<u>**cPass:**</u> Career Pathways Assessment System

KSDE Annual Pre-Conference

October 26, 2015

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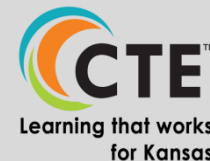
Career, Standards
and Assessment
Services

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Presenters

Cameron Clyne, PhD – cPass Specialist, CETE

Rachel Polk – cPass Specialist, CETE

Kim Wright – KIDS trainer, KSDE

Peggy Torrens – Educational Program Consultant, KSDE

Jay Scott – Assistant Director, KSDE

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Pair - Share

Name

School/Organization

Position

Most meaningful assessment you've taken

***Be prepared to share what you heard**

Topics for Today

1. Purpose of cPass

2. Developmental Process including Blueprint, Test Items, and Timeline

3. Registering students through KIDS

4. General CTE Assessment Test Items

5. Manufacturing Assessment Test Items

6. Agriculture Assessment Test Items

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Purpose of cPass

1. To provide a suite of authentic assessments pertaining to students' readiness for post-secondary education or the workforce

2. Rather than measuring academic skills only, cPass assessments measure students' knowledge and skills needed for specific career paths.

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Students Eligible for cPass

General CTE Assessment

For students midway through a Pathway

Academic, Leadership, & Employability Test Items

Pathway-specific Assessments

For students completing a Pathway

Technical Skill Test Items

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cPass Pathways

- Comprehensive Agriculture
  - Power, Structural, and Technical System Module
- Animal Systems
- Plant Systems
  - Horticulture
- Manufacturing (Production)
- Design and Pre-Construction
- Comprehensive Business
- Finance
  - Accounting

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leadership and support for the global economy

Assessment Development Process

Who Builds the Assessments

- Blueprint Committee:
  - Group of 12 to 15 subject matter experts (SME).
  - Each state is asked to contribute 4-5 members to each blueprint committee
  - Group consists of a balance between secondary, post-secondary, and industry experts.
- Item Writing Committee:
  - Consists of the original 12 to 15 SMEs, plus an additional 12 to 15 SMEs to supplement item writing.
- Bias and Sensitivity Committee:
  - Group of 6 to 10 committee members who review all items for racial/gender bias, and topics that could be sensitive for secondary students.

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Item Writing and Review Process

- Item writers nominated by participating states
- Represent secondary, post-secondary, and business and industry
- Two-day item writing training sessions
- Rigorous internal review process
- External review by panel of representative content experts
- External bias and sensitivity review committee
- Final internal editing
- Pilot testing, data analysis, and final item selection
- Draft test review

cPass Assessment Windows

Available Assessments	# of Sections	# of Items	Testing Window Opens	Testing Window Closes
General CTE (Operational)	4	100	Nov. 10, 2015	May 1, 2016
Comprehensive Agriculture (Operational)	3	100	Nov. 10, 2015	May 1, 2016
Power, Structural, and Technical System Module (Operational)	1	20	Nov. 10, 2015	May 1, 2016
Animal Systems (Operational)	3	100	Nov. 10, 2015	May 1, 2016
Plant Systems (Operational)	3	100	Nov. 10, 2015	May 1, 2016
Horticulture Module	1	25	Nov. 10, 2015	May 1, 2016
Manufacturing Production (Operational)	3	100	Nov. 10, 2015	May 1, 2016
Design and Pre-Construction (Pilot)	3	86-87	Nov. 10, 2015	Dec. 18, 2015
Finance (Pilot)	3	90-92	Nov. 10, 2015	Dec. 18, 2015

cPass Performance Levels

- The first two assessments (General CTE and Comprehensive Agriculture) are fully operational.
- Students who take either of these two assessments will be designated in one of four performance levels.
  - Developing
  - Approaches
  - Meets
  - Exceeds

cPass Website

- www.careerpathways.us
- We are constantly updating our website to better assist teachers and school officials with the cPass assessments.
  - Highlights of cPass website
    - All test specifications can be found on our website.
      - This will show the tested content on each assessment.
    - Testing windows will be displayed on the front page, and updated with any changes.
    - Instructions for downloading the KITE Client.
    - Update page with any status information on KITE.
    - Calculator policy

cPass Accommodations and Tools

- cPass Operational Assessments allow for accommodations with a Personal Needs Profile (PNP) upload.
  - Here are some of the accommodations and tools allowed:
    - Text-to-speech
    - Color contrast
    - Auto magnification
    - Masking
    - Highlighting
    - Strike through

Score Reports

- We are currently sending score reports through the HawkDrive.

- After standard setting, we work to create the reports and send out to school contacts as quick as we can.

- We are working toward integrating score reports into Educator Portal. This will allow building assessment coordinators to access the reports once they are uploaded, eliminating the need for the HawkDrive.

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Other Changes

- Our operational assessments are allowed to be administered on multiple days.

- Students are now able to take a section of 50 items on the first day, then access the second section on the next day.

    - This change will help fit the testing into a single class period, rather than students having to miss multiple classes.

- Note: Please make sure students take all 100 items.

KIDS Data and cPass

- What is required in KIDS for cPass assessments?
    - KIDS TEST record is <u>required</u>
        - Each student will have a TEST record
        - TEST record must have a value indicating which cPass assessment(s) the student will be taking along with other demographic information on the student
        - TEST record does NOT link a student to a teacher for the cPass assessment; it only links a student to a particular cPass assessment
    - KIDS TASC record <u>may</u> be needed if a teacher needs to be linked to the student in the Educator Portal in KITE for CCQs
        - The TASC record contains the educator's name and educator's identification number
        - If no TASC record is sent, only someone with Building or District Test Coordinator access to the Educator Portal in KITE can set up the students' cPass assessments

KIDS Data and cPass

- KIDS TEST Record and CTE Assessment Fields
  - There is one General CTE Assessment
    - D84: General CTE Assessment
  - There are 7 End of Pathways assessments; each is an individual field
    - D85: Comprehensive Agriculture Assessment
    - D86: Animal Systems Assessment
    - D87: Plant Systems Assessment
    - D88: Manufacturing Production Assessment
    - D89: Design and Pre-Construction Assessment
    - D90: Finance Assessment
    - D91: Comprehensive Business Assessment

KIDS Data and cPass

- KIDS TEST Record and CTE Assessment Fields
  - Allowable values for each assessment field varies:
    - 0=No test in this content area
    - 1=Yes, test in this content area
    - 2=Yes, test in this content area with (name of module) – Not available for all cPass assessments
    - 3=Yes, test in this content area with Career Competency Qualifier (CCQ)
    - 4=Yes, test in this content area with (name of module) and Career Competency Qualifier (CCQ) Not available for all cPass assessments
    - C=Clear test subject indicator

KIDS Data and cPass

- KIDS TEST Record and Grouping Indicator Fields
  - Grouping Indicator fields can be utilized so that you can specify how the test tickets are sorted for distribution
  - Each End of Pathways assessment has a grouping indicator that is optional
  - The General CTE assessment has two grouping indicators that are optional
    - General CTE Grouping Indicator 1 = Primary way by which the district wants the general CTE test tickets sorted for distribution
    - General CTE Grouping Indicator 2 = Secondary way by which the district wants the general CTE test tickets sorted within Grouping Indicator 1. For example: Grouping Indicator 1 = Mrs. Smith and Grouping Indicator 2 = 1st period

KIDS Data and cPass

- KIDS TASC Record and Educator Fields (for CCQs)
  - C21: Educator Identifier
  - C22: Educator's Last Name
  - C23: Educator's First Name
  - C24: Educator's Middle Name
  - C25: Educator's District Email Address (only required if the educator does not have a 10-digit KSDE issued Educator ID)

KIDS Data and cPass–District Test Coordinator (DTC) or Building Test Coordinator

Step 1

KIDS Coordinator for your building/district will generate a KIDS TEST report out of your Student Information System (PowerSchool, Skyward, GoEdu, Edupoint, etc.)

Step 2

KIDS Coordinator will login to KIDS and upload the TEST records for your students

Step 3

DTC or Building Test Coordinator logs in to Educator Portal in KITE and is able to generate test tickets for students

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KIDS Data and CCQs – Educator

Step 1 — KIDS Coordinator for your building/district will generate a KIDS TEST report out of your Student Information System

Step 2 — KIDS Coordinator will also generate a TASC report out of your Student Information System

Step 3 — KIDS Coordinator will login to KIDS and upload the TEST records for your students

Step 4 — KIDS Coordinator will also upload the TASC records for your students

Step 5 — Educator logs in to Educator Portal in KITE and is able to enter CCQ results for students

Purpose of General CTE

To provide another option for a College and Career Ready Assessment

Measures **academic foundations, soft skills such as teamwork and communication, leadership, employability**

General MC Item #1

- Academic Foundations

  - Demonstrate mathematical and quantitative reasoning skills required to pursue the full range of post-secondary education and career opportunities.

    - Apply basic arithmetic operations using whole numbers, decimals, percentages, and fractions.

In carpentry class, Ann needs three boards of different lengths to make her project. She wants to cut one board into three pieces. The three board lengths needed for her project are listed below:

$$2' \ 3/4'' \qquad 1' \ 3 \ 3/4'' \qquad 5' \ 7 \ 1/2''$$

What length of board will she need to cut all three pieces?

A. 8'

B. 8' 7/10"

C. 9'

D. 9' 2"

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What length of board will she need to cut all three pieces?

A. 8'

B. 8' 7/10"

C. 9'

D. 9' 2"

- Academic Foundations
  - Demonstrate mathematical and quantitative reasoning skills required to pursue the full range of post-secondary education and career opportunities.
    - Interpret and solve basic algebraic equations.

Dana is calculating the total charge to develop a software program for a client. Her hourly rate for development is $45, and her total expenses are $125. What is the expression Dana will use to calculate the total amount to charge the client? Use x to represent the number of hours.

A. $x + 45 + 125$

B. $x (45 + 125)$

C. $45x + 125$

D. $45(x + 125)$

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Dana is calculating the total charge to develop a software program for a client. Her hourly rate for development is $45, and her total expenses are $125. What is the expression Dana will use to calculate the total amount to charge the client? Use x to represent the number of hours.

A. $x + 45 + 125$

B. $x (45 + 125)$

C. $45x + 125$

D. $45(x + 125)$

Group Activity: Presentation CCQ Performances

- Level 1 Student

- Level 4 Student

- Panel of Evaluators

Group Discussion

| Criterion	4	3	2	1
Knowledge of Topic	The student presents **two or more** perspectives AND provides **six or more** statements or examples about the topic as a whole.	The student presents **two or more** perspectives AND provides **four to five** statements or examples about the topic as a whole. **At least one** statement or example must support each perspective.	The student presents **one** perspective AND provides **four or more** statements or examples about the perspective or the topic as a whole.	The student presents **one** perspective AND provides **three** or fewer statements or examples about the perspective or the topic as a whole.
Eye Contact	The student demonstrates **consistent, direct** eye contact across the entire audience with minimal, appropriate breaks (e.g., student briefly looks at presentation materials).	The student demonstrates **inconsistent** OR **indirect** eye contact with the audience (e.g., gazes above the audience, looks mainly at one person and avoids eye contact with the rest of the audience).	The student demonstrates **minimal** eye contact with the audience (e.g., frequently focuses on the floor or supporting material) OR reads from notes for **most** of the presentation.	The student demonstrates **no** eye contact with audience OR reads from notes throughout the presentation.
Presentation Structure	The student includes an introduction, a body, and a conclusion and includes a personal opinion about the issue based on the facts.	The student includes an introduction, a body, and a conclusion BUT **does not** include a personal opinion about the issue based on the facts.	The student **does not** include an introduction OR **does not** include a conclusion. The student **does** include a body and a personal opinion about the issue based on the facts.	The entire presentation is based on the student's or someone else's opinion only (i.e., no facts support the claims in the presentation).

Manufacturing Production Assessment

- Mainly covers Welding and Safety areas but also machining, tools, and blueprints

- Assessment may be used for Student Growth Measurements

- Provides a more valid assessment of student success than the Competency Profile

- Intend to utilize some of the Ag. Welding CCQ's for Manufacturing

- The Design & Pre-Construction Assessment being developed should be applicable for Manufacturing students concentrating in the drafting area

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Manufacturing Production Item #1

- III. Blueprints
  - A. Comprehend blueprints
    - 1. Understand basic orthographic projections.
      - Recognize section and detail views.

Manufacturing Production Item #1
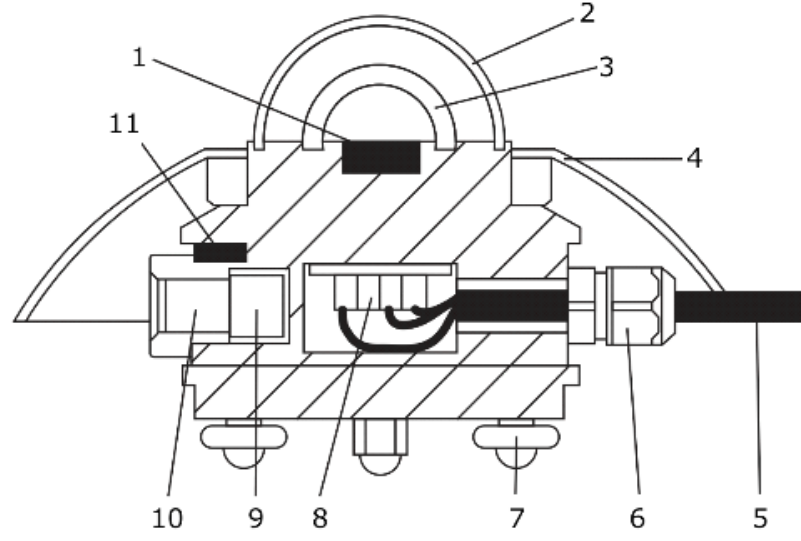
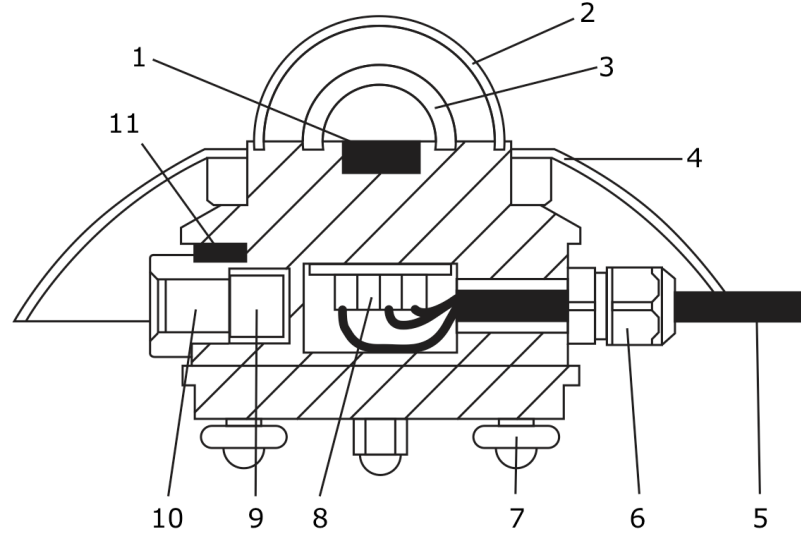Jane is reviewing this image for a part she is creating.

Which type of view does this image show?
   A. orthographic
   B. isometric
   C. scaled
   D. sectional

Manufacturing Production Item #1

Jane is reviewing this image for a part she is creating.

Which type of view does this image show?
A. orthographic
B. isometric
C. scaled
D. sectional

Manufacturing Production Item #2

- Measurement and Quality Control
  - A. Measuring tools and instruments
    - 1. Recognize tools and instruments.
      - Evaluate the level of precision for a given instrument or tool.

Which tool provides the most precision in linear measurement?

A. micrometer
B. protractor
C. 25-foot tape measure
D. 12-inch ruler

Manufacturing Production Item #2

Which tool provides the most precision in linear measurement?

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Manufacturing Production Item #3

- Manufacturing Processes
  - A. Define subtractive processes.
    - 1. Identify types of precision machining processes
      - Compare and contrast equipment uses and types.

Manufacturing Production Item #3

Angelo needs to remove 0.06 inch (in.) within a 0.005 in. tolerance from the top surface of 1,000 pieces of stainless steel. Which machine would provide the **best** speed and accuracy for this task?

    a. surface grinder
    b. lathe
    c. mill
    d. water jet

Manufacturing Production Item #3

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Technology-enhanced Items

Agricultural Education Assessments

- Comprehensive Agriculture
  - Content areas included are:
    - Animal Science
    - Plant Systems
    - Food Products & Processing
    - Agribusiness
    - Natural Resources
    - Environmental Systems
    - Agriculture Bio-Technology
    - 20 question optional Module for Agriculture Power, Structural & Technical Systems

Agricultural Education Assessments

- Animal Science
  - Content areas included are:
    - Animal Health and Physiology
    - Animal Industry and Management
    - Animal Selection and Product Evaluation

Agricultural Education Assessments

- Plant Systems
  - Content areas included are:
    - Plant Biology and Ecology
    - Plant Production
    - Plant/Agriculture and Society
    - Soil Science
    - 20 question optional Horticulture Module

Agricultural Education Assessments

- Assessments may be used for Student Growth Measurements.

- Provide more realistic view of student accomplishment than does course competency rating.

- Are required as part of the Kansas Department of Agriculture Certificates (Kansas Agricultural Skills & Competency Certificates in Comprehensive Agriculture, Animal Science, Plant Systems)

Agricultural Education Assessments

- CCQ's can be used to measure specific skills learned related to the various fields of study.

- Could be incorporated into FFA Career Development Events.

- Provide students a way to demonstrate competency through hands-on activities.

- Can lead to industry based certificate.

Agricultural Education Assessments

- Currently working with Kansas Department of Agriculture Workforce Development to provide support to Business and Industry in recognizing the cPass assessments and KDA certificates as demonstrations of student competency in various agriculture fields.

- Animal Systems
  - Interpret the role of genetics and reproductive management in animal systems.
    - Demonstrate the fundamentals of inheritance.

Mr. Larsen is breeding cattle to express a particular recessive trait . The bull is homozygous recessive. The cow is a heterozygote. What is the probability that the offspring will have the homozygous recessive phenotype?

A.   25%
B.   50%
C.   75%
D. 100%

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B.   50%
C.   75%
D. 100%

- Agribusiness Systems
  - Identify principles of agriculture economics within an agricultural business.
    - Apply the principles of supply and demand.

Comprehensive Agriculture MC Item #2

Drought conditions have severely reduced the supply of wheat. Wheat is a basic ingredient in the production of bread . Potatoes are a consumer substitute for bread. What is the expected outcome for the supply of bread, demand for potatoes, and price of wheat ?

A. The price of wheat will fall, the supply of bread will increase, and the demand for potatoes will increase .
B. The price of wheat will fall, the supply of bread will decrease, and the demand for potatoes will increase .
C. Price of wheat will rise, the supply of bread will decrease, demand for potatoes will decrease .
D. The price of wheat will rise, the supply of bread will decrease, and the demand for potatoes will increase .

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D. The price of wheat will rise, the supply of bread will decrease, and the demand for potatoes will increase.

Is there a gardener in the house?

Career Competency Qualifications Comprehensive Agriculture – Plant Propagation

Criterion	4	3	2	1
Selecting Tools	The student chooses the knife to make the cuttings.	The student chooses the scissors to make the cuttings.	The student chooses the lopper shears, wire cutters, or pruning saw to make the cuttings.	The student does not use a tool to make the cuttings (i.e., uses fingers to break stems).
Making the Cuttings (Length)	All **three** cuttings are between 3 and 7 inches in length.	**Two** cuttings are between 3 and 7 inches in length.	**One** cutting is between 3 and 7 inches in length.	**All** cuttings are either less than 3 inches or exceed 7 inches in length.
Preparing the Cuttings	The student cuts off all leaves that will be placed below the soil surface on all **three** cuttings.	The student cuts off all leaves that will be placed below the soil surface on **two** cuttings.	The student cuts off all leaves that will be placed below the soil surface on **one** cutting.	**All** cuttings have leaves remaining that would be placed below the soil surface.
Sticking the Cuttings	All **three** cuttings stand vertically on their own based off of sticking depth.	**Two** cuttings stand vertically on their own based off of sticking depth.	**One** cutting stands vertically on its own based off of sticking depth.	**None** of the cuttings stand vertically on their own based off of sticking depth.

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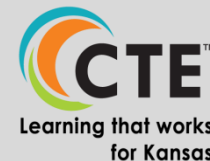6. Agriculture Assessment Test Items

Questions?

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