to Take the Assessments PowerPoint presentation with students. During testing, the Proctor should monitor students to ensure that they are not searching the Internet for answers. Also, students are not allowed to use the Print Screen key to save the assessment to the PC.

Teachers and Proctors should sign the Secondary/Postsecondary Security and Testing Protocol Agreement. These agreements are signed each year and kept on file by the district or community college designated testing administrator for up-to-5 years. See Appendix D and E for a copy of these documents.

Attendance during Assessment. The Proctor should check the roster and verify student attendance. Students not present should be reported to the Assessment Coordinator following the assessment. If a student misses the assessment at the time scheduled, the student will need to be re-registered to take the assessment some time during the testing period. If a student cannot complete the assessment due to illness, emergencies, fire drills, etc., the Proctor should click the Pause Test Button and log off the browser. Even if the test is not paused, the system will automatically pause within 15 minutes. The student can log on later using the original password and the system will start the assessment where it stopped.

Requirements for Retaking Assessments. The request to allow a student to retest due to a problem will be made by the Assessment Coordinator who must contact the state testing coordinator. The retest must be in the same testing period. Here are some examples of why a student should retest:

1. Student assessed under another student's Student Unique ID (SAIS ID).
2. Student took the incorrect test.
3. Special Needs Student was tested without following the proper IEP instructions.
4. Student went home sick or was called away and ended with incomplete assessment.
5. Student experienced school or ADE system problems.

Students Taking Multiple Assessments. The CTE assessment is not a timed assessment. For scheduling purposes, it is estimated that students should be allocated two (2) hours to take the assessment. Students completing multiple CTE programs may take multiple assessments in the same testing cycle but not on the same day. Students will be given an ID and password unique to each assessment.

Multiple Programs Assessed during the Same Session. Students may be grouped according to the number of students testing and the availability of the computer lab. 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 Coordinator must follow the IEP plan for students with special needs to ensure that identified accommodations are met. Any special instructions/accommodations for assessment should be in the Proctor Packet. See Appendix C for more information.

Enlarging Test Items on the Screen. Students may enlarge the test items or screen images as follows:

1. MAC users hold down the Command key and then the + key
2. 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/smart watches.

Scheduling Time for the Computer Lab. The assessment period begins when the first question displays and ends when the student submits the assessment. When scheduling the lab, it is recommended that extra time be added to cover directions for how to take the assessment, logging into the assessment, technical issues, and viewing the assessment results.

Wrong Assessment. If the student opens his/her assessment and it's the wrong one, he/she must wait for the Assessment Coordinator to change his/her registration information to reflect the correct assessment. After the student's registration information is corrected, he/she can log on again and take the assessment using the same log on information received previously. If, however, the student answers several assessment questions before realizing that it's the wrong assessment, he/she must close the browser and wait for the Assessment Coordinator to reregister him/her. The Assessment Coordinator will need to do a Change Request to Delete the student assessment. Once this is completed, the student must be registered to obtain a new password. Reregistering the student will also require the Assessment Coordinator to add the student to a new roster. This will generate a new password the student will use to log into the correct assessment.

Adjusting Time for Assessments. When students answer questions, the system saves the results. There may be an emergency requiring all students to evacuate the lab. If possible, before leaving the lab, students should click the Pause button. 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 Assessment Coordinator or Proctor can add more time. Follow these instructions if a student or a group of students need additional time to complete the assessment:

1. From the Roster Dashboard, click on the Roster Name.
2. Single Student: At the far right of the row with the student's information, click on Add Time. It will display the *Add Time to Individual Student* screen.
3. Group of Students: At the top of the screen, click on the Add Time to All Students link. It will display the *Add Time to Entire Roster* screen.
4. Key in the number of minutes to be added (ex: 120 = 2 hours; the system allows students a maximum 360 minutes to take the assessment).
5. Click on the Add Time button.
6. Refresh your browser page to show updated time left.

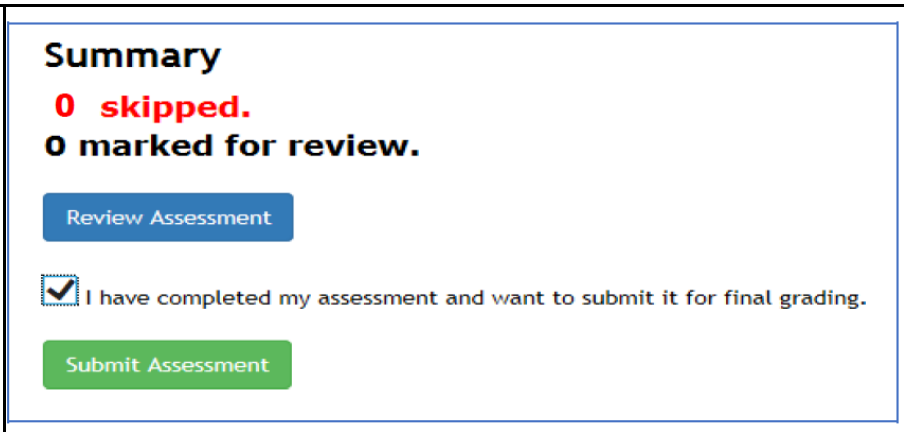
Students Can Review Their Assessment Results. After students complete the assessment, they will be able to review their test results and see their overall score. They can print the results and/or send the results to an email address. <u>They will not be able to access results after the browser is closed.</u>

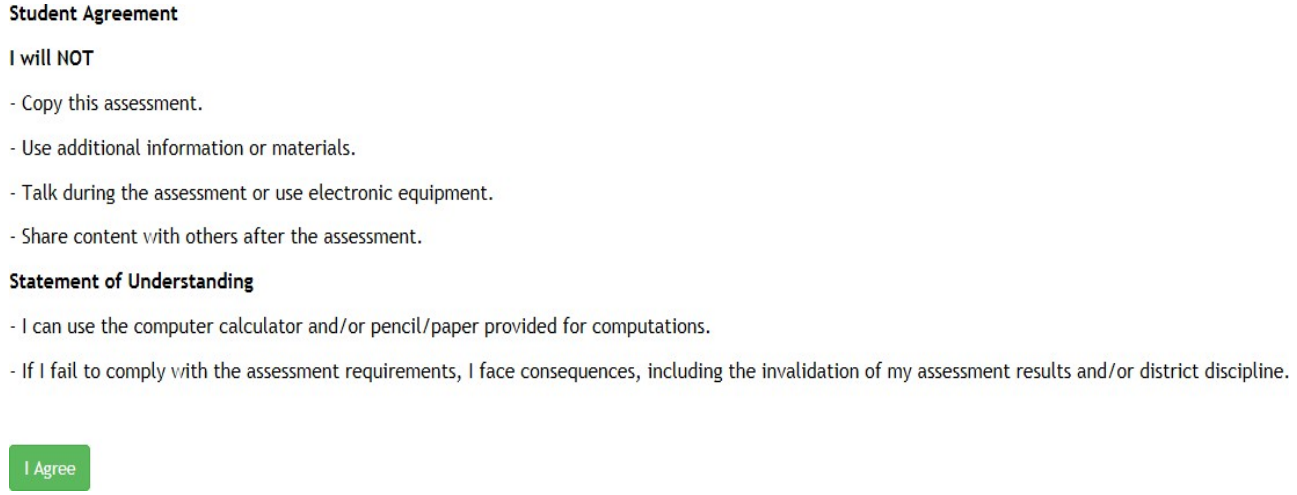
Proctor Instructions for Conducting the Assessments

The Proctor should review the contents of the Proctor Packet and carefully read the instructions below prior to the day of testing. The text below in bold type should be read/repeated to the students to ensure their understanding of the assessment. In addition to these instructions, proctors should have access to the **How to Take the Assessments** PowerPoint presentation that shows a sample question, how to answer and mark questions, and how to review skipped and marked for review questions prior to submitting the assessment. These slides should be reviewed with students prior to testing by their teacher, as well as the day of testing, to ensure their confidence in taking the assessment.

Review the contents in the Proctor Packet.	• Room location, time scheduled for the assessments, and the computer setup. • Emergency contact for the computer software, questions about the student roster(s), and adjusting the assessment time. • Information about Special Population IEP accommodations. • Student Roster(s) and cards/slips of paper containing Student IDs, Passwords, and Program Assessments. Students may be taking the same assessment, or they may be taking different assessments. All assessment items are randomized so that the same questions do not appear on the computer screens at the same time. • Sign-in/sign-out sheet for students. • Pencils and scratch paper for students to use for calculation during the assessment. Computer calculators may also be used. Pencils and paper should be collected after testing. • Access to the How to Take the Assessments PowerPoint or a paper copy of a sample assessment item and the Summary Screen to distribute to students about how to mark the items, submit the test, and get the assessment results. • Students' access to the assessments: https://ctetechnicalskillsassessments.azed.gov/student
As students enter the lab and prepare to take the assessments…	• Tell students where to place their personal belongings including cell phones, smart watches, flash drives, and other electronic devices and have them sign-in. • Distribute a Student ID and Password to each student *for one assessment only*. If a student is taking more than one assessment, he will receive a different Password when that assessment is given. • Have students take their places at the computers. • Write the assessment URL on the board: https://ctetechnicalskillsassessments.azed.gov/student.
Once students are settled, the Proctor says…	• **Welcome to the CTE Technical Skills Assessments. Today you will be taking an online assessment to see what you have learned in your CTE program. If you pass the assessment, you will receive a congratulatory letter and certificate endorsed by Arizona's business and industry representatives.** • **Let's take a few minutes to review the mechanics of the assessment items.** (Show PowerPoint slides or handout a paper copy of the slides. Go over these instructions with students and give them time to ask questions.)
Example Question…	Question 11 of 100 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 Pause Test

	To answer the assessment questions, you have three options that may be used. 1. No Answer (Skip this Question) – this is the default answer. 2. Click both – Answer and Mark for review to bookmark a question. 3. Click the Correct Answer. Clicking the SAVE ANSWER button will advance the test to the next question.
Message to the Proctor…	To interrupt a test the student SHOULD use the Pause Test button. A Resume Test button will display. Click this button to resume testing. The test will resume at the last question when paused. If the Pause Test button is not used and the student exits the browser, the system will automatically pause within 15 minutes and the student can log on later using the original password and the system will start the assessment where it stopped. 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 Assessment Coordinator or Proctor can add more time.
	• You will have plenty of time to answer all the questions. After the last question has been answered, the Summary Screen will display. This will give you the opportunity to answer all Skipped or Marked for Review questions.
Example assessment summary…	**Summary** **1 skipped** **1 marked for review** Review Assessment ☐ I have completed my assessment and want to submit it for final grading. Submit Assessment In this example, you had one skipped question and one marked for review question. Click the Review Assessment button.
Example of assessment summary…	If your answer is (Skipped) in red click the Review button to display the question. You can change or keep your answer then click the Save Answer button. Repeat for each (Skipped) or Yes in red under the Review column. **Review Assessment** **You have 0 question(s) that you did not answered.** **You have 0 question(s) that you did not answered.** Return to Summary **Question** / **Answer** / **Review** Question 1 / mop / No / Review Questions you did not answer should both be zero. Click on the Return to Summary button.

Example of assessment summary	 Click **in the box** and click the **Submit Assessment** button to end the test as shown.
Proctor says to students… When the bowser is closed, students can no longer access their results for printing or sending by email.	• When you finish your assessment and submit it, you will be able to see your score and know immediately if you passed the assessment. • Please DO NOT CLOSE THE BROWSER. • You may send your test results to your school email address and/or your personal email address. Your CTE teacher will automatically get the test results. CTE teachers: Please add the following email address to your safe sender list: svc-adenotifications@azed.gov • *(Say these words only if printers are available.)* If you would like to print a copy of your results, please raise your hand and I'll assist you in doing this. • When the assessment is over, I will collect all paper, pencils, and Student IDs and Passwords. • Remember, do not close the browser without my help or until I tell you to. • Are there any questions?
Message to the proctor	PAUSE for student to ask questions.
Proctor says to students…	• You will now access the online assessment at the Arizona Department of Education by using this website address: https://ctetechnicalskillsassessments.azed.gov/student. Please type in the web address to access the test now. (Verify that all students have opened the assessment website.) • Read the Student Security Agreement screen which states the rules for proceeding with taking the assessment. You must click the "I Agree" button to move on.



Student Agreement

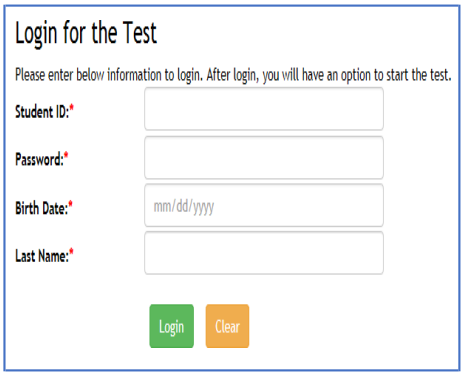
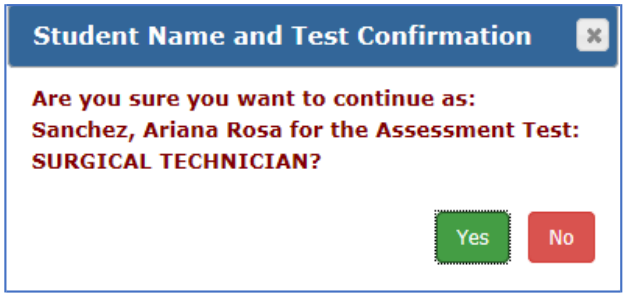
I will NOT

- Copy this assessment.
- Use additional information or materials.
- Talk during the assessment or use electronic equipment.
- Share content with others after the assessment.

Statement of Understanding

- 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.

I Agree

Proctor says to students…	• To log into the test, enter your Student ID, Password, Birthdate, and Last Name and click the green login button 
Proctor says to students…	 • Please verify this is your name and the right assessment. If it is not, raise your hand. If there is a problem with the student match, i.e., not the correct name or not the correct assessment, the student will not be able to take the assessment at this time. • If this is the right name and the right assessment, you may begin your test by clicking the Yes button.
Message to the Proctor	Monitor the computer lab during the assessment period. 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. After students are finished with their assessments, assist them with printing their results. If printers are not available, assist them with sending the results to an email address, each to be entered one at a time. At the end of the assessment session, check each monitor to ensure that all browser windows have been closed. Before students leave the computer lab, verify that all paper, pencils, and Student ID/Password cards have been returned and destroyed. Report absent students to the Assessment Coordinator/Teacher. CTE Technical Contact: **Assessment Helpline** at 602-542-5452

ASSESSMENT REPORTS

Description of Reports

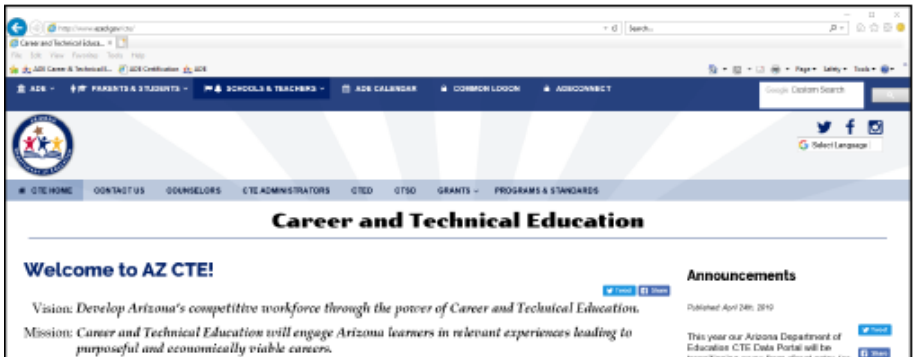
The Technical Skills Assessments system provides the testing results for students and programs at the end of each testing cycle. All roles and permission levels for the CTE Technical Skills Assessments can access these reports. Below is a description of the assessment reports including how they could be used. This is followed by how to access the reports, how to build the reports, and examples of each report.

1. Statewide Performance Results. *This report is organized by Statewide results, Non-CTED results, All CTEDs results, or for a Single CTED selection. Sorted by highest to lowest assessment scores,* it shows the number of students tested, the average score, and the percentage of students who passed. Student counts under 10 are suppressed (*). Administrators and teachers can view each school's performance relative to other districts and schools that offered the same program. Available formats: webpage with easy conversion to PDF and Excel.
2. Student and Program Assessment Results. *This report is organized by a single student or a single program.* The Student Report shows the percentage of correct responses for each standard and the overall assessment score based on the student's total percentage of correct responses. The Program Report shows the percentage of correct responses for each standard based on the responses of all students. Administrators and teachers can review the results to make curricular changes in the scope and sequence and to identify program strengths to facilitate best practices among campuses. Available formats: webpage with easy conversion to PDF and Excel.
3. Total Program Results. *This multiple program report is organized by CTED, district, school, and teacher.* It shows the Student Unique ID, program assessment, testing date, student score, school of attendance, gender, grade level, and teacher email. Administrators and teachers can review the number of students tested and pass scores by program. Available formats: web page with easy conversion to PDF and Excel.

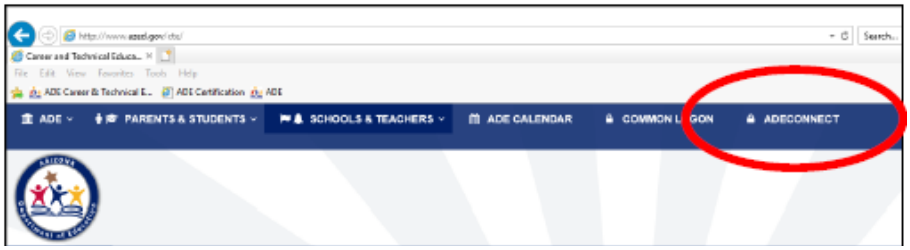
Note: The user should convert the report to either PDF or Excel and download for the best visual version of the reports.

How to Access a TSA Report (Click for Video)

Step 1: Navigate to http://www.azed.gov/cte/



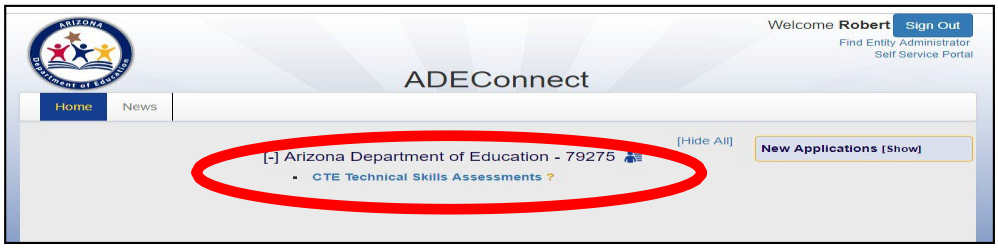
Step 2: Click on ADECONNECT to access the ADEConnect Webpage.



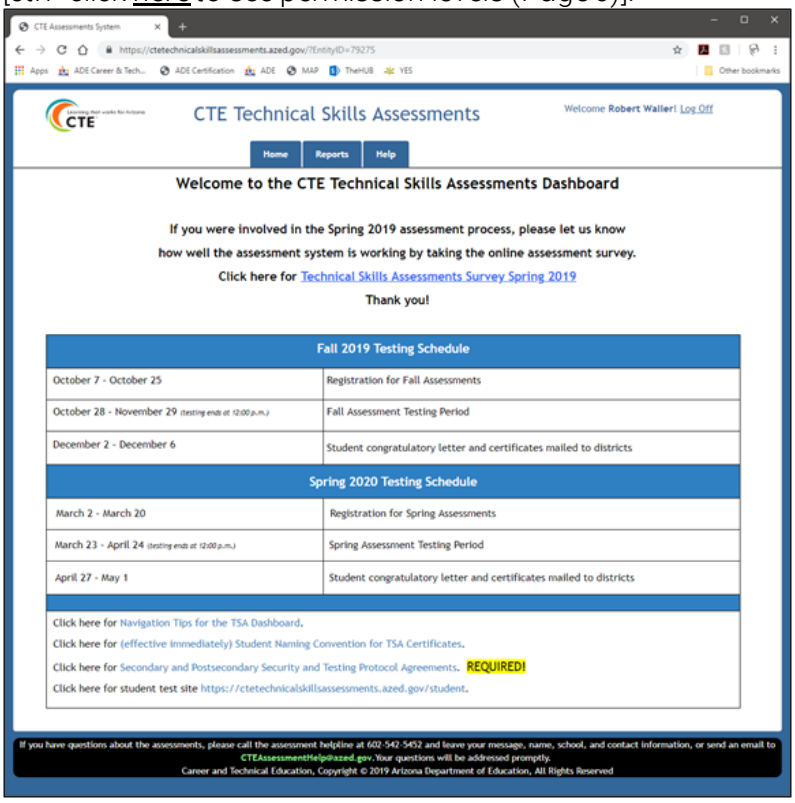
Step 3: If you are not already logged-in, you will be prompted to sign-in with your organizational account.

If you do not know your organizational account credentials, you will want to contact your Entity Administrator. There is a link to find your Entity Administrator in the upper right-hand corner of the ADEConnect Webpage.

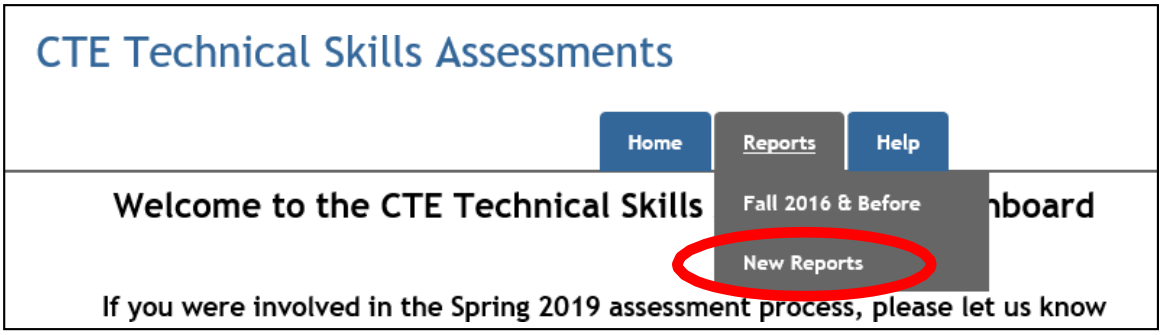
Step 4: Click on CTE Technical Skills Assessments.



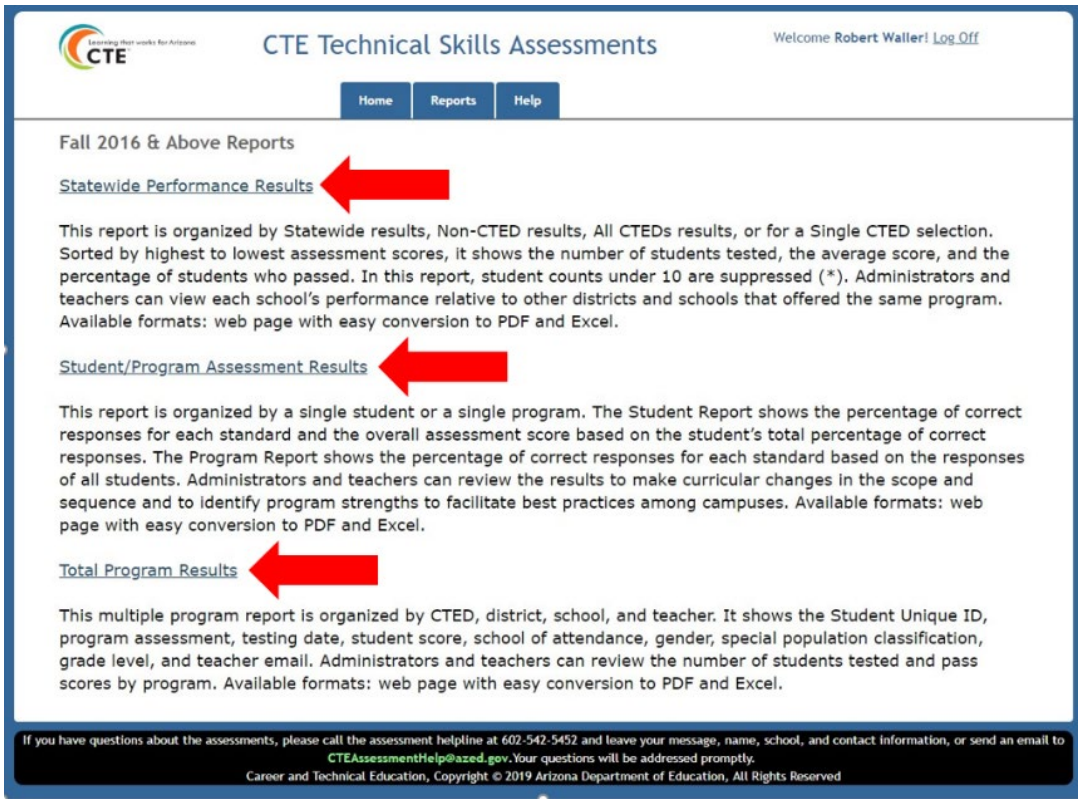
The CTE Technical Skills Assessments Dashboard will display based on the permission level assigned to you [ctrl+click here to see permission levels (Page 6)].



Step 5: Click the **Reports** tab ⇨ **New Reports** to access a variety of TSA reports.

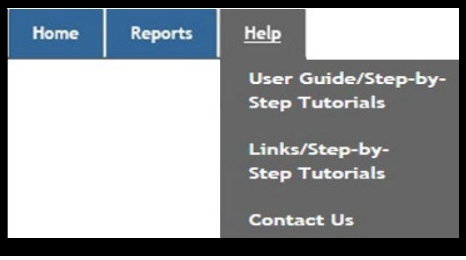


Step 6: Click the appropriate link for the type of report you would like to run

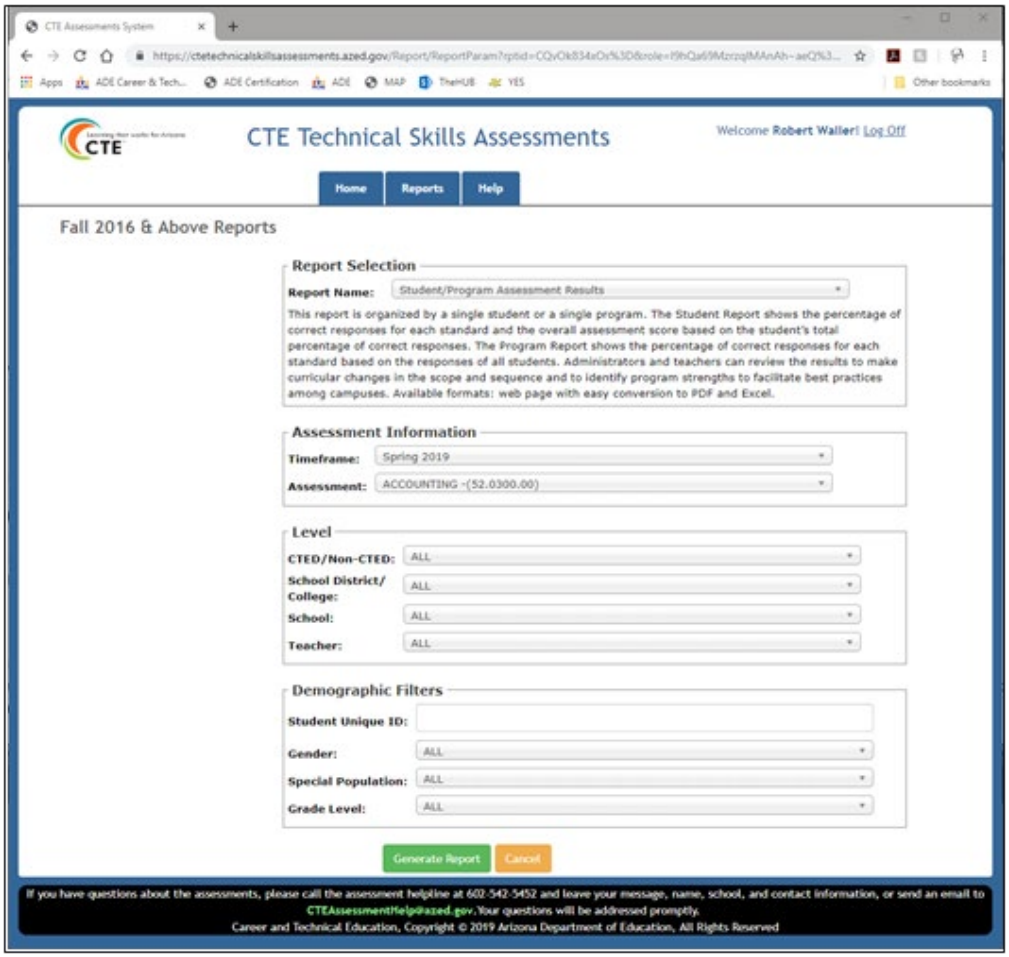


A description of each report is provided.

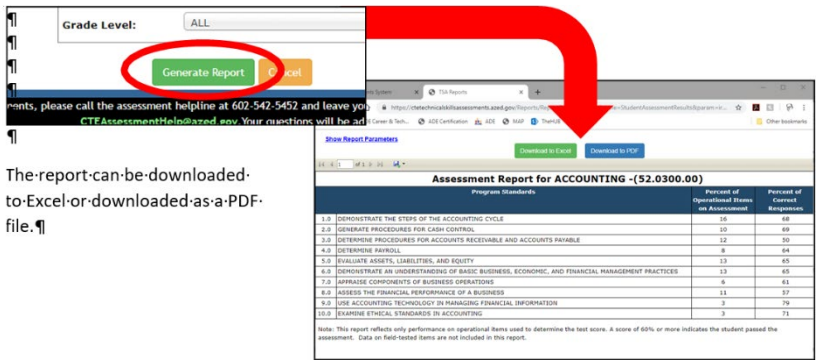
Note: The Help tab provides access to TSA resources, links, step-by-step tutorials, and videos.



Step 7: Enter the appropriate **Assessment Information**, **Level**, and **Demographic Filter** information requested to generate your desired report.



Step 8: Click the **Generate Report** button.



Note: See Appendix F for a sample Report Menu with Filters, the Report Toolbar, and Sample Assessment Reports.

State-Generated Reports

In addition to the reports described above, ADE/CTE generates two statewide reports:

1. Participation Summary—total student count and passing totals by program
2. Highest Performing Schools—highest performing school for each program by district and CTED

These reports are sent to CTE Administrators and CTED Superintendents at the end of each testing cycle for distribution to their staffs and constituencies.

APPENDICES

Appendix A. State and Federal Legislative Requirements for CTE Technical Skills Assessment Data

Appendix B. Universal Test Administration Conditions and Accommodations Guide

Appendix C. Special Population Definitions

Appendix D. Secondary Security and Testing Protocol Agreement

Appendix E. Postsecondary Security and Testing Protocol Agreement

Appendix F. Sample Assessment Menu with Filters, Report Toolbar, and Assessment Reports

Appendix A. State and Federal Requirements for Technical Skills Assessment Data

PERKINS (PERFORMANCE MEASURES) REPORTING REQUIREMENT

Carl D. Perkins Career and Technical Education Act of 2006 Public Law 109-270 (Sec.113(b)(2)] establishes comparable student definitions and measurements for CTE programs based on the expectations that student performance will improve each year. The Arizona State Board of Education approved a state accountability system that measures CTE program performance using a series of performance measures. Relating to the 2S1 Technical Skill Attainment Performance Measure, students who completed the state-designated sequence of instruction are required to take and pass the Technical Skills Assessment. ADE pulls CTE Assessment data from the assessment system and the student demographic information from AzEDS for reporting purposes.

Note: The SAIS ID (Unique Student ID) and the CTE program for the Technical Skills Assessment System need to match what is in the CTE Data Portal for the student. If these two pieces of information do not match, then the assessment data for the student will not be recorded in the Data Portal and this would result in a lower 2S1 measurement and eventually necessitate the district to create an improvement plan to keep their CTE funding for a program.

CTED REQUIREMENT

Arizona Education Law ARS § 15-391(3)(d)(e) requires Career and Technical Education District programs lead students toward certification accepted by industry as a demonstration of competency in that industry. It also requires students to take the Technical Skills Assessments that demonstrate a level of skills, knowledge, and competencies necessary to be successful in the designated vocation or industry and a passing score of at least 60%.

A-F STATE ACCOUNTABILITY REQUIREMENT

Arizona provides accountability ratings annually to its public-school districts, charters, and schools based on a wide range of information about the performance of students in schools and districts. On April 24, 2017, the Arizona State Board of Education adopted the A-F Reporting Arizona 2016-2017 K-8 A-A Accountability Plan that includes an indicator in the College and Career Readiness Category that allows a school 1.25 points for every student who completes a CTE sequence and passes the Arizona Technical Skills Assessments.

Appendix B. Universal Test Administration Conditions and Accommodations Guide

Universal Test Administration Conditions

Test administration manuals and guidelines address the need for all students to have a comparable opportunity to demonstrate achievement by providing them with a testing environment that is comfortable and free of distractions. Following are suggested Universal Testing Conditions, Tools, and Accommodations that administrators and teachers can use to meet student needs:

- Test in a small group, test one-on-one, or test in a separate location such as a study carrel.
- Sit in a specified location within the testing room and/or at special furniture.
- Have the test administered by a familiar test administrator. Teachers cannot proctor their own students, but they can proctor other teachers' students.
- Use read-aloud/text-to-speech software and other accessibility testing tools, i.e., magnification, and special lighting; zoom in/out, enlarge font, change font, screen readers, hearing aids, amplification, signing the scripted directions, use of different color choices, reverse contrast, color overlays, text blockers, and highlighting text.

Chrome Extensions for Universal Test Administration Conditions is a permitted tool for accessing the Technical Skills Assessment. Prior to testing, the district's IT Department should ensure that the application is installed and that all features are functional. The Extensions application should be added to the student's Gmail account and the test should be opened in the Chrome Browser. To prevent issues on the day of testing, the staff administrating the test and the student taking the test should be familiar with the application's features (i.e., text-to-speech, highlighter, color overlay, reverse contrast, text blocker, font changing, screen reading extension).

- Consider a line reader tool for students who struggle with reading. This will help the student focus on the question and/or answer choice one at a time.
- Wear noise buffers (headphones/earbuds only for blocking out noise) when taking the test.
- Repeat scripted directions, if needed, and answer all questions regarding the directions. Students may benefit by having directions they can read on their own.
- A student may be allowed to read the test quietly to himself/herself if other students are not being disrupted, or the student may sit in a different location.
- A student may take the test over multiple sessions and/or multiple days due to test fatigue, illness, school emergency, or having a parent or guardian remove them from school for an excused absence.
  - ✓ To interrupt the test, the student **should** use the "**Pause Test**" button.
  - ✓ A **Resume Test** button will display. Click this button to resume testing. The test will resume at the last question when paused.
  - ✓ If the **Pause Test** button is not used and the student exits the browser, the system will automatically pause within 15 minutes and the student can log on later using the original password and the system will start the assessment where it stopped.
- Extended time: Ideally, students should have 2 hours to take the test. Items are designed with the expectation of a 1- to 2-minute response time for each item. If there is insufficient time to complete the test, up to **180 extra minutes** can be added by the test proctor or assessment coordinator.
- Scratch paper can be used but must be securely shredded at the end of testing.
- Test settings and automatic features of the test [Pause Test, Resume Test, Mark for Review, Save Answer, No Answer (Skip This Question)] should be previewed before testing begins. See visual slides on the testing features in the *How to Take the Assessments* PowerPoint found under the Help Tab and under Links on the TSA Dashboard.

While some of the items listed as Universal Test Administration Conditions might be included in an IEP or ILLP as an accommodation, for achievement testing purposes, these are not considered testing accommodations and are available to any student who needs them.

Accommodations for Students with Injuries. A student with an injury, such as a broken hand or arm, may use, as appropriate, any of the universal test administration conditions mentioned above. There are no specific tools to support these accommodations. If the injured student requires an accommodation not mentioned, send an email to CTEAssessmentHelp@azed.gov or call 602-542-5452.

Accommodations for English Learners (ELs) and Fluent English Proficient (FEP) Students. For an English Learner or a Fluent English Proficient Year 1 or Year 2 student, accommodations are intended to allow the student the opportunity to demonstrate content knowledge even though the student may not be functioning at grade level in English. Students who are not proficient in English, as determined by the Arizona English Language Learner Assessment (AZELLA), may use, as appropriate, any of the Universal Test Administration Conditions and any of the EL accommodations mentioned above. (This includes English Learner (EL) students withdrawn from English language services at parent request.) Reclassified Fluent English Proficient (FEP) students are monitored for 2 school years. These FEP Year 1 and FEP Year 2 students may use, as appropriate, any of the Universal Test Administration Conditions and any of the following EL accommodations. If directions are read aloud, simplified, or translated as an accommodation, administration must take place in a setting that does not disturb other students (such as in a one- on-one or very small group setting)..

- Simplified Directions: The Test Administrator may provide verbal directions in simplified English for the scripted directions from the Technical Skills Assessment User Guide. This must take place in a setting that does not disturb other students. No test content or directions embedded within the test may be simplified."
- Translate Directions: Exact oral translation, in the student's native language, of the scripted directions from the Technical Skills Assessment User Guide are permitted. Not permitted are translations that paraphrase, simplify, or clarify directions; written translations; and translation of the test content.
- Translation Dictionary provides a word-for-word published, paper translation dictionary. Students with a visual impairment may use an electronic word-for-word Translation dictionary with other features turned off.

Accommodations for Students with Disabilities. Students with disabilities may use, as appropriate, any of the Universal Test Administration Conditions and testing tool mentioned above and any accommodation designated in their IEP about retesting:

- If an IEP stipulates that a student can take the test more than once, the student can retake the test in the current or next school year prior to graduation. Special arrangements will be made with the state's testing coordinator. Also, if accommodations are not met according to the IEP as listed above in the Universal Test Administration Conditions and Accommodations, the student is eligible to retake the test. This accommodation should not be introduced for the sole purpose of testing but used during regular instructional times. The last score counts.

If a student with a disability requires an accommodation not listed, call 602-542-5452 or send an email to CTEAssessmentHelp@azed.gov.

Appendix C. Special Population Definitions

Special Population students with an IEP will automatically be imported from AzEDS during registration. Your SIS Data Reporter reports them to AzEDS which in turn exports to the CTE Technical Skills Assessment Dashboard.

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). That is,

- a physical or mental impairment that substantially limits one or more of the major life activities of that individual or
- a record of such an impairment or being regarded as having such an impairment. Includes students evaluated under IDEA and determined to need 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 an individual, including foster children, that the Local Education Agency identifies as low income (based on uniform methods described in the State Plan) and who requires financial assistance to succeed in Career and Technical Education. The following are examples of eligibility definitions.

- 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
- 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.

Appendix D. Secondary Security and Testing Protocol Agreement: Arizona Department of Education, Career and Technical Education, Technical Skills Assessment System

1. The **testing administrator** is defined as any of the following secondary school 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 Technical Skills 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 thereby limiting access to those responsible for their security.
4. **Testing administrators** will follow all assessment protocols in the CTE Technical Skills Assessment User Guide such as the guidelines set forth in the Proctor Instructions for Conducting the Assessments section.
5. **Testing administrators** will not examine the CTE assessments to determine the content beyond the requirements to administer the assessment. At no time will an administrator discuss the assessment items or disclose testing information related to the CTE Technical Skills Assessments.
6. **Teachers** may **NOT** proctor their own students, but they may proctor other teachers' students provided they adhere to all procedures and policies as stated in this Assessment Security and Protocol Agreement.
7. **Students** are not allowed to use electronic devices including cell phones, smart watches, and flash drives. Students will not use the Print Screen key and save assessment materials to PC or any other device, and they will not search the web for information during testing. In no case should students remove assessment material from the room where testing takes place except under supervision of professional staff.
8. All persons having access to the CTE Technical Skills System should sign the Security and Testing Protocol Agreement. This agreement should be managed by the district's designated CTE "Administrator" for each testing cycle (school year) and kept on file in the school/district for up-to-5 years. The district superintendent should sign this agreement and enforce disciplinary policy and procedures for the violation of the CTE Assessment Security and Testing Protocol.

By signing my name to this CTE Technical Skills Assessment System Security and Testing Protocol Agreement, I assure the Arizona Department of Education, Career and Technical Education that the CTE Technical Skills Assessment System will be secure and I agree to the testing protocols.

SIGNED BY:_____

PRINTED NAME:_____

TITLE:_____

DATE:_____

ADDRESS:_____

CITY:_____

DISTRICT SUPERINTENDENT/CHARTER OPERATOR:_____

Appendix E. Postsecondary Security and Testing Protocol Agreement: Arizona Department of Education, Career and Technical Education Technical Skills Assessment System

1. A testing administrator is defined as any of the following postsecondary staff:

• Testing Proctor – Faculty or Professional staff	• Entity Assessment Coordinator
• 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 Technical Skills 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 therefore limiting access to those responsible for their security.
4. Testing administrators will follow all assessment protocols as noted in the CTE Technical Skills Assessment User Guide such as the guidelines set forth in the Proctor Instructions for Conducting the Assessments section.
5. Testing administrators will not examine the CTE assessments to determine the content beyond the requirements to administer the assessment. At no time will an administrator discuss any assessment items or disclose any testing information related to the CTE Technical Skills Assessments.
6. Faculty may NOT proctor their own students, but they may proctor other faculty's students provided they adhere to all procedures and policies as stated in this Assessment Security and Protocol Agreement.
7. Students are not allowed to use electronic devices including cell phones, smart watches, and flash drives. Students will not use Print Screen key and save assessment materials to PC or any other device, and they will not search the web for information during testing. In no case should students remove assessment material from the room where testing takes place except under supervision of professional staff.
8. All persons having access to the CTE Technical Skills System should sign the Security and Testing Protocol Agreement. This agreement should be managed by the college's designated testing administrator for each testing cycle (school year) and kept on file for up-to-5 years. The Occupational Dean/Perkins CTE Administrator should sign this agreement and enforce disciplinary policy and procedures for the violation of the CTE Assessment Security and Testing Protocol.

By signing my name to this CTE Technical Skills Assessment System Security and Testing Protocol Agreement, I assure the Arizona Department of Education, Career and Technical Education that the CTE Technical Skills Assessment System will be secure and I agree to the testing protocols.

SIGNED BY:

PRINTED NAME:_____

TITLE:_____

DATE:_____

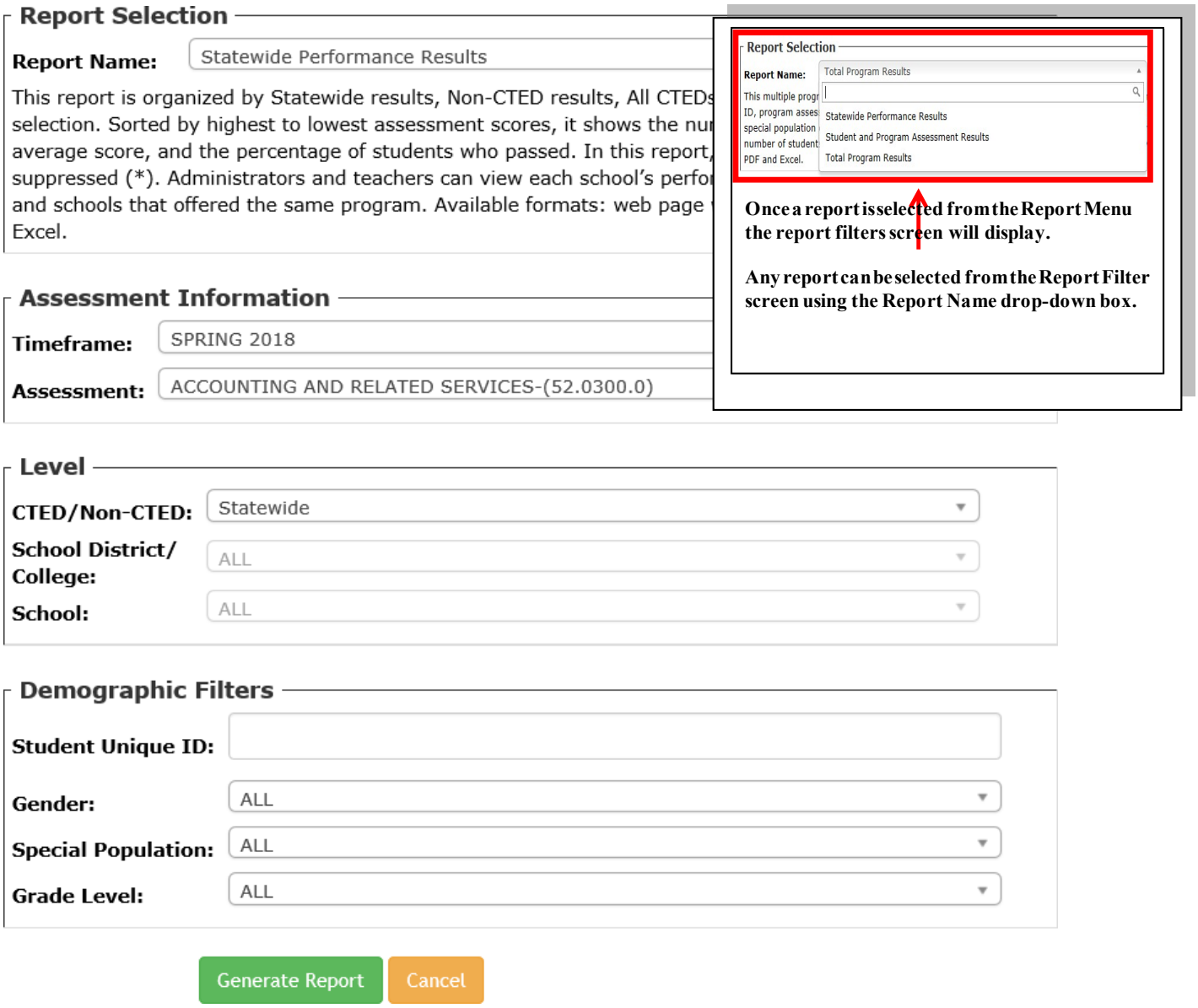
ADDRESS:_____

CITY:_____

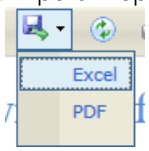
OCCUPATIONAL DEAN:_____

Appendix F. Sample Assessment Menu with Filters, Report Toolbar, and Assessment Reports (Click for Video)

REPORT MENU WITH FILTERS. All filters are the same for each report. Make your selection from each dropdown box. (See the next page for the report menu.)



REPORT TOOLBAR. All reports have the same toolbar with six options that can be used.

1. Click on the Show Report Parameters link and it will display all report filters selected.
2. Located on the upper left corner are the navigational tools.
3. Located on the upper left corner are the same options available for each report.
   a. First Page
   b. Previous Page
   c. 1 of 2 Current page number and total page number (page 1 of 2)
   d. Next Page
   e. Last Page
4. Export Drop-down Menu
   a. 

   Click Excel format or PDF format to convert your report.
5. Green Download to Excel button will convert report to an Excel format.
6. Blue Download to PDF button will convert report to a PDF format.

STATEWIDE PERFORMANCE RESULTS

Level Selection can be used to generate student data several ways:

1. Student counts under 10 are suppressed and replaced with an asterisk (*)
2. Level selection can be pulled by four different selections:
   a. Statewide
   b. Non-CTED
   c. All CTED
   d. Single CTED
3. Sample below is based on Statewide selection

Statewide Performance Results

Student counts under 10 are suppressed (*)
Sorted by highest to lowest assessment score.

ACCOUNTING - (52.0300.00)
Spring 2019

CTED RESULTS			
CTED	Number of Students Tested	Average Assessment Score	Percent of Students
EVIT East Valley Institute of Technology	19	77	95
West-MEC Western Maricopa Education Center	19	70	79
GIFT Gila Institute for Technology	20	69	70
PCJTED Pima County Joint Technology Education District	*	64	83
CTD Cochise Technology District	17	62	71
Assessment Pass Score	N/A	60	N/A
Statewide Average	N/A	33	N/A

DISTRICT RESULTS			
DISTRICT	Number of Students Tested	Average Assessment Score	Percent of Students
Duncan Unified District	*	81	100
Deer Valley Unified District	*	80	100
Tempe Union High School District	19	77	95
Thatcher Unified District	14	68	71
Peoria Unified School District	*	67	50
Glendale Union High School District	12	66	75
Santa Cruz Valley Unified District	*	64	83
Benson Unified School District	17	62	71
Pima Unified District	*	61	33
Assessment Pass Score	N/A	60	N/A
Statewide Average	N/A	33	N/A

SCHOOL RESULTS			
SCHOOL	Number of Students Tested	Average Assessment Score	Percent of Students
Duncan High School	*	81	100
Sandra Day O'Connor High School	*	80	100
Mountain Pointe High School	14	79	93
Corona del Sol High School	*	72	100
Thatcher High School	14	68	71
Peoria High School	*	67	50
Washington High School	12	66	75
Rio Rico High School	*	64	83
Benson High School	17	62	71
Pima High School	*	61	33

Options for this report include:

- **Statewide**
- **Non-CTED**
- **All CTEDs**
- **Single CTED**

Total student count of 10 or less is shown by an asterisk (*).

STUDENT/PROGRAM ASSESSMENT RESULTS

1. Two types of reports can be generated.
   a. Single student report (automatically sent to teacher at the end of the student's test)
   b. Total program (all students) report
2. The report below is a single student.
   a. Demographic Filters must have the Student Unique ID entered.

Student Assessment Results

SAIS: 99999767
Attending ALHAMBRA HIGH SCHOOL - Date of Test 4/11/2017
ACCOUNTING AND RELATED SERVICES
Your Pass Percentage is : 78%

	Program Standards	Percent of Operational Items on Assessment	Percent of Correct Responses
1.0	DEMONSTRATE THE STEPS OF THE ACCOUNTING CYCLE	15	50
2.0	GENERATE PROCEDURES FOR CASH CONTROL	5	75
3.0	DETERMINE PROCEDURES FOR ACCOUNTS RECEIVABLE AND ACCOUNTS PAYABLE	12	90
4.0	DETERMINE PAYROLL	8	85
5.0	EVALUATE ASSETS, LIABILITIES, AND EQUITY	13	90
6.0	DEMONSTRATE AN UNDERSTANDING OF BASIC BUSINESS, ECONOMIC, AND FINANCIAL MANAGEMENT PRACTICES	16	84
7.0	APPRAISE COMPONENTS OF BUSINESS OPERATIONS	8	71
8.0	ASSESS THE FINANCIAL PERFORMANCE OF A BUSINESS	11	66
9.0	USE ACCOUNTING TECHNOLOGY IN MANAGING FINANCIAL INFORMATION	3	100
10.0	EXAMINE ETHICAL STANDARDS IN ACCOUNTING	5	100

ASSESSMENT SCORE	Percent of Total Responses Correct
	78

3. Demographic Filters must have the Student Unique ID field blank.
   a. Report displays a single program by all students.

Program Assessment Results

Assessment Report for BUSINESS MANAGEMENT -(52.0200.00)

	Program Standards	Percent of Operational Items on Assessment	Percent of Correct Responses
1.0	DEMONSTRATE PERSONAL FINANCE PRACTICES	2	65
2.0	DEMONSTRATE BUSINESS AND FINANCIAL MANAGEMENT PRACTICES NEEDED FOR AN ENTERPRISE	8	67
3.0	DEMONSTRATE MARKETING CONCEPTS	11	71
4.0	DEMONSTRATE GENERAL MANAGEMENT PRACTICES	17	68
5.0	DEMONSTRATE HUMAN RESOURCE MANAGEMENT FUNCTIONS	21	70
6.0	PERFORM PROJECT MANAGEMENT FUNCTIONS	10	63
7.0	USE ACCOUNTING INFORMATION AND FINANCIAL ANALYSES TO MAKE BUSINESS DECISIONS	17	72
8.0	USE COMPUTERIZED INFORMATION SYSTEMS AND TECHNOLOGY	11	70

This report shows the percentage of correct responses for each standard based on the responses of all students.

TOTAL PROGRAM RESULTS

1. Generate student data by program and assessment score.
2. Report is sorted by program and highest to lowest assessment score.

Total Program Results

Total Program Results (CTED, District, and School)										Students In Set: 2207
Student Unique ID	Assessment	Assessment CIP	Assessment Date	Assessment Score	School Of Attendance	Gender	Special Population	Grade Level	Program Status	Teacher Email
26 07	CULINARY ARTS	12.0500.00	04/09/2019	98	Canyon del Oro High School	F	No special population	12	Final	nmeitner@amphi.com
36 61	CULINARY ARTS	12.0500.00	04/09/2019	98	Canyon del Oro High School	M	No special population	10	Final	nmeitner@amphi.com
26 44	CULINARY ARTS	12.0500.00	04/10/2019	98	Desert View High School	F	Economically Disadvantaged Individuals	12	Final	josephj@susd12.org
92 87	CULINARY ARTS	12.0500.00	04/18/2019	98	Maricopa High School	F	Economically Disadvantaged Individuals	12	Final	gmahon@musd20.org
24 29	CULINARY ARTS	12.0500.00	04/11/2019	98	Valley Vista High School	M	No special population	12	Final	benjamin.ball@dysart.org
25 46	CULINARY ARTS	12.0500.00	04/11/2019	97	Benson High School	F	Economically Disadvantaged Individuals	10	Final	agoss@bensonsd.k12.az.us
25 14	CULINARY ARTS	12.0500.00	04/11/2019	97	Benson High School	F	No special population	10	Final	agoss@bensonsd.k12.az.us
37 76	CULINARY ARTS	12.0500.00	04/11/2019	97	Benson High School	F	Economically Disadvantaged Individuals	10	Final	agoss@bensonsd.k12.az.us
82 34	CULINARY ARTS	12.0500.00	04/09/2019	97	Canyon del Oro High School	F	Economically Disadvantaged Individuals	11	Final	nmeitner@amphi.com
26 75	CULINARY ARTS	12.0500.00	04/08/2019	97	Chandler High School	F	No special population	12	Final	mock.stephanie@cusd80.com
88 [illegible]	CULINARY ARTS	12.0500.00	04/10/2019	97	Desert View High School	F	Economically	11	Final	josephj@susd12.org

This report is sorted by program and from highest to lowest scores.