

Assessment Principles

1. CTE Assessment will be guided by the Department of Career Education mission statement.
2. The purpose of CTE Assessment is to improve educational experiences of Arkansas students.
3. Assessment of student learning and development will be a collaborative process involving faculty, students and staff. It should provide CTE programs with opportunities to investigate and reflect upon important questions about student learning.
4. Responsibility for the assessment of student learning experiences rest with the faculty.
5. Each program will maintain assessment data and report on assessment results on an annual basis.
6. Assessment results should be used to support the curricular, planning, and budgeting decision making processes.
7. To effectively improve student learning, information gathered through the assessment process must be combined with knowledge of pedagogy and human learning theory.
8. Treat information collected through assessment activities confidentially. No information should be released publicly in such a way as to permit identification of students. In general, information based on samples/cells of three or less students should not be reported.

Ethics

Ethics is an area that needs to be addressed by all districts/schools. Ethics policies and procedures need to be clear and all people in the district/school need to understand them. Ethics compliance needs to be assessed and monitored. The use of unethical practices needs to be dealt with promptly and properly.*

Below are some examples of ethical and unethical test preparation practices:

ETHICAL	UNETHICAL
General instruction on objectives.	Instruction limited to objectives that specifically match those items on the test.
Regular instruction dealing with the content of tests and different test taking formats.	Instruction limited to objectives on the test and in the same format that they are presented on the test.
Special instruction and practice based directly on a current or previous form of the test.	Using current or previous forms of the test as practice tests.
Increasing motivation for improved performance through appeals to students and parents about the importance of "doing their best" on the test.	Using commercially prepared score-boosting materials or other activities specifically aimed at improving scores as opposed to teaching the core objectives.
Following the ACE Assessment Policy for students with special needs.	Improperly exempting certain students or discouraging their parents from having them participate in the test.

Informing students that they should keep all questions and answers confidential and not share with other teachers or students.	Allowing one student to test for the purpose of recording the questions and answers, then allowing other students to use this record to test more successfully.
Instructors utilizing frameworks content in class by providing frameworks based instruction.	Instructors providing students the correct answers, in any form, during or prior to live assessment.

****Through its testing software ACE has the ability to monitor unethical testing behavior in the live testing environment. Any behavior that is deemed unethical according to the above standards will be immediately reported to the school administration. Consequences can range from withdrawal of school Perkins funds, to the dismissal of the instructor involved.***

Test Security

Vigilance relative to test security is the best protection against accusations of impropriety. You must be able to account for all time spent by students within the testing system. **A responsible person** must be present at all times once students begin testing. Mobile phones, cameras and/or mobile communication devices are not allowed in the room in which students will be taking the CTE Assessment. Printing, transcribing, photographing, copying and pasting or otherwise recording any portion of the assessment, in any form, constitutes a violation of the *ACE, CTE Assessment and Security Procedures Policy*.

Test Administration Procedures

The person administering the test needs to familiarize him/herself with the procedures and directions in advance. All procedures and directions must be done in accordance with the specifications associated with the test. Deviating from the format may invalidate the testing.

Any changes to the procedures must be in accordance with the guidelines put forth by ACE. Refer to the *ACE, CTE Requirements for Assessing Special Populations Policy*.

Testing Conditions

- The teacher sets the tone for the students. A statement like, "I really don't believe in this testing stuff, but we have to do it..." sends a strong message to students.
 - Provide a comfortable atmosphere, good lighting, low noise, comfortable temperature, adequate materials, limit distractions, etc.
 - Know the test procedures and directions in advance so that it goes smoothly.
 - Instructional materials posted on the wall need to be removed or covered *if they provide a direct answer to questions on the test*.
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Proctoring the Test

Apart from issuing student passwords and the Web address for the online testing site, proctors should remain attentive to their students once the testing has begun. Good proctoring does not distract the students. Proctoring serves several purposes:

- Proctoring sends the message to students that the test is important and they should do their best.
- Proctoring helps identify students who may have misunderstood the directions.
- Proctoring ensures test security.

Proctoring helps to identify those students who are not taking the test seriously (e.g., clicking random answers, etc.)

School Personnel Responsibilities

Keeping in mind that all districts/schools vary in their staffing/makeup, a general set of guidelines for the roles and responsibilities of the primary groups and individuals involved in CTE assessment are outlined below.

Teacher

- Articulate the purpose of CTE assessment and how the results will be used to students
- Teach the appropriate curriculum framework for the course being assessed
- Create assessment plans
- Analyze and interpret results
 - Accurately report results including strengths and areas for improvement
 - Use sound methodology
- Communicate results to administrators/school board
- Develop curricular, planning, and budgeting recommendations based on assessment results and findings
- Role for the teacher may vary depending on the particulars at each school

Curriculum Coordinator/Committee

- Set, review and modify district level assessment guidelines, procedures and forms
- Coordinate and oversee assessment at the school/district level
- Provide faculty with feedback on assessment efforts
- Evaluate the effectiveness of the school's assessment plan
- Suggest faculty development activities that will advance the effectiveness of assessment
- Report to the faculty

Students

- Participate to their best ability in actual assessment activities

Principal

- Ensure ethical practices are being followed by all faculty/staff/students involved in the assessment process
- Ensure that all faculty/staff/students are carrying out their roles and responsibilities in the assessment process

Technology Coordinator

- Ensure the server clock is set to the current time and date
- Ensure that computers used for testing meet the current specifications as noted on the ACE Online Testing Website
- Ensure that all computers are loaded with the most current version of the Secure Browser
- Ensure that computer updates are not set to run during the hours that students will be testing
- Ensure that there are no applications running in the background while a student is testing. The name and type of these programs varies widely and is too exhaustive to print here but one example is Instant Messenger.

Special Needs Teachers

- Ensure that the IEP's for all students enrolled in CTE courses address the issue of CTE Assessment
- Be aware that the CTE Assessments are considered standardized assessments, similar in nature to other standardized assessments
- Be aware that the CTE Assessments are presented as an online assessment containing a minimum of seventy (70) multiple-choice questions with four possible choices
- Be aware that the number of possible choices **cannot be** altered for any CTE online assessment