

Career Pathways Collaborative: On The Road To Career Readiness

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Career Pathways Collaborative (CPC)

- ▶ A collaborative of 3 states and the University of Kansas with a goal of creating nine career pathways assessments by spring of 2014.
- ▶ Current States:
 - ▶ Colorado
 - ▶ Kansas
 - ▶ Mississippi



Career Pathways Collaborative's (CPC) Goals

- ▶ CPC Initial Project Goals
 - ▶ Create a career and technical education assessment system
 - ▶ General assessment
 - ▶ Pathway specific assessments in eight different pathways
 - ▶ Measure student performance in Career Clusters Pathways

Initial Pathways

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



Assessment System Overview

- ▶ Multiple stage examination
 - ▶ Students must pass different types of assessments over the course of their education
 - ▶ Assessments may be required before a student can move on to the next level
- ▶ Assesses knowledge, skills, and abilities
 - ▶ General and pathway specific computer-delivered assessments
 - ▶ General and pathway specific field-based performance skills assessments
- ▶ Examination will include both multiple-choice questions as well as technology-enhanced item types

Assessment System Design

General

Definition:

- ▶ The general assessments will measure elements that are common to all pathways, aligned to the Common Core State Standards, and/or addressing 21st-Century skills.

Pathway Specific

Definition:

- ▶ The pathway specific assessments will measure knowledge, skills, and abilities, necessary for students to succeed in their pathway of study (e.g., Animal Systems, Marketing, etc.)

Assessment System Design

Computer-Based Assessment

- ▶ Computer-delivered
- ▶ Assessments will include both multiple-choice items as well as technology enhanced items
- ▶ Future test development activities may also include other innovative item types



Career Competency Qualifications (CCQs)

- ▶ Field-based performance assessment
- ▶ Scored via rubric
- ▶ Assesses definable and measurable processes, skills, products, or activities



General Knowledge, Skills, and Abilities and 21st Century Skills

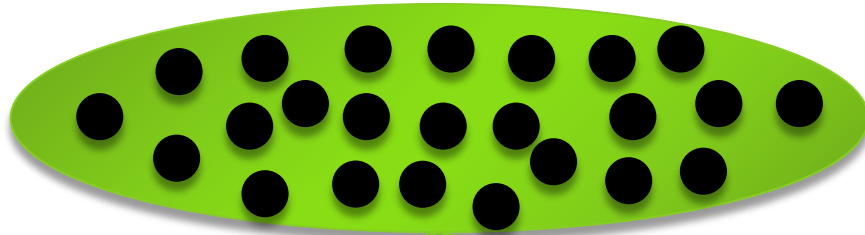
General Sit-down Assessment

Comprehensive Agriculture

Animal Systems

Plant Systems

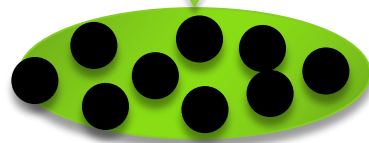
Pathway Specific Sit-down Assessment



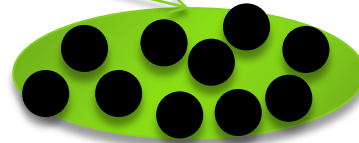
General Field-based Performance Skills Assessment



Comprehensive Agriculture



Animal Systems



Plant Systems

Pathway Specific Field-based Performance Skills Assessment

Career Competency Qualifications (CCQ)

Career Competency Qualifications

- ▶ CCQs are performance-based assessments that measure students' knowledge and skills within their career pathway
- ▶ Purpose:
 - ▶ Assess competencies beyond those that can be measured using multiple-choice questions
- ▶ Examples:
 - ▶ Complete a weld
 - ▶ Vaccinate an animal
 - ▶ Propagate a plant
 - ▶ Present research findings

CCQ Development Process

1. Development Meeting
CCQ committee, comprised of subject matter experts (SME), outlines four CCQs
2. Validation Survey
cPass staff collect feedback from individuals in secondary, post-secondary, and industry settings
3. CCQ Review Meeting
CCQ committee reviews survey results, adjusts CCQs, and develops rubrics
4. Cognitive Labs
Students participate in think-aloud activities (mini-pilots) and describe thought processes related to tasks
5. Review by Governing Board Committee
Governing Board Committee resolves issues and finalizes CCQs
6. Rater Training
Teachers/individuals in the industry are trained to administer and score CCQs
7. Pilot Testing
CCQs are launched for pilot!

CCQ Development Framework

- ▶ Evidence-Centered Design

- ▶ Proficiency is not observable! *Evidence* of the proficiency can be observable.



- ▶ CCQ content standards come from the cPass assessment blueprints

- ▶ Content standards are extracted from sections that cannot be measured using traditional assessments

CCQ Development Framework



Alignment between standards and tasks is important, and strong emphasis is placed on ensuring that each...

...**task** within the assessment

...elicits **evidence**

...about the **assessment target** (students' knowledge and skills)...

...that can be used to support a **claim** about the students' competencies...

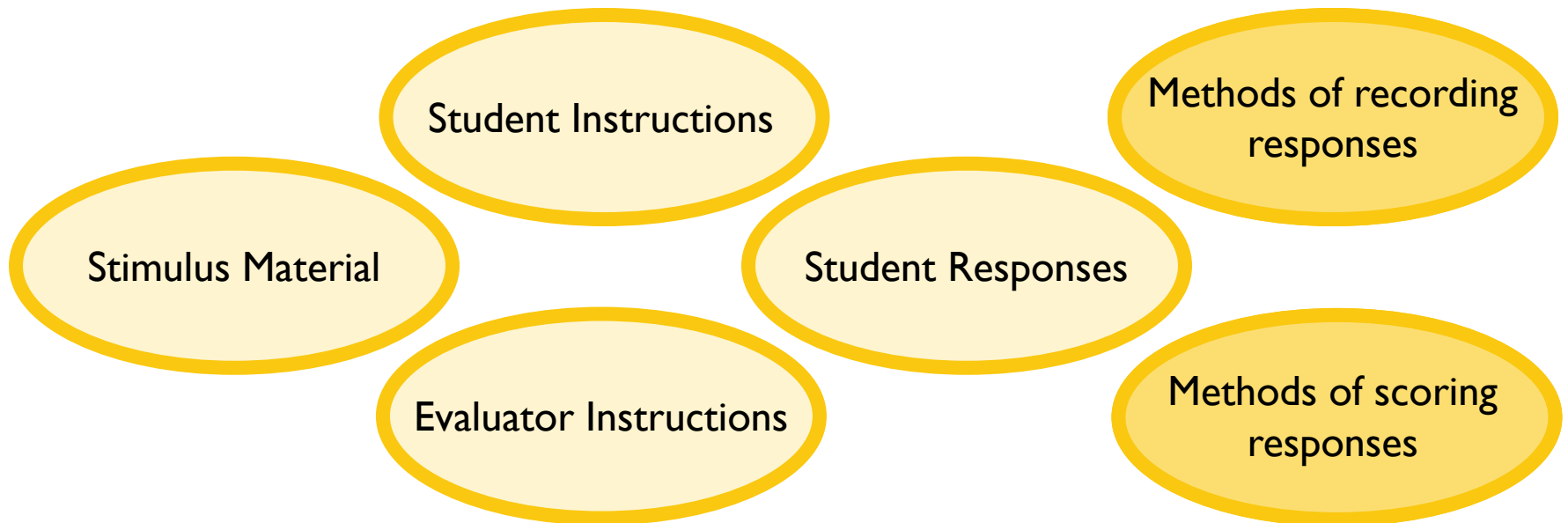
...contained in the **content standard**.

PERFORMANCE-BASED ASSESSMENT

Performance Tasks

- A performance-based assessment usually consists of several performance tasks.
- Tasks – what the student does during the assessment

Performance Tasks consist of:



CCQ Development Framework

Student responses are typically recorded and scored using rubrics developed by committee members.

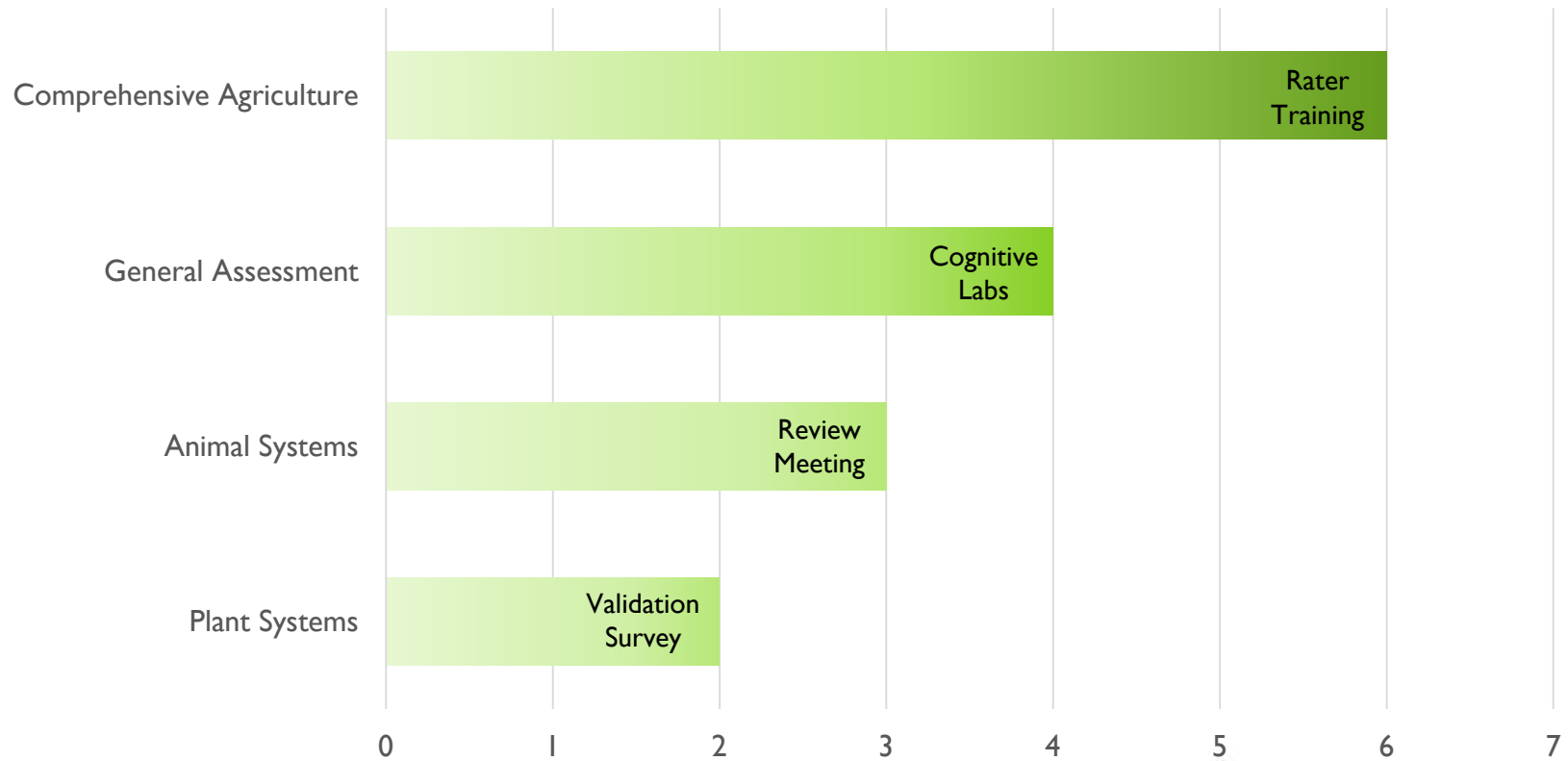
Example from the Animal Vaccination task:

Criteria	4	3	2	1	Score
Selection and assembly of application instrument	Student selects 10 cc syringe and safely attaches needle (i.e., with needle pointing away from the body).	Student selects 10 cc syringe and attaches needle in unsafe manner (i.e., points needle toward body).	Student selects 30 cc or 1 cc syringe and safely attaches needle.	Student selects 30 cc or 1 cc syringe and attaches needle in unsafe manner.	

Scoring criteria must be objective and quantifiable in order to facilitate standardized administration and evaluation.

CCQ Development Progress

Pathway Assessments



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.

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)	3	100	Jan. 14, 2015	June 1, 2015
Comprehensive Agriculture (Operational)	3	100	Jan. 14, 2015	June 1, 2015
Power, Structural, and Technical System Module (Operational)	1	20	Jan. 14, 2015	June 1, 2015
Animal Systems (Pilot)	3	88-89	Oct. 8, 2014	Dec. 19, 2014
Plant Systems (Pilot)	3	98-100	Oct. 8, 2014	Dec. 19, 2014
Manufacturing Production (Pilot)	3	85-86	Oct. 8, 2014	Dec. 19, 2014

Progress

- ▶ Design and Pre-Construction
 - ▶ Blueprints have been created
 - ▶ Item writing has been completed
 - ▶ Item review is in final stage
 - ▶ Pilot is set to open this spring
- ▶ Finance
 - ▶ Blueprints have been created
 - ▶ Item writing is nearly finished
 - ▶ Item Review will begin within the next month

Progress

- ▶ **Comprehensive Business**
 - ▶ Blueprints have been created
 - ▶ Item writing is nearly finished
- ▶ **Marketing**
 - ▶ Blueprints have been created
 - ▶ Item writing has begun

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
- ▶ Descriptions of what these levels indicate for students can soon be found on our website: www.careerpathways.us

Example of Excerpt from Meets Expectations for Comprehensive Agriculture

- ▶ Students performing at the Meets Expectations level can define types of ownership for and characteristics of an agribusiness system. They can identify significant markets in global agribusiness systems.

Example of Excerpt from Meets Expectations for Comprehensive Agriculture

- ▶ Students performing at this level can evaluate the economic impact, global significant, and major historical events of the animal agriculture industry. They can identify the parts of the distribution channel in the process and movement of animal products from farm to table, and identify environmental issues relating to animal production.

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
 - ▶ Performance Level Descriptors (coming soon)

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

“Sit-Down” Item Types

- ▶ Traditional multiple choice (MC)
- ▶ Multi-select multiple choice (MSMC)
- ▶ Constructed response (CR)
- ▶ Technology-enhanced items (TE)
- ▶ Situational judgment tasks (SJT)

cPass Comprehensive Agriculture Example Items

- ▶ This is a 10 item practice assessment for the cPass Comprehensive Agriculture assessment.
- ▶ We will show these items using the KITE Client. Specifically, this is what your students will use when taking our assessments.

How Do I Take cPass?

- ▶ Please make sure that all computers are updated with the newest version of the KITE Client. The older version will no longer work.
- ▶ This year cPass has become a part of the KIDS system.
 - ▶ This will allow for a smoother process for students wanting to take a cPass assessment.
- ▶ District or School Test Coordinators will be able to generate tickets in Educator Portal for students to take the cPass assessments.

Other Changes

- ▶ This year, 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.

QUESTIONS?



Please Visit Our Website

<http://careerpathways.us/>

