



# CTE Technical Skills Assessment Overview Guide

Arizona Department of Education, Career and Technical Education

2023-2024 Edition

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## OVERVIEW OF ARIZONA'S TECHNICAL SKILLS ASSESSMENTS

**The Technical Skills Assessment System is a secure, 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 the operational items not the field-tested items. Those who successfully pass the TSA receive an industry-endorsed Congratulatory Letter, Certificate, and Transcript.

*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 new and veteran 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 cluster standards in content domains along with a recommended percentage of instructional time for each domain. This same percentage for instruction aligns with the number of items representing the content of each domain on the TSA.

**Over the years the Technical Skills Assessments** have shifted from being practical, end-of-program assessments to high stakes tests with the TSA data used for program improvement and accountability reporting. Districts and schools use testing results to evaluate the effectiveness of instructional practices, to better align district and state goals and expectations, to help teachers improve teaching by addressing achievement gaps, and to support collaborative conversation and to share best practices. Additionally, TSA data is used for accountability purposes. Schools earn A-F points for students who complete a CTE program and pass the test, the State Legislature looks at TSA scores to determine funding for CTE programs, and the TSA data is a component of the Performance Measures for the federal Perkins grant. Moreover, students who pass their TSAs value receiving the TSA Certificate endorsed by Arizona's business leaders.

**The CTE Technical Skills Assessments Overview Guide** is a comprehensive look at the purpose and functionality of the TSA. Information therein will help CTEDs, Districts, Schools, and Community Colleges understand the process to register students, administer the assessments, and access the assessment reports. This document includes up-to-date information specific to the student eligibility policies to take and retake the TSA, the programs that have assessments and the testing schedule, the technical specifications and system requirements to conduct the assessments, and much more.

## FREQUENTLY ASKED QUESTIONS

1. **When do students take the assessment?** The eligibility policy below describes four conditions when a student can take or retake the assessment.

### ELIGIBILITY POLICY FOR STUDENTS TO TAKE AND RETAKE THE TSA

1. **In a traditional or block schedule, a student should take the test when completing two courses** for one credit each in a single CTE program or when completing three courses for one credit each in a single CTE program. A student can only take the test one time.
2. **If a district adds a course(s) to a single program beyond the state's designated course sequence,** it will be the district's decision as to when the student will take the test, i.e., after the second, third, or fourth course. A student can only take the test one time.
3. **If a student fails the test, they can retake the test the next year prior to graduation** if they take another course in the same program sequence or participate in a work-based learning opportunity such as an internship. Special arrangements must be made with ADE/CTE to make this request. The last score counts.
4. **If an IEP or 504 plan states that the student can take the test more than one time,** they can retake the test in the current or next school year prior to graduation through special arrangements with ADE/CTE. The last score counts.

**Note:** To request that a student retake the TSA as mentioned in policy statements 3 and 4, please go to the TSA Dashboard/Change Request and complete the request form. You will be notified as to approval. Please contact us at 602-542-5452 or [CTEAssessmentHelp@azed.gov](mailto:CTEAssessmentHelp@azed.gov).

2. **Why is the assessment important?** The assessment verifies students' attainment of technical knowledge and skills contained 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.**
3. **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, that is, one correct response and three distractors. Students may be asked a question about a graphic or an image. Graphics and images may also be options from which to select the correct response.
4. **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, Certificate, and Transcript.
5. **How is the assessment given?** The assessment is a computer-based test given in a computer lab. On the day of testing, an assessment proctor checks the roster and verifies student attendance, sees that students correctly log into the assessment site, and instructs students through the Assessment Security Statement, how to answer the questions, and how to submit the test.
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. If the computer lab must be evacuated due to an emergency, students will be able to log back in and finish the test. If there is insufficient time to complete the test, time can be added by the Proctor or the Assessment Coordinator. The system does allow students a total of 360 minutes to take the test.

7. **What testing conditions and accommodations are available to students?** Recommendations for all students and accommodations specific for Students with Injuries, English Learners (ELs) and Fluent English Proficient (FEP) Students, and Students with Disabilities are outlined in **Appendix B: Universal Test Administration Conditions and Accommodations Guide**. For questions, related to accommodations, call [602-542-5452](tel:602-542-5452) or send an email to [CTEAssessmentHelp@azed.gov](mailto:CTEAssessmentHelp@azed.gov).
8. **What programs have Technical Skills Assessments and what is the testing schedule for 2023-2024?** Assessments are available for the programs listed below followed by the testing schedule. Programs with new or updated standards to be tested on for the first time are highlighted.

CIP	PROGRAM	CIP	PROGRAM
52.0301.00	Accounting	52.1900.20	Fashion Design and Merchandising
01.0000.00	AgriScience	50.0602.00	Film and TV Production
47.0608.00	Aircraft Mechanics	52.0801.00	Finance (2022 standards)
36.0202.00	Air Transportation	43.0202.00	Fire Service (2023 standards)
15.1303.00	Architectural Drafting	50.0409.00	Graphic Design
14.4201.00	Automation and Robotics	49.0202.00	Heavy Equipment Operations
47.0603.00	Automotive Collision Repair	51.2602.00	Home Health Aide
47.0604.00	Automotive Technologies	52.0900.00	Hospitality Management (2023 standards)
41.0100.00	Bioscience	50.0408.00	Interior Design (2022 standards)
52.0201.00	Business Management	51.0802.00	Laboratory Assisting
52.0408.00	Business Operations (2022 standards)	43.0100.00	Law and Public Safety
48.0703.00	Cabinetmaking	52.1801.00	Marketing
46.0201.00	Carpentry	15.1306.00	Mechanical Drafting
46.0415.00	Construction Technologies	51.0801.00	Medical Assisting Services
12.0400.00	Cosmetology and Related Services	51.1502.00	Mental and Social Health Technician
12.0500.00	Culinary Arts	15.0307.00	Music and Audio Production
51.0600.00	Dental Assisting	11.1999.00	Network Security
47.0613.00	Diesel Engine Repair	51.3902.00	Nursing Services
10.0304.00	Digital Animation	51.0805.00	Pharmacy Support Services
09.0702.00	Digital Communication	48.0510.00	Precision Machining
50.0605.00	Digital Photography	11.0202.00	Software and App Design
10.0200.20	Digital Printing	51.0913.00	Sports Medicine and Rehabilitation
13.1210.00	Early Childhood Education	50.0599.00	Stagecraft
13.1200.00	Education Professions	15.1202.20	Technology Devices Maintenance
14.1001.00	Electronic Technologies	51.3501.00	Therapeutic Massage
51.0904.00	Emergency Medical Services	01.8301.00	Veterinary Assisting
15.0000.00	Engineering	48.0508.00	Welding Technologies
FALL 2023 TESTING SCHEDULE			
October 2 – November 30		Registration for All Assessments	
October 23 – December 1 at 12:00 PM		Fall Assessment Period	
December 4 – December 8		Student Certificates Mailed to Districts	
SPRING 2024 TESTING SCHEDULE			
February 26 – May 2		Registration for All Assessments	
February 26 – May 3 at 12:00 PM		Spring Assessment Period	
May 6 – May 10		Student Certificates Mailed to Districts	

## PREPARING FOR THE ASSESSMENTS

**The Assessment Coordinator** (sometimes called the test administrator) ensures the successful outcome of the Technical Skills Assessments. In the district, the Assessment Coordinator is the Carl D. Perkins Basic Grant signer and/or the CTE Director. 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. One of the Assessment Coordinator's most important jobs is to see that all CTE staff involved in the Technical Skills Assessment have ADEConnect access to the Technical Skills Assessment with the correct permission levels and roles. The Technical Skills Assessments are available in the ADEConnect Portal on the ADE website. Districts and Schools can use this application to access the TSA Dashboard to register students, administer the assessments, and access the assessment reports.

**Getting Access to ADEConnect and Assigning Permission Levels and Roles** for the Technical Skills Assessment is the responsibility of the Assessment Coordinator working with the District Entity Administrator. Permission levels and roles as shown below are assigned by the Assessment Coordinator. A person can be assigned more than one permission level and role. The Entity Administrator can be identified by going to <https://adeconnect.azed.gov>, selecting Help then Find an Administrator then Search. Once an ADEConnect account is granted, an email is sent with instructions to activate the account by signing into the ADEConnect application with the organizational password.

ADECONNECT PERMISSION LEVELS AND ROLES FOR TECHNICAL SKILLS ASSESSMENT		
<b>Level 1</b>	Assessment Coordinator for CTED, District, School, Community College	Access to enter, modify, view, and maintain registration, rosters, assessment time, and reports
<b>Level 2</b>	Teachers/Proctors/Other Staff Designated by Assessment Coordinator	Access to view, print, add time to assessments, and download reports for the school and teacher
<b>Level 3</b>	Others Identified at the Discretion of the Assessment Coordinator	Access to READ ONLY the registration, roster, and reports

**Note 1:** Annually the Assessment Coordinator must complete the request for the **Certificate Mailing Address** found on the Technical Skills Assessment Dashboard. This request requires PRIMARY and SECONDARY names, phone numbers, email addresses, building names and street addresses to ensure that students' certificates arrive on time.

**Note 2:** Designated CTE staff can be assigned more than one permission level at the discretion of the Assessment Coordinator and the Entity Administrator. Only Permission Level 1 people can register students for the test.

**Note 3.** All teachers must have access to ADEConnect in order for their names to be included in the teacher dropdown list under the TSA Dashboard Registration Tab. This should be done prior to registering students so as not to delay the registration process. It may take 24 hours or more to add a name to ADEConnect.

When the ADEConnect account for the Technical Skills Assessment has been activated, CTE staff can go to <http://adeconnect.azed.gov> and select Applications then CTE Technical Skills Assessments to access the TSA Dashboard. Below is a Level 1 dashboard. Under each tab is a link to step-by-step instructions on how to manage the activity.

Welcome to the Technical Skills (TSA) Dashboard							
Home	Certificate Mailing Address	Registration	Bulk Registration	Change Request	Roster	Reports	Help

**Secondary and Postsecondary Security and Testing Protocol Agreements** must be signed by everyone involved with the Technical Skills Assessments. This includes coordinators, teachers, administrative staff, and proctors (i.e., paraprofessionals, retired teachers, active parents, etc.). The purpose of this document is to safeguard the security of the assessments and to ensure that testing procedures are being followed. These agreements are located as a link on the TSA Dashboard home page, and they are also found in Appendix D and E in this document. It is the responsibility of the Assessment Coordinator to collect these documents each testing cycle (school year) and keep them on file in the district/school for five (5) years.

**Technical Specifications and System Requirements for the Technical Skills Assessment** enable schools to obtain the appropriate functionality and behavior of the website and software. The assessments are delivered over the internet and viewed on a browser. IT support in districts and schools should check the computers' browsers for the approved software requirements as suggested below.

#### Software Requirements

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

#### Software Recommendations (latest versions)

- Chrome
- Firefox
- Microsoft Edge

#### Operating Systems

- Windows 10 and 11

#### Chrome Extensions (read-aloud/text to speech software)

The use of this application with such features as 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 is permitted for the Technical Skills Assessments. Prior to testing, the school's IT support should ensure that the application is installed and working properly. The 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 administering the test and the student taking the test should be familiar with the application's features.

**Scheduling the Computer Lab.** The testing 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, and viewing the assessment results once the test has been submitted, and as well, allowing for any technical issues. Also, when scheduling the lab there are special arrangements that may need to be considered:

- 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, however additional time can be added if needed. Students completing multiple CTE programs may take multiple assessments in the same testing cycle but generally not on the same day. Students will be registered for each of these tests separately and given an ID and password unique to each assessment.
- Multiple Programs Assessed in the Computer Lab During the Same Time. 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.

## NAVIGATING THE ASSESSMENT SYSTEM

**CTE Staff Should Know How to Use the TSA Dashboard.** The ability to access instructions and manage the activities on the dashboard tabs is according to each person's ADEConnect Account for the Technical Skills Assessment and Role and Permission Level. Go to <https://adeconnect.azed.gov> and click on CTE Technical Skills Assessments to access the dashboard to use these eight tabs:

The **Home Tab** displays the testing schedule and links to the Technical Skills Assessment Overview Guide, Eligibility Policy for Students to Take and Retake the Technical Skills Assessment, CTE Programs with Technical Skills Assessments and the Testing Schedule, Universal Test Administration Conditions and Accommodations Guide, and Secondary and Postsecondary Security and Testing Protocol Agreements.

The **Certificate Mailing Address Tab** is where the Assessment Coordinator (or designated person) identifies a primary and a secondary contact person, phone information, and mailing addresses for students' Congratulatory Letters, Certificates, and Transcripts. Detailed instructions are available at the tab site.

The **Registration Tab** is where students are registered to take the TSA. The registration grid contains registration status, student unique identification, birthdate, student name, program assessment, special populations code(s), grade level, teacher, and district notes. Detailed instructions are available at the tab site.

The **Bulk Registration Tab** is specific to using the Excel template to register many students at one time. The functionality of Bulk Registration differs slightly from the functionality in the Registration tab, but the outcome is the same. Detailed instructions are available at the tab site.

The **Change Request Tab** is where such requests as delete an assessment, delete registration, reprint a certificate, allow a student to retest, and so forth are made and approved. Detailed instructions are available at the tab site.

The **Roster Tab** identifies all students registered for the test along with their Student ID and a system-generated password needed to take the test. The Roster also shows the time students start the test and the time remaining. Additional time to take the test is entered on the Roster grid. Detailed instructions are available at the tab site.

The **Reports Tab** describes the reports available from the TSA system. Once a report is selected, the menu page appears. Any report can be generated on this menu page by entering the appropriate report, assessment, level, and demographic information. See page 11 for an overview of the TSA reports.

The **Help Tab** provides links to guides, tutorials, and PowerPoint presentations designed to help administrators, teachers, and others with how to prepare and motivate students to take the test, how to log into the Technical Skills Assessments, how to take the Assessments, how to prepare for and proctor the assessments, and a step-by-step guide for students on how to take the assessments.

**NOTE: Students Are Registered by Their School of Attendance**, that is the school where their program is taught and where they take the assessment. If a student is eligible to take more than one assessment, that student will need to be registered for each program assessment which may have a different School of Attendance and/or teacher. The student's school of attendance is listed on the TSA certificate.

**NOTE: Student Names for Registration and the TSA Certificate** are imported from AzEDS. Districts and schools should review and correct student names through the District SIS (Student Information System) which will in turn update AzEDS. Once name changes have been made, they will be available for registration.

**NOTE: Special Population Designations for Students** are automatically imported from AzEDS during registration. The District SIS (Student Information System) reports these designations to AzEDS which in turn exports them to the TSA Dashboard. See Appendix C. Special Population Definitions and Categories.



## CONDUCTING ASSESSMENTS

**Assessment Proctor.** The Assessment Proctor monitors students on the day of testing. This person, such as a paraprofessional, retired teacher, or an active parent, is approved by the Assessment Coordinator. Teachers may NOT proctor their own students, however, teachers 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. In addition to reviewing the role and responsibilities of the Proctor with all CTE staff, the Assessment Coordinator should also review the information below to ensure that the right preparations are made prior to testing.

**Assessment Security.** Teachers should not discuss the content of the tests with other teachers or students, and students should not discuss the content with other students. The Proctor should monitor students during testing to ensure that they are not searching the Internet or using their smart phone to look up answers. Assessment items are randomized on students' computer screens so that screens do not look the same. Both Teachers and Proctors should sign the Secondary and Postsecondary Security and Testing Protocol Agreements that are kept on file for 5 years. See Appendix D and E for a copy of these documents.

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

**Retaking and Retesting the Assessments.** The decision to allow a student to retest due to a problem should be made by the Assessment Coordinator who in turn may need to contact ADE/CTE for approval. Retest is usually another day but in the same testing period. Here are examples of why a student should retest:

- Student tested under another student's Student Unique ID.
- Student took the incorrect test.
- A student with special needs 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.

Additionally, there are two eligibility policies that allow a student who has completed a test to retest:

1. If a student fails the test, they can retake the test the next year prior to graduation if they take another course in the same program sequence or participate in a work-based learning opportunity such as an internship. Special arrangements must be made with ADE/CTE to make this request. The last score counts.
2. If an IEP or 504 plan states that the student can take the test more than one time, the student can retake the test in the current or next school year prior to graduation through special arrangements with ADE/CTE. The last test score counts.

Special arrangements with ADE/CTE refers to the completion, submission, and approval of the Change Request form found on the TSA dashboard. Call 602-542-5452 or send an email to [CTEAssessmentHelp@azed.gov](mailto:CTEAssessmentHelp@azed.gov) if there are questions.

**Accommodations for Special Population Students.** The Assessment Coordinator should ensure that testing accommodations mentioned in the IEP and the 504 Plan for students with special needs are met. Any special instructions and/or accommodations for assessment should be made known to the Proctor as well. See **Appendix B. Universal Test Administration Conditions and Accommodations Guide** for more information about possible accommodations.

**Math Problems.** Some assessment items may require math computations. Students should 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 or the calculator on their cell phones and smart watches.

**Taking the Wrong Assessment.** If the student opens the assessment and it's the wrong one, they must wait for the Assessment Coordinator (or designated person) to change the registration to the correct assessment. After the student's registration information is corrected, they can log into the test site 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, they must close the browser and wait for the Assessment Coordinator (or designated person) to reregister them. 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, or the student may not have enough time to finish the test and needs to return the next day to finish the test. 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 following these instructions:

1. From the Roster Dashboard, click on the Roster Name.
2. For a 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. For a 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 update the time left.

Prior to the day of testing, the Assessment Coordinator (or designee) should provide the Proctor with **Appendix F: Proctor Instructions for Monitoring the Assessments.** These guidelines include logistical details and emergency contacts (to be customized for each proctor for each testing session) and suggestions about greeting students and preparing them on how to answer the items and how to access the online site, sign-in, review the Security Agreement, begin the test, and submit the test. One of the two resources listed below can be used to prepare students for the test:

1. **How to Take the Assessments**, a PowerPoint available as a link on the TSA Dashboard Help tab.
2. **Student Technical Skills Assessment Guide**, a 2-page handout for students available as a link on the TSA Dashboard Help tab.

The Assessment Coordinator and the Teacher should work with the Proctor to determine which of the above documents to use. In some cases, the Teacher may review this information with their students prior to taking the assessment. Finally, it is recommended that the Proctor have access to the Roster on a computer screen or laptop in order to monitor time remaining for each student taking the test and to add time if needed. The Proctor, Assessment Administrator, or Teacher must open the Roster when testing starts and close the Roster when testing is over to prevent students from reentering the test outside the testing period.

## ACCESSING TECHNICAL SKILLS ASSESSMENT REPORTS

### Description of Reports

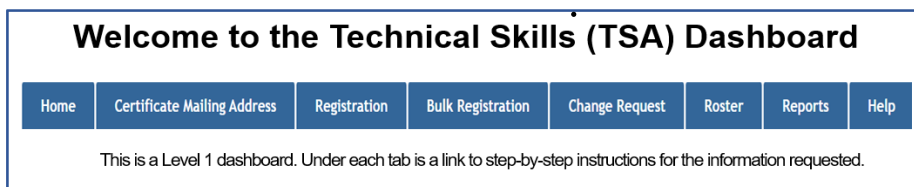
The Technical Skills Assessments system provides the testing results for students and programs at the end of each testing cycle. All roles and permission levels for the CTE Technical Skills Assessments can access these reports. Below is a description of the assessment reports including how they are used. 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.*
4. State-generated Annual Reports. In addition to the reports described above, two additional statewide reports are generated by ADE/CTE and sent to CTE Administrators and CTED Superintendents at the end of each testing cycle for distribution to their staffs and constituencies. These reports are--
  - Participation Summary—total student count and passing totals by program
  - Highest Performing Schools—highest performing school for each program by district and CTED

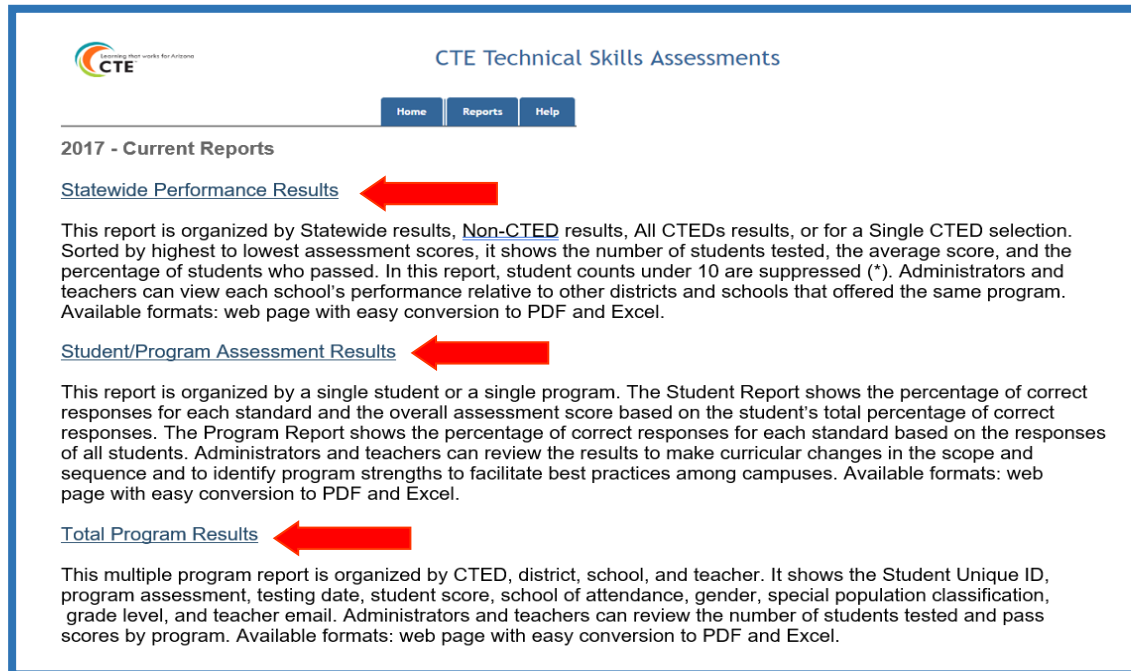
### How to Access Assessment Reports

Step 1: Go to <https://www.azed.gov/cte/> to get to the ADEConnect webpage. Select Applications and then CTE Technical Skills Assessment. The CTE Technical Skills Assessments Dashboard will display based on the permission level assigned to you.

*If you are not already logged into the ADEConnect account, you will be prompted to sign-in with your organizational account. If you do not know your organizational account credentials, please contact your District Entity Administrator.*



Step 2: Go to the Reports tab and select the report you want to generate.



**CTE Technical Skills Assessments**

Home Reports Help

**2017 - Current Reports**

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. In this report, 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: web page with easy conversion to PDF and Excel.

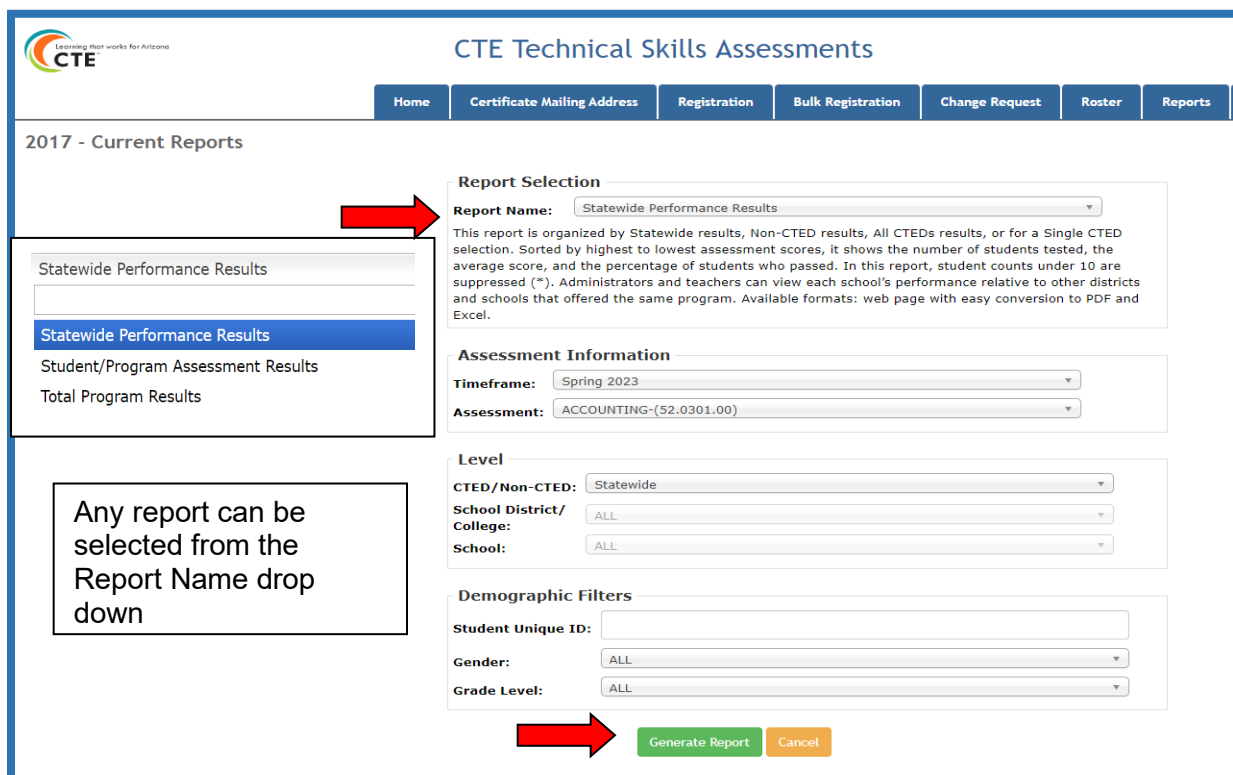
Student/Program Assessment Results ←

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: web page with easy conversion to PDF and Excel.

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, special population classification, 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.

Step 3: Once the report is selected, the menu page will appear. Enter the Report, Assessment, Level, and Demographic Information. Any report can be built from this menu page. Once the report is built, click the Generate Report button.



**CTE Technical Skills Assessments**

Home Certificate Mailing Address Registration Bulk Registration Change Request Roster Reports

**2017 - Current Reports**

Statewide Performance Results  
Statewide Performance Results  
Student/Program Assessment Results  
Total Program Results

**Report Selection**

**Report Name:** 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. In this report, 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: web page with easy conversion to PDF and Excel.

**Assessment Information**

**Timeframe:** Spring 2023

**Assessment:** ACCOUNTING-(52.0301.00)

**Level**

**CTED/Non-CTED:** Statewide

**School District/College:** ALL

**School:** ALL

**Demographic Filters**

**Student Unique ID:**

**Gender:** ALL

**Grade Level:** ALL

Generate Report Cancel

Any report can be selected from the Report Name drop down

Following are examples of a Statewide Performance Results report and a Total Program Results report and a Student Assessment Results report and a Program Assessment Results report.

## STATEWIDE PERFORMANCE RESULTS

The sample below is based on the Statewide selection.

Options for this Report include:

- ✓ Statewide
- ✓ Non-CTED
- ✓ All CTEDs
- ✓ Single CTED

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

ACCOUNTING - (52.0301.00) Spring 2023			
CTED RESULTS			
CTED	Number of Students Tested	Average Assessment Score	Percent of Students Passed
East Valley Institute of Technology (00-08-01)	22	64	82
West-MEC - Western Maricopa Education Center (00-08-02)	63	62	57
Assessment Pass Score	N/A	60	N/A
Statewide Average	N/A	55	N/A
Gila Institute for Technology (00-08-02)	11	47	27
	39	45	21
DISTRICT RESULTS			
DISTRICT	Number of Students Tested	Average Assessment Score	Percent of Students Passed
Safford Unified District (00-02-01)	*	68	100
Deer Valley Unified District (00-02-07)	17	66	66
Tempe Union High School District (00-05-13)	22	64	82
Glendale Union High School District (00-05-05)	20	61	45
Peoria Unified School District (00-02-11)	26	60	62
Assessment Pass Score	N/A	60	N/A
Statewide Average	N/A	55	N/A
Phoenix Union High School District (00-05-10)	39	45	21
Thatcher Unified District (00-02-04)	*	43	11
SCHOOL RESULTS			
SCHOOL	Number of Students Tested	Average Assessment Score	Percent of Students Passed
Corona Del Sol High School (00-05-13-094)	*	68	100
Safford High School (00-02-01-200)	*	68	100
Sandra Day O'Connor High School (00-02-07-241)	17	66	66
Mountain Pointe High School (00-05-13-065)	15	63	73
Washington High School (00-05-05-203)	20	61	45
Liberty High School (00-02-11-267)	26	60	62
Assessment Pass Score	N/A	60	N/A
Statewide Average	N/A	55	N/A
North High School (00-05-10-255)	13	52	23
Trevor Browne High School (00-05-10-220)	*	46	33
Betty Fairfax High School (00-05-10-290)	*	46	25
Thatcher High School (00-02-04-200)	*	43	11
Camelback High School (00-05-10-225)	16	39	13

## TOTAL PROGRAM RESULTS

This report is generated by utilizing student data by program and assessment score. Information is sorted by program and highest to lowest assessment score. This report can be generated for one program or all programs in a single CTED, District, or School.

Total Program Results (CTED, District, and School)						
Student Unique ID	Assessment	Assessment CIP	Assessment Date	Assessment Score	School Of Attendance	Gender
	ACCOUNTING	52.0301.00	04/19/2023	86	Sandra Day O'Connor High School	M
	ACCOUNTING	52.0301.00	04/13/2023	82	Sandra Day O'Connor High School	M
	ACCOUNTING	52.0301.00	04/13/2023	80	Sandra Day O'Connor High School	F
	ACCOUNTING	52.0301.00	04/19/2023	77	Sandra Day O'Connor High School	F
	ACCOUNTING	52.0301.00	04/13/2023	76	Sandra Day O'Connor High School	M
	ACCOUNTING	52.0301.00	04/13/2023	75	Sandra Day O'Connor High School	M
	ACCOUNTING	52.0301.00	04/13/2023	73	Sandra Day O'Connor High School	M
	ACCOUNTING	52.0301.00	04/19/2023	73	Sandra Day O'Connor High School	M
	ACCOUNTING	52.0301.00	04/13/2023	73	Sandra Day O'Connor High School	F
	ACCOUNTING	52.0301.00	04/13/2023	72	Sandra Day O'Connor High School	M
	ACCOUNTING	52.0301.00	04/13/2023	61	Sandra Day O'Connor High School	F
	ACCOUNTING	52.0301.00	04/13/2023	57	Sandra Day O'Connor High School	M
	ACCOUNTING	52.0301.00	04/19/2023	55	Sandra Day O'Connor High School	F

## STUDENT/PROGRAM ASSESSMENT RESULTS

Two types of reports can be generated: a single student report (automatically sent to teacher when a student submits their test) or a total program (all students) report. The first report below is a report for one single student. Demographic Filters must include the Student Unique ID. The second report is a total program report showing the combined results for all students.

### Student Assessment Report for ACCOUNTING-(52.0301.00)

Student Unique ID: 41419199

Attending Sandra Day O'Connor High School

Date of Test: 04/13/2023

Assessment: ACCOUNTING-(52.0301.00)

Your Pass Percentage is: 35

Program Standards		Percent of Operational Items on Assessment	Percent of Correct Responses
1.0	DEMONSTRATE THE STEPS OF THE ACCOUNTING CYCLE	38	25
2.0	ANALYZE ACCOUNTING PROCEDURES FOR CASH CONTROL	10	62
3.0	APPLY PROCEDURES FOR ACCOUNTS RECEIVABLE AND ACCOUNTS PAYABLE	12	20
4.0	GENERATE PAYROLL	12	30
5.0	EVALUATE ASSETS, LIABILITIES, AND EQUITY	18	46
6.0	UTILIZE BASIC BUSINESS, ECONOMIC, AND FINANCIAL MANAGEMENT PRACTICES	1	0
7.0	EVALUATE THE FUNCTIONS OF ACCOUNTING IN BUSINESS OPERATIONS	1	100
8.0	EVALUATE THE FINANCIAL PERFORMANCE OF A BUSINESS	1	0
9.0	USE TECHNOLOGY TO MANAGE FINANCIAL INFORMATION	2	100
10.0	EXAMINE ETHICAL STANDARDS IN THE ACCOUNTING PROFESSION	1	0
ASSESSMENT SCORE		Percent of Total Responses Correct	
		35	

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

### 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

## **APPENDIX A. STATE AND FEDERAL REQUIREMENTS FOR TECHNICAL SKILLS ASSESSMENT DATA**

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### **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**

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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 person to the student(s). 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 administering 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 in one (1) hour 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 [CTEAassessmentHelp@azed.gov](mailto:CTEAassessmentHelp@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 [CTEAassessmentHelp@azed.gov](mailto:CTEAassessmentHelp@azed.gov).*

## **APPENDIX C. SPECIAL POPULATION DEFINITIONS AND CATEGORIES**

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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/assessment coordinator is defined as any of the following secondary school staff:

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Testing Proctor – professional, certified staff, or teachers</li> <li>• District Central Office CTE Curriculum Specialist</li> <li>• CTE Department Chair</li> <li>• Building Administrator (Principal or Assistant Principal)</li> </ul> | <ul style="list-style-type: none"> <li>• District Assessment Coordinator</li> <li>• Local CTE Director</li> <li>• Testing Administrator</li> <li>• Counseling Staff</li> </ul> |
|--|--|

- 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.
- Testing administrators will keep related materials, including student passwords, under lock and key thereby limiting access to those responsible for their security.
- 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.
- 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 CT Technical Skills Assessments.
- Teachers may NOT proctor their own students (with the exception of Spring 2021 assessments, a concession made during the COVID pandemic), but they may proctor other teachers' students provided they adhere to all procedures and policies as stated in this Assessment Security and Protocol Agreement.
- 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.
- 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/assessment 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 (with the exception of Spring 2021 assessments, a concession made during the COVID pandemic), 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. PROCTOR INSTRUCTIONS FOR MONITORING THE ASSESSMENTS

The Proctor's role is essential to ensuring that students sign-in to take the test, understand what they are supposed to do, and remain on task to complete and submit their TSA. The Proctor should read the instructions below prior to the day of testing to know their responsibilities during the testing period.

**IMPORTANT:** The Proctor must have access to the Roster on a computer screen or laptop in order to monitor time remaining for each student taking the test and to add time if needed. The Proctor (or Assessment Administrator or a teacher) must open the Roster when testing starts and close the Roster when testing is over to maintain the security of the assessments.

### Proctor reviews the testing details.

- Date, time, room/lab location, and the computer setup.
- Emergency contact for questions about the student roster(s), adjusting the assessment time, IT support, and ADE/CTE support.
- Information about accommodations for special population students.
- Access to the roster to manage students time, etc. Note: 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.
- Cards/slips of paper containing Student IDs, Passwords, and Program Assessments for logging into the assessment. All assessment items are randomized so that the same questions do not appear on the computer screens at the same time.
- 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 Assessment**, a PowerPoint presentation about how to answer questions and submit the test, and the **Student Technical Skills Assessment Guide**, a 2-page handout to be distributed to students showing a sample assessment item and the Summary Screen showing how to mark the items, submit the test, and get the assessment results.
- Student access to the assessments: <https://ctetechnicalskillsassessments.azed.gov/student>

### As students enter the computer lab, the Proctor...

- Tells them where to place their personal belongings including cell phones, smart watches, flash drives, and other electronic devices and have them sign in.
- Distributes a Student ID and Password to each student for one assessment only. If students are taking more than one assessment, they will receive a different Password when that assessment is given.
- Asks students to take their places at the computers.
- Writes the assessment URL on the board: <https://ctetechnicalskillsassessments.azed.gov/student>.

### Once students are seated, 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, certificate, and transcript endorsed by Arizona's business and industry representatives.
- Let's take a few minutes to review the mechanics of answering the assessment items.

The Proctor should show the **How to Take the Assessment** PowerPoint slides and follow the dialogue on the next two pages or provide students with copies of the **Student Technical Skills Assessment Guide** and review the instructions on this 2-page handout. Both the PowerPoint and the Handout help students understand how to answer the questions and how to submit the test at the conclusion of testing. In some situations, the teacher may have already familiarized the students with the assessment testing process.

### Sample Item

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

### There are three ways to answer an item.

1. No Answer--Skip this Question.
2. Click both – Answer and Mark for review.
3. Click the Correct Answer.

Click the SAVE ANSWER button and advance to the next item.

*There will be plenty of time to answer all the questions. After the last item has been answered, a Summary Screen will display. This will give you the opportunity to answer all Skipped or Marked for Review questions.*

### Example Summary Screen

**1 skipped**

**1 marked for review**

Review Assessment

In this example, there is one skipped item and one marked for review. Click the Review button to display the item. Change or keep your answer then click the Save Answer button. Repeat for each skipped) or Yes in red under the Review column as shown in image to the right.

### Example of Summary Screen continued...

**You have 1 question(s) you did not answer.**

**You have 1 question(s) marked for review.**

Return to Summary

Question	Answer	Review	
Question 1	mop	No	<input type="button" value="Review"/>
Question 2	Clean	No	<input type="button" value="Review"/>

Questions not answered are shown as zero. Click on the Return to Summary button.

### Example Final Summary Screen...

Summary

**0 skipped**

**0 marked for review**

Review Assessment

☐ I have completed my assessment and want to submit it for final grading.

Submit Assessment

Click in the box and click the Submit Assessment button to end the test as shown.

### Proctor says to students...

- When you submit your assessment, you will see your score and know if you passed the assessment.
- You can send your test results to your school and/or your personal email address. Your CTE teacher will automatically get the test results.
- When the assessment is over, I will collect all paper and pencils and Student IDs and Passwords.
- Remember, do not close the browser without my help or until I tell you to.

### Following the review of how to answer the assessment items and how to submit the assessment, the proctor says to students...

- It's now time to start the test. You can access the online assessment by keying in this website URL address in your browser: <https://ctetechnicalskillsassessments.azed.gov/student>.

The proctor should verify that all students have opened the assessment website and that they review the Student Security Agreement with the students.

**Note:** All students must complete this agreement before beginning their assessment.

**Proctor reads the Student Security Agreement screen which states the rules for taking the assessment and tells students they 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 tells students to log into the test and enter their Student ID, Password, Birthdate, and Last Name, and click the green logon button.**

#### Login for the Test

Please enter below information to login. After login, you will have an option to start the test.

Student ID:\*

Password:\*

Birth Date:\*

Last Name:\*

**Login**

**Clear**

**Proctor asks students to verify their name and the right assessment. If there is a problem with the student/assessment match, the student will not be able to take the assessment at this time. If the names and assessments are correct, students may begin the test by clicking the Yes button.**

#### Student Name and Test Confirmation



**Are you sure you want to continue as:  
Sanchez, Ariana Rosa for the Assessment Test:  
SURGICAL TECHNICIAN?**

**Yes**

**No**

### Message to the Proctor:

You must monitor the computer lab during the entire assessment period. As students submit their assessments, it is critical to remind them to keep their browsers open. When they are finished with their assessments, assist them with printing their results. If printers are not available, assist them with sending the results to their email address.

**IMPORTANT:** As students sign-out and leave the computer lab—

- collect paper, pencils, and student IDs and password cards/slips,
- check that all browsers are closed,
- manually close the Roster page on the computer screen or laptop, and
- report absent students to the Assessment Coordinator/Teacher.

**ADE/CTE Contact Information:** Call: 602-542-5452. Email: [CTEAssessmentHelp@azed.gov](mailto:CTEAssessmentHelp@azed.gov)

## Solutions to Common Issues That May Occur During Testing

**What if the student starts the assessment and it's the wrong one?** They must wait for the Assessment Coordinator to change the registration to reflect the correct assessment. After the student's registration information is corrected, they can log on to the test site and take the assessment using the same log on information received previously. However, if the student answers several assessment questions before realizing that it's the wrong assessment, they must close the browser and wait for the Assessment Coordinator to reregister them. This requires the Assessment Coordinator to complete a Change Request to delete the student's assessment and then reregister the student for the right assessment to generate a new password the student can use to log into the correct assessment.

**What if there is a fire alarm and students have to leave the computer lab?** To interrupt the test for a fire alarm, for illness, etc., tell students to use the Pause Test button on the testing screen so they can reenter the test. If the Pause Test button is not used and students exit the browser, the system will automatically pause within 15 minutes. When students return to the assessment and log back into the test, a Resume Test button on the testing screen will allow them to finish the test where they left off.

### What if there is insufficient time left on the test for students to finish the test? Can more time be added?

If students need additional time to take the test, more time can be added by the Assessment Coordinator or the Teacher/Proctor following these steps.

1. From the Roster Dashboard, click on the Roster Name.
2. For a 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. For a 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 update the time left.

**What if a student is caught cheating?** Document the occurrence, that is, what was the student doing, such as opening another browser, looking up answers to questions on a cell phone, or asking questions of other students. What day and time did the incident occur? Ask the student to leave the room. Report the incident to the Assessment Coordinator and Teacher.