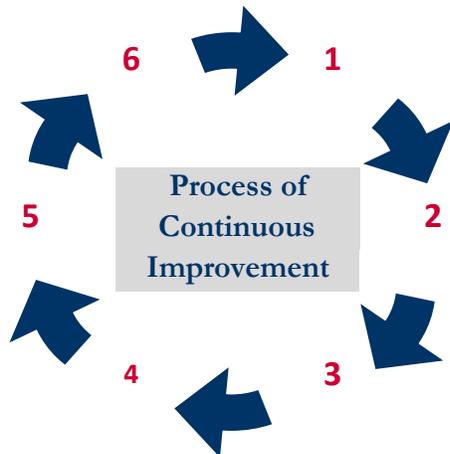


Standards and Assessment Process Steps



Standards Validation

1. Research, develop, and validate program standards and measurement criteria.
2. Obtain endorsements from industry-recognized professional associations and agencies.
3. Present standards for approval and adoption.

Assessment Item Development

4. Develop assessment items aligned to standards and measurement criteria.
5. Assemble and deliver practice and final assessments catalogs.
6. Analyze and modify assessment items; add new items to assessment item banks.

Curriculum-InstructionAssessment (C-I-A) Triad

In this instructional framework, curriculum is clearly communicated, organized, and standards-based; instruction is grounded in best practices and utilizes clearly defined units of instruction with high expectations for all learners; and assessment provides a context for data-based decision-making such as determining if there is a problem and what can be done to make improvements and demonstrating that what is being done actually does work. For Career and Technical Education, the C-I-A Triad is analogous to the ongoing continuous improvement process to expand and/or advance student achievement.

End-of-Program Assessment

End-of-program assessments are designed for CTE students who are in their final Carnegie Unit of the state-identified sequence of courses for a program. Assessments consist of 100 multiple-choice questions aligned to program standards. Students have two opportunities to take the test. The Fall Practice Assessment Window allows the assessment developers to “pilot” new items and helps teachers identify instructional areas for improvement. The Spring Final Assessment Window provides students with transcripts and certificates in accordance with state-determined pass scores.