

## Technical Skill Assessments

The POS documentation should be explicit with identifying the credential, certificate, and degree opportunities that exist upon completion of the program of study. Local applicants should be encouraged to illustrate multiple POS exit points, if appropriate. The level of detail required by the state agency in recognizing a local POS may vary, but should at a minimum list the credential, certificate, and degree opportunities on a Career Plan of Study, if that is the chosen template for illustration. If the state approval agency is seeking to align POS with high skill, high wage, high demand career fields, the exit award for the POS may be important information.

National, state, and/or local assessments provide ongoing information on the extent to which students are attaining the necessary knowledge and skills for entry into and advancement in postsecondary education and careers in their chosen POS.

Well-developed technical skills assessments:

- Measure student attainment of technical skill proficiencies at multiple points during a POS.
- Employ industry-approved technical skill assessments based on industry standards, where available and appropriate.
- Employ state developed and/or approved assessments, particularly where industry-approved assessments do not exist.
- Result in the awarding of secondary credits, postsecondary credit, or a special designation on a student's high school diploma
- Incorporate performance-based assessment items, to the greatest extent possible, where students must demonstrate the application of their knowledge and skills.

## Technical Skill Assessments

### Self-Assessment Ranking of Current Implementation Status and Importance to Your Implementation

Rank your development and implementation progress for Technical Skill Assessments according to the measurement criteria listed. Determine the level that most closely aligns with the progress made toward implementing Technical Skill Assessments. The self-assessment is intended to be an authentic gauge of actual implementation. Results from the self-assessment can be used to target areas for technical assistance and professional development. An analysis of the level of importance can assist in establishing the priority and possible timeline for implementing technical assistance and scheduling professional development.

Implementation Characteristics	Current Status	Importance
Local program of study implementers select formalized technical skill assessments from a state approved assessment list.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input checked="" type="checkbox"/> Critical
All assessments identified for use are industry-validated and aligned to standards.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input checked="" type="checkbox"/> Critical
Technical skill assessments used have been selected for state approval and local use following a set of assessment criteria including technical analysis for validity and reliability.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Operational	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Important <input type="checkbox"/> Critical
All assessments have an assessment blueprint available for use by the teacher.	<input type="checkbox"/> None <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Important <input type="checkbox"/> Critical
Technical skill assessments incorporate performance-based assessment items.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Operational	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Important <input type="checkbox"/> Critical
Student performance results are reported to the classroom teacher for: <ul style="list-style-type: none"> <li>• Instructional improvement</li> <li>• Awarding of postsecondary credit as part of an articulation agreement</li> <li>• Awarding of an industry-recognized credential or certificate</li> </ul>	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input checked="" type="checkbox"/> Critical
Overall Status Summary	Current Status	Importance
After considering each of the implementation characteristics, please rank: 1) your current status of POS Technical Skill Assessments implementation; and 2) the level of importance this element has to your POS implementation. Transfer these rankings to the Self-Assessment Summary to compare the status and importance of this element to the other POS framework elements.	<b>1</b> None <b>2</b> In Progress <input checked="" type="checkbox"/> Operational	<b>1</b> Low <b>2</b> Important <input checked="" type="checkbox"/> Critical

## Technical Skill Assessments—Implementation Capacity Analysis

### Self-Assessment Reflection and Action Planning

In the section below, identify your current capacity assets in the area of **Technical Skill Assessments** by responding to the question prompts. Give equal analysis to local capacity barriers, items of critical importance, and steps needed to remedy these capacity concerns.

State or Local Self-Assessment	Items of Critical Importance/Action Steps
<ul style="list-style-type: none"> <li>• What’s working well that is worth keeping?               <ul style="list-style-type: none"> <li>• The Statewide ARTiculation (START) process that gives high school students the opportunity to earn college credit for work completed in high school.</li> <li>• Collaboration of secondary and postsecondary instructors and administrators to create course work and assessments that accurately gauge student knowledge.</li> </ul> </li> <li>• What goals do you have to sustain and enhance the level of collaboration among the partners?               <ul style="list-style-type: none"> <li>• Further and regular meetings of secondary and postsecondary instructors/administrators to track success of START process as well as alignment process, i.e. covering required knowledge and skills in secondary pathway and not requiring remediation at postsecondary level.</li> <li>• Maximize the number of START credits opportunities.</li> </ul> </li> <li>• What strategies will you use to sustain the engagement of partnership members?               <ul style="list-style-type: none"> <li>• Collaborative process to align secondary courses with national standards including NCCER, SKILLS USA, and <a href="http://careerclusters.org">careerclusters.org</a></li> </ul> </li> <li>• How will you know if your partnership is being successful?               <ul style="list-style-type: none"> <li>• Students successfully complete secondary pathway program and enter a college within the same or related</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• What will be new or needs to be revised?               <ul style="list-style-type: none"> <li>• Revising the assessment process for START CSTN 100 Fundamentals of Construction to move from the NCCER assessments to customized NOCTI assessments. The NOCTI assessments will make it easier for postsecondary instructors to make sure that all knowledge and skills are assessed so entering students are not at a disadvantage. Secondary instructors are able to verify that they are teaching the knowledge and skills in their pathway curriculum and subsequently preparing their students to succeed in college.</li> </ul> </li> <li>• What strategies will you use to address items identified as being of critical importance?               <ul style="list-style-type: none"> <li>• Multiple assessments throughout junior and senior year.</li> <li>• Addressing needs identified in pre-tests</li> </ul> </li> <li>• What are the indicators you will use to measure your improvement?               <ul style="list-style-type: none"> <li>• Number of secondary students taking and passing CSTN 100 assessments and receiving college credit.</li> </ul> </li> <li>• How will you know if you are successful? And when?               <ul style="list-style-type: none"> <li>• Initial pass rate is first line of success. However ultimate success measure is number of construction students</li> </ul> </li> </ul>

<p>pathway without remediation and having ability to handle college level work (i.e. college ready).</p>	<p>who obtain college credit and continue on to a postsecondary program in construction, and are able to successfully complete the program without having to repeat the course or lag behind students who took CSTN 100 at the postsecondary level.</p>
<p><b>Notes</b></p>	<p><b>Notes</b></p>