

NOCTI Student Job Ready Assessments

- **National Occupational Competency Testing Institute.**
- **Developed using business & industry standards.**
- **Most use multiple choice & performance components.**
- **Multiple choice assessments can be administered in paper/pencil format or NOCTI's online testing system.**
- **Sample states: CT, MI, MN, MS, NJ, NY, OH, PA, VA.**
- **Partner with Association for Career & Technical Education (ACTE) on assessment initiatives.**
- **Involved in Experienced Worker Assessments – credit for knowledge gained on the job.**
- **<http://www.nocti.org/> and http://www.nocti.org/PDFs/NationalNorms_Jul2007PostSec.pdf**

Parke – ICCB & Brooks – ISBE

VTECS



- **Consortium of states (since 1973).**
- **Members pool resources to develop competency-based career and technical education products.**
- **Validated by industry and labor.**
- **VTECS uses an occupational analysis system based on data collected from incumbent workers for specified occupational areas.**
- **VTECS develops standards and measurements with industry based item banks, and performance assessment.**
- **Sample states: AL, AZ, FL, ID, IN, LA, MD, MN, MO, PA, SC, TN, VT, VI, WY, & Military Branches.**
<http://www.vtecs.org/>

WorkKeys

- ACT product line – job skill assessment system.
- Less prominent in draft federal background materials.
- High schools and community colleges use WorkKeys to measure “real-world” workplace skills.
- Foundational Skills, Personal Skills, & Job Profiling. Used in 50 states with 20 statewide contracts. Sample states:AZ, IL, IN, KS, KY, MI,TN.
- Applied Mathematics assessments measure the math skills people have against those the workplace requires.
- Reading for Information assessments measure reading skills used on the job and workplace writing – memos, letters, directions, signs, notices, bulletins, policies, and regulations.
- Locating Information tests measure skills related to workplace graphics. Finding information in a graphic or inserting information into a graphic. They also must compare, summarize, and analyze information found in related graphics.
- <http://www.act.org/workkeys/>

Selected Leading States-Virginia

- **High School, Community College, Governors Office, & NOCTI Partners – Pathway to Industry Certification.**
- **Goal – To elevate skills and expectations for high school seniors not planning to attend college.**
- **5 years invested – Working with employers and testing companies to certify entry level skill sets.**
- **Industry recognized certification training begins with high school seniors and includes 3 to 9 months at a community college or other career/technical school.**
- **Sample areas Auto Body/Collision Tech, Licensed Practical Nurse, Welding Certification, or Adobe Certified Expert.**
- **Training high school teachers as certified instructors to teach courses required for industry certification.**
- **Designated as a Statewide Microsoft Academy.**

<http://www.nga.org/cda/files/05warnerguide10.pdf>

Selected Leading States-Arizona

- **2006 Legislative initiative – High Schools, Community Colleges, VTECS, Southern Association of Colleges and Schools, and Arizona State University serves as the Assessment Center.**
- **The Assessment System structure includes working groups to establish assessment standards, measurements, and processes including –**
 - **The Arizona Skill Standards Commission.**
 - **The Stakeholders Committee.**
 - **The Industry and Business Associations and**
 - **Validation Committees for each CTE program (71).**
 - **Addressing initial 43 CTE programs by Spring 2008.**
- **<http://ade.state.az.us/cte/Assessments/AssessmentSystemOverview.doc>**

Selected Leading States-Ohio

- **Collaboration between Ohio Department of Education, Board of Regents, & The Ohio State University Center on Education & Training for Employment.**
- **Initiative is known as the Ohio Career Technical Competency Assessment (OCTCA) Project.**
- **The Project is charged with maintenance and continuous improvement of Ohio's statewide career-technical occupational knowledge assessment system.**
- **Tests measure mastery of knowledge associated with Ohio's career-technical content standards the Occupational Competency Analysis Profiles (OCAPs), Integrated Technical and Academic Competencies (ITACs), and Tech Prep Competency Profiles (TCPs).**

<http://www.cete.org/projects.asp?ProjID=747031>

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Selected Leading States-Ohio

- **Webxam – Secure web-based delivery and reporting system created for use in educational and employment settings.**
- **Webxam – handles assessment delivery, data tracking, and reporting requirements of multi-tiered modular assessment systems as well as standard single-use examination administrations.**
- <http://www.cete.org/projects.asp?ProjID=747031> and <http://www.edcountability.net/DQImaterials.cfm> See Assessment Services available from the Center on Education & Training for Employment.

Selected Leading States-North Carolina

- **VoCATS Competency Achievement Tracking System.**
- **Career-Technical Education, Division of Secondary Education, North Carolina Department of Public Instruction.**
- **VoCATS Products Include –**
 - **Course Blueprints.**
 - **Aligned Curriculum Documents.**
 - **Classroom Assessment Banks.**
 - **Accountability Assessments Banks.**



Selected Leading States-North Carolina

- **Built on course blueprint documents which lay out the curricular framework for each CTE secondary course.**
- **Blueprints contain the units of instruction, core competencies in each unit, and specific objectives for each competency.**
- **Blueprints illustrate the recommended sequence of units and competencies and the cognitive and performance weight of the objective within the course.**
- **Blueprints are intended to be used by teachers in planning the course of work for the year, preparing daily lesson plans, and constructing instructionally valid assessments.**
- **<http://www.edcountability.net/DQImaterials.cfm> see Vocats link.**