

Arizona Department of Education Career and Technical Education

Mission Statement

Prepare Arizona students for workforce success and continuous learning

CTE Online Assessment Administrator Guide

For the E-SESS™ Online Assessment System

Tom Horne
Superintendent of Public Instruction



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- Registering Students
- Conducting the Assessment
- Retrieving Reports after the Assessment

These individuals on the CTE Online Assessment Administrator Guide Subcommittee provided valuable leadership:

*Michelle Crary
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*Stephen Weltsch
CTE Coordinator
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*Denise Zambos
CTE Program Assistant
Flowing Wells Unified District*

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The Career and Technical Education staff expresses their heartfelt thanks to Kathy Bowersock for her outstanding work in editing this document.

State Superintendent Greeting



**Greetings on behalf of the
Arizona Department of Education Career & Technical Education and
Arizona State University Workforce Education & Development Office**

Welcome to the Career and Technical Education (CTE) Online Technical Skills Assessment. We greatly appreciate your serving as an assessment administrator/proctor during this school year.

It is the responsibility of Arizona Department of Education to ensure that Arizona industry-validated standards are offered to all CTE students providing a skills assessment system that documents skill attainment. This assessment will authenticate technical skills attained in Arizona's CTE programs and validate these skills for business and industry throughout Arizona.

A handwritten signature in black ink that reads "Tom Horne".

Tom Horne
Superintendent of Public Instruction

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Online Assessment Overview

The Arizona Skills Standards Assessment System uses the CTE Online Assessment to measure attainment of rigorous technical standards through a valid and reliable assessment.

Assessment Window

All school districts that offer CTE programs will administer CTE Online Assessments during this school year. The established assessment windows for SY 2008-2009 allows for over 20 days in each window for districts to conduct assessments:

- November 17 to December 19, 2008
- April 20 to May 20, 2009

Access Website/Passwords

The CTE Online Assessment website is <http://www.esess.org/>. Each district will be issued one assessment administrator password. Passwords issued during the pilot assessment in Spring 2008 will be invalid after districts receive a new password. Each assessment administrator will also receive a password for CTE teachers to access reports for their students.

First Time Login

- Type Arizona in the box for Organization and type your district password in the box for Password.
- Click the Login box and you will be at the Login Verification Page.
- Scroll down the page to the Statement of Understanding and Agreement. Click to confirm your agreement with security and then click continue. The Administrative Menu window will open.
- Three options are displayed. When working with selections from the Administrative Menu, be aware that you will be looking at pop-up pages and **you should not click the BACK** ← on the left of your menu bar to get back to the menu. If you do so, you will get a “time expired” message and you will need to click the Refresh button.
- **Click the Red X** at the top right of the menu bar. The pop-up page will close and you will return to the Administrative Menu of options.

Eligible Students

The Online CTE Assessment is designed to be administered as an end-of-program assessment for CTE students who are completing a CTE program. All eligible students should be registered to take the assessment. The criteria for eligibility and the Carnegie unit requirements are located in the Appendix. Districts are expected to expand student coverage annually.

At the end of the first semester there are two types of students who will take the assessment:

- Concentrators who are currently completing the state-designated sequence of CTE courses and will not be enrolled in the same CTE program second semester.
- Concentrators who are enrolled in the last year of the state-designated sequence of CTE courses and want to practice to identify their strengths and weaknesses.

At the end of their second semester Concentrators who are currently completing the state-designated sequence of courses will take the assessment.

Limited Number of Assessment Items

Due to the limited number of assessment items in the item bank, students should take an assessment only once during an assessment window.

Students Taking Multiple Assessments

Some students may meet the eligibility requirements for more than one CTE program assessment. These students may take multiple assessments and will be registered for each CTE program assessment separately.

Assessment Security

Keep the assessment system secure each time it is accessed. The CTE Security Agreement is located in the Appendix. Each district will follow district established assessment procedures. In addition, the Superintendent must sign the CTE Security Agreement and submit it to ADE by November 7 annually. All administrators and proctors must sign a paper copy of the CTE Security Agreement. **The signed security agreements will be kept on file by the designated district administrator.**

For the purposes of the CTE Online Assessment, CTE students will agree to assessment security online only.

Assessment Time

The CTE Online Assessment is **not a timed assessment**. For purposes of scheduling, it is estimated that most students will finish the assessment in two hours. This does not include the necessary time to distribute passwords, log in each student, review the practice assessment, read the script and print out the student results after the assessment.

Tutorial Available 24-7

The new CTE Online Assessment Tutorial is available at www.techfluency.org/Arizona It will serve as a valuable resource for administrators, proctors and teachers to review as needed.

Technical Support

Technical support before, during or after the assessment is available from the online assessment provider at Technological Fluency Institute (TFI). TFI also issues the district password to the assessment administrator. Technical assistance is available from TFI at **866-277-5061** or by email at tony@techfluency.org. TFI is available 8:00 a.m. - 5:00 p.m. Central time Monday through Friday.

Suggested Initial Activities Prior to Registering Students

The following list was compiled with the assistance of those who participated in the Spring 2008 pilot process.

1. Provide a window of available dates to conduct the CTE assessment to CTE teachers, district assessment staff and high school administration. Determine specific assessment dates for each site and provide email reminder messages throughout the process.
2. Identify specific district CTE programs that will be assessed. Inform all stakeholders and place dates on school calendar, website, etc.
3. Secure computer labs at each site for assessment.
4. Prepare list of students enrolled in each CTE program for second, third, fourth year. Confirm that all students are listed under the correct program CIP code and meet eligibility requirements for the end-of-program assessment located in the Appendix. Generate CTE student assessment roster for each site based on eligibility requirements.
5. Collect student data necessary to register students for the assessment. The registration information sheet on page 11 provides the complete list of fields and the explanation.
6. Provide all sites with information regarding the number of proctors needed and arrange for additional proctors if necessary. CTE teachers do not assess their own students. One proctor is necessary for approximately every 25 students.
7. Meet with district administration regarding CTE Security Agreement, located in the Appendix, and obtain superintendent's signature on CTE Security Agreement. FAX to ADE CTE by November 7, 2008.
8. Provide site contacts with sample letter to be sent to parents.
9. Prepare assessment schedule for computer rooms. Allow a minimum of at least two hours of assessment time for each group of students.
10. Prepare release time forms for proctors if necessary.
11. Secure additional technical assistance and lead proctors from CTE office. Confirm who will be coming from the district CTE office to assist on the day of the assessment.
12. Make arrangements with the cafeteria if changes in lunch schedule are needed.
13. Forward electronic copy of the CTE Online Assessment Administrator Guide to all proctors. Print the CTE Security Agreement forms for all assessment staff.
14. Schedule and conduct assessment orientation as necessary. Use the 24/7 tutorial available at www.techfluency.org/Arizona during the orientation. Obtain signed Security Agreements from all assessment administrators and forward to designated district assessment administrator.
15. Secure scratch paper and pencils for each site.

16. Ensure that online system is compatible with the computers at each site. Contact technical support if there are any concerns.
17. Conduct an onsite visit to the computer labs. It is strongly recommended that every computer lab access the sample assessment prior to assessment date. Directions are located on page 36. Good lighting, ventilation, and freedom from distracting noises and interruptions are important for student performance. Determine if the room contains any visual aids that could assist students while taking the assessment. They must be removed or covered completely. Determine if student seating in the computer lab allows for the proctor to walk by each student. Check to see if there is an accurate clock in the assessment center. It is highly recommended that a printer be available to print student results.
18. Communicate with students and their CTE teacher regarding the time and location of the computer lab. Inform students that they are not to bring personal items to the assessment center.
19. Send communication regarding CTE assessment dates, times, and room numbers to administration and teachers at each site.
20. Review specific accommodations directions which were provided to district assessment administrator from ADE.

System Features

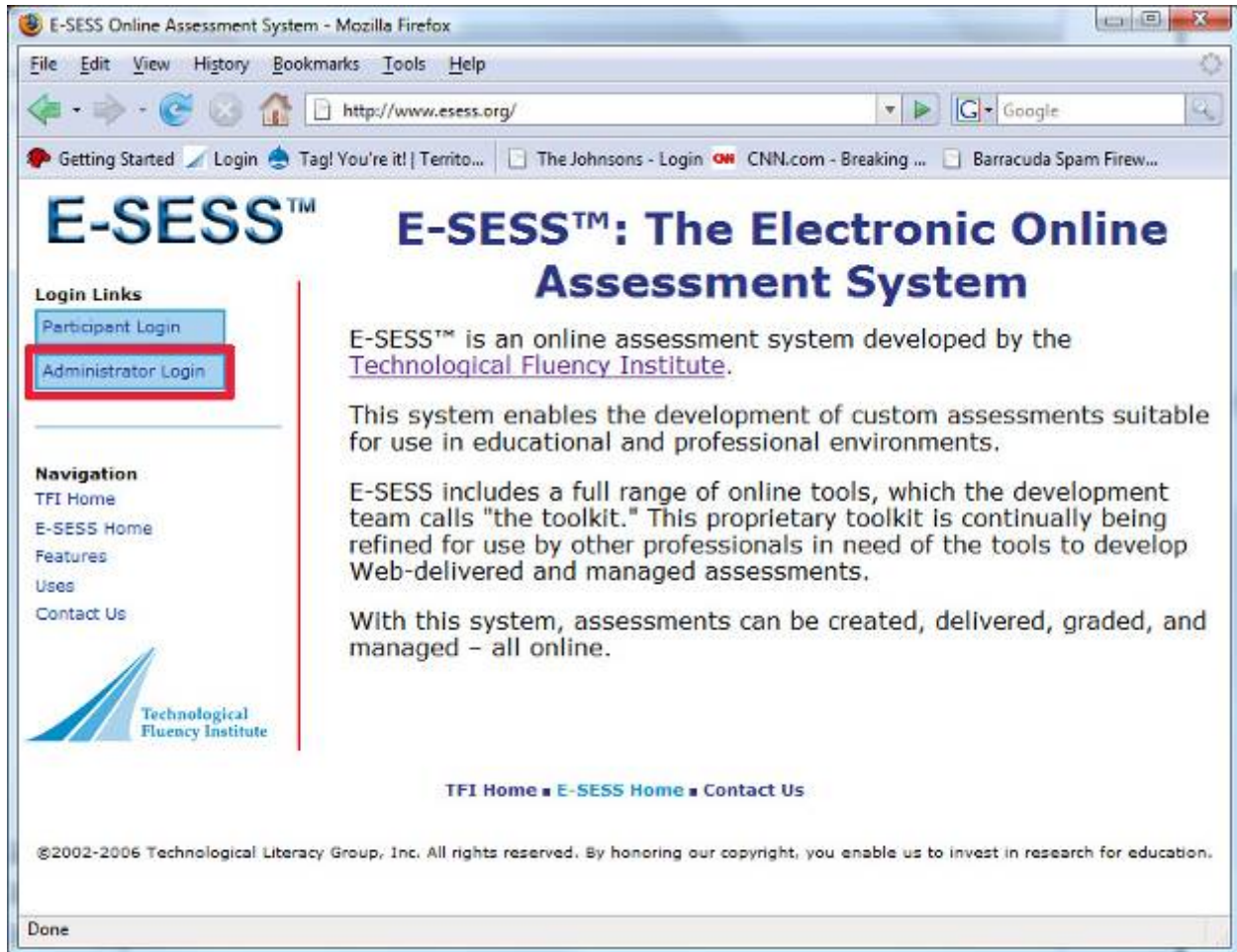
The administrative menu is set up in three groupings: Forms, Reports and Updates. The following is a list of the most commonly used features with their locations listed in chronological order.

1. Log in to the E-SESS administrative menu.
2. Read the greeting and agree to the terms of the assessment administration.
3. Add multiple participants: Forms: Add Participant – Create Import Template and Forms: Add Participant – Import Excel.
4. Add a single participant: Forms: Add Participant – Long.
5. Retrieve passwords: Reports: Login.
6. Modify assigned assessments: Updates: Assessments – Assign.
7. Modify participant information: Updates: Assessment – Adjust Time.
8. Retrieve scores: Reports: Participant Information.
9. Access general participant information: Reports: Summary.

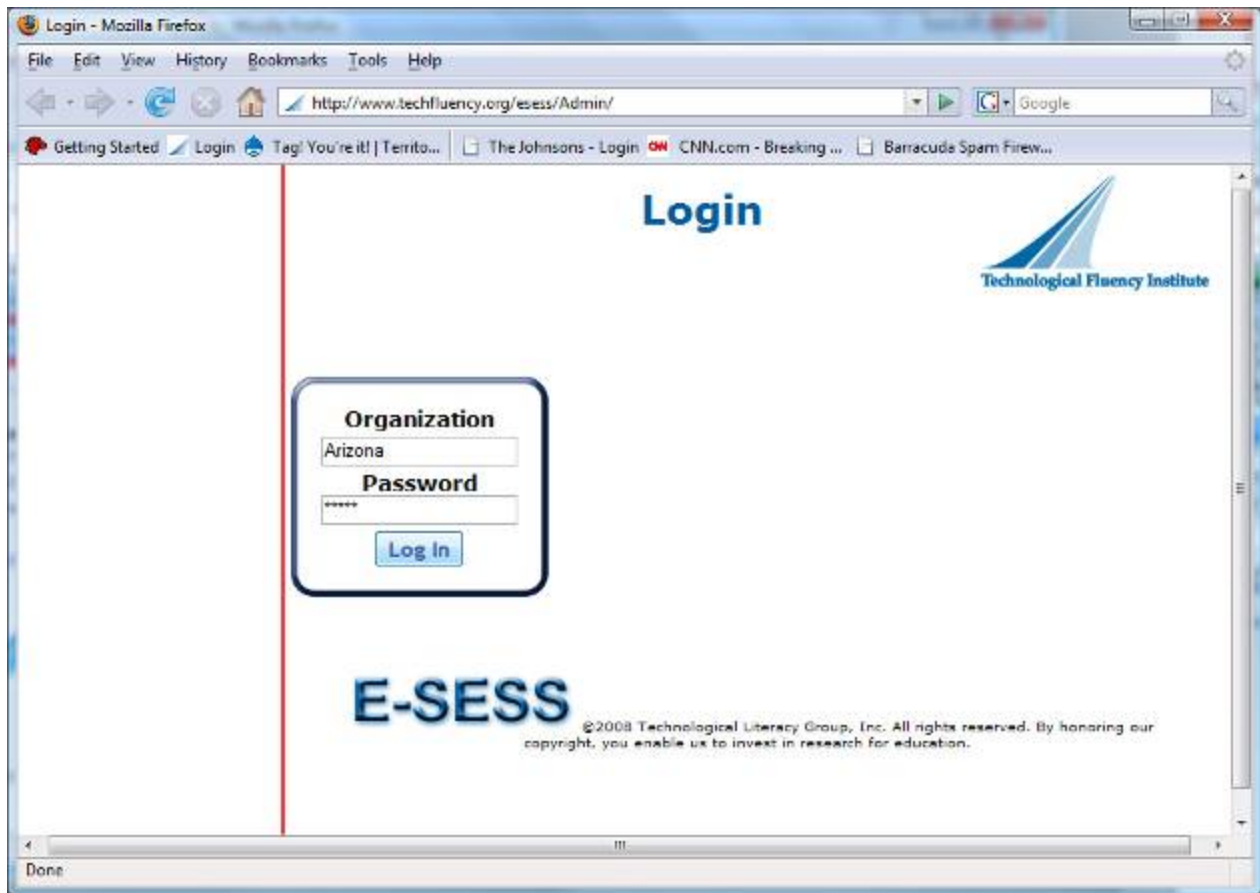
Details for each feature are found within this guide and arranged by the menu groupings.

Administrator Login

To access the administrator page:



1. Open a browser window and navigate to <http://www.esess.org/>. Click the **Administrator Login** button located in the left menu.



2. In the **Organization** field: type Arizona.
3. In the **Password** field: type the password you were given.
4. Click **Login**.

Online Administrator Agreement

Administrator Agreement

The assessment administrator will not be the students' CTE teacher for the program being assessed. As the assessment administrator, I will proctor the assessment in a fair and ethical manner addressing the following assessment rules:

Preparation

1. Confirm that students are currently enrolled in CTE program sequence or have completed the CTE program sequence.
2. Provide the students with the opportunity to experience the practice assessment.
3. Provide students with accurate login and password information.
4. Create and maintain an appropriate atmosphere for assessing.

Security

1. Agree not to examine or disclose any of the assessment content beyond the requirements to administer the assessment.
2. Agree not to discuss assessment items or provide answers to students.
3. Ensure adequate security with students' SAIS numbers and passwords.
4. Ensure adequate security during assessment administration.
5. Ensure student confidentiality.

Administration

1. Implement fair and ethical assessing practices.
2. Ensure that all students who should be assessed are assessed.
3. Provide appropriate accommodations following ADE accommodations information sent under separate letter to district assessment administrator.
4. Utilize the online assessments only for the purposes for which they were designed.

Statement of Understanding and Agreement

By checking this box I indicate that I have read and I will follow the assessment rules, related to preparation, security and administration expected during the online assessment process.

Any violation of the assessment rules during the online assessment process will be considered a breach of professional ethics and disciplinary action includes but is not limited to disqualification of individual or group assessment results.

Registering Students Overview

Two Options

The assessment administrator has two options to register students for the assessment:

- Excel template - large districts will use the efficient Excel import to register students. It can be used to import up to 5000 students. A sample Excel template is located in the Appendix.
- Online - students are registered one at a time using the drop down fields.

Registration Fields

Accurate registration allows the users of the system to retrieve timely, efficient and user-friendly reports. The fields on the page 11 provide specific information and explanations for each field. This information should be assembled prior to registration.

Limited Number of Assessment Items

Due to the limited number of assessment items in the item bank, students should take an assessment only once during an assessment window.

Modify Registration

After students are registered it is essential to review for accuracy. If changes need to be made, there are two ways to modify student registration:

- Summary Report allows the modification of demographics and assessment assignments:
 1. To access the report, make selections from the Optional Filters list. (This will be the only time you will be making selections in a box with a blue background.)
 2. To use this report you will need to know the User I.D. of each student in your program.
 3. Click to Edit and modify student's assigned assessments by clicking Assign.
- Modify Student Assessment Report allows for the modification of the assessment only. The directions begin on page 23

Students Taking Multiple Assessments

Some students may meet the eligibility requirements for more than one CTE program assessment. These students may take multiple assessments and will be registered for each CTE program assessment separately.

Registration User ID Card

The final step in registering students is accessing the Login Report. It provides the information that you will forward to the proctor. This report contains the individual registration information for each student.

Suggested Final Activities Prior to Assessment

1. Generate the list of Registration User ID cards.
2. Cut the ID cards and sort/collate with the assessment rosters.
3. Prepare proctor envelope containing assessment rosters, proctor password and Registration User ID cards for each assessment room. Also provide information to the proctors about sending students back to class.
4. Provide envelopes to proctors.
5. Forward the CTE Online Assessment Administrator Guide to proctors and conduct final proctor training if this has not already been completed.
6. Confirm that CTE teachers have informed their students of location of assessment computer lab. Remind CTE teachers that students are not to bring personal items to the assessment computer lab.
7. Confirm that each computer lab is ready for students.
8. Review specific accommodations directions which were provided to district assessment administrator from ADE.
9. Send final communication to CTE teachers and site administration regarding CTE assessment dates, times and computer room numbers.
10. Review the legislative background located in Appendix with school administrators if this has not already been completed.

Required Fields to Register Students

Field	Explanation	Required
SAIS ID	The district office has an ADE-generated Student Accountability Information System (SAIS) identification number for each student enrolled in AZ.	Yes
CTDS Number	The County, Type, District and School number assigned to each school in Arizona. Use the school that reports CTE Performance Measures data.	Yes
District Name		Yes
High School Name		Yes
Student Birth Date Format 090995	The student birth date will assist ADE CTE if the SAIS number does not match the concentrator performance measures data submitted in June.	Yes
Gender - Enter only M or F M- Male, F- Female		Yes
Race - Use single letter W- White, non Hispanic B- Black, non Hispanic H- Hispanic I- American Indian or Alaska Native A- Asian or Pacific Islander	For additional information see p 51 in the Guidelines. http://www.ade.az.gov/Guidelines/CTE/EX-23.pdf	Yes
Special Population - Use two digits NO - No special population HA - Individuals with Disabilities (handicap) EC - Economically Disadvantaged Individuals SP - Single Parents LE - Individuals with Limited English Proficiency	Report the one category most applicable to the student receiving services. See Appendix for Special Populations Definitions.	Yes
Grade Level 9, 10, 11, 12		Yes
Program Completion Status - Enter only one FEOP - Final End of Program PACE - Practicing Assessment Currently Enrolled	For additional information see Appendix Who Takes CTE End-of Program Assessments?	Yes
Program Name	The six digit Classification of Instruction Program (CIP) code assigned to a CTE program. Information is available in the Handbook. See Appendix for program CIP numbers.	Yes
Program Option	See Appendix for program/option name CTE program/option includes state-designated sequence of instruction as identified in Handbook at http://www.ade.az.gov/cte/careerpathways/Handbook	Yes
Contact Teacher Format Ln,fn Optional to leave blank.	Teacher of record for the course in which the student is currently enrolled. It will be helpful to district in generating several reports.	No
District Use Only - Text Field Optional to leave blank.	This field can be used to enter information such as local course name or building number. DO NOT ENTER STUDENT NAMES	No

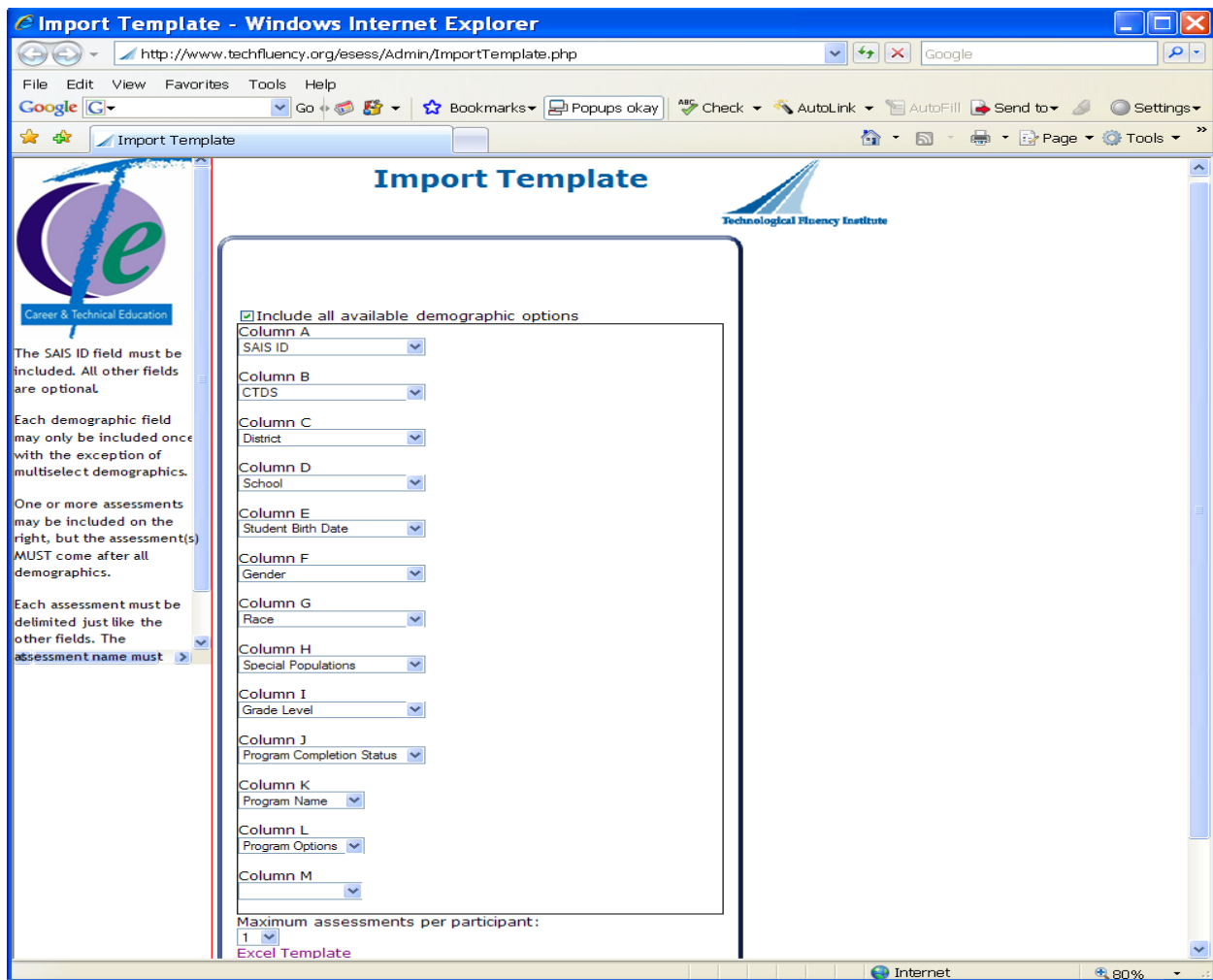
Forms to Register Students

Create Import Template to Add Multiple Students

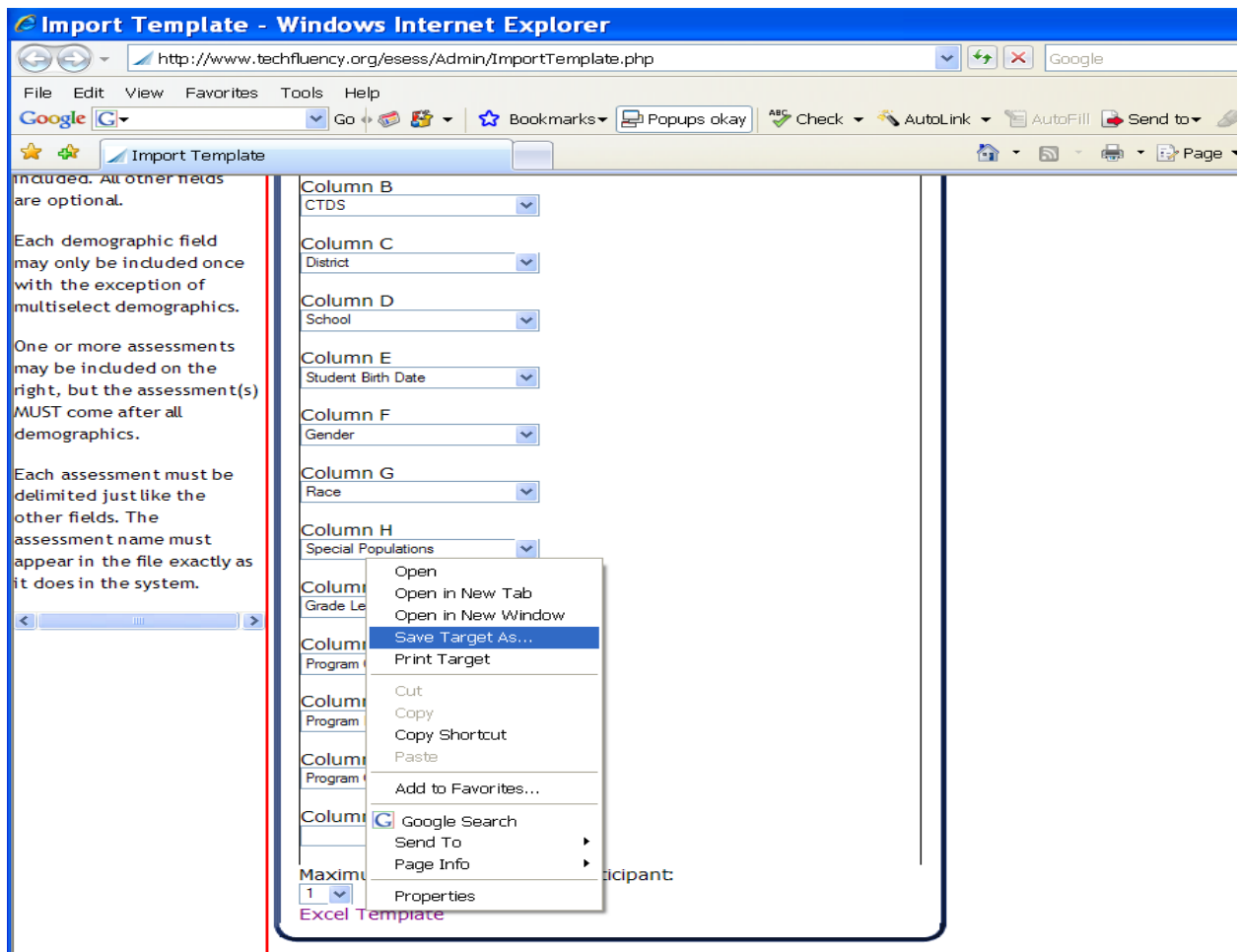
This form enables multiple participants to be added to E-SESS at one time. The import allows up to 5,000 participants per import spreadsheet. This process involves multiple steps. First, you must create an Excel template. Then, students are applied to the template. The final step is to import the template into E-SESS. The directions for creating the Excel template are:

The screenshot shows the E-SESS Administrative Menu interface. The browser window is titled "Administrative Menu - Windows Internet Explorer" and the address bar shows "http://www.techfluency.org/esess/Admin/AdminMenu.php". The page header includes the "Administrative Menu" title and the "Technological Fluency Institute" logo. The main content area displays "Organization: Arizona" and "Logged in as: Helen Bootsma". A "NEWS" section is visible, dated "October 9, 2008", with a "New Features" section. The left sidebar contains a navigation menu with "Forms" expanded, showing "Add Participant - Create Import Template", "Add Participant - Import Excel", and "Add Participant - Long". A "Log Out" button is also present. The footer includes the "E-SESS" logo and copyright information for Technological Literacy Group, Inc. ©2008.

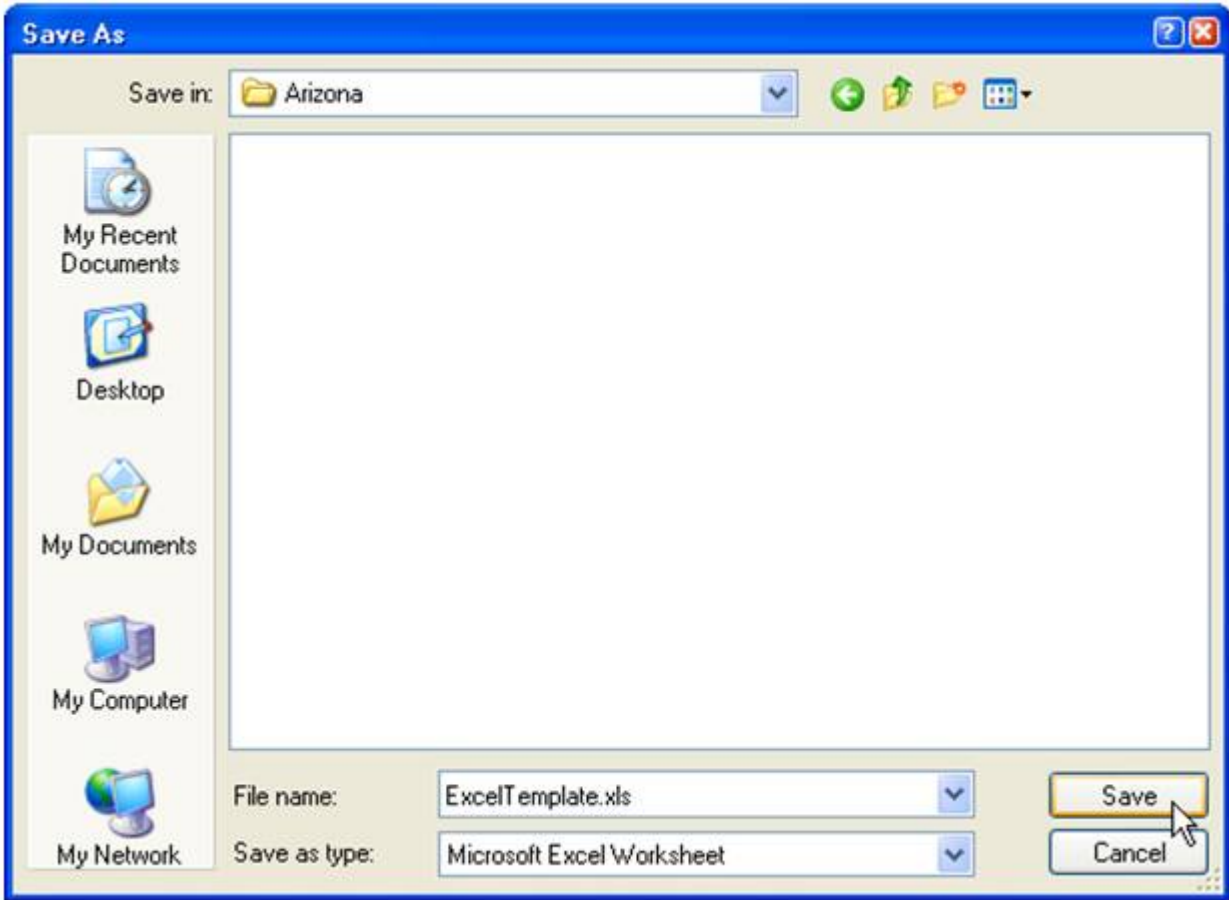
1. Click **Forms**.
2. Click **Add Participant – Create Import Template**.



3. Click the checkbox labeled “Include all available demographic options.”
4. Select the following columns: **SAIS ID, CTDS Number, District Name, High School Name, Student Birth Date, Gender, Race, Special Population, Grade Level, Program Completion Status, Program Name, Program Option, Contact Teacher (optional) and District Use Only (optional).**
5. Set the **Maximum number of assessments per participant** to one (1).



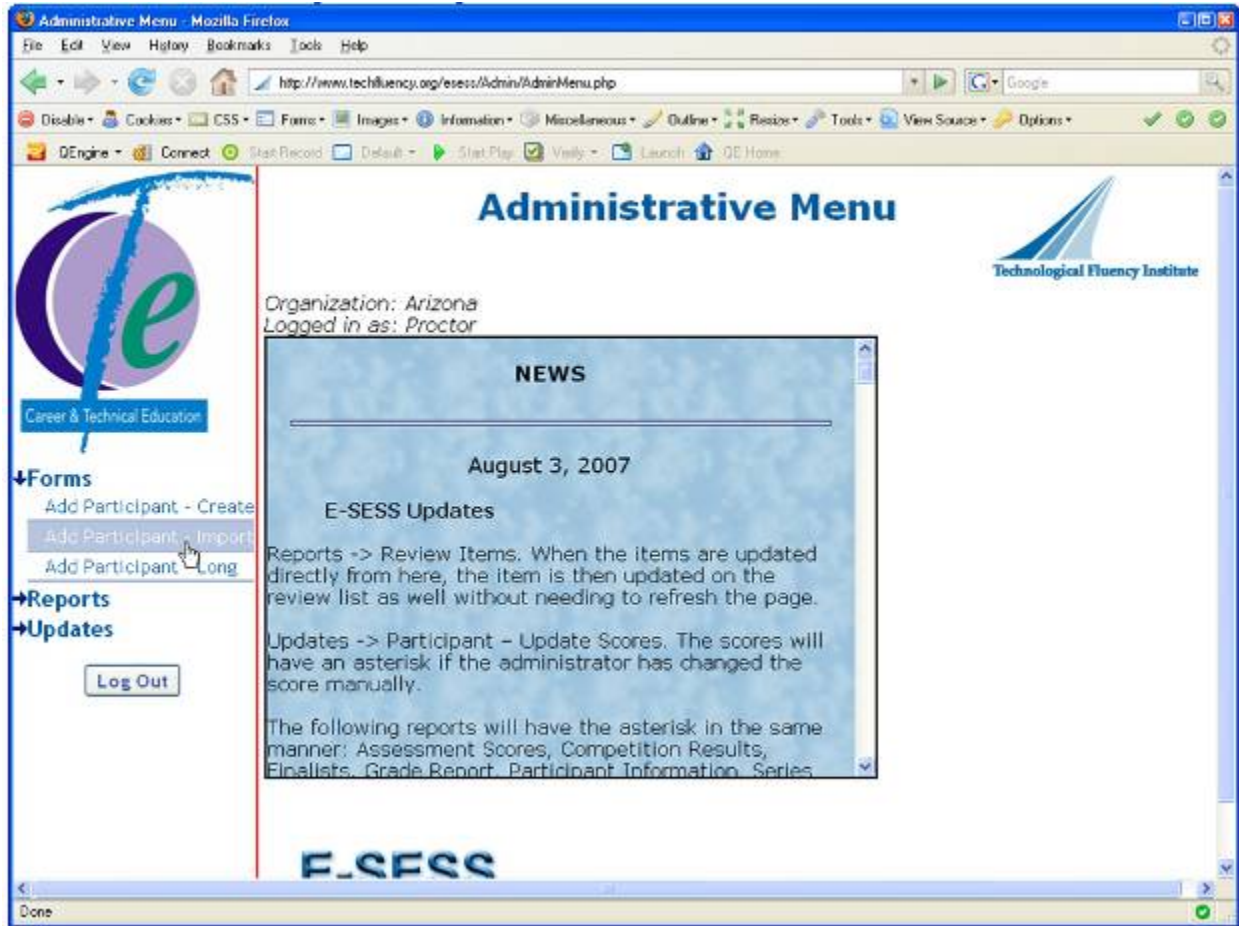
6. Right-click the **Excel Template** link.
7. Click **Save Target As** in Internet Explorer.



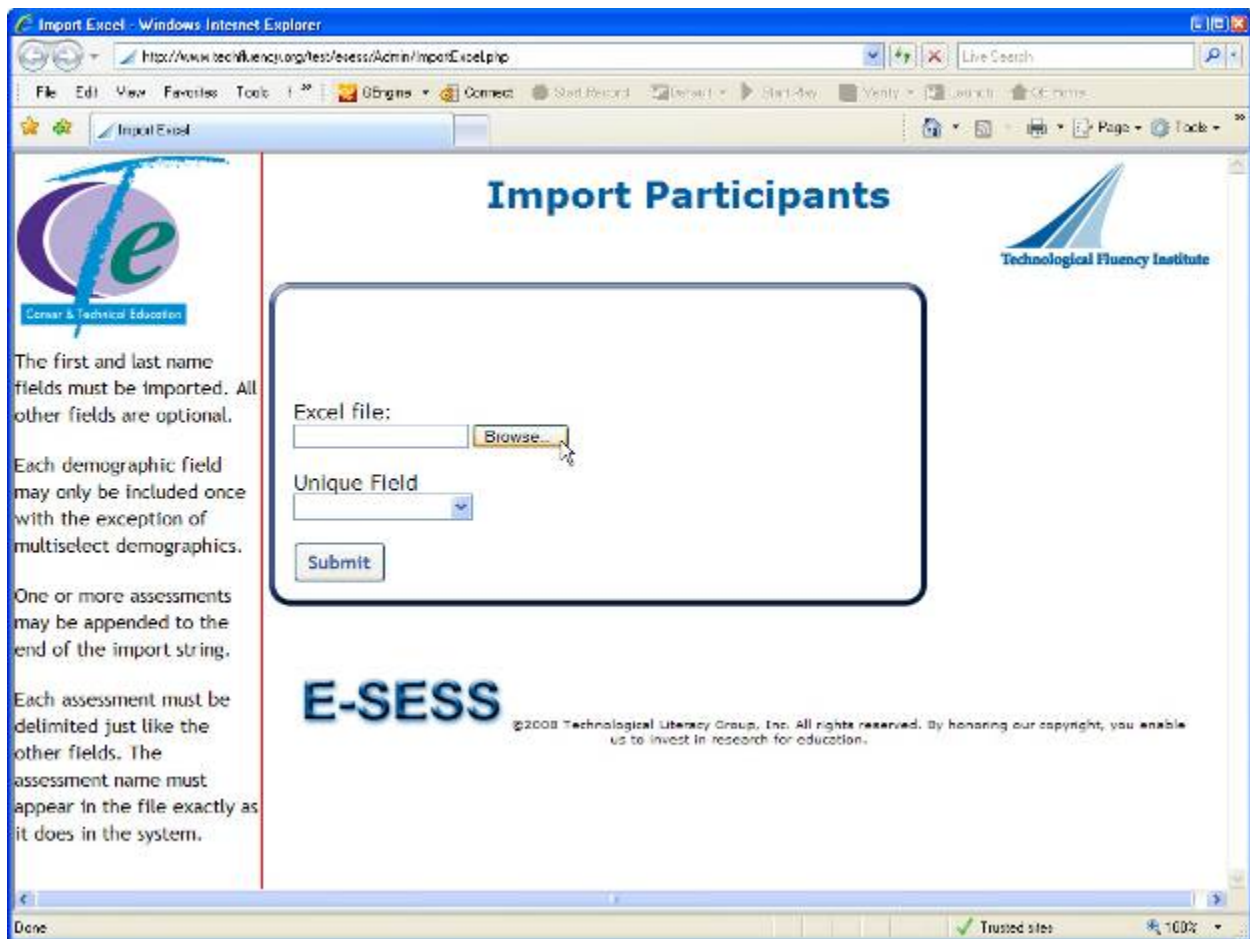
8. Choose a name and location for the file and click **Save**.
9. Close the **Import Template** window.
10. Add your student roster to the Excel template that you just created and saved. Save the populated file and then use the **Add Participant – Import Excel** feature.

NOTE: Please use the italic demographics if they are provided. They must be used exactly as they are spelled. If you do not do so, you will not be able to access your students.

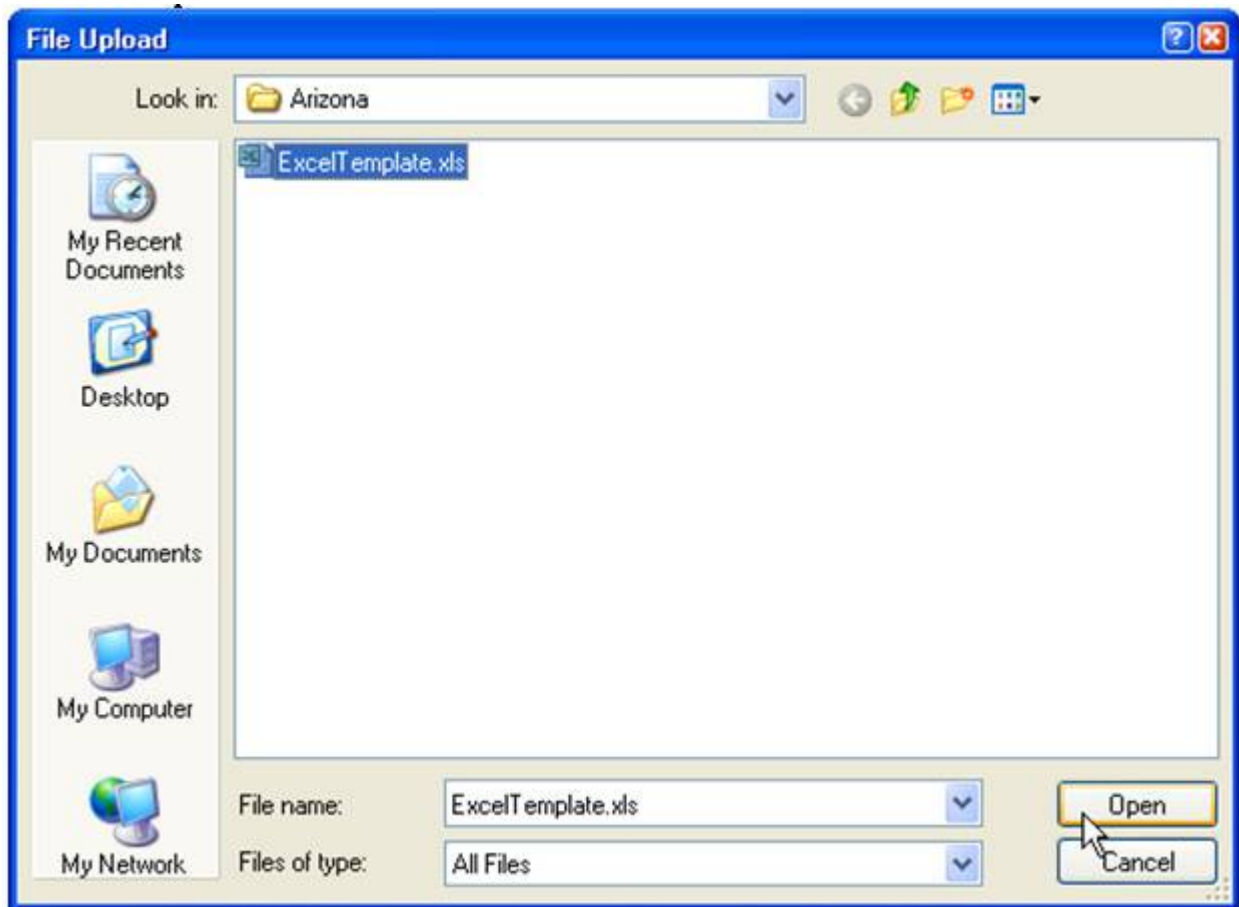
Import Excel to Add Multiple Students



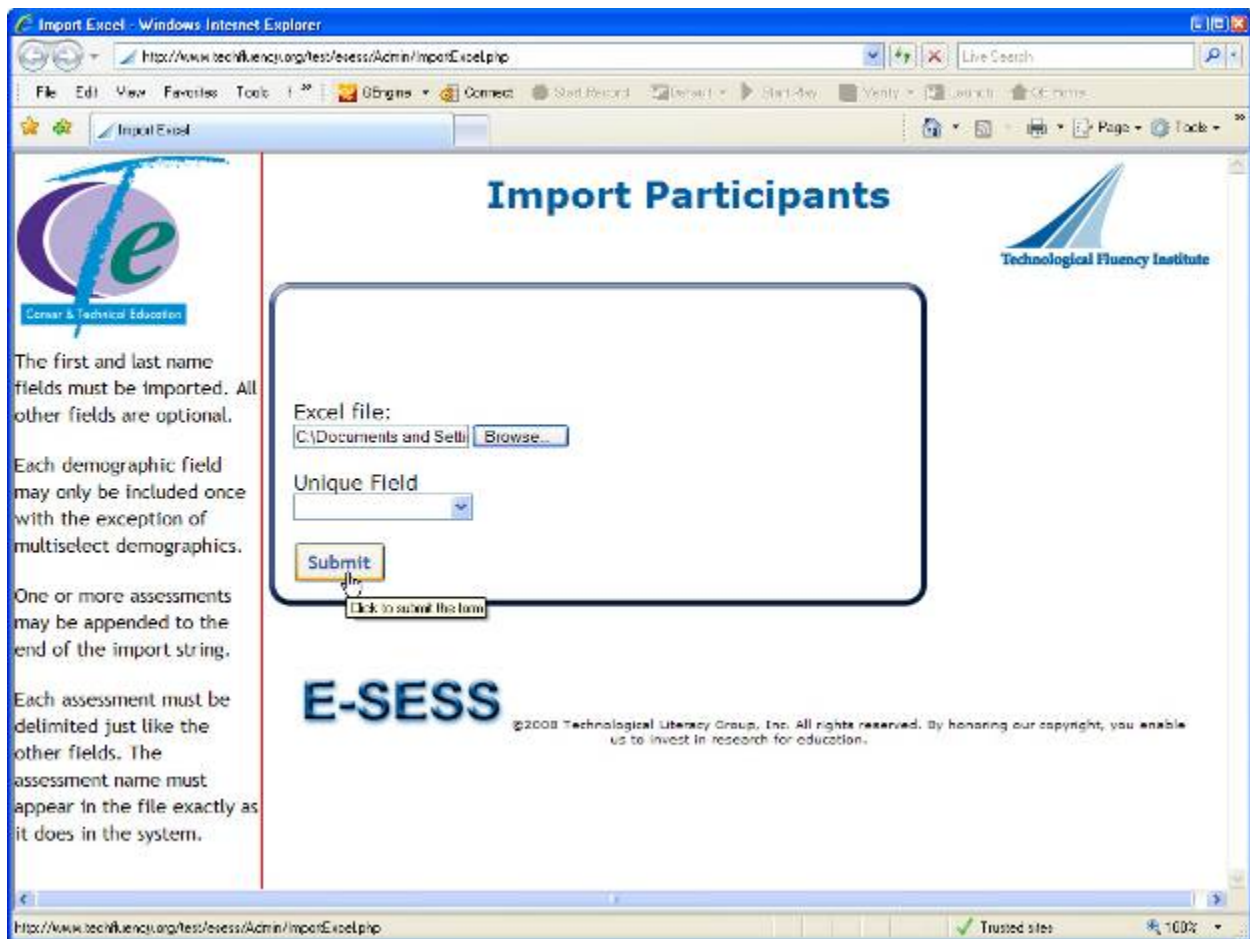
1. Click **Forms**.
2. Click **Add Participant – Import Excel**.



3. Click **Browse**.



4. Select the completed **Excel template** document.
5. Click **Open**.



6. Leave the **Unique Field** information blank.
7. Click **Submit**.
8. If no errors are reported, close the **Import Participants** window. If errors are reported, take the appropriate action to repair the Excel template document and repeat the import process.

Add a Single Student

This form enables you to add one participant at a time. You can set all the demographics and add the participant to a single assessment. The name and password are reported after the form is submitted.

The screenshot shows the 'Administrative Menu' web application. The browser window title is 'Administrative Menu - Windows Internet Explorer'. The address bar shows 'http://www.techfluency.org/esess/Admin/AdminMenu.php'. The page features a logo for 'Career & Technical Education' on the left. The main navigation menu includes 'Forms', 'Reports', and 'Updates'. Under 'Forms', the options are 'Add Participant - Create Import Template', 'Add Participant - Import Excel', and 'Add Participant - Long'. A 'Log Out' button is visible. The main content area is titled 'Administrative Menu' and 'NEWS'. It shows the organization as 'Arizona' and the user as 'Helen Bootsma'. The news section is dated 'October 9, 2008' and lists 'New Features' such as 'Updates -> Assessment - Self Assign: Allow participants to sign themselves up for assessments.' and 'Reports -> Standard Item Analysis: Review participant performance on items grouped by standards with valuable information such as difficulty index and number of times each possible answer was selected.' The footer includes the 'E-SESS' logo and copyright information: '©2008 Technological Literacy Group, Inc. All rights reserved. By honoring our copyright, you enable us to invest in research for education.'

1. Click **Forms**.
2. Click **Add Participant – Long**.

Add Participant

* Indicates required fields

* SAIS ID 000000000000

Login Password (leave blank to auto-generate)

E-mail

CTDS 100201610

District AGUA FRIA UNION HIGH SCH DIST

School AGUA FRIA UNION HIGH SCHOOL

Student Birth Date 010194

Gender F

Race A

Special Populations EC

Grade Level 11

Program Completion Status FEOP

Program Name Accounting and Related Services

Program Options Financial Services

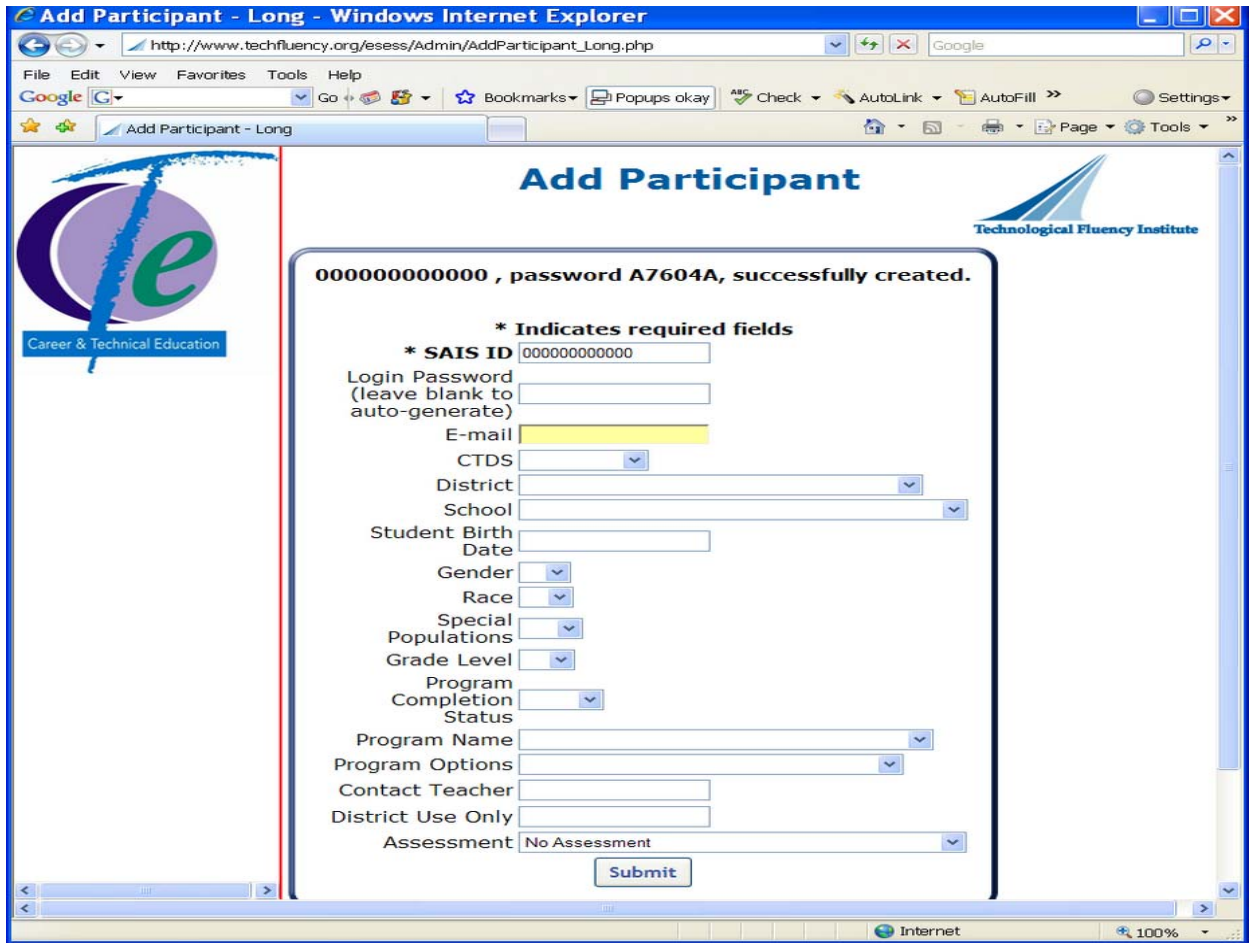
Contact Teacher

District Use Only

Assessment No Assessment

Submit

3. Use the student's **SAIS ID number**. Leave the **Login Password** and the email fields blank. Complete all remaining fields. Select an **Assessment** from the drop-down list at the bottom of the form. If the student needs to take additional assessments, see the section on Modify Student Assessment Assignment: Assessment – Assign.
4. Click **Submit**.



5. Note the password returned in bold at the top of the screen. You have two choices:
 - a. Make a note of the password at this time.
 - b. Retrieve the password later via the reports.
6. Close the **Add Participant – Long** window.

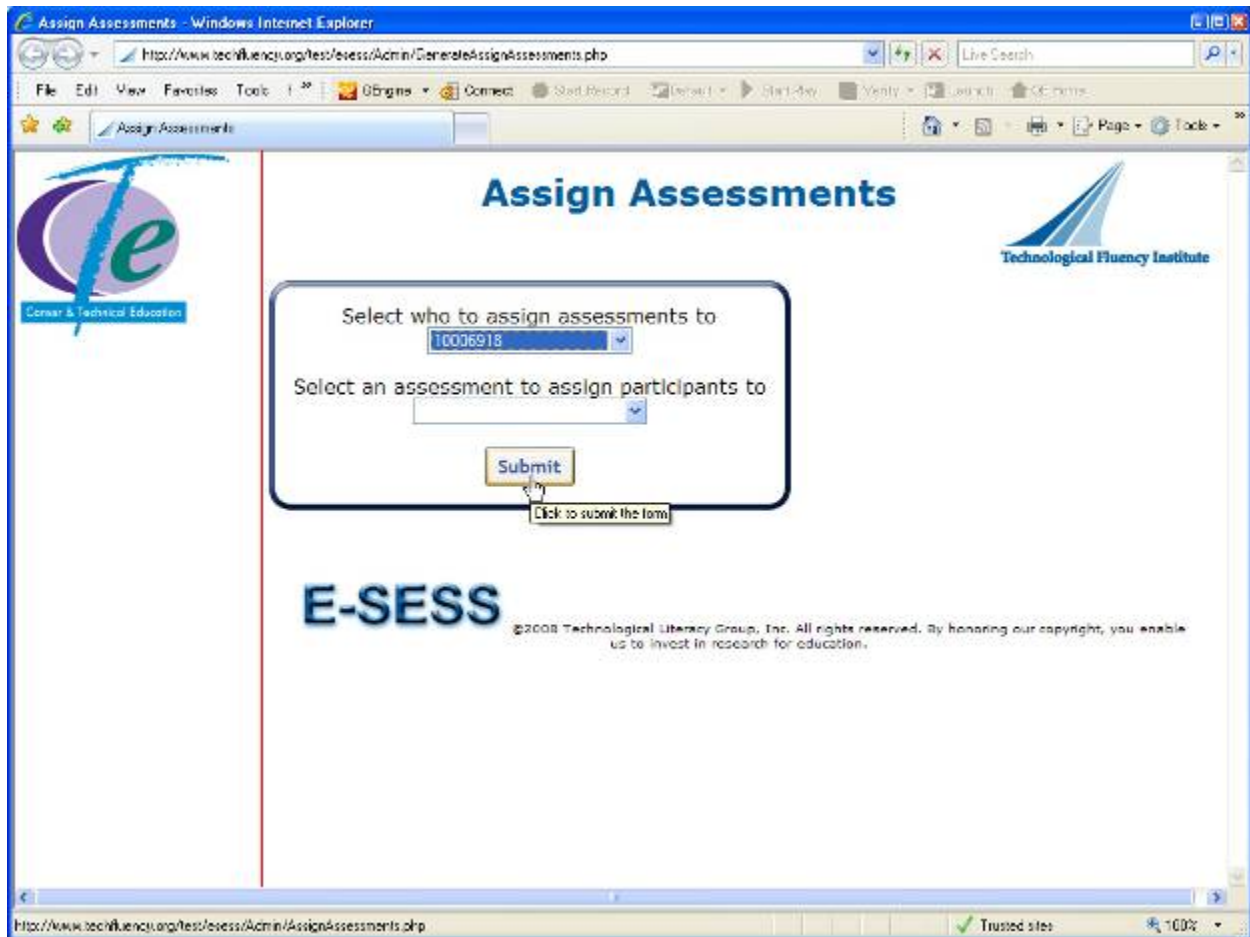
Modify Student Assessment Assignment

Assessment – Assignment

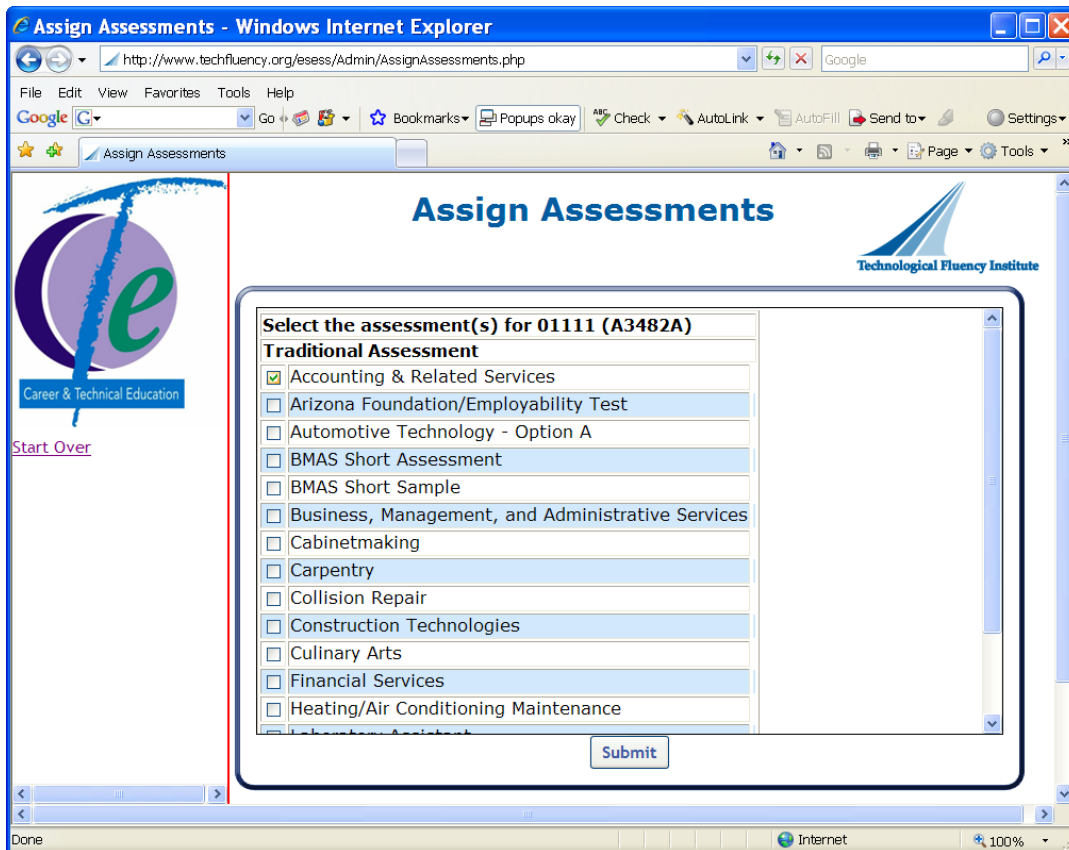
This form allows assessments to be assigned. A participant can be selected and then assessments assigned, or an assessment can be selected and then participants assigned.

The screenshot shows a web browser window titled "Administrative Menu - Windows Internet Explorer" with the URL "http://www.techfluency.org/essess/Admin/AdminMenu.php". The page features a navigation menu on the left with options: Forms, Reports, Updates (expanded to show Assessment - Adjust Time, Assessment - Assign, and Demographics - Create Custom), and a Log Out button. The main content area is titled "Administrative Menu" and includes the Technological Fluency Institute logo, organization information ("Organization: Arizona", "Logged in as: Helen Bootsma"), and a "NEWS" section. The news section contains two entries: one dated October 9, 2008, titled "New Features" with sub-points for "Updates" and "Reports", and another dated August 3, 2007. The footer displays the "E-SESS" logo and copyright information for Technological Literacy Group, Inc. (©2008).

1. Click **Updates**.
2. Click **Assessment – Assign**.



3. Select the appropriate **participant** from the “Select who to assign assessments to list” or select the appropriate **assessment** from the “Select an assessment to assign participants to list.” **DO NOT** select both.
4. Click **Submit**.



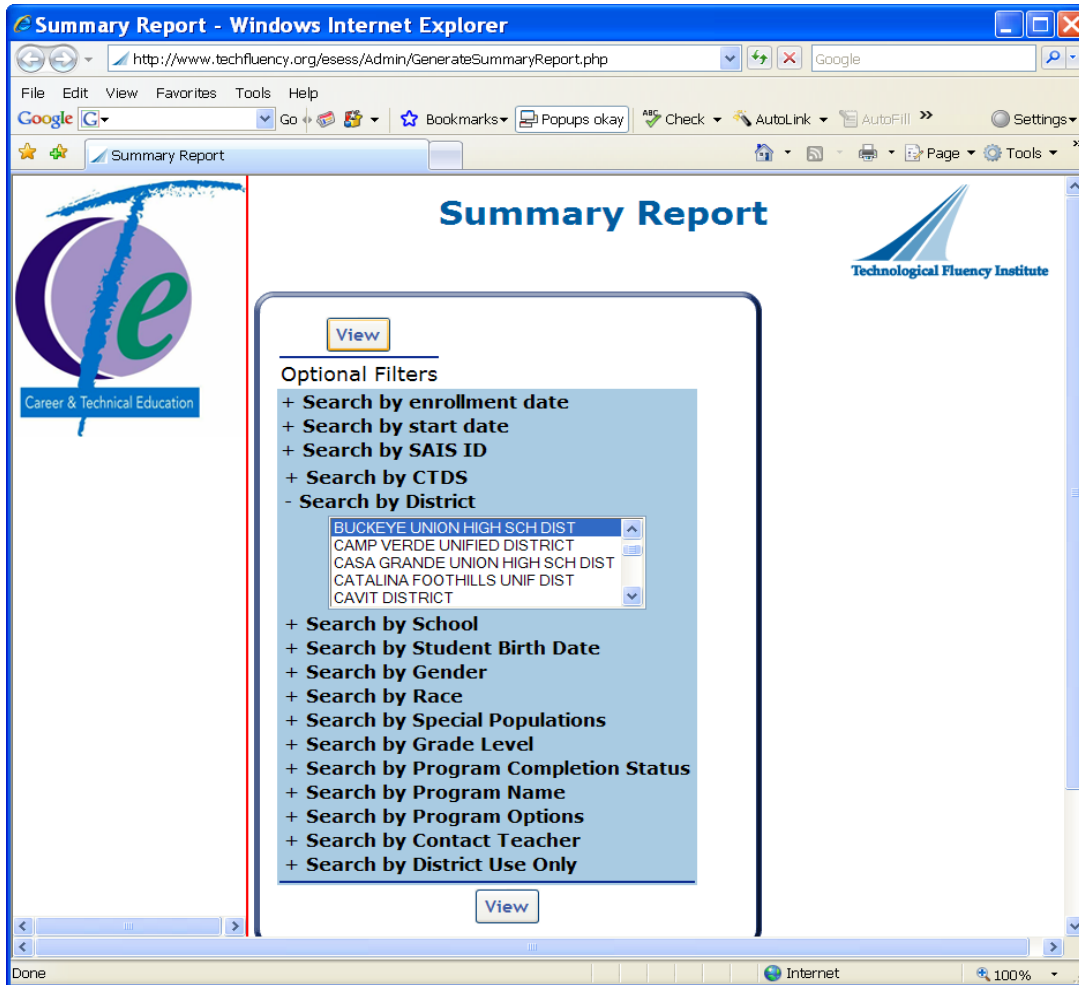
5. Check the **boxes** under Traditional Assessment in the “Select the assessment(s) for ALL participants” box for assessments the participant should be allowed to take; uncheck all other boxes. If the participant has already completed the assessment, they cannot be removed from it.
6. Click **Submit**.
7. Close the **Assign Assessments** window.

Access Summary Report for Final Modifications

This report provides a brief summary of participant information such as SAIS ID, password and enrollment date. It also provides links to modify the demographics and assessment assignments.

The screenshot shows a web browser window titled "Administrative Menu - Windows Internet Explorer" with the URL "http://www.techfluency.org/esess/Admin/AdminMenu.php". The page features a navigation menu on the left with categories: Forms, Reports (expanded to show Correlations, Login, Participant Information, Review Items, Standard Item Analysis, Standards Performance, and Standards Performance Summary with Graphs), and Updates. A "Log Out" button is located below the menu. The main content area is titled "Administrative Menu" and includes the Technological Fluency Institute logo. It displays user information: "Organization: Arizona" and "Logged in as: Helen Bootsma". A "NEWS" section is visible, dated "October 9, 2008", with a sub-heading "New Features". The news text includes: "Updates -> Assessment - Self Assign: Allow participants to sign themselves up for assessments." and "Reports -> Standard Item Analysis: Review participant performance on items grouped by standards with valuable information such as difficulty index and number of times each possible answer was selected." Below the news is a date "August 3, 2007". At the bottom, the "E-SESS" logo is displayed along with a copyright notice: "©2008 Technological Literacy Group, Inc. All rights reserved. By honoring our copyright, you enable us to invest in research for education."

1. Click **Reports**.
2. Click **Summary**.
3. Select any **Optional Filters** by clicking the Search by text and then selecting the desired options after the list is populated.



4. Click **View**.

Summary Report - Windows Internet Explorer

http://www.technfluency.org/test/eveess/Admin/SummaryReport_Web.php

Summary Report

Technological Fluency Institute

records 120 of 300 next >>

Row	UserID	Password	Access Date	Enrollment Date	Demographics	Assessments
1	63578	A10007T	2008-04-21	2008-04-21	Click to edit	Assign
2	63497	A10158E	2008-04-21	2008-04-21	Click to edit	Assign
3	63499	A10218D	2008-04-21	2008-04-21	Click to edit	Assign
4	63513	A10346A	2008-04-21	2008-04-21	Click to edit	Assign
5	63600	A10471D	2008-04-21	2008-04-21	Click to edit	Assign
6	63606	A10477D	2008-04-21	2008-04-21	Click to edit	Assign
7	63514	A1048D	2008-04-21	2008-04-21	Click to edit	Assign
8	63440	A10492A	2008-04-21	2008-04-21	Click to edit	Assign
9	63495	A1052D	2008-04-21	2008-04-21	Click to edit	Assign
10	63579	A10566D	2008-04-21	2008-04-21	Click to edit	Assign
11	63461	A10581E	2008-04-21	2008-04-21	Click to edit	Assign
12	63535	A10612D	2008-04-21	2008-04-21	Click to edit	Assign
13	63500	A10696F	2008-04-21	2008-04-21	Click to edit	Assign
14	63577	A10830N	2008-04-21	2008-04-21	Click to edit	Assign
15	63560	A10878A	2008-04-21	2008-04-21	Click to edit	Assign
16	63604	A10897A	2008-04-21	2008-04-21	Click to edit	Assign
17	63505	A10961R	2008-04-21	2008-04-21	Click to edit	Assign
18	63425	A10998N	2008-04-21	2008-04-21	Click to edit	Assign
19	63444	A1203R	2008-04-21	2008-04-21	Click to edit	Assign
20	63611	A1296N	2008-04-21	2008-04-21	Click to edit	Assign

Start Over

Printable

E-mail

Download CSV version

5. If you need to modify a participant's demographics, click the **"Click to edit"** link.
6. If you need to modify the participant's assigned assessments, click the **"Assign"** link.

Summary Report - Windows Internet Explorer

http://www.techfluency.org/less/Admin/SummaryReport_Web.php?min=0&min=25

Summary Report

records 125 of 300 next >>

Row	UserID	Password	Access Date	Enrollment Date	Demographics	Assessments
1	63578	A10007T	2008-04-21	2008-04-21	Click to edit	Assign
2	63497	A10158E	2008-04-21	2008-04-21	Click to edit	Assign
3	63499	A10218D	2008-04-21	2008-04-21	Click to edit	Assign
4	63513	A10346A	2008-04-21	2008-04-21	Click to edit	Assign
5	63600	A10471D	2008-04-21	2008-04-21	Click to edit	Assign
6	63606	A10477D	2008-04-21	2008-04-21	Click to edit	Assign
7	63514	A1048D	2008-04-21	2008-04-21	Click to edit	Assign
8	63440	A10492A	2008-04-21	2008-04-21	Click to edit	Assign
9	63495	A1052D	2008-04-21	2008-04-21	Click to edit	Assign
10	63579	A10566D	2008-04-21	2008-04-21	Click to edit	Assign
11	63461	A10581E	2008-04-21	2008-04-21	Click to edit	Assign
12	63535	A10612D	2008-04-21	2008-04-21	Click to edit	Assign
13	63500	A10696F	2008-04-21	2008-04-21	Click to edit	Assign
14	63577	A10830N	2008-04-21	2008-04-21	Click to edit	Assign
15	63560	A10878A	2008-04-21	2008-04-21	Click to edit	Assign
16	63604	A10897A	2008-04-21	2008-04-21	Click to edit	Assign

Start Over

Printable

E-mail

Download CSV version

- If you need a printed copy of the report, click the **Printable** button. The resulting report is formatted for printing (see below) and can be printed with the browser's print features.

Print Version - Windows Internet Explorer

http://www.techfluency.org/less/Admin/PrintTemplate.html

Print Version

Row	UserID	Password	Access Date	Enrollment Date	Demographics	Assessments
21	63495	A1052D	2008-04-21	2008-04-21	Click to edit	Assign
22	63579	A10566D	2008-04-21	2008-04-21	Click to edit	Assign
23	63461	A10581E	2008-04-21	2008-04-21	Click to edit	Assign
24	63535	A10612D	2008-04-21	2008-04-21	Click to edit	Assign
25	63500	A10696F	2008-04-21	2008-04-21	Click to edit	Assign
26	63577	A10830N	2008-04-21	2008-04-21	Click to edit	Assign
27	63560	A10878A	2008-04-21	2008-04-21	Click to edit	Assign
28	63604	A10897A	2008-04-21	2008-04-21	Click to edit	Assign
29	63505	A10961R	2008-04-21	2008-04-21	Click to edit	Assign
30	63425	A10998N	2008-04-21	2008-04-21	Click to edit	Assign
31	63444	A1203R	2008-04-21	2008-04-21	Click to edit	Assign
32	63611	A1296N	2008-04-21	2008-04-21	Click to edit	Assign
33	63647	A1485A	2008-04-21	2008-04-21	Click to edit	Assign
34	63581	A1491R	2008-04-21	2008-04-21	Click to edit	Assign
35	63470	A1593A	2008-04-21	2008-04-21	Click to edit	Assign
36	63636	A1612D	2008-04-21	2008-04-21	Click to edit	Assign
37	63553	A1764E	2008-04-21	2008-04-21	Click to edit	Assign
38	63616	A1766D	2008-04-21	2008-04-21	Click to edit	Assign
39	63644	A1847A	2008-04-21	2008-04-21	Click to edit	Assign
40	63585	A1960N	2008-04-21	2008-04-21	Click to edit	Assign

Summary Report - Windows Internet Explorer

http://www.techfluency.org/test/evers/Admin/SummaryReport_Web.php

Summary Report

records 120 of 300 next >>

Row	UserID	Password	Access Date	Enrollment Date	Demographics	Assessments
1	63401	1		2008-04-21	Click to edit	Assign
2	63410	10		2008-04-21	Click to edit	Assign
3	63411	11		2008-04-21	Click to edit	Assign
4	63412	1460		2008-04-21	Click to edit	Assign
5	63402	2		2008-04-21	Click to edit	Assign
6	63403	3		2008-04-21	Click to edit	Assign
7	63404	4		2008-04-21	Click to edit	Assign
8	63405	5		2008-04-21	Click to edit	Assign
9	63406	6		2008-04-21	Click to edit	Assign
10	63407	7		2008-04-21	Click to edit	Assign
11	63408	8		2008-04-21	Click to edit	Assign
12	63409	9		2008-04-21	Click to edit	Assign
13	63578	A10007T	2008-04-21	2008-04-21	Click to edit	Assign
14	63497	A10158E	2008-04-21	2008-04-21	Click to edit	Assign
15	63499	A10218D	2008-04-21	2008-04-21	Click to edit	Assign
16	63513	A10346A	2008-04-21	2008-04-21	Click to edit	Assign
17	63600	A10471D	2008-04-21	2008-04-21	Click to edit	Assign
18	63606	A10477D	2008-04-21	2008-04-21	Click to edit	Assign
19	63514	A1048D	2008-04-21	2008-04-21	Click to edit	Assign
20	63440	A10492A	2008-04-21	2008-04-21	Click to edit	Assign

Center for Technical Education

Start Over

Printable

info@techfluency.org

E-mail

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E-mail the report

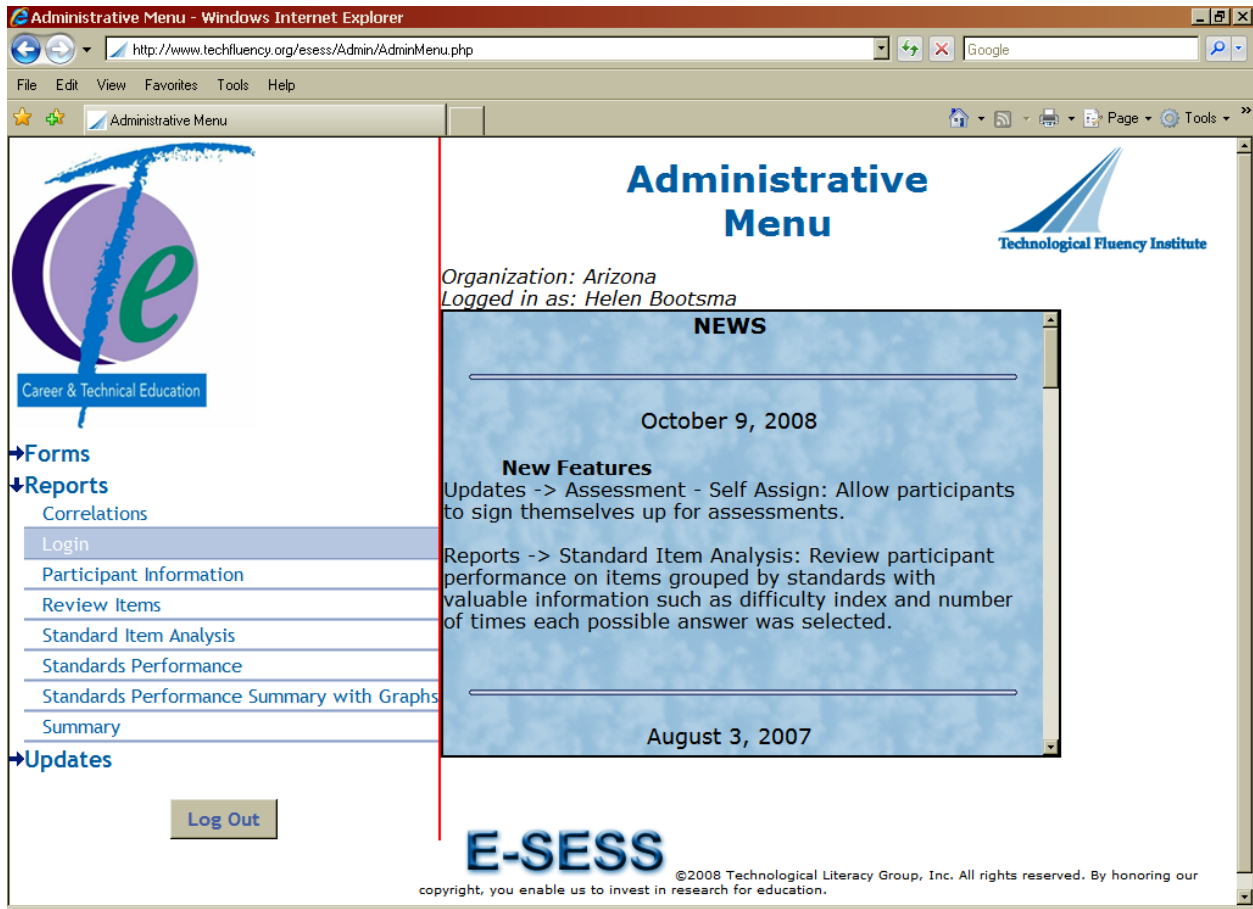
Trusted sites 100%

- If you need to email a copy of the report, type the recipient's email address in the box located on the left side of the screen and click the email button.

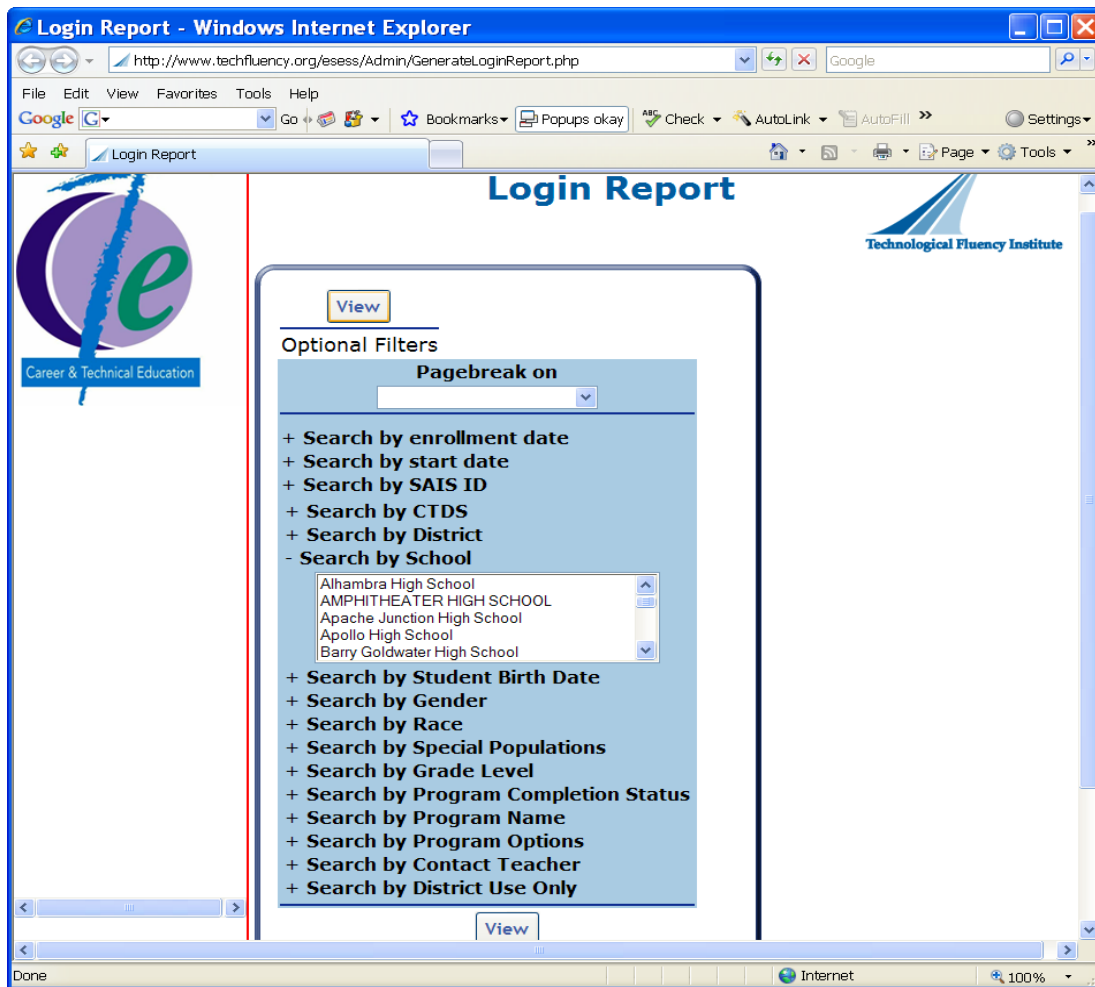
Retrieve Student Passwords

The Login Report

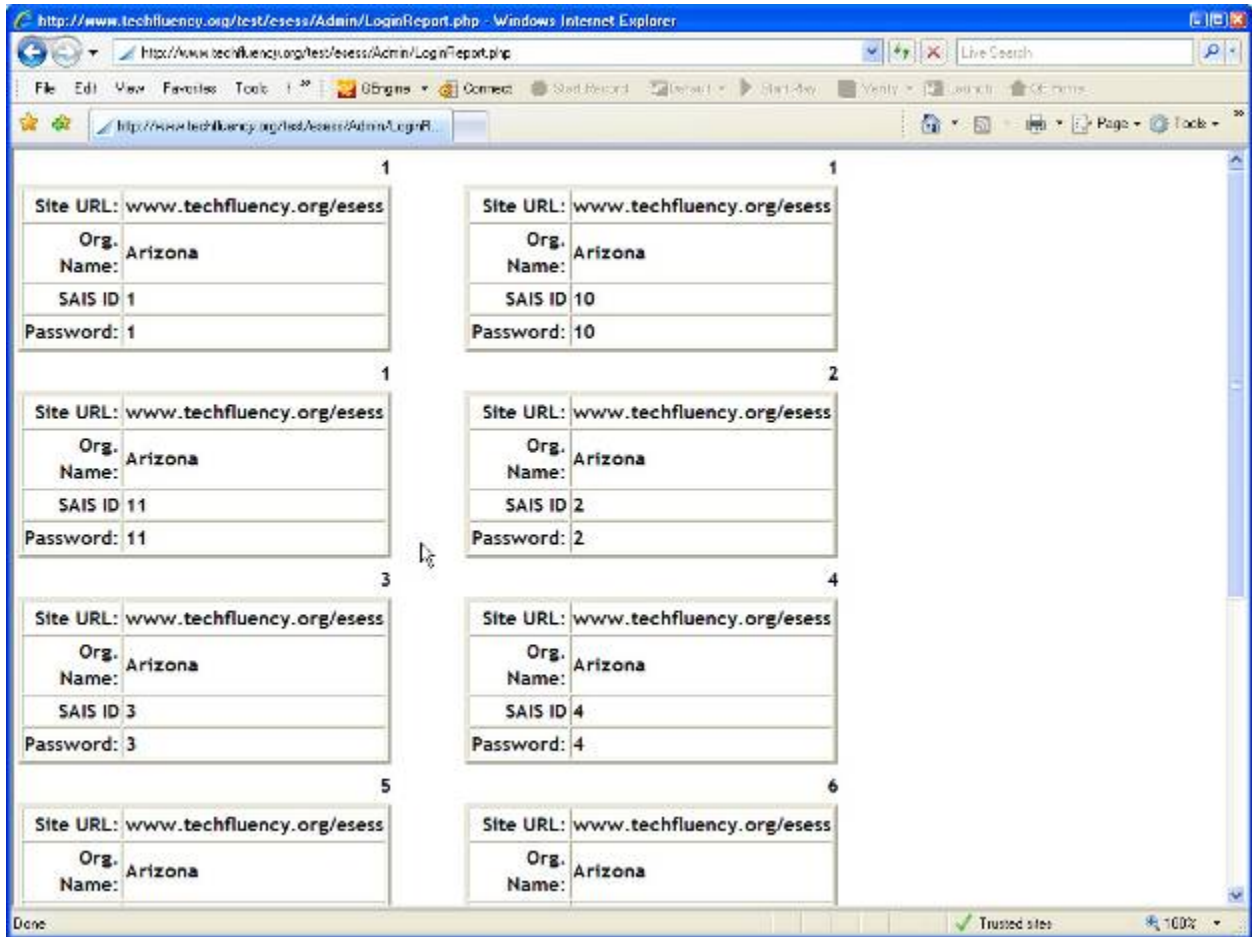
This is the last step in registering your students. This report shows the student exactly what they need to log in to the system. The URL is provided as well as the SAIS ID and Password fields. Each student will get their own unique password.



1. Click **Reports**.
2. Click **Login**.



3. Select the desired **Optional Filters** to limit the data reported.
4. Click **View**.



5. The resulting report can be printed using the browser print features. The report can be cut apart and each student can be given the slip of paper with his or her login information at the appropriate time. This slip of paper is called a **Registration Student User ID Card**.

Conducting the Assessment Overview

Proctor Activities Prior to Assessment

1. Participate in the CTE assessment administrator training and review the CTE Online Assessment Administrator Guide.
2. Review the Proctor Script and the section on adjusting time for assessment in preparation for any unexpected situations.
3. Review specific accommodations directions which were provided to district assessment administrator from ADE.
4. Proctors should plan to arrive early with proctor envelope.
5. Confirm that the room is ready for the students and that the number of computers available is sufficient for the number of students on the assessment roster.
6. Review the assessment roster and verify student identity by checking student name on the assessment schedule roster as students enter the room. Make sure all students are on assessment roster list.
7. Show students where to place personal belongings and request them to turn off any cell phones, pagers, watch alarms, etc. as they enter the room.
8. Distribute scratch paper, pens and pencils.

Practice Assessment

The students should experience the practice assessment so they become familiar with the online assessment environment. Proctors should begin by giving the students a few minutes to log in to access the sample assessment.

Read the Proctor Script

The assessment proctor must read the script exactly as it written. Log in with the students to review the Participant Guide. After reviewing the Participant Guide distribute Registration User ID Cards to students.

Adjust Time

Under some unexpected or extenuating situations it may be necessary to adjust the time. Directions are on page 47. The proctor will want to review and be comfortable with the directions prior to conducting the assessment.

Printing Reports for Students

Assist students with printing the results. If students were unable to print their results, log in to the administrator system and run the Standards Performance Report. Print the report and distribute to each of the students.

Technical Support

Technical support before, during or after the assessment is available from the online assessment provider at Technological Fluency Institute (TFI). TFI also issues the district password to the assessment administrator. Technical assistance is available from TFI at **866-277-5061** or by email at tony@techfluency.org. TFI is available 8:00 a.m. - 5:00 p.m. Central time Monday through Friday.

Proctor Activities After the Assessment

1. Send students back to class according to directions from assessment administrator.
2. Collect all scratch paper and Registration User ID Cards from students before they leave the room. Place in proctor envelope.
3. Verify that all students are logged out of the online system and the computer.
4. Notify attendance office of students who were absent for the assessment.
5. Notify assessment administrator of students who participated and those who were absent.
6. Return proctor envelope to assessment administrator.

Practice Assessment Instructions

Sample Assessment Access

It is strongly recommended that every assessment site access the sample assessments for two reasons: 1) To ensure that the online assessment system functions appropriately on the computers at the school and 2) To ensure that the proctors and students are familiar with the online assessment environment prior to completing a live assessment.

Three 10-item sample assessments are available: business, math and science. These assessments are not scored and are provided strictly as an example of the assessment system.

To access the sample assessments:

Participant Guide: A visual orientation to the participant assessment interface.

Login

Technological Fluency Institute

* the Log In fields are NOT case-sensitive

Organization: Sample

First Name: sample

Last Name: Sample

Password: *****

Log In

E-SESS

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1. Open a browser window and navigate to <http://www.esess.org/>. Click the **Participant Login** button located in the left menu.
2. If a blue box with one text entry field appears, type **Sample** and click search.
3. In the Organization field: type **Sample**.
4. In the First Name field: type **Sample**.
5. In the Last Name field: type **Sample**.
6. In the Password field: type **Sample**.
7. Click **Login**.
8. Follow the sample assessment directions.
9. Log out of the system when you are finished.

NOTE: When students log in to the system to take the Arizona assessments, the login procedure will NOT include four fields. It will only include two fields: SAIS ID and Password. The sample assessment is the only place that four fields are required for login.

Proctor Script for Assessment Procedures

NOTE: Instructions to the proctor are printed in regular font. Information that must be read to the students is **indented and highlighted.**

If there is a white board or other board visible to students in the assessment center, write the assessment URL on the board. The URL is <<http://www.techfluency.org/esess>>.

Begin by reading the following.

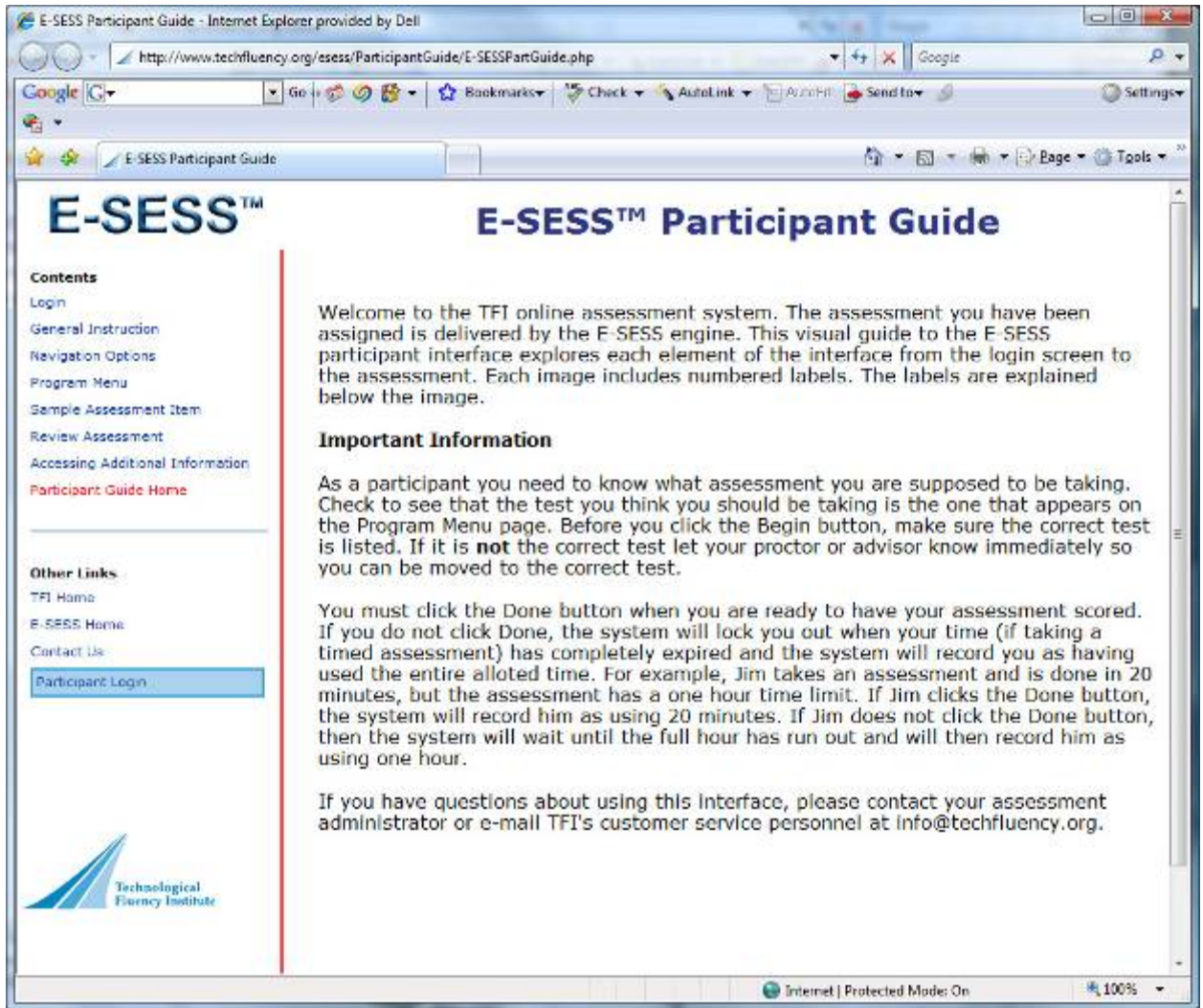
- *Cell phones and other electronic devices should be turned off prior to being stored away from the assessment area.*
- *You should have nothing with you while you are in front of the computer other than scratch paper and a pen or pencil. If you need more scratch paper or another pen or pencil, raise your hand and I will bring it to you.*
- *The assessment and/or any assessment item may not be saved to the local network drive, computer hard drive, or other device. Documents may not be printed.*
- *All scratch paper and pens or pencils are to be returned to me before you leave the room.*
- *There will be no talking during the assessment. Are there any questions?*

(Pause) Answer any questions. Permit students the opportunity to go to the bathroom if necessary.

- *Open the assessment system using the Web site address <<http://www.techfluency.org/esess>>.*

(Pause) Verify that all students have opened the assessment Web site.

- *We will now review the E-SESS™ Participant Guide. This Guide explains how the assessment system operates.*
- *Click on Participant Guide on the left side of your screen. Please follow along as I read through the instructions in the Guide.*



Read through the online Guide. Be sure to read the following links on the left: Login, General Instructions, Navigation Options, Program Menu, Sample Assessment Item, Review Assessment and Accessing Additional Information. Read each screen word for word.

- Are there any questions?

(Pause) Answer any questions.

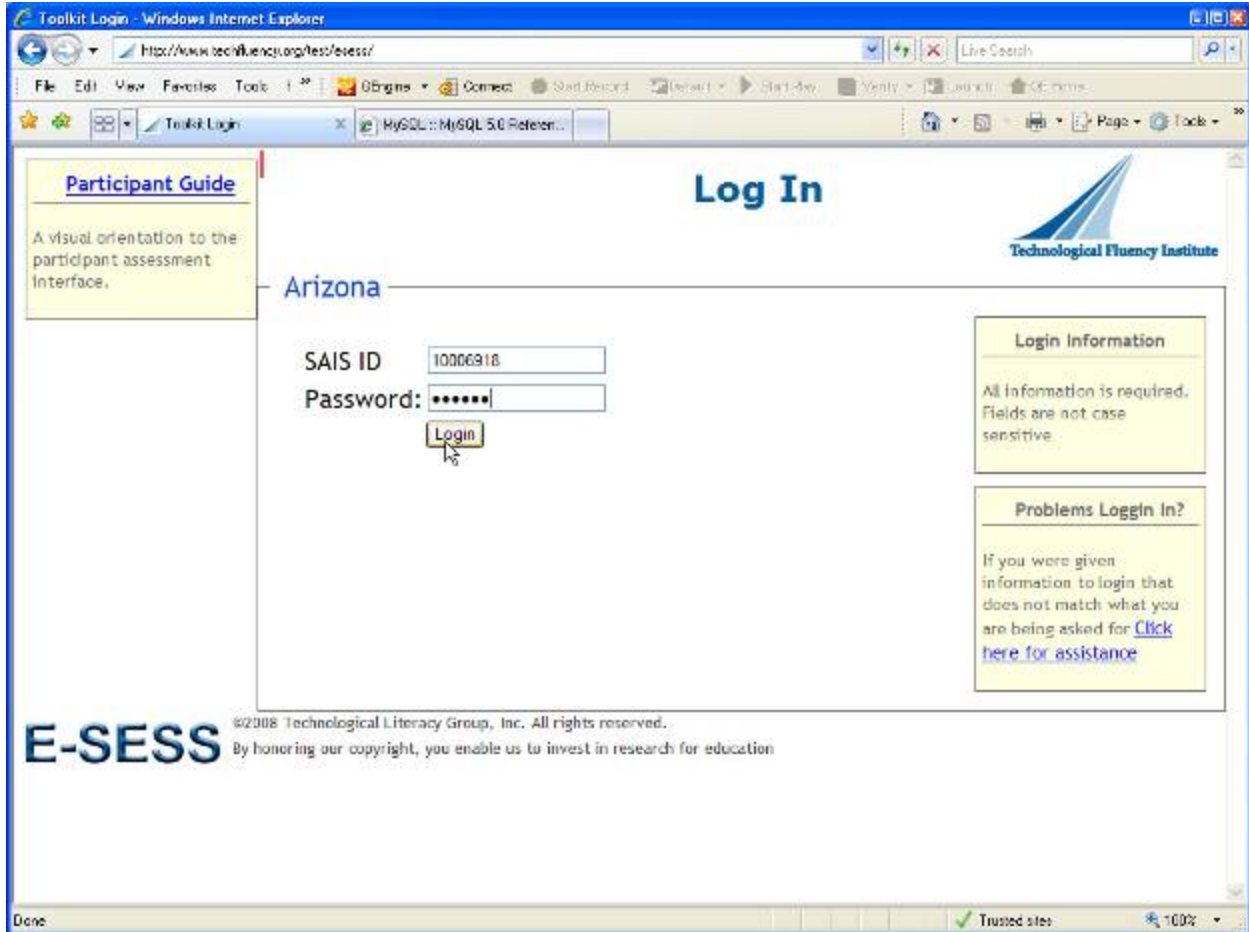
- Close the E-SESS™ Participant Guide window.

After reviewing the Participant Guide and answering all questions, distribute the Registration User ID cards. Each student should receive one User ID card.

- I've distributed User ID cards. These cards contain the information you will need in order to log in to the End-of-Program assessment system. The login procedure is:
 1. Enter your **SAIS ID** in the top field.
 2. Enter your password in the bottom field.

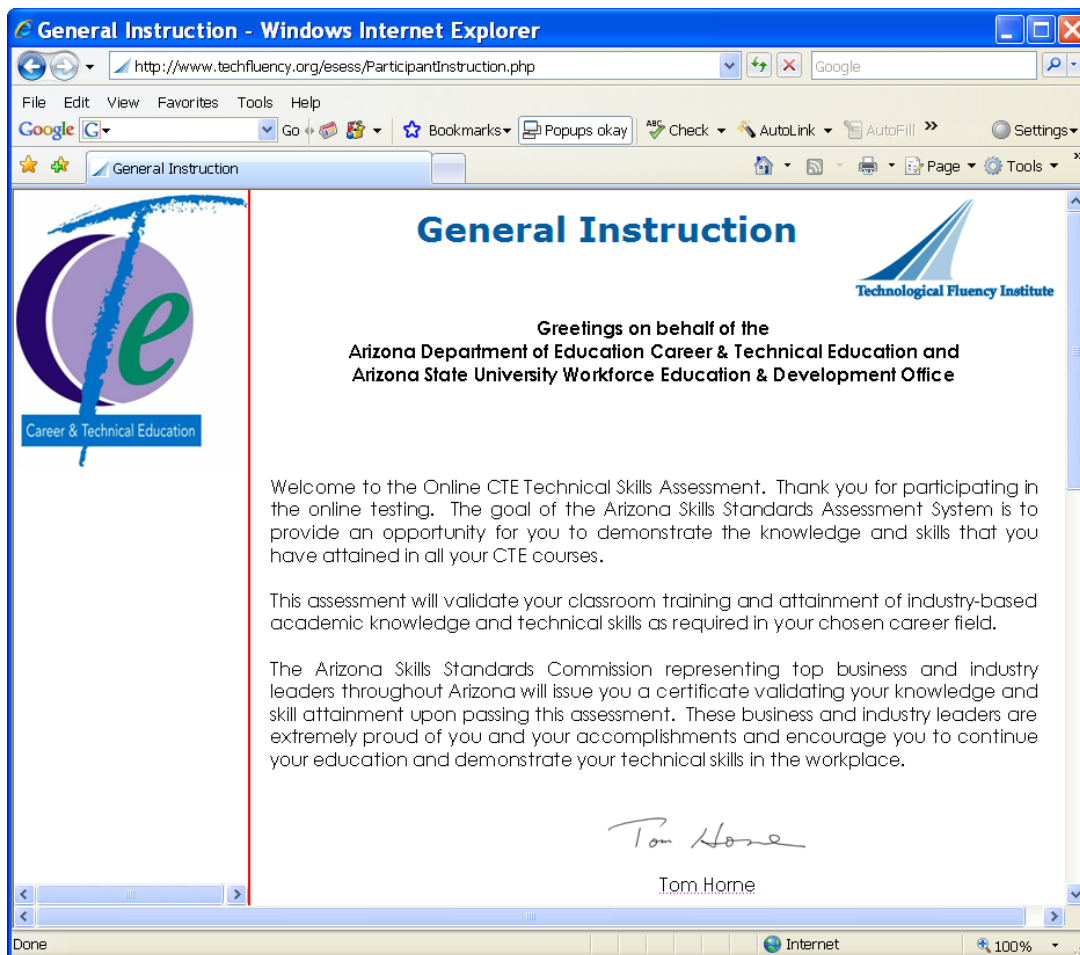
3. Click the “Login” button.

- Login information is not case sensitive; however, the letters/numbers must be keyed in the exact sequence presented. Do not click any buttons until I tell you to do so.



NOTE: If the system has never been accessed on the computer, a blue search box will appear. Students will need to type **Arizona** and click **search** in order to access the Login screen shown in the above steps.

- Upon login, the assessment system directs you to a General Instructions page. Read this information and check the box beside each statement before continuing.



- **Read the greetings with students.**

(Pause) Answer any questions.

- **Click "Continue."**
- **The assessment system then directs you to the Program Menu page. Under the Resources menu on the left, you may access the Participant Guide if you have a question about the assessment system during the assessment. The end-of-program assessment will open in a separate window, so you may return to the Program Menu at any time during the assessment.**

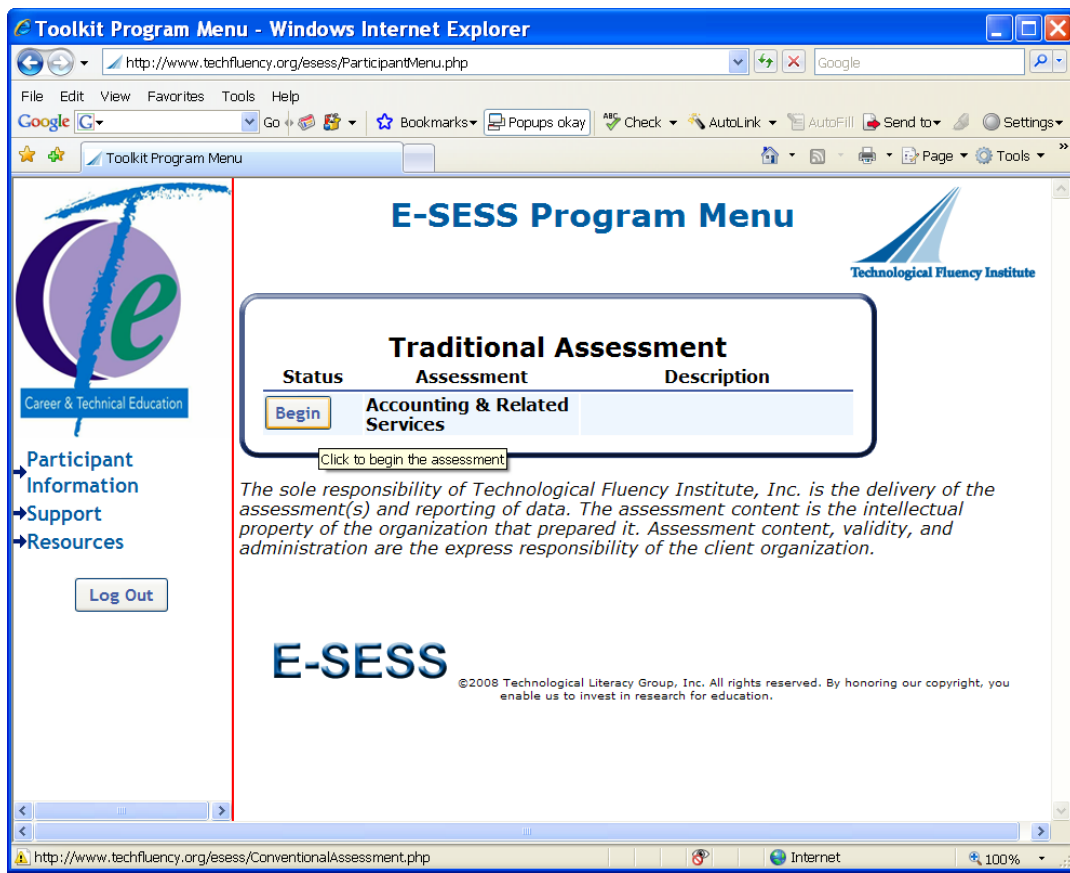
Verify that all students are on the Program Menu page.

Student Agreement

1. I will not copy or reproduce in part or whole any part of this assessment by any means whatsoever, including memorization.
2. I will not use unauthorized information or any additional materials other than those provided to me during the assessment.
3. I will not participate in any future discussion or disclosure of the contents of the assessment orally, in writing or by any other means.
4. I will not communicate with other assessment-takers, or assist or obtain assistance from any person during the assessment.

Statement of Understanding

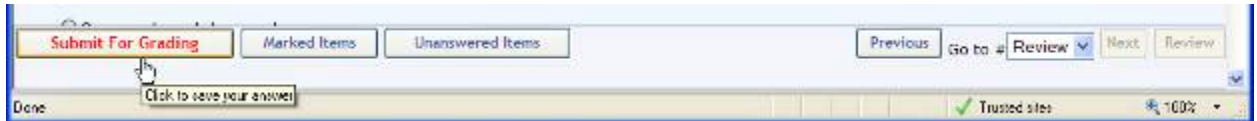
By checking this box I indicate that I have read and understand the agreement. I am aware that failure to comply with the outlined requirements will result in serious consequences, including the invalidation of my assessment results.



- Are there any questions?

(Pause) Answer any questions.

- If you should experience hardware problems while taking the assessment, raise your hand and let me know immediately.
- Read each question carefully and select your answer. When you answer a question, click "Save Answer" to move to the next question. You may mark any question for "review," "skip," or "save answer." All answers may be reviewed and/or changed at any time during the assessment. When you are on the Review screen, you may change answers, find unanswered questions, or find items that were marked for review. The questions you mark for review will be highlighted in blue.
- When all assessment items are answered, the assessment system will direct you to the Review Assessment page, if you are not already on this page. You may review all items and change any answer while on this page. When you are ready to submit the assessment for evaluation, you must click the red "Submit for Grading" button in the lower left corner of the window. Do not click this button until you are ready to submit your assessment for evaluation.



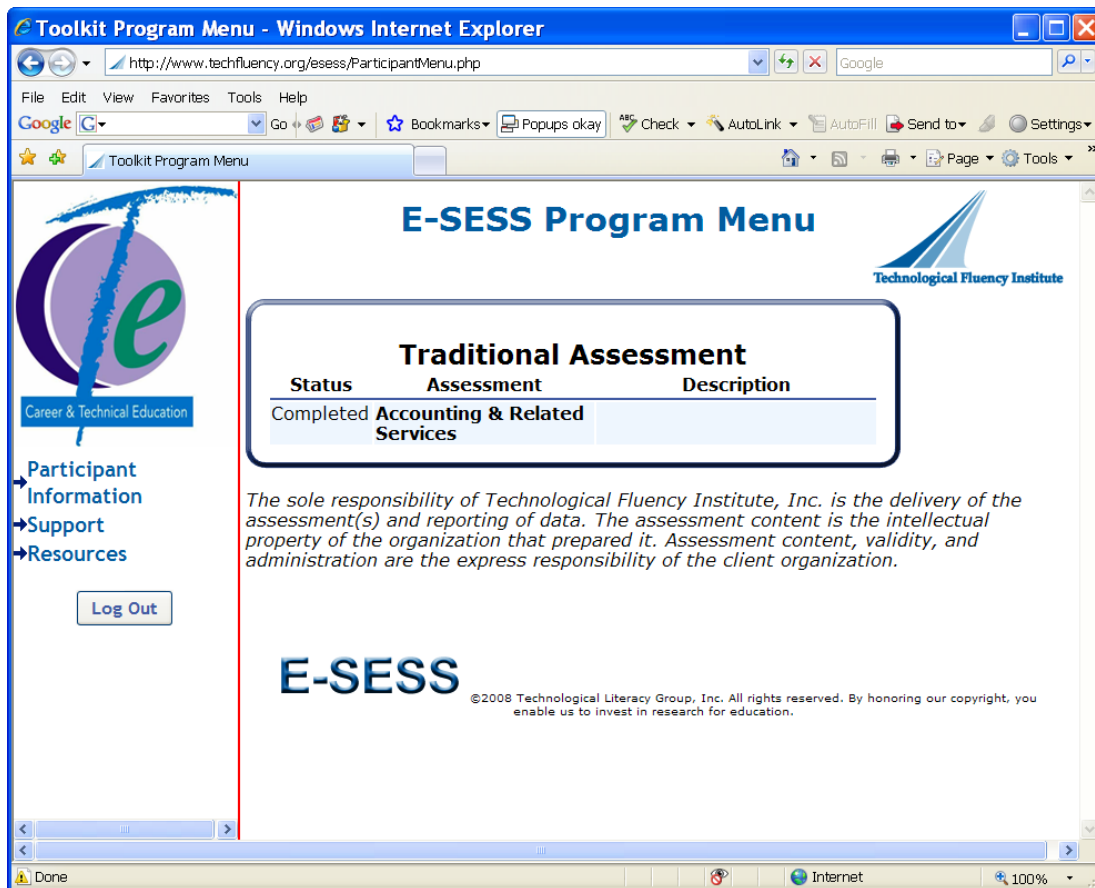
- *Text will appear on the screen. It will give you another opportunity to return to the assessment and alter answers or to continue with the submission process. To submit the assessment for evaluation, click “Click here” beside the text that is your choice of action.*



- *You will immediately see your results.*

If the assessment center has available printers say the following [Note: If no printers are available, skip this section and go to **.]:

- *Assessment results may be printed after all students have concluded the assessment or after the stop time has been called, whichever occurs first. If you would like to print a copy of your assessment results, please raise your hand and I'll assist you with printing your scores at the conclusion of the assessment. Please sit quietly as to not distract students still completing the assessment. If you are not interested in printing your assessment results, click the “Close Assessment” button or the close button in the browser window.*



- When the assessment window has been closed, the Program Menu should still be open. The “Begin” button now says “Completed” and is no longer an active button. Close the window by clicking the close button in the browser window.
- After closing both windows, return all scratch paper, pens, pencils and User ID cards to me. Then, you may leave the assessment center.

**[If there are no printers available or if you have read the above text, read the following text.]

- Now that you have had an overview of the entire assessment process, are there any questions?

(Pause) Answer any questions the students may have and then continue with the script.

- After you click the “Begin” button, you will have two hours to complete the assessment. Are there any questions?

Begin timing the assessment as you announce to the students:

- You may now click “Begin.”

Monitor the room during the two-hour assessment period. When all students have submitted their assessment for grading, walk around the assessment center and look at every monitor. Make sure that ALL students have clicked “Done” and their screens show the assessment results.

If the assessment center has available printers say the following [Note: If no printers are available, skip this section and go to ***.]:

- *If you are interested in printing your results, click the “Printer-Friendly Version” button, which opens the assessment report in a new window, and you may print the page. Print the page.*

***[If there are no printers available or if you have read the above text, read the following text.]

- *When you are finished reviewing your scores online, click the “Close Assessment” button or the close button in the browser window. When the assessment window has been closed, the Program Menu should still be open. The “Begin” button now says “Completed” and is no longer an active button. Close the window by clicking the close button in the browser window.*
- *After closing both windows, return all scratch paper, pens, pencils and User ID cards to me. Then, you may leave the assessment center.*

During the assessment period, monitor the assessment center. At the end of the assessment session, walk around the assessment center and look at every monitor to ensure that all browser windows have been closed.

Before students leave the assessment center, verify that all scratch paper and User ID cards have been returned.

Technical Support

Technical support before, during or after the assessment is available from the online assessment provider at Technological Fluency Institute (TFI). TFI also issues the district password to the assessment administrator. Technical assistance is available from TFI at **866-277-5061** or by email at tony@techfluency.org. TFI is available 8:00 a.m. - 5:00 p.m. Central time Monday through Friday.

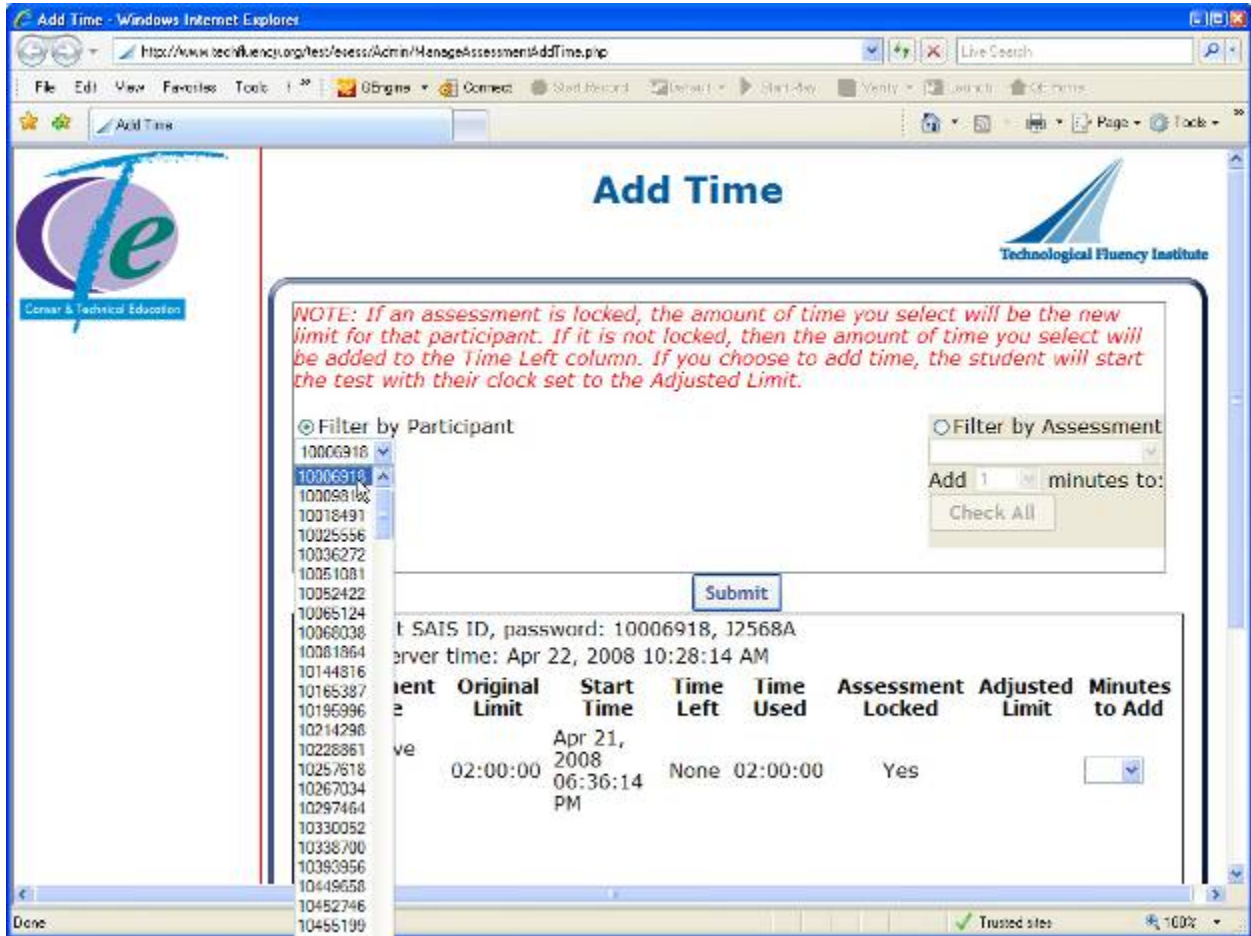
Adjust Time for Assessment

This form enables the time limit for assessments to be adjusted for an individual or a group of individuals. The time limit can be adjusted beyond the recommended two hours to accommodate for a variety of situations. The adjusted time limit will not begin counting down until the participant logs in and clicks the Begin button.

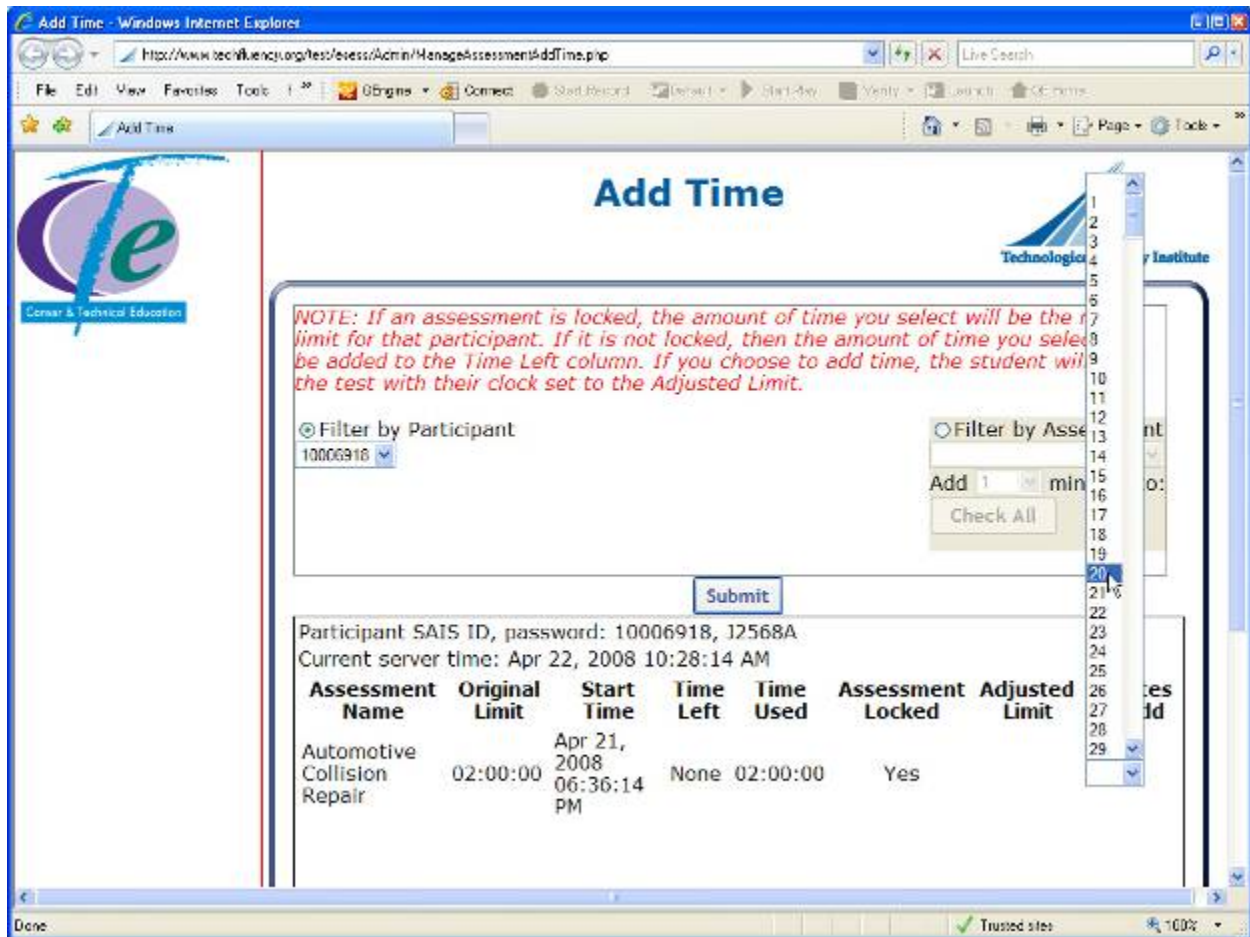
The screenshot shows a web browser window titled "Administrative Menu - Windows Internet Explorer". The address bar shows the URL "http://www.techfluency.org/esess/Admin/AdminMenu.php". The page content includes a logo for "Career & Technical Education" on the left, a navigation menu with "Forms", "Reports", and "Updates" (where "Assessment - Adjust Time" is highlighted), and a "Log Out" button. The main content area is titled "Administrative Menu" and "NEWS" and displays two news items: one dated "October 9, 2008" about "New Features" (Updates -> Assessment - Self Assign) and another dated "August 3, 2007" about "Reports -> Standard Item Analysis". The footer contains the "E-SESS" logo and copyright information for the Technological Literacy Group, Inc. (©2008).

1. Click **Updates**.
2. Click **Assessment – Adjust Time**.

3. To adjust a single participant's time:



- a. Select a participant from the Filter by Participant drop-down list.



- b. Select the desired number of minutes to add from the column titled **Minutes to Add**. If there is a time in the **Time Left** column, the selected number of minutes will be added to that time. If the **Time Left** is blank or just has some text in it, then the selected number of minutes will be the new time limit.

Add Time

NOTE: If an assessment is locked, the amount of time you select will be the new limit for that participant. If it is not locked, then the amount of time you select will be added to the Time Left column. If you choose to add time, the student will start the test with their clock set to the Adjusted Limit.

Filter by Participant
 10006918

Filter by Assessment

Add 1 minutes to:

Check All

Submit

Participant SAIS ID, password: 10006918, 123456789
 Current server time: Apr 22, 2008 10:28:14 AM

Assessment Name	Original Limit	Start Time	Time Left	Time Used	Assessment Locked	Adjusted Limit	Minutes to Add
Automotive Collision Repair	02:00:00	Apr 21, 2008 06:36:14 PM	None	02:00:00	Yes		20

- c. Click **Submit**.
- d. Close the **Add Time** window.

4. To adjust multiple participants' time:
 - a. Click **Filter by Assessment**.

Add Time

NOTE: If an assessment is locked, the amount of time you select will be the new limit for that participant. If it is not locked, then the amount of time you select will be added to the Time Left column. If you choose to add time, the student will start the test with their clock set to the Adjusted Limit.

Filter by Participant
 Filter by Assessment
 Automotive Collision Repair
 Add minutes to:

Add	SAIS ID	Password	StartTime	Time Used	Adjusted Limit
1) <input type="checkbox"/>	10006918	J2568A	Apr 21, 2008 06:36:14 PM	--	00:05:00
2) <input type="checkbox"/>	10009812	J7183A	Apr 21, 2008 06:36:13 PM	--	00:02:00
3) <input type="checkbox"/>	10018491	J1401A	Apr 21, 2008 06:36:15 PM	--	00:05:00
4) <input type="checkbox"/>	10025556	J5846A	Apr 21, 2008 06:36:10 PM	02:00:00	
5) <input type="checkbox"/>	10036272	J9453A	Apr 21, 2008 06:36:10 PM	02:00:00	
6) <input type="checkbox"/>	10051081	J3184A	Apr 21, 2008 06:36:13 PM	02:00:00	00:15:00
7) <input type="checkbox"/>	10052422	J4766A	Apr 21, 2008 06:36:07 PM	02:00:00	
8) <input type="checkbox"/>	10065124	J10081A	Apr 21, 2008 06:36:11 PM	02:00:00	

- b. Choose the desired **assessment** from the list.

Add Time

NOTE: If an assessment is locked, the amount of time you select will be the new limit for that participant. If it is not locked, then the amount of time you select will be added to the Time Left column. If you choose to add time, the student will start the test with their clock set to the Adjusted Limit.

Filter by Participant
 Filter by Assessment
 Automotive Collision Repair
 Add 10 minutes to:

Add	SAIS ID	Password	Start Time	Time Used	Adjusted Limit
<input checked="" type="checkbox"/>	10006918	J2568A	Apr 21, 2008 06:36:14 PM	--	00:05:00
<input checked="" type="checkbox"/>	10009812	J7183A	Apr 21, 2008 06:36:13 PM	--	00:02:00
<input checked="" type="checkbox"/>	10018491	J1401A	Apr 21, 2008 06:36:15 PM	--	00:05:00
<input type="checkbox"/>	10025556	J5846A	Apr 21, 2008 06:36:10 PM	02:00:00	
<input type="checkbox"/>	10036272	J9453A	Apr 21, 2008 06:36:10 PM	02:00:00	
<input type="checkbox"/>	10051081	J3184A	Apr 21, 2008 06:36:13 PM	02:00:00	00:15:00
<input type="checkbox"/>	10052422	J4766A	Apr 21, 2008 06:36:07 PM	02:00:00	
<input type="checkbox"/>	10065124	J10081A	Apr 21, 2008 06:36:11 PM	02:00:00	

- c. Select the desired **number of minutes** to add from the list of numbers.
 - d. Click **Check All** to add the selected minutes to everyone in the list or click the check box in the **Add** column beside specific names to give the adjusted time to only those participants.
 - e. Click **Submit**.
5. Close the **Add Time** window.

Retrieving Assessment Results Overview

Three reports provide immediate feedback on the assessment results. They are available in several formats.

First Time Login:

1. Type Arizona in the box for Organization and type your district password in the box for Password.
2. Click the Login box and you will be at the Login Verification Page.
3. Scroll down the page to the Statement of Understanding and Agreement. Click to confirm you agree with security and then click continue. The Administrative Menu window will open.
4. Three options are displayed on the left. When working with selections from the Administrative Menu, be aware that you will be looking at pop-up pages and **you should not click the BACK ←** on the left of your menu bar to get back to the menu. If you do so, you will get a “time expired” message and you will need to click the Refresh button.
5. **Click the Red X** at the top right of your menu bar and the pop-up page will close and you’ll be back to the Administrative Menu of options.

Participant Information Report: Provides comprehensive student information. This function allows you to select fields from the database to include any of the selected fields in a report.

1. In the **Optional Filters** box click on a filter to view and select lists of data.
2. Next identify the fields to be included in the report by selecting corresponding fields in the drop down boxes below.
3. Next scroll down with the bar on the right to select appropriate CTE programs.
4. After selecting filters and fields click on **Submit**. The report with requested content will be displayed on screen.
5. To look at the entire report, click on **Next** in the top left of your screen.
6. To print the report, select **Printable** on the left side of the screen and a printable version will appear.

Standards Performance Report: Tells how many students answered each standard correctly, incorrectly or did not attempt the item. It also provides the percentage of correct answers for each assessment item. This is a large report and occasionally the page comes up partially blank. If this happens, click anywhere on the page and it should completely open.

1. Click the down arrow ↓ and select Arizona Skills Standards Assessment.
2. Select the assessment that you would like to evaluate.

3. Select demographic fields to display. To select more than one, hold down the Ctrl key.
4. Allow the two checked boxes to remain selected in the upper right Filter boxes.
5. Select Assessment Dates, Participants and filter fields from the right side of the page to correspond with selections from the demographic fields selected on the left.
6. **Submit.** It may take as much as 15 minutes to display your information depending on the size of the list. Information for small districts is displayed more quickly than for large districts.

Standards Performance Summary with Graphs Report: Tells how many students answered each standard correctly, incorrectly or did not attempt the item. It also provides the percentage of correct answers for each assessment item. This is a large report and occasionally the page comes up partially blank. If this happens, click anywhere on the page and it should completely open. It provides an easy colorful graphic report of program performance for each program standard.

1. Click on the down arrow ↓ in the Standards box and select Arizona Skills Standards Assessment System.
2. Select the assessment that you would like to evaluate.
3. Select Demographic Breakdown – if desired. This will separate out the report data by demographic selected.
4. Select level of standards.
5. Allow the two checked boxes to remain selected in the upper right Filter boxes.
6. Select Assessment Dates and filter fields from the right side of the page. This will limit which students are reported in the final results
7. **Submit.** It may take as much as 15 minutes to display your information depending on the size of the list. Information for small districts is displayed more quickly than for large districts.
8. To print the report, click **Printable**, on the left side of the page. This will print the report with percentage level of performance.

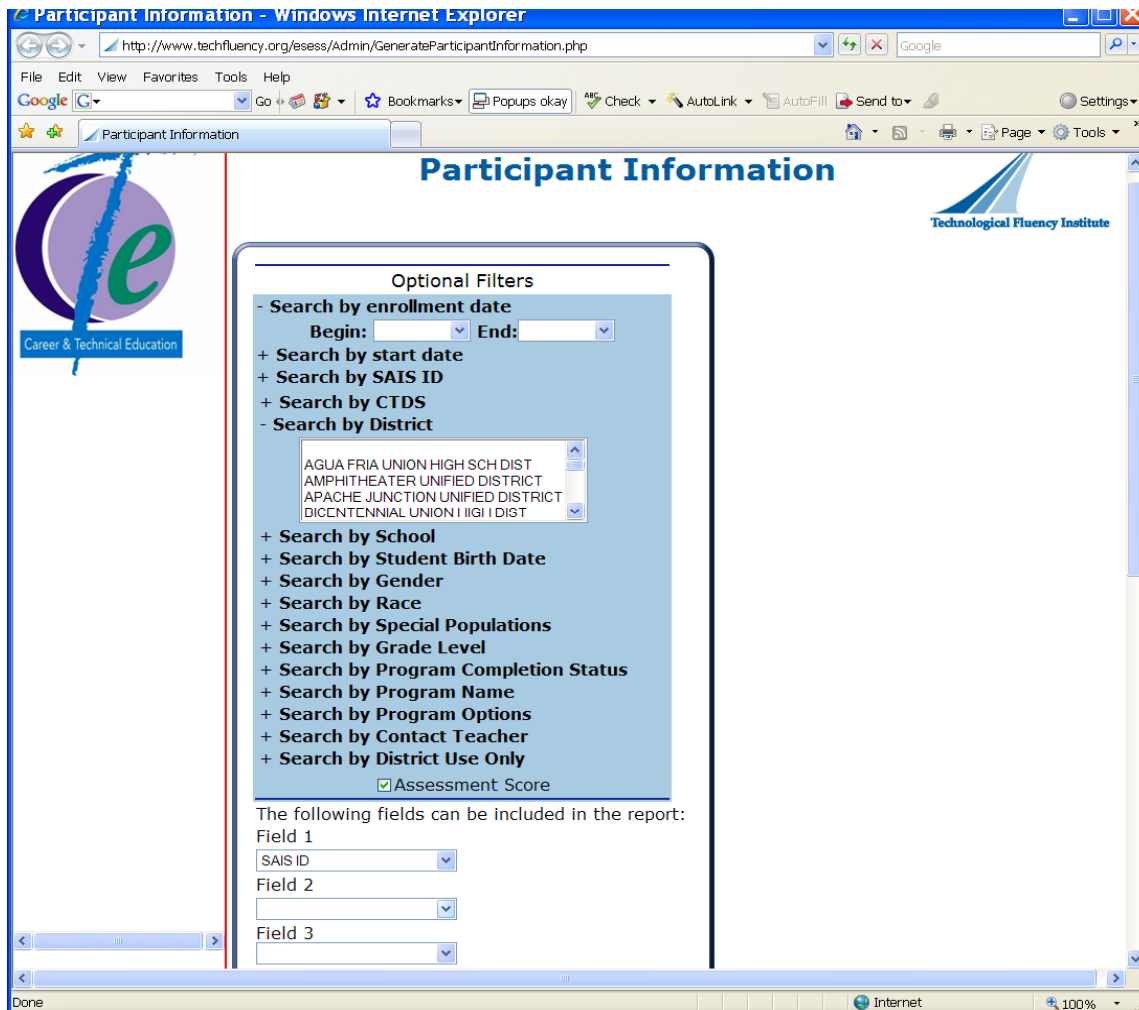
Retrieving Assessment Results

Participant Information Report

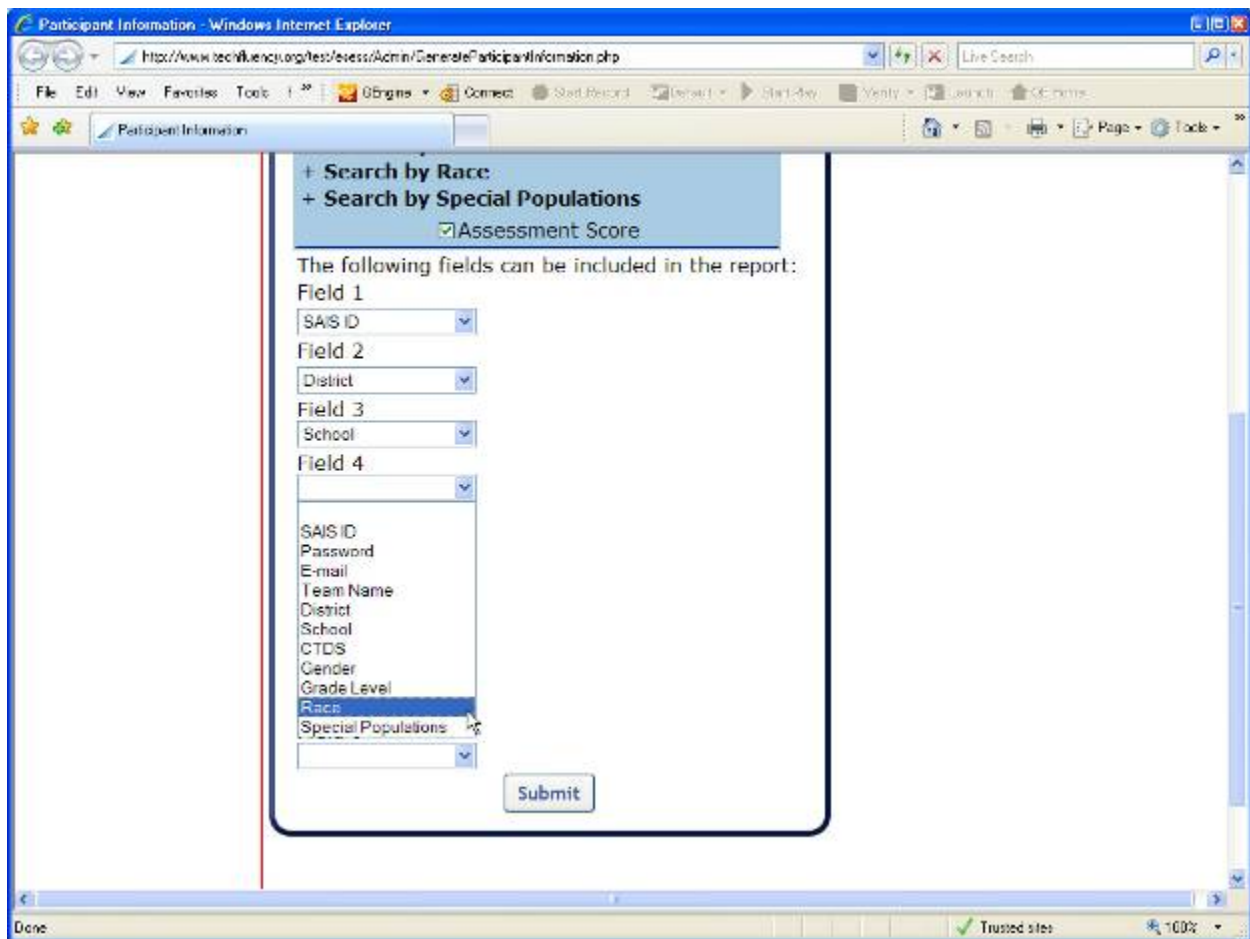
This report enables the administrator to select specific information to be included in the report each time the report is created. All demographic information can be selected as well as assessment results. The fields can be in any order. The report provides a link to an output file. The output version enables the administrator to sort and manipulate the data as needed.

The screenshot shows a web browser window titled "Administrative Menu - Windows Internet Explorer". The address bar displays "http://www.techfluency.org/esess/Admin/AdminMenu.php". The page content includes a logo for "Career & Technical Education" on the left, a navigation menu with options like "Forms", "Reports", "Updates", and "Log Out", and a main content area titled "Administrative Menu" for the "Arizona" organization, logged in as "Helen Bootsma". A "NEWS" section is visible, dated "October 9, 2008", with a sub-section "New Features" containing two update entries: "Updates -> Assessment - Self Assign: Allow participants to sign themselves up for assessments." and "Reports -> Standard Item Analysis: Review participant performance on items grouped by standards with valuable information such as difficulty index and number of times each possible answer was selected." The date "August 3, 2007" is also present at the bottom of the news section. The "E-SESS" logo and copyright information are at the bottom of the page.

1. Click **Reports**.
2. Click **Participant Information**.



3. Select the desired **Optional Filters** to limit the data reported.



4. Select the desired **data** to be returned in the drop-down lists **Field 1**, **Field 2** and so on.
5. Click **Submit**.

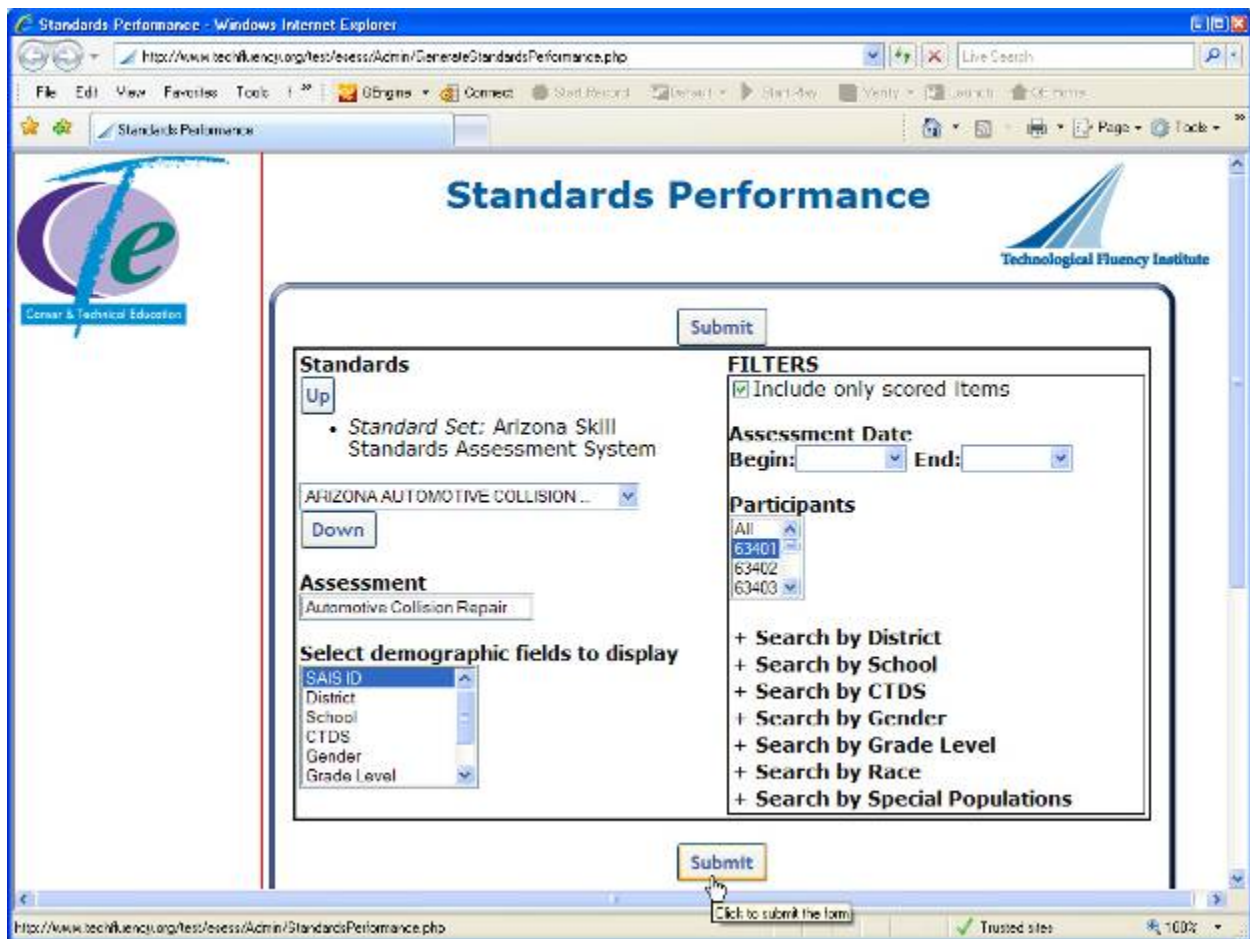
Standards Performance Report

This report enables administrators to view the performance of each individual participant on selected standards. Demographic information can be selected. The report provides a link to printable version or the ability to email it to appropriate personnel.

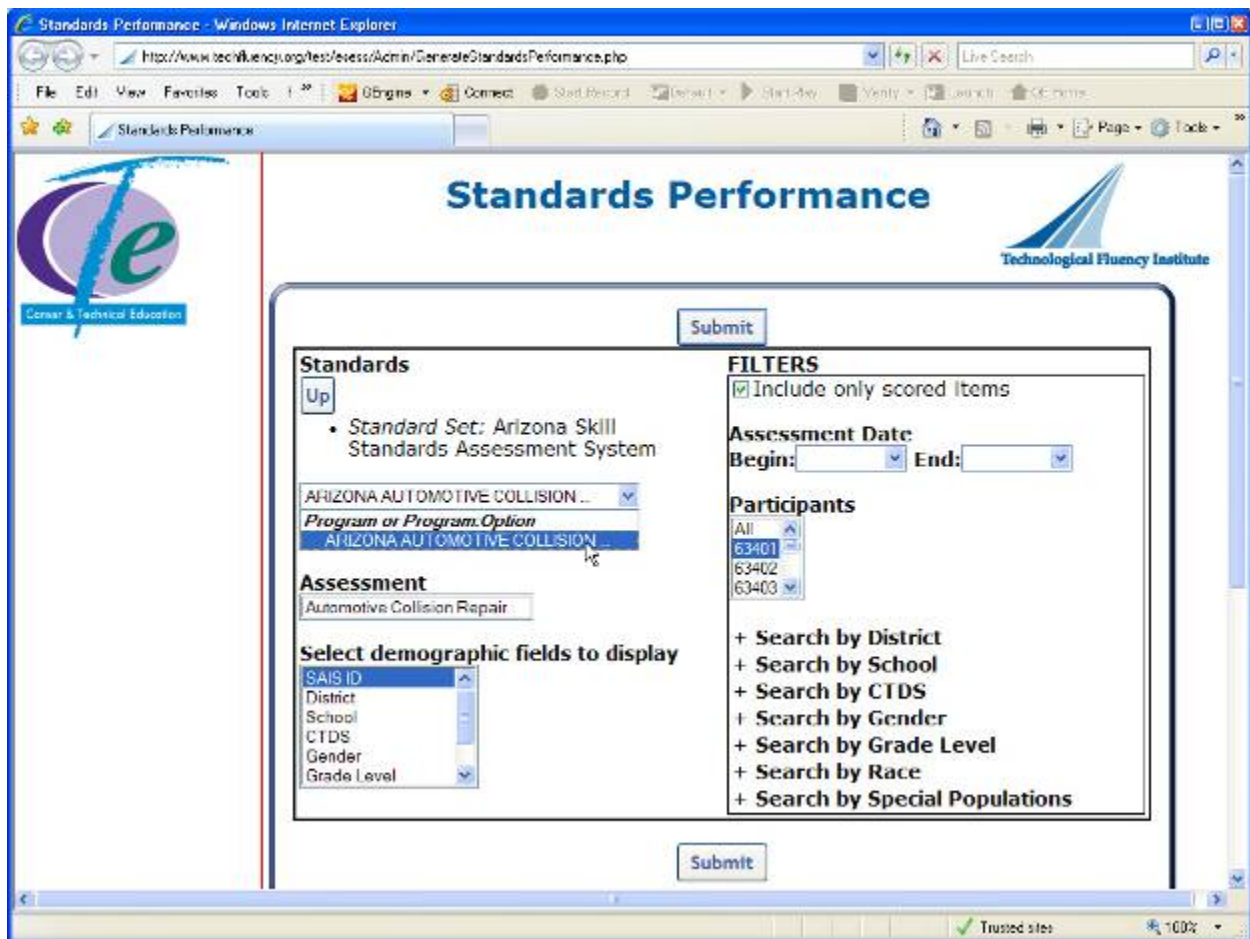
The report lists each student's SAIS ID; each selected standard/measurement criteria; the number of items answered correctly, incorrectly, or unattempted; and the overall percent correct for the standard/measurement criteria. At the end of the selected program standard/measurement criteria listing, the totals for each column appear, thus providing a total percent correct for the program standard.

The screenshot shows a web browser window titled "Administrative Menu - Windows Internet Explorer" with the address bar displaying "http://www.techfluency.org/esess/Admin/AdminMenu.php". The browser interface includes standard navigation buttons and a search bar. The main content area is divided into a left-hand navigation menu and a main content area. The navigation menu includes sections for "Forms", "Reports", and "Updates". Under "Reports", several options are listed: "Correlations", "Login", "Participant Information", "Review Items", "Standard Item Analysis", "Standards Performance" (which is highlighted), "Standards Performance Summary with Graphs", and "Summary". A "Log Out" button is located at the bottom of this menu. The main content area features the "Administrative Menu" header, the Technological Fluency Institute logo, and user information: "Organization: Arizona" and "Logged in as: Helen Bootsma". Below this is a "NEWS" section with a date of "October 9, 2008". The news content includes "New Features" with two updates: "Updates -> Assessment - Self Assign: Allow participants to sign themselves up for assessments." and "Reports -> Standard Item Analysis: Review participant performance on items grouped by standards with valuable information such as difficulty index and number of times each possible answer was selected." A date "August 3, 2007" is also visible. At the bottom of the page, the "E-SESS" logo and copyright notice are present: "©2008 Technological Literacy Group, Inc. All rights reserved. By honoring our copyright, you enable us to invest in research for education."

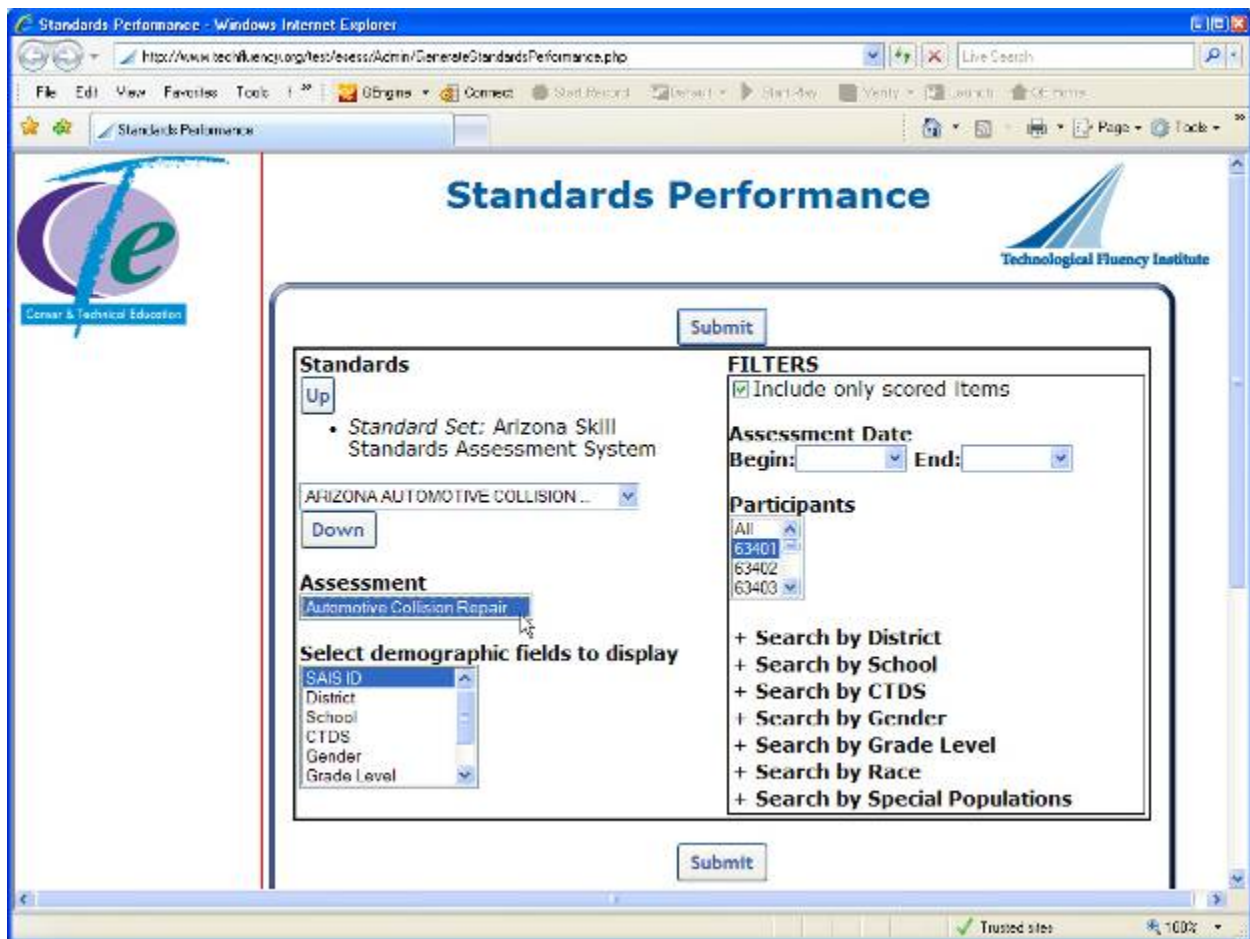
1. Click **Reports**.
2. Click **Standards Performance**. The Standards Performance report opens in a new window.



3. Select a **standard set** from the drop-down list.
 - a. Click the **Down** button.
 - b. Use the **scroll arrows** to locate the program.



c. Click the program name.



4. Select an **assessment**.
5. Select a **demographic field**, if desired.
6. Select an **assessment date**, if desired.
7. Select a **single participant** or select **All**.
8. Click **Submit**. The number of standards in the given program will affect the amount of time the report takes to load.

Standards Performance - Windows Internet Explorer

http://www.techfluency.org/test/e/ess/Admin/StandardsPerformance.php

File Edit View Favorites Tools

Standards Performance

Standards Performance

Technological Fluency Institute

Assessment: All assessments
Standard Set: Arizona Skill Standards Assessment System

Start Over

Printable

E-mail

1) SAIS ID
10006918

Standard	Correct	Incorrect	Unattempted	Percent Correct
Program or Program:Option: ARIZONA AUTOMOTIVE COLLISION REPAIR	--	--	--	N/A
Standards: PERFORM NON-STRUCTURAL ANALYSIS AND DAMAGE REPAIR (BODY COMPONENTS)	--	--	--	N/A
Measurement Criteria: Review damage report and analyze damage to determine appropriate methods for overall repair; develop and document a repair plan.	--	--	--	N/A
Measurement Criteria: Inspect, remove, store, and replace exterior trim and	--	--	--	N/A

Done Trusted sites 100%

9. The Standards Performance report appears. In the left menu area, the report may be converted to a printable format using the Printable button, or it may be emailed using the Email button.
10. Close the Standards Performance window.

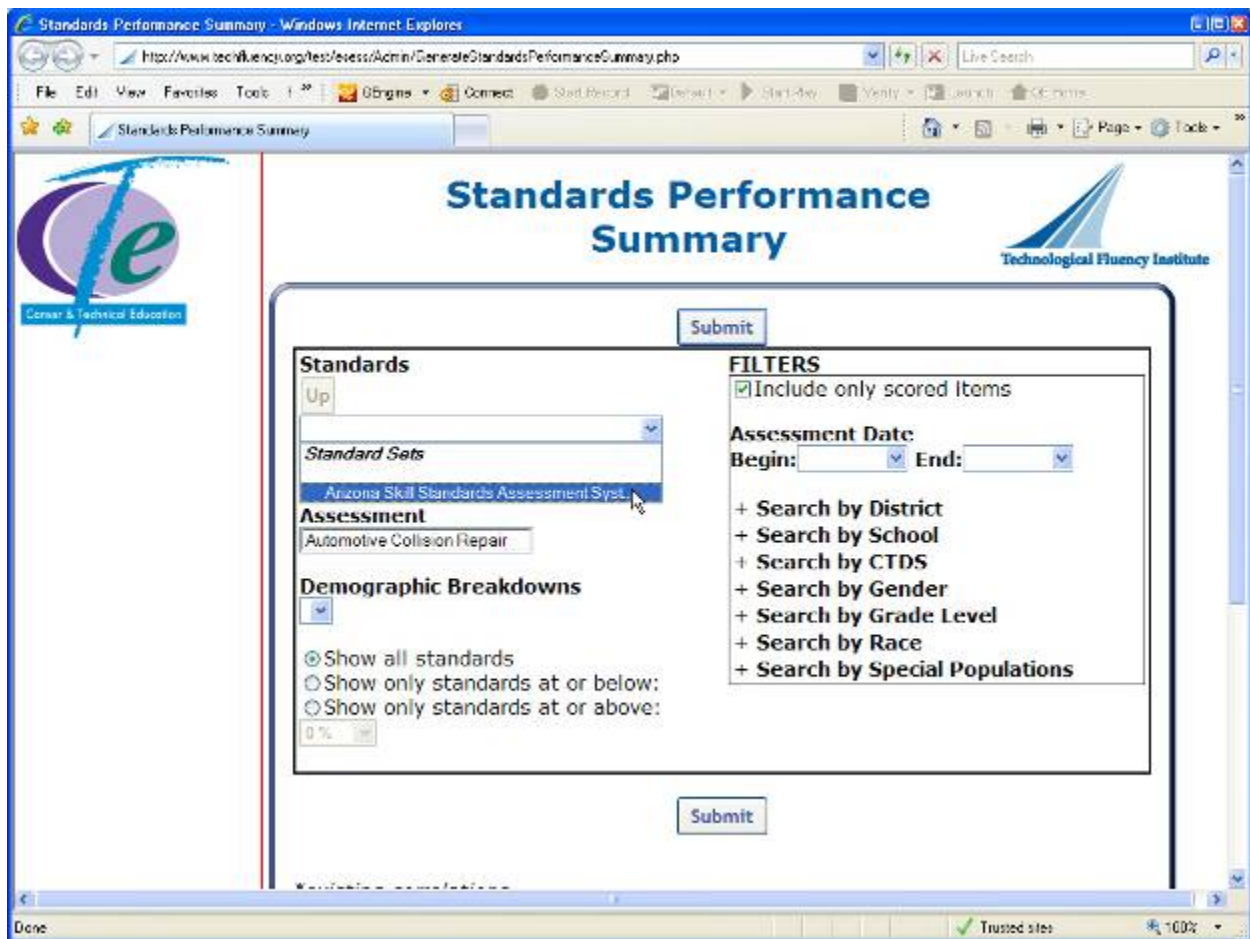
Standards Performance Summary Report with Graphs

This report enables administrators to view the performance of a group of participants on selected standards. Demographic information can be selected. The report provides a link to printable version or the ability to email it to appropriate personnel.

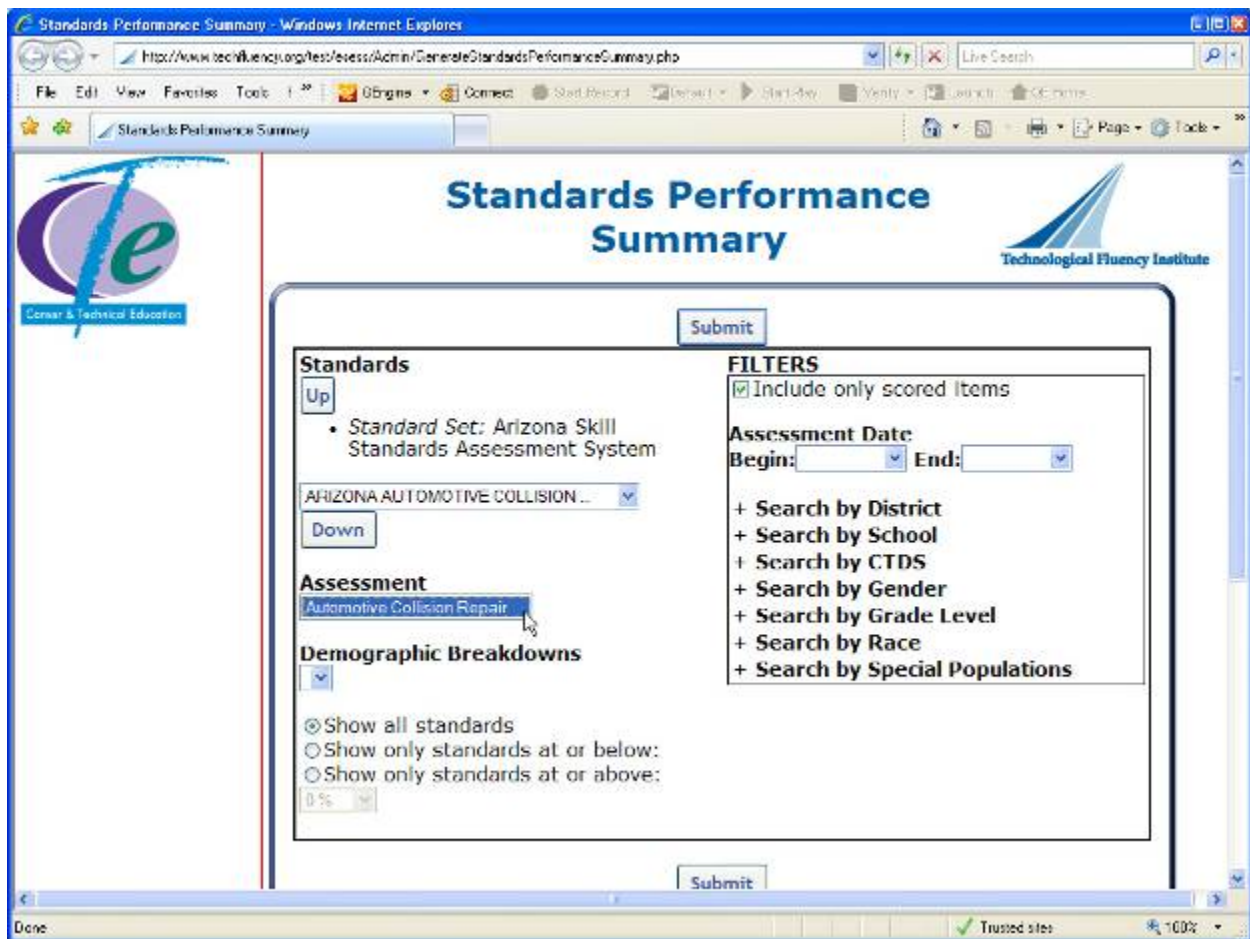
The report lists the filters used to create the report, each selected standard/measurement criteria, the overall percent correct for the standard/measurement criteria.

The screenshot shows a web browser window titled "Administrative Menu - Windows Internet Explorer" with the URL "http://www.techfluency.org/essess/Admin/AdminMenu.php". The page features a navigation menu on the left with categories: Forms, Reports, and Updates. Under Reports, the following items are listed: Correlations, Login, Participant Information, Review Items, Standard Item Analysis, Standards Performance, Standards Performance Summary with Graphs (highlighted), and Summary. A "Log Out" button is located at the bottom left. The main content area is titled "Administrative Menu" and includes the Technological Fluency Institute logo. It displays user information: "Organization: Arizona" and "Logged in as: Helen Bootsma". A "NEWS" section is visible, dated "October 9, 2008", with a sub-heading "New Features". The news items include: "Updates -> Assessment - Self Assign: Allow participants to sign themselves up for assessments." and "Reports -> Standard Item Analysis: Review participant performance on items grouped by standards with valuable information such as difficulty index and number of times each possible answer was selected." Below the news section, a date "August 3, 2007" is shown. At the bottom, the "E-SESS" logo is displayed along with the copyright notice: "©2008 Technological Literacy Group, Inc. All rights reserved. By honoring our copyright, you enable us to invest in research for education." A tooltip is visible over the "Standards Performance Summary with Graphs" link, stating: "Standards Performance Summary with Graphs - This report creates the same results as the Standards Performance Summary, but it just shows the standard, the percent correct, and the percentage correct as a graph."

1. Click **Reports**.
2. Click **Standards Performance Summary with Graphs**. The Standards Performance Summary report opens in a new window.



3. Select a **standard set** from the drop-down list.
 - a. Click the **Down** button.
 - b. Use the **scroll arrows** to locate the program.
 - c. Click the program name.



4. Select an **assessment**.
5. Select a **demographic breakdown**, if desired.
6. Select an **assessment date**, if desired.
7. Select any search **filters**.
8. Click **Submit**. The number of standards in the given program will affect the amount of time the report takes to load.

Standards Performance Summary - Windows Internet Explorer

http://www.techfluency.org/test/eass/Admin/StandardsPerformanceSummaryGraph.php

File Edit View Favorites Tools

Standards Performance Summary

Standards Performance

Technological Fluency Institute

Assessment: All Assessments
Standard Set: Arizona Skill Standards Assessment System
Filters: All Standards

Start Over

Printable

E-mail

ARIZONA AUTOMOTIVE COLLISION REPAIR

PERFORM NON-STRUCTURAL ANALYSIS AND DAMAGE REPAIR (BODY COMPONENTS)	
Apply body filler; shape during curing.	82.78 %
Apply environmental practices associated with vehicle components and systems such as substrates, fluids, refrigerants, batteries, etc.	83.78 %
Apply safety procedures associated with vehicle components and systems according to manufacturers specifications/procedures.	
Clean and prepare the metal to be welded, assure good metal fit-up, apply weld-through primer if necessary, and clamp as required.	79.26 %
Cold shrink stretched panel areas to proper contour.	81.27 %
Demonstrate hammer and dolly techniques.	81.27 %
Determine the correct welder type, electrode, wire type, diameter, and gas to be used in a specific welding situation.	
Determine the extent of damage to aluminum body panels; repair or replace in accordance with	81.27 %

Done Trusted sites 100%

9. The Standards Performance Summary report appears. In the left menu area, the report may be converted to a printable format using the Printable button, or it may be emailed using the Email button.
10. Close the Standards Performance window.

Appendix

Fall 2008 Pilot Assessments

CIP	Program
13.1200	Education and Training: Education Professions
15.1300	Drafting and Design Technology Option A - Architectural Drafting
15.1300	Drafting and Design Technology Option C - Electronics Drafting
15.1300	Drafting and Design Technology Option D - Mechanical Drafting
47.0600	Automotive Technologies Option D - Aircraft Mechanics
51.0900	Diagnostic and Intervention Technologies Option B- Emergency Medical Paramedics
52.1900	Design and Merchandising Option A - Fashion
52.1900	Design and Merchandising Option B - Interior

Fall 2008 End-of-Program Assessments

CIP	Program
01.0100	Ag Business Management-Agriscience Option B - Plant Systems
01.0100	Ag Business Management-Agriscience Option C - Animal Systems
01.0100	Ag Business Management-Agriscience Option F - Agribusiness Systems
12.0500	Culinary Arts
46.0200	Carpentry Technologies Option A - Carpentry
46.0200	Carpentry Technologies Option B - Cabinetmaking
46.0400	Construction Technologies
47.0600	Automotive Technologies Option A - Automotive Technology
47.0600	Automotive Technologies Option B - Automotive Collision Repair
51.0800	Allied Health Services Option B - Laboratory Assisting
51.0800	Allied Health Services Option D - Sports Medicine & Rehabilitation Services
51.0800	Allied Health Services Option E - Medical Assisting Services
51.1600	Nursing Services
52.0200	Business Management and Administrative Services
52.0300	Accounting and Related Services
52.0800	Financial Services

Legislative Background

The CTE Online Assessment is the result of ARS §15-391(3)(d)(e) which became law on June 21, 2006. It requires that Career and Technical Education (CTE) Joint Technical Education District programs be designed to lead the student toward certification that is accepted by a vocation or industry as a demonstration of skill or competency in that vocation or industry. It also requires that students obtain a passing score on an assessment that demonstrates a level of skill or competency for that program of study that is accepted by a vocation or an industry and meets the standards of a career preparatory vocational program as determined by the CTE Section of the Arizona Department of Education.

The federal Carl D. Perkins Career and Technical Education Act of 2006 Public Law 109-270 [Sec.113(b)(2)(A)(ii)] requires student attainment of career and technical skill proficiencies including student achievement on technical assessments that are aligned with industry recognized standards if available and appropriate.

As a result of both Arizona and federal legislation, the Arizona Skill Standards Assessment System was established to fully engage Arizona businesses and industries to certify valid industry-recognized standards, validate assessments, award a credential to students who have passed the assessment and align efforts with existing credential systems established by professional groups and trades.

The Arizona Skills Standards Assessment Systems is the result of many partnerships. The first partnership is the Arizona Department of Education Career and Technical Education Section with the Arizona State University Workforce Education and Development Office. These two organizations have partnered with Arizona businesses and industries in the development/validation of the standards. VTECS is assisting by locating standards, item banks, and assessments from other states and organizations and conducting on-site standards setting, item writing, and technical committee review and validation sessions. VTECS is the organization through which many states share innovative career and workforce education resources. They are a national consortium of states with a 36 year history of providing a platform for states to work together on CTE initiatives. PITSCO is providing the leadership and services to deliver this assessment online.

CTE Security Agreement

1. The assessment administrator is defined as any of the following school/district staff:
 - Testing Proctor-professional or certified staff
 - Testing Administrator
 - CTE Department Chair
 - Local CTE Director
 - District Assessment Coordinator
 - District Central Office CTE Curriculum Specialist
 - Building Administrator (Principal or Assistant Principal)
 - Counseling Staff
2. All school district staff will take all necessary precautions to safeguard the Career and Technical Education (CTE) assessment information by limiting access to only those with a legitimate educational interest.
3. The assessment administrators will keep related materials under lock and key, limiting access to those responsible for their security. Assessment passwords will remain secure until they are actually distributed to students.
4. The assessment administrator will follow all instructions in the CTE Online Assessment Administrator Guide which includes reading the directions to students exactly as scripted in the Administrator Guide.
5. The assessment administrator will not examine the CTE assessment to determine the content beyond the requirements to administer the assessment. They will not discuss any assessment item at any time or disclose any assessment information related to the Arizona Skills Standards Assessment.
6. In no case will students be permitted to remove assessment material from the room where the assessment takes place except under supervision of professional staff.
7. Upon completion of the CTE assessment, the assessment administrator will return all CTE Security Agreements to the designated district administrator.
8. The district superintendent will enforce disciplinary policy and procedures for the violation of CTE assessment security.
9. The names of all persons having access to the CTE assessment information will be kept on file by the designated district assessment administrator. All persons having access to the CTE assessment information will sign the CTE Security Agreement, which will be kept on file:
 - a. The Superintendent or district designee will maintain signed agreements of assessment administrators.
 - b. The Superintendent will sign for district and submit the CTE Security Agreement to ADE CTE.
 - c. ADE CTE will maintain signed agreements of superintendents/charter representatives.
10. By signing my name to this Arizona Skills Standards Assessment Security Agreement I am assuring the Arizona Department of Education Career and Technical Education Section that the CTE Online Assessment will be secure and I agree to all conditions to ensure the security of the assessment.

SIGNED BY: _____

PRINTED NAME: _____

TITLE: _____

DATE: _____

ADDRESS: _____ CITY/ZIP: _____

DISTRICT NAME/ CHARTER OPERATOR: _____

FAX CTE Security Agreement with Superintendent's Signature to 602-542-5334, attention: Helen Bootsma

DUE: November 7, 2008

Who Takes CTE End-of-Program Assessments?

First Semester

- Concentrators who have completed the state-designated sequence of CTE courses and will not be enrolled in the same CTE program second semester.
- Concentrators who are currently enrolled in the last year of the state-designated sequence of CTE courses and want to practice.

Second Semester

- Concentrators who have completed the state-designated sequence of courses.

Secondary Concentrator – A secondary student who has transcribed two (2) or more Carnegie Units/credits in a state-designated sequence in an approved Career and Technical Education program. The Carnegie Units/credits must be in a single Career Preparation program as outlined in the CTE Handbook.

Perkins Secondary Performance Measure & Citation	Measurement Definition	7/1/08 - 6/30/09
<p align="center">2S1 Technical Skill Attainment 113(b)(2)(A)(ii)</p>	<p>Numerator: Number of <u>CTE concentrators</u> who completed the state-designated sequence of instruction then took and passed the technical skills assessment and left secondary education in the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who completed the state-designated sequence of instruction and then took the technical skills assessment and left secondary education in the reporting year.</p>	<p align="center">Negotiated Level</p> <p align="center">65%</p>

The Office of Vocational and Adult Education (OVAE) has approved Arizona’s proposal that **60** percent of the **concentrators eligible to take the assessment** in identified program areas will take the assessment.

Arizona Education Law: ARS § 15-391(3)(d)(e) requires that JTED programs are designed to lead the student toward certification accepted by industry as a demonstration of competency in that industry. It also requires students to obtain a passing score on an examination that demonstrates a level of skill or competency for that program of study.

The CTE end-of-program assessment is designed to meet **both** Federal Perkins and the Arizona State requirements.

Required Carnegie Units for CTE Programs in 2008-2009

CIP	Programs	Minimum Number of Carnegie Units in State-Designated Sequence of Instruction
01.0100	Agricultural Business Management - Agriscience	3
10.0200	Audiovisual Technology	2
10.0300	Graphic Communications	3
12.0400	Cosmetology	2
12.0500	Culinary Arts	2
13.1200	Education and Training: Education Professions	2
13.1210	Education and Training: Early Childhood Education	2
15.0000	Engineering Sciences	3
15.0300	Electronic Technology	3
15.0600	Industrial Manufacturing	3
15.1200	Information Technology	2
15.1300	Drafting and Design Technology	2
43.0100	Law, Public Safety and Security	2
43.0200	Fire Science	2
46.0200	Carpentry Technologies	3
46.0300	Electrical and Power Transmission Technology	3
46.0400	Construction Technologies	3
46.0500	Plumbing Services	2
47.0100	Telecommunications Maintenance and Installers	3
47.0200	Heating/Air Conditioning Maintenance	2
47.0600	Automotive Technologies	3
48.0500	Welding Technology	3
49.0200	Heavy Equipment Operations	2
50.0100	Performing Arts	3
51.0600	Dental Assisting	2
51.0800	Allied Health Services	2
51.0900	Diagnostic and Intervention Technologies	2
51.1000	Biomedical Health Technologies	3
51.1500	Mental and Social Health Services	2
51.1600	Nursing Services	2
51.3500	Therapeutic Massage	2
52.0200	Business Management and Administrative Services	3
52.0300	Accounting and Related Services	3
52.0800	Financial Services	3
52.0900	Hospitality Management	2
52.1800	Marketing, Management and Entrepreneurship	2
52.1900	Design and Merchandising	2

Required Fields in Excel Template

	A	B	C	D	E	F	G	H	I	
1	SAIS ID	CTDS	District	School	Student Birth Date	Gender	Race	Special Populations	Grade Level	Program
2		1002016	AGUA FRIA	AAEC - PAF		M	I	HA	10	FEOP
3		1002016	AIBT NON-I	AAEC - REL		F	W	LE	11	PACE
4		1002016	AJO UNIFIE	AAEC - SOL			B	NO	12	
5		1002016	AMPHITHE	AGUA FRIA			H	EC	9	
6		1002016	ANTELOPE	AJO SCHO			A	SP		
7		1002016	APACHE JL	Alchesay Hi						
8		1002016	AZ AGRIBU	Alhambra H						
9		1002016	AZ AGRIBU	AMPHITHE						

	J	K	L	M	N	
1	Program Completion Status	Program Name	Program Options	Contact Teacher	District Use Only	Assessmen
2	FEOP	Business Mgmt & Ac	Plant Systems - Opt	Optional	Optional	Accounting c
3	PACE	Automotive Techno	Automotive Technol			Arizona Fou
4		Nursing Services	Medical Assisting Se			Automotive
5		Allied Health Servic	Automotive Collision			BMAS Short
6		Culinary Arts	Animal Systems - O			BMAS Short
7		Design and Mercha	Agribusiness System			Business, M
8		Accounting and Ref	Carpentry - Opt A			Cabinetmak
9		Construction Techni	Culinary Arts			Carpentry
10		Agricultural Busines	Architectural Drafting			Collision Re
11		Carpentry Technolo	Sports Medicine & R			Constructio
12		Diagnostic and Inte	Laboratory Assisting			Culinary Art
13		Drafting and Desigr	Diagnostic and Inter			Financial Se
14		Education Professio	Cabinetmaking - Op			Heating/Air
15		Financial Services	Electronics Drafting			Laboratory /
16			Mechanical Drafting			Medical Ass.
17			Aircraft Mechanics -			Nursing Ser
18			Emergency Medical			Sports Medic
19			Fashion Design and			
20			Interior Design and			
21			Nursing			
22			Business Mgmt & Ac			

Special Populations Definitions

Special Populations categories should be reported based on documentation in the student's permanent record. A student may only be reported in one Special Populations category. Report using the category most applicable to the student from this list of eligible groups in the following hierarchical order:

Individuals with Disabilities (Handicapped) – A student with any disability as defined in Section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102) as follows:

- A physical or mental impairment that substantially limits one or more of the major life activities of that individual
- A record of such an impairment; or being regarded as having such an impairment. Includes those students evaluated under IDEA and determined to be in need of special education and related services and any individual considered disabled under Section 504 of the Rehabilitation Act of 1973.

Limited English Proficiency (LEP) – A student with Limited English Proficiency who requires assistance to succeed in his/her 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 – A family or individual including foster children, whom the Local Education Agency identifies as low income (on the basis of uniform methods described in the State Plan) and who requires financial assistance to succeed in Career and Technical Education. Examples of eligibility definitions include:

- Annual income at or below the official poverty line,
- Eligibility for free school lunch,
- Eligibility for Aid to Families with Dependent Children or other public assistance programs and
- Eligibility for participation in programs assisted under Title I of the WIA.

Single Parent – Any individual who requires assistance to succeed in his/her 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.

Nontraditional – A student enrolled in a Career and Technical Education program that has been identified as a nontraditional program for his or her gender. See attached list of nontraditional programs on CTE Web site at

<http://www.ade.az.gov/cte/careerpathways/Handbook/Page172-ProgramEnrollmentReporting.pdf>.

Detailed Suggestions to Ensure Success

Initial Activities Prior to Assessment

The following list was compiled with the assistance of those who participated in the Spring 2008 pilot process.

1. Provide a window of available dates to conduct the CTE assessment to CTE teachers, district assessment staff and high school administration. Determine specific assessment dates for each site and provide email reminder messages throughout the process.
2. Identify specific district CTE programs that will be assessed. Inform all stakeholders and place dates on school calendar, website, etc.
3. Secure computer labs at each site for assessment.
4. Prepare list of students enrolled in each CTE program for second, third, fourth year. Confirm that all students are listed under the correct program CIP code and meet eligibility requirements for the end-of-program assessment located in the Appendix. Generate CTE student assessment roster for each site based on eligibility requirements.
5. Collect student data necessary to register students for the assessment. The registration information sheet on page 11 provides the complete list of fields and the explanation.
6. Provide all sites with information regarding the number of proctors needed and arrange for additional proctors if necessary. CTE teachers do not assess their own students. One proctor is necessary for approximately every 25 students.
7. Meet with district administration regarding CTE Security Agreement, located in the Appendix, and obtain superintendent's signature on CTE Security Agreement. FAX to ADE CTE by November 7, 2008.
8. Provide site contacts with sample letter to be sent to parents.
9. Prepare assessment schedule for computer rooms. Allow a minimum of at least two hours of assessment time for each group of students.
10. Prepare release time forms for proctors if necessary.
11. Secure additional technical assistance and lead proctors from CTE office. Confirm who will be coming from the district CTE office to assist on the day of the assessment.
12. Make arrangements with the cafeteria if changes in lunch schedule are needed.
13. Forward electronic copy of the CTE Online Assessment Administrator Guide to all proctors. Print the CTE Security Agreement forms for all assessment staff.
14. Schedule and conduct assessment orientation as necessary. Use the 24/7 tutorial available at www.techfluency.org/Arizona during the orientation. Obtain signed CTE Security Agreements from all assessment administrators and forward to designated district assessment administrator.
15. Secure scratch paper and pencils for each site.
16. Ensure that online system is compatible with the computers at each site. Contact technical support if there are any concerns.

17. Conduct an onsite visit to the computer labs. It is strongly recommended that every computer lab access the sample assessment prior to assessment date. Directions are located on page 36. Good lighting, ventilation, and freedom from distracting noises and interruptions are important for student performance. Determine if the room contains any visual aids that could assist students while taking the assessment. They must be removed or covered completely. Determine if student seating in the computer lab allows for the proctor to walk by each student. Check to see if there is an accurate clock in the assessment center. It is highly recommended that a printer be available to print student results.
18. Communicate with students and their CTE teacher regarding the time and location of the computer lab. Inform students that they are not to bring personal items to the assessment center.
19. Send communication regarding CTE assessment dates, times, and room numbers to administration and teachers at each site.
20. Review specific accommodations directions which were provided to district assessment administrator by ADE.

Final Activities Prior to Assessment

1. Register all eligible CTE students for the assessment.
2. Proof registration roster and modify if necessary.
3. Generate the list of Registration User ID cards.
4. Cut the ID cards and sort/collate with the assessment rosters.
5. Prepare proctor envelope containing assessment rosters, proctor password and Registration User ID cards for each assessment room. Also provide information to the proctors about sending students back to class.
6. Provide envelopes to proctors.
7. Forward the CTE Online Assessment Administrator Guide to proctors and conduct final proctor training if this has not already been completed
8. Confirm that CTE teachers have informed their students of location of assessment computer lab. Remind CTE teachers that students are not to bring personal items to the assessment computer lab.
9. Confirm that each computer lab is ready for students
10. Review specific accommodations directions which were provided to district assessment administrator by ADE.
11. Send final communication to CTE teachers and site administration regarding CTE assessment dates, times and computer room numbers.
12. Review the legislative background located in Appendix with school administrators if this has not already been completed.

Proctor Activities

Prior to the Assessment

1. Participate in the CTE assessment administrator training and review the CTE Online Assessment Administrator Guide.
2. Review the Proctor Script and the section on adjusting time for assessment in preparation for any unexpected situations.
3. Review specific accommodations directions which were provided to district assessment administrator by ADE.
4. Access the sample assessment.
5. Proctors should plan to arrive early with proctor envelope.
6. Confirm that the room is ready for the students and that the number of computers available is sufficient for the number of students on the assessment roster.
7. Review the assessment roster and verify student identity by checking student name on the assessment schedule roster as students enter the room. Make sure all students are on assessment roster list.
8. Show students where to place personal belongings and request them to turn off any cell phones, pagers, watch alarms, etc. as they enter the room.
9. Distribute scratch paper, pens and pencils.

During the Assessment

1. Read the script exactly as it is written.
2. Distribute Registration User ID Cards.
3. Monitor students while they are taking the assessment.

After The Assessment

1. Assist the students with printing the results of the assessment.
2. Collect all scratch paper and Registration User ID Cards from students before they leave the room. Place in proctor envelope.
3. Send students back to class according to directions from the assessment administrator.
4. Verify that all students are logged out of the online system and the computer.
5. Notify attendance office of students who were absent for the assessment.
6. Notify assessment administrator of students who participated and those who were absent.
7. Return proctor envelope to assessment administrator.

Administrator Activities After Assessment

1. Confirm with proctors that all students received the printed results report.
2. Collect proctor envelopes.
3. Thank all teachers/administrators for their assistance.
4. Conduct debriefing with appropriate proctor groups.
5. Retrieve various reports and examine results. Share results with appropriate CTE staff and district administrators.
6. Determine percentage of eligible student participation in the assessment. Arizona has negotiated that 60 percent of the eligible concentrators will participate in taking the assessment. Identify goals to increase participation if necessary.
7. Provide CTE teachers with password to access assessment reports for students in their programs and confirm that each CTE teacher has access essential reports on student performance.
8. Evaluate results and determine appropriate training and professional development for CTE teachers in each program area.
9. Share results with CTE Advisory Committee members.