

# **West Virginia**

## **Career and Technical Education Global21 Performance Assessment Program**



Test Administration Manual  
Fall/Spring  
2011 - 2012 Completers - All Grades

Office of Career and Technical, Accountability and Support  
Division of Technical, Adult and Institutional Education



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# Global21 Performance Assessment Testing Contact Information

There are no dumb questions: For questions about the CTE Global 21 Performance Assessment please contact

Tracy L. Chenoweth  
Global 21 Performance Assessment Coordinator  
304-558-2389

If I happen to be out or away from my phone leave a message in my voice mail or directly with Eydie Payne  
304-957-9833 ext. 53559

## 2011-2012 Calendar of Testing Activities

<b>Fall Activities</b>	<b>Dates</b>	<b>Spring Activities</b>	<b>Dates</b>
Global21 Performance Assessment Fall testing window (including make-ups)	12/1/11 to 1/13/12	Global21 Performance Assessment Spring testing window (including make-ups)	4/2/12 to 5/11/12
Fall Assessment Availability	on or before 11/28/11	Spring Assessment Availability	on or before 3/28/12
Invoice Submission for Fall assessment reimbursement <b>(last day to submit)</b>	2/10/12	Invoice Submission for Spring assessment reimbursement <b>(last day to submit)</b>	5/25/12
Destroy all needless/expired testing materials (CDs, DVDs, projects, pre-assessment materials, resumes, job applications, portfolio items, etc.)	2/10/12	Destroy all needless/expired testing materials (CDs, DVDs, projects, pre-assessment materials, resumes, job applications, portfolio items, etc.)	5/31/12
Test Results Submitted to WVDE <b>(last day to submit)</b>	2/10/12	Test Results Submitted to WVDE <b>(last day to submit)</b>	6/8/12

## Overview of the WVDE CTE Performance Assessments

Performance assessments are designed to judge student abilities to apply specific knowledge and research skills in a “hands-on” platform. Performance assessments often require the student to manipulate specialized equipment to solve a problem or make an analysis. Rich performance assessments should reveal a variety of problem solving approaches, thus providing insight into a student’s level of conceptual and procedural knowledge.

The first administration of the West Virginia Career & Technical Education Global 21 Performance Assessment Program was piloted in the spring of 2009. As is the industry standard, each assessment has been reviewed by West Virginia administrators, teachers, staff members of the West Virginia Department of Education and by West Virginia citizens. Additionally, each assessment has been examined and re-examined for bias, content, rigor, complexity, and alignment to the West Virginia Content Standards and Objectives (CSOs) and Performance Descriptors as well as industry scenarios (providing real-world examples).

Again this year, students will be tested on the four (4) core CTE courses in which they have completed for a particular concentration, each one being unique in coursework and complexity. Students taking the assessments will respond to the performance assessments in a variety of ways, as deemed appropriate to the particular content area.

Two assessment windows will be provided this year (2011-2012) to better facilitate testing across each district. This change is designed to minimize interference with other testing/assessment administration schedules as well as to increase testing efficiency and assist end-of-year activities, travel, evaluator accessibility, course scheduling conflicts, etc.

The purpose of performance assessment is to evaluate the actual process of doing – performance assessment focuses on performance, process and results. We look forward to a very seamless and successful assessment session this year!

# General Test Administration

## Testing Conditions for All Students

All public school students completing a concentration in Career & Technical Education are to be assessed by the WVDE CTE Global 21 Performance Assessment.

### **The CTE Global 21 Performance Assessment required standardized testing conditions:**

In order for test results to support valid inferences, each Examiner must adhere to the conditions described in the Test Administration Manual. Proper test administration plays an integral part in the testing process and is vital to the accuracy of test results. Consistency in test administration is crucial to this process. To facilitate student performance during the testing process, certain conditions for testing must exist.

### **Standardized Conditions Required**

#### **Administration – Principal/School Level Director/Building Level Coordinator**

- The CTE Global 21 Performance Assessments must be administered during the testing window; make-up testing must be scheduled within the testing window.
- Students, parents, and evaluators must be informed of all testing schedule dates prior to testing. Suggested forms of notification include but are not limited to letters, memos, notes, telephone calls, marquees, Web sites, newsletters, conferences, etc.
- As per the security agreements, “I will not keep, copy, reproduce, paraphrase, distribute, or review/discuss the current test materials and/or test items.” (“Any manner” includes written, mechanical, electronic and oral reproduction, and discussion of the contents of the test)

#### **Administration – Examiner**

- Examiners must be currently employed educators, approved employees of the state, county, or RESA, or educators of a private or parochial school with a valid West Virginia teaching license. The Examiner may also include substitute teachers or aides serving as an Examiner for special needs students when they are instructionally assigned. All aides and nonpublic school educators must be approved by WVDE. Student teachers may not serve as Examiners.
- Examiners must be trained prior to test administration and must sign an Examiner’s Secure Materials and Test Procedures Agreement (see Appendix 1), indicating that proper training has been received.
- As per the security agreements, “I will not keep, copy, reproduce, paraphrase, distribute, or review/discuss the current test materials and/or test items.” “Any manner” includes written, mechanical, electronic, and oral reproduction and discussion of the contents of the test.
- Examiners must study the test administration procedures and directions prior to the day of testing.
- Test administration procedures must be followed in accordance with the Examiner’s Material section of each assessment.

**Setting**

- All necessary materials must be distributed prior to testing.
- Students should be seated or grouped in a manner conducive to the assessment but in a manner that will deter unnecessary interaction between students during testing.
- Information related to the contents of the assessments must not be displayed in the room during testing.
- Distractions such as bells, intercoms, and telephones should be eliminated during testing sessions, so as not to interrupt testing.
- Students and Examiners must turn off any cellular phones, watches with alarms, or pagers during testing sessions.
- A "DO NOT DISTURB" sign must be placed on all entries to the testing room.
- Students should not be tested after strenuous physical exercise.
- Students should be tested in classrooms with adequate lighting and ventilation.
- Students should be testing in the classroom(s) in which their coursework is normally delivered.

**Options to Standardized Setting**

- Individual, small group, or different class testing may be provided as needed
- Adaptive furniture may be provided as needed
- Special lighting and/or acoustics (such as a microphone and speakers) may be provided as needed

**Timing**

- The CTE Global 21 Performance Assessments are timed. The Examiner should inform the students of all time restrictions/limitations.
- Assessment session scheduling is left to the discretion of building level administration.
- Students who might require additional time should have these arrangements in place prior to the onset of testing. However, if a student requiring additional time stops working for more than 20 minutes without cause, it is recommended that the testing session for that student be terminated.
- Extended time must not result in an opportunity for the student to study information on a test already started.
- Sufficient time for students' questions should be provided prior to beginning the test.
- Students who typically take longer to complete tests may be grouped together.
- Breaks must be allowed and should not disrupt the testing process.
- When breaks are given, test must be face down and all test materials must be secure.
- Students should be instructed not to discuss the test during scheduled breaks and upon completion of testing.

### **Presentation**

- Instructions in the Examiner’s Materials section of each assessment must be followed precisely.
- A recommended script is provided to Examiners and shall be read to students verbatim.
- Calculators may be used on all assessments (see Appendix 8)
- Testing must be monitored at all times and irregularities must be recorded for a student or the group on the Testing Irregularity form located in the Appendix of this document (See Appendix 11).
- Assistance to students should be limited to clarifying directions. Examiners shall not indicate answers or prompt or coach students in any manner.

### **Options to Standardized Presentation**

- Visual magnifying equipment may be used as needed
- Audio amplification equipment may be used as needed

### **Scoring – Evaluator**

- Evaluators must 1) have 4 or more years of experience in the field/industry being scored; 2) have earned a high school diploma or GED; and 3) not score assessments of his/her child/ (ren), grandchild(ren), etc.
- Must complete a brief training meeting with Principal/School Level Director/Building Level Administrator or designee prior to evaluation and sign an Evaluator’s Secure Materials Agreement (see Appendix 4), indicating that proper training/instructions has been received.
- As per the security agreements, “I will not keep, copy, reproduce, paraphrase, distribute, or review/discuss the current test materials and/or test items.” “Any manner” includes written, mechanical, electronic, and oral reproduction and discussion of the contents of the test.
- Evaluators must be familiar with the scoring procedures and directions prior to testing.
- Proper scoring procedures must be followed in accordance with the Examiner’s Manual.

### **Understanding the Scoring Process**

Each Global 21 Performance Assessment is unique just as every CTE course is unique in its complexity, content, certification process, curriculum, teaching methodology, industry standard, etc., and as a result the scoring formats for each Global 21 Performance Assessment varies.

**Assessments include, but are not limited to:**

1. An 8 point rubric
  - a. NOTE: Whole number and  $\frac{1}{2}$  point scoring is appropriate and should be limited to the following choices:
    - 1-2-3-4-5-6-7 and 8
    - 1.5, 2.5, 3.5, 4.5, 5.5, 6.5, and 7.5
    - No other decimal representation should be applied to the scoring process. For example; 6.4, 5.2, 7.3 – would not be acceptable
2. Check off lists with content objectives
3. Worksheets that contain areas for recording and reporting assessment specifications
4. Blueprints, rough drawings, schematics, and/or diagrams
5. Electronic media (i.e., pictures, video, animation, presentations, spreadsheets, database applications, WebPages, and other multimedia representations).
6. Assessment related handouts, specification sheets, industry manuals, etc., as prescribed by the individual assessment.
7. Answer keys are provided as part of the assessment package, as needed per assessment.

The scoring process should be taken seriously and Principals/School Level Directors/Building Level Coordinators, Examiners, Evaluators and students should take the time to understand the objectives being evaluated which contribute to a particular score.

# Special Education and Test Accommodations

## Students with IEPs and Section 504 Plans

All students with an IEP or a Section 504 Plan who successfully complete the concentration are expected to participate in all components of the WVDE Career & Technical Global 21 Performance Assessments. If additional accommodations are needed to the successful completion of the performance assessment, permission for such accommodations must be obtained from the WVDE, Division of Technical, Adult and Institutional Education prior to the start of testing (see Additional Accommodations Requests on page 8 of this manual).

It is recommended that students with an IEP or a Section 504 Plan be assessed following the same testing schedule as their regular education peers. Students with an IEP or Section 504 Plan should be tested in the same concentration on the same day as their peers, unless other arrangements have been approved by the WVDE, Division of Technical, Adult and Institutional Education. The student should receive all applicable assessment accommodations outlined in his or her IEP or Section 504 Plan.

## Students with Limited English Proficiency (LEP)

All limited English proficient (LEP) students who successfully complete a concentration are expected to participate in the WVDE Career & Technical Global 21 Performance Assessments. A limited English proficient student is defined in West Virginia Board of Education Policy 2417, Programs of Study for Limited English Proficient Students. A limited English proficient student in the state of West Virginia is classified according to the federal government definition as described in Public Law 107-110, the No Child Left Behind Act of 2001 (NCLB). A limited English proficient student is classified as one:

- Who is aged 3 through 21; and
- Who is enrolled or preparing to enroll in an elementary school or secondary school; and
- Who was not born in the United States or whose native language is a language other than English; or
- Who is a Native American or Alaska Native or a native resident of outlying areas; and
  - Who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
  - Who is migratory, whose native language is a language other than English and who comes from an environment where a language other than English is dominant; and
- Whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual –
  - The ability to meet the state's proficiency level of achievement on state assessments;
  - The ability to achieve successfully in classrooms where the language of instruction is English; or
  - The opportunity to participate fully in society

It is recommended that LEP students be assessed following the same testing schedule as their regular education peers. LEP students should be tested in the same concentration on the same day as their peers, unless other arrangements have been approved by the WVDE, Division of Technical, Adult and Institutional Education (see Additional Accommodation Requests below). The student should receive all applicable assessment accommodations outlined in his or her LEP Assessment Participation Document.

## **Accommodations**

An accommodation is a change in the administration of an assessment, such as setting, scheduling, timing, presentation format, response mode or others, including any combination of these, that does not change what is intended to be measured by the assessment or the meaning of the resulting scores; an accommodation does not change the construct of the test.

## **Large Print Versions of the Performance Assessment**

All of the assessments may be converted to Large Print by changing the font size on the “Secure Materials” portion of each test to 18 point before printing. If Large Print is used, contact Tracy L. Chenoweth (contact information follows) for transcription directions.

## **Braille Versions of the Performance Assessment**

Request for Braille versions of the performance assessment must be made to WVDE (contact information below). If Braille is used, contact Tracy L. Chenoweth for transcription directions.

## **Additional Accommodation Requests**

A request for an assessment accommodation that does not appear in the IEP, Section 504 Plan, or LEP Assessment Participation Document must be emailed to the WVDE, Division of Technical, Adult and Institutional Education (tchenowe@access.k12.w.vus). Examiners and Principals/School Level Directors/Building Level Coordinators should forward all requests for additional accommodations to the County Level CTE Director. The County Level CTE Director will process the request and forward it to the WVDE. The following information must be included in the request:

- Student’s name, school and county
- Specific requested accommodation(s)
- Rational for request (such as an update)
- Verification that the student receives the accommodation(s) on a regular basis during classroom instruction and assessment and is already familiar with the accommodation(s)
- A statement assessing the likely impact on the student’s test results if the student is not permitted to use the requested accommodation(s)

Upon completion of the Division of Technical, Adult and Institutional Education’s review, the appropriate administrator will be notified of the review committee’s determination.

\*\*Detailed guidance for determining accommodations can be found in the most current **West Virginia Guidelines for Participation in State Assessments** document. You can find this document in PDF format on the Global 21 Performance Assessment Web Site under the “Miscellaneous Testing Materials” section.

## **CTE Testing Window**

The Testing Windows for the 2011-12 CTE Global 21 Performance Assessments are:

**Fall: December 1st 2011 to January 13th 2012**

**Spring: April 2nd 2011 to May 11th 2012**

It is recommended that no student take more than one test on any given day (this includes make-up days and testing in classes outside of CTE). Tests should be given at the beginning of the school day, when possible, to help maximize student performance. Please note that each concentration test or problem (if the test is given over multiple days), must be completed on the same day it begins.

Each student should be allotted the total amount of time, as directed by the individual assessment, to complete the prescribed project(s). Students with extended time requirements must be given the time they need to complete the test within the confines of the test day. However, if a student requiring extended time stops working for more than 20 minutes without cause, it is recommended that the Examiner terminate the test for that student. In this case, the assessment will be scored as it stands at the time the assessment was stopped.

### **Make – Up Sessions**

Students who do not take the performance assessment during the regular test administration must be given a make-up testing session for the missed test. Make-up sessions are required if a student is not present during the testing window. Make-ups must be scheduled following the regular test administration and at the discretion of the Principal/School Level Director/Building Level Coordinator and Examiner. The Examiner is responsible for scheduling the time and place for the make-up sessions and for arranging for the Evaluator(s) to score the test(s). It is recommended that all like assessments be administered on the same day.

Administer the make-up tests early in the school day, when possible. Follow all scripted directions during the make-up sessions, and give the students all scheduled breaks. Test security procedures must be followed before, during, and after each testing session.

# 2011-12 Global 21 Performance Assessment Test Format

The 2011-2012 Global 21 Performance Assessment contains four (4) distinct assessment components. Everyone involved in the assessment process plays an important role and thus it becomes necessary for all participants to clearly understand each component. The four (4) components include a(n):

1. *Oral Component*
2. *Written Component*
3. *Performance Component (also known as the Hands-on or Demonstration)*
4. *Work Habits/Safety Component*

## **The Oral Component Evaluated by Internal and/or External Evaluators**

The Oral Component can be one (1) of two (2) options; (1) a standard job interview or (2) an individual or group presentation. Details regarding the Oral Component option for each assessment can be found in the individual concentration's Planning Guide. Please note that this information is considered Secure Material and all prescribed security measures should be maintained.

Presentation types may include but are not limited to the following examples:

1. Microsoft PowerPoint /Prezi Presentations/etc.
2. Web site/Animation/Photo/Multimedia software presentations
3. Interactive poster presentations
4. Interactive bulletin board Presentations
5. Speech/Oral Report
6. Round table/Panel discussion
7. Workshop/Symposium/Clinic/Seminar
8. Portfolio presentation (digital, electronic, pictorial, ring binder, etc.).

A Standard Job Interview will consist of:

- A 15-20 minute maximum time slot
- A panel of three (3) Evaluators which may consist of Internal School Personnel resources (i.e., teachers, counselors, administrators, staff members, central office, cooks and other service personnel) and/or External resources (i.e., business and industry, advisory council, LSIC members, etc.)
- Concentration specific suggested sample questions for Evaluators
- Evaluation via the Standard Job Interview Assessment Rubric

The scheduling for this portion of the assessment is left to the discretion of building level administration in cooperation with CTE instructors. Large group and/or school-wide job interviews can be scheduled and/or individual concentration interview schedules may be arranged. It is acceptable to conduct the performance and job interview components on the same day. It is also acceptable to schedule the job interview portion on a separate day (either before or after the performance piece). Job interviews may be conducted off-site or in a clinical setting using the assessment rubric that accompanies the test. Students may bring a copy of their current resume to the interview session for reference, however it is not mandatory.

An Individual or Group Presentation will consist of:

- A 20-30 minute maximum time slot
- A panel of three (3) Evaluators which must consist of External resources (i.e., business and industry, advisory council, LSIC members, etc.)
- Evaluation via provided assessment rubric located within the specific concentration's secure materials packet (rubric criteria will vary)
- May include concentration specific suggested sample questions for Evaluators

The scheduling for this portion of the assessment is left to the discretion of building level administration in cooperation with CTE instructors. It is acceptable to conduct the performance and oral presentation components on the same day. It is also acceptable to schedule the oral presentation portion on a separate day (after the performance piece) to accommodate Evaluator schedules.

### **The Written Component Evaluated by the Classroom Instructor**

The Written Component is a Resume/Mock Job Application Exercise - this exercise provides CTE students the opportunity to experience the process of resume development and general job application completion. All CTE completers are required to have a current resume in typical format which will be used during the application completion phase. Regardless of method, students will have 60 minutes to completion this portion of the assessment.

Students will be able to choose from two (2) Mock Job Application formats; a general electronic kiosk application or a concentration specific paper and pencil application. The electronic application is Web based version that allows students to input their information via computer/laptop and print out their final product. Students would then paperclip their resume to the back of the printed application and turn it in to their classroom instructor for evaluation.

If the student chooses to complete the paper and pencil application provided in the Secure Materials Testing Packet, Examiners would be required to provide students with a copy of the paper and pencil application. Students would then paperclip their resume to the back of the paper and pencil application and turn it in to their classroom instructor for evaluation.

Please note: Students are permitted to have their resume in hand as a reference during the completion of both mock job application exercises -they will be turned in upon completion. The scheduling for this portion of the assessment is left to the discretion of building level administration in cooperation with CTE instructors and should precede the performance component. It is recommended that this portion of the assessment be scheduled on a separate day. This portion of the assessment can be given in large group or one-on-one. Underclassmen are encouraged to participate thus reducing the need for grade level/completer level segregation.

### **The Performance Component Evaluated by a Three (3) Member Panel of External Judges**

The CTE performance assessments are composed of three distinct parts: a performance task; a format in which the student responds; and a predetermined scoring system. Tasks are assignments designed to assess a student's ability to manipulate equipment (laboratory equipment, computers, documents, etc.) for a given purpose. Students complete their prescribed tasks in front of a three (3) person panel of External judges (i.e., business and industry, advisory council, LSIC members, etc.), and is then scored by comparing the performance against a set of written criteria. When used with students with highly varying abilities, performance assessment has the advantage of judging student abilities by using tasks with multiple correct solutions. Students are graded on the process of problem solving using a rating scale based on explicit standards.

The performance portion (also known as the hands-on portion or the demonstration portion) of the assessment differs from one concentration area to the next. All pertinent details including materials needed, time limitations, special arrangements, advanced set-up, etc., can be found in the Planning Guide and the Secure Materials Testing Packet for each concentration's assessment.

### **The Work Habits/Safety Component Evaluated by the Classroom Instructor**

Safety is a vital part of all CTE instructional programs and again this (2011-2012 assessment) year, the Global 21 Performance Assessment includes a Work Habits/Safety Component. This portion of the assessment is to be scored by the classroom instructor and provides students an opportunity to demonstrate Work Habits and/or Safety proficiencies during the performance portion of the exam.

It also serves to protect the student, the teacher, the evaluators and anyone else involved in the assessment process. Since all CTE curriculums include safety instruction as it relates to the student, co-worker, client, and/or the industry for which students are training this portion of the assessment allows students to simulate safety procedures as it applies to their individual concentration in a clinical setting.

The safety evaluation may be in the form of a rubric, a checklist, a task structure, etc., and varies from concentration to concentration. Details regarding the Work Habits/Safety component of each assessment are included in the testing packet.

# Principal's/Building Level Coordinator's Responsibility

## Preparing Students for Testing

Inform students and their parents of the test dates and the purpose of the test. Suggested forms of notification include but are not limited to letters, memos, notes, telephone calls, marquees, Web sites, newsletters, conferences, etc. Include information on the purposes of the test and uses of the test results. A sample letter to parents and guardians has been provided and is located on the CTE Global21 Performance Assessment Website <http://careertech.k12.wv.us/global21-performance-assessments.html>.

Make sure that Examiners remind students the day before the test to bring any necessary materials when appropriate.

## Training the Examiners

- Ensure access of the Test Administration Manual to Examiners before the test administration – a copy of which is located on the CTE Global 21 Performance Assessment Website <http://careertech.k12.wv.us/global21-performance-assessments.html>.
- Make sure the Examiners have completed the required training prior to the assessment window.
  - Each Principal/School Level Director may train his/her own faculty using the provided online Power Point. The recommended format for this training would be a faculty/staff meeting in which all potential Examiners are present.
- Make sure that Examiners understand that all Evaluators **MUST** participate in a brief training with building level administration or his/her designee (counselor, Assistant Director/Principal, etc). The contents of this brief training meeting will be provided by WVDE. The recommended format for this training is a group meeting with all Evaluators prior to testing. Evaluators need only attend this brief training meeting once per academic year.
- Review the Test Administration Manual and the Examiner's Secure Materials and Test Procedures Agreement with Examiners.
- Have Examiners sign the Examiner's Secure Material and Test Procedures Agreements after the training session and prior to testing, and keep the signed forms on file at the school.
- Train Examiners in the proper use and return of testing results and data.
- Instruct Examiners to read and follow all standardized testing procedures as outlined in the Test Administration Manual.
- Instruct Examiners that no test materials may be removed from the room by any Evaluator, educator, or student.
- Instruct Examiners not to study, copy, disclose or allow to be disclosed the contents of the performance assessment.
- Make sure that all Examiners understand the scoring process so that they can answer potential Evaluator questions and assist in the calibration process as necessary.
- Instruct Examiners to follow the directions in the Test Administration Manual for the performance assessment, which clearly define the standardized testing procedures for all students being tested under standard conditions.

- Report immediately any alleged security breach, testing administration breach, copyright infringement, loss of materials, or other deviate from acceptable security procedures to the Principal/School Level Director/Building Level Coordinator, County Level CTE Director, County Superintendent and to Tracy L. Chenoweth at the WVDE, Divisional of Technical, Adult and Institutional Education, 304-558-2389, who will take the appropriate action.
- Have Examiners check testing areas prior to the beginning of test administration to ensure that any specific information pertinent to the test being administered is not displayed during testing. For example, any teaching aid that may give students information or help on any part of the test must be covered or removed during test administration. This may include, but is not limited to, posters, displays, punctuation rules, open manuals, etc., unless it is otherwise noted in the test directions.

### **Confirm Scoring Arrangements**

One week prior to the testing window, the Principal/School Level Director/Building Level Coordinator should confirm with each Examiner that the required number of Evaluators have been arranged for and that said Evaluators understand that they must attend the Pre-Assessment mini meeting held by the Principal/School Level Director/Building Level Coordinator and/or his/her designee.

### **Preparing Test Materials**

The Principal/School Level Director/Building Level Coordinator may begin preparing packets before test administration by doing the following:

- Prepare a Completer's Roster for each concentration.
- Create a testing schedule. Make arrangements with home schools if testing schedule overlaps with academic schedule.
  - Ensure each student, team, Examiner, Evaluator, etc. has an up-to-date copy of the testing schedule
- Using a Completers' Roster, photocopy and assign the required number of printed assessment materials, pens/pencils, and any other office supply-type materials needed for the assessment.
- Store ALL secure assessment materials in a single, secure, locked location.
- Prepare a class packet for each Examiner that includes the following materials, as appropriate:
  - Test Administration Manual
  - Manipulatives, including calculators (prepared for testing) and measuring tools
  - Printed copies of assessments and all necessary handouts
  - "DO NOT DISTURB" sign for all doors
  - Extra pencils and erasers
  - Testing irregularity forms (see Appendix 11) just in case they are needed during testing
  - Appropriate number of printed copies of secure test materials that must be checked out and recorded on the School Completers roster
  - Folder for each Evaluator (to hold scoring materials)

**Procedures for Handling Secure Test Materials during Testing**

- Instruct the Examiners not to study, copy, disclose or allow to be disclosed the item specific content of the testing instruments.
- Instruct the Examiners that once a test is completed, NO ONE, including the Evaluators are allowed to examine, review, or alter a student's test in any manner, including the scoring documents, projects, portfolios, resumes, DVDs, CDs, etc.
- Instruct Examiners to check out the secure assessment materials from the Principal/School Level Director/Building Level Coordinator each day immediately before testing begins.
- About 20 minutes after testing begins, the Principal/School Director/Building Level Coordinator must collect the secure materials, per Examiner, for any absent students. This must be done on a daily basis during the testing window.

**Procedures for Handling Secure Test Material after Testing**

- Instruct Examiners to return the class packet, including all secure testing materials, and results/data to the Principal/School Level Director/Building Level Coordinator to place in a locked, secure central location immediately after testing competes each day.
- Instruct Examiners to return all scratch paper, damaged secure testing materials, and used and unused assessment material at the close of testing.
- Shred all scratch paper daily.
- Destroy all CDs, DVDs, projects, etc. created for the assessment no later than February 10, 2012 for FALL testing and May 31, 2012 for SPRING testing.

**Entering Scores**

The Principal/School Level Director/Building Level Coordinator and or his/her designee will enter each student's scores into the Data Profile Management System.

- All data must be entered no later than February 10, 2012 for FALL testing and June 8, 2012 for SPRING testing.
- Principal/School Level Director/Building Level Coordinator must keep the original copy of each "Student's Final Score Worksheet" (included with each test) in a master folder for the period of 5 years for CTE Onsite Auditing purposes. All other unnecessary/expired testing materials need to be destroyed/shredded no later than February 10, 2012 for FALL testing and May 31, 2012 for SPRING testing.

## Examiner's Responsibility

- Send a letter from each Examiner to each Evaluator at least three weeks before the testing date to confirm the testing date (s). A sample letter has been prepared by WVDE and is available in Appendix 10.
- Instruct Evaluators that they must participate in a brief Evaluator's training to be conducted by building level administration or his/her designee prior to evaluation. If evaluators are to be present on more than one day of assessment, they need only attend the training meeting once per academic year.
- Ensure that all students are familiar with the format, expectations, and general types of questions/task on the test as well as the procedures to follow when completing the assessment.
- Ensure that all students have access to the rubrics for the individual assessment segments that they will be completing based on the concentration assessment.

### Pre-Assessment Work

Several of the performance assessments require a type of pre-assessment work. Pre-assessment assignments are tasks to be completed, given to the Examiner to store, and used during the live performance assessment. These assignments are not scored but contribute directly to the final product/performance.

### Pre – Assessment Assignments

Some of the performance assessments require the students to complete certain tasks related to the assessment itself, such as extensive research. If an assessment requires a pre-assessment assignment, it is detailed in three places: 1) the Planning Guide and 2) within the assessment packet and 3) on the WVDE/CTE Webpage under the Global 21 Performance Assessment Tab.

Guidelines for the Examiner and student are given; including timeframe, assignment details, a pre-assessment scenario when appropriate, handouts and other specifics.

### Test Preparation

The Examiner may begin preparing students for the performance assessments by doing the following:

- Instruction should be focused on the content standards and objectives in the concentration areas.
- Benchmark and/or formative assessments should be used for test preparation and review.
- Discuss with students appropriate attire for specific testing sessions (i.e., interview, presentation, performance, etc.).
- Provide access to all assessment session rubrics per test concentration as necessary.
- Direct students to have a current resume completed prior to the testing session.
  - *(Every completer will need a current resume).*

The actual performance assessment or any paraphrased, summarized, or excerpted forms of the performance assessment may NOT be used for test preparation.

## **Preparing Test Materials**

The Examiner may begin preparing necessary quantities of materials, tools, and/or equipment before test administration by doing the following:

- Downloading the Materials List needed, per exam which is located on the WVDE/CTE website under the Global 21 Performance Assessment tab.
- Prepare the needed amount of other types of materials at the site. Ensure that multiple quantities of the same type of equipment/material (computer, engine block, blood pressure cuff, etc.) are ALL equal quality and capacity.

Unless assessment directions state otherwise, examiners are NOT to prepare individual work stations or areas for students. Students are expected to prepare their own areas, including selecting the materials, supplies, tools, etc. that will be needed for the assessment.

## **Test Administration**

- All Examiners shall strive to create a positive environment.
- Students and Evaluators shall be monitored to ensure that appropriate test-taking procedures and test security measures are followed.
- Students shall not have access to secure test materials or answer keys.
- Any alleged security breach, testing administration breach, copyright infringement, loss of materials, or other deviation from acceptable security procedures shall be reported immediately to the Principal/School Level Director and/or County Level CTE Director who then reports the alleged breach to Tracy L. Chenoweth at 304-558-2389.
- Do not destroy or throw away any contaminated or damaged assessment materials. Return them to the Principal/School Level Director/Building Level Coordinator for replacement.
- Return all CDs, DVDs, projects, etc. created for the performance assessment to the Principal/School Level Administrator/Building Level Coordinator for shredding.
- Return all scratch paper, including graph paper, to the Principal/School Level Administrator/Building Level Coordinator for shredding.

# Evaluator's Responsibility

## Who May Evaluate

An external workforce member may serve as an Evaluator for any part of the performance assessment. To qualify to evaluate the assessment, a person:

- Must have 4 or more years experience in the field/industry being evaluated/scored
- Must have earned a high school diploma or GED
- Must not score assessment of his/her child(ren), grandchild(ren), etc.
- Must complete a brief training with building level administration or his/her designee prior to evaluation
- Must sign the Evaluator's Secure Materials Agreement

County/school personnel, including teachers, may serve as an Evaluator for any part of the performance assessment; no Examiner may evaluate their own students during the performance piece. To qualify as an evaluator for the Global 21 Performance Assessments, county/school personnel:

- Must have 4 or more years experience in the field/industry being evaluated/scored
- Must have earned a high school diploma or GED
- Must not score assessment of his/her child(ren), grandchild(ren), etc.
- Must complete a brief training with building level administration or his/her designee prior to evaluation
- Must sign the Evaluator's Secure Materials Agreement

## Understanding Rubrics

Rubrics are an explicit summary of the criteria for assessing a particular task, skill, or example of student work. Each rubric includes level of potential achievement or performance for each criterion. The key elements of a rubric are the descriptors for each level. Descriptors detail what the performance is like within a full range of possible performance levels.

Rubrics require applying the same criteria to each students' work on the same task, skill, or assignment. Using the same criteria is typically the fairest and best way to score an assessment;

- Each area contains multiple criteria
- Each area contains specific criteria that relates directly to the concentration
- Each criterion, or standard, has eight (8) different levels of performance
- Each of the levels of performance contains a descriptor that matches its scaled level.

## Preparing to Score

- Complete the brief training for Evaluators provided by building level administration or his/her designee.
- Read and sign the Evaluator's Secure Materials Agreement (Appendix 4) after the mini training session and prior to testing.
- Confirm with the Examiner, one week prior to the testing window, that there is an understanding of the required brief training meeting prior to assessment, as well as the date, time and location for participation in scoring the performance assessments.
- Any questions about the content should be directed to the Examiner for whom you are scoring.
- Any questions about the rubric, scoring, or the assessment process should be directed to the Assessment Coordinator, Tracy L. Chenoweth at 304-558-2389.

## Using the Scoring Documents

- Evaluators will be provided one copy of the rubric for each student
- Complete the student name and date at the top of each scoring document/rubric
- Denote the score for each criterion in the area designated for scores
- After scoring a student in every criterion, total the points at the bottom
- Signing your name or initialing at the bottom of the document (in any white space available) is left to the digression of the Evaluator; it is not mandatory.
- Place the document in the Evaluation Folder
- At the end of scoring, give the folder to the Examiner

## Scoring Protocol

The Scoring Protocol is designed to ensure adjacency, scores with more than a 2 point difference. For example, scores of 7 and 5 are adjacent but scores 7 and 2 are not adjacent. When adjacency does not occur, calibration must take place. Calibration is to be led by an Examiner.

Example with two Evaluators: Evaluator #1 gives the student a score of 7 on for a particular objective on the rubric, but Evaluator # 2 gives the student a 3 as a score for the same objective – a calibration conversation needs to occur because the scores are not adjacent – it could be that one Evaluator is not sure what to do and needs help with the rubric, or it could be that a particular Evaluator is grading too diligently or not diligently enough, thus the calibration conversation should identify issues that may be present and correct the scoring process.

Keep in mind, this is not a time for arguments between Evaluators and Examiners, it is simply a measure that is used to make sure that all Evaluators understand the scoring process and are paying attention to the tasks at hand. It could very well be that there are major differences in opinion between individuals and calibration offers an opportunity to explore those differences.

- Calibration is the process of using conversation to arrive at an understanding. The Examiner should lead the process by further delineating the meaning of what is being assessed through practical examples. Calibration must take place when scores are not adjacent.

**Group Scoring (3 or more persons)**

- After individually scoring the first student, compare scores.
  - In a group of three Evaluators, if two or three of the scores are adjacent, continue.
  - In a group of three Evaluators, if two of the scores are NOT adjacent, stop and calibrate.

**Paired Scoring (2 persons)**

- After individually scoring the first student, compare scores.
  - If the scores are adjacent, continue
  - If the scores are NOT adjacent, stop and calibrate
  - When adjacency is NOT present, scoring stops until calibration is complete

**Individual Scoring (1 person)**

- Due to geographic restrictions, some programs are unable to arrange for multiple Evaluators. When this happens and the scoring falls on a single Evaluator, follow the protocol below.
  - At the beginning of the scoring sessions, the Examiner will act as the second scorer to verify adjacency
  - When adjacency is NOT present, scoring stops until calibration is complete
  - Individual (1 person) scoring should be a last choice after all other options have been exhausted

**During Scoring**

- Recognize that Evaluators function solely as scorers; they do not participate in or administer any part of the assessments.
- Follow the proper testing procedures at all times.
- Use the provided recommended scripts when addressing student directions.
- Do not remove any test materials from the testing area.
- Do not study, copy, disclose, or allow to be disclosed the contents of the performance assessment.
- When participating in arranged scoring (student is not present), the CD, DVD, project, product, etc., is not to be removed from campus. Scoring is to take place in a secure environment, just as if it were a live scoring process.

NOTE: Should an Evaluator's material become contaminated or damaged, return them to the Principal/School Level Director/Building Level Coordinator for replacement. Do not discard or destroy any contaminated or damaged materials.

**After Scoring**

Do not study, copy, disclose, or allow to be disclosed the contents of the performance assessment. Report any alleged security breach, testing administration breach, copyright infringement, loss of materials, or other deviation from acceptable security procedures immediately to the Examiner, Principal/School Level Director/Building Level Coordinator, or County Level CTE Director, as appropriate and to Tracy L. Chenoweth, WVDE/CTE Global 21 Performance Assessment Coordinator [tchenowe@access.k12.wv.us](mailto:tchenowe@access.k12.wv.us) and/or 304-558-2389.

# County Level CTE Director's Responsibility

## Inventory/Delivery of Test Materials

Before distributing materials and the Security Checklist to the school, complete the following steps for each school in your county/area:

- Download one copy of each assessment required per school and photocopy the required number of assessments, including handouts, answer sheets, and scoring documents per the School Completers' Roster.
- Complete the "Number of Test Assigned to Teacher" column on the School Completer's Roster for each school/roster. Keep the original and deliver a copy to each school with its accompanying secure assessment materials.
- For all technical difficulties, problems, and requests, contact Tracy L. Chenoweth at 304-558-2389, [tchenowe@access.k12.wv.us](mailto:tchenowe@access.k12.wv.us)
- It is the County Test Coordinator's responsibility to contact each Principal/School Level Director/Building Level Coordinator prior to the beginning of testing to ensure that he/she has received the correct assessment and has sufficient numbers of secure testing materials to administer the tests.

## Securing Test Materials

- Keep the test materials in a locked and secured central location(s) until distribution to schools.
- Make arrangements for delivery of the secure test materials to schools no sooner than one week before testing begins.

### **Training Principals/School Level Directors/Building Level Coordinators**

- Instruct Principals/School Level Directors/Building Level Coordinators in the Responsible Test Administration Practices found in this manual.
- Instruct Principals/School Level Directors/Building level Coordinators in correct procedures for preparing and returning test materials and completing the School Completers' Roster that is provided with the test materials.
- Review the Principal's/School Level Director's Building Level Coordinator's responsibilities section of this manual.
- Require and have on file, PRIOR to releasing secure materials, the signed appropriate Secure Materials and Test Procedures Agreement from every Principal/School Level Director/Building Level Coordinator having access to the Career and Technical Education Global 21 Performance Assessment Program.
- Instruct Principals/School Level Directors to verify training and have on file the signed Building Level Coordinator's Secure Materials and Test Procedures Agreement (Appendix 3), the Examiner's Secure Materials and Test Procedures Agreement (Appendix 1), the Evaluator's Secure Materials Agreement (Appendix 4), and the County/School Personnel Secure Materials Agreement (Appendix 5).
- Instruct Principals/School Level Directors/Building Level Coordinators that all assessment materials must be kept secure at all times.
- Instruct Principal/School Level Directors/Building Level Coordinators to collect the secure materials for absent students from each Examiner about 20 minutes after testing begins, every day.
- Instruct Principals/School Level Directors that the Examiners must return the test materials to the Principal/School Level Director/Building Level Coordinator to place in a locked and secured central location(s) immediately after testing each day.
- Assessment materials may not be stored in the Examiner's room.

### **Return of Materials Verification**

After receiving the Completers' Roster and testing materials from each Principal/School Level Director/Building Level Coordinator in your county along with any documented discrepancies, complete the following steps:

- Verify a 100% rate of return of the assessments from each school using the Completers' Rosters.
- If a discrepancy exists, contact the Principal/School Level Director for that campus and locate the missing assessment materials.
  - If missing materials cannot be located, immediately contact Tracy L. Chenoweth with the following information:
- Concentration WVEIS number
- Amount missing
- Name of Examiner who administered the assessment
- Date assessment was lost

Tracy L. Chenoweth  
Career and Technical Assessment Coordinator  
Global 21 Performance Assessments  
West Virginia Department of Education  
Building 6, Room 221  
1900 Kanawha Boulevard, East  
Charleston, WV 25305-0330

304.558.2389 (phone)  
304.588.3946 (fax)

[tchenowe@access.k12.wv.us](mailto:tchenowe@access.k12.wv.us)

# Appendix 1

## Examiner’s Secure Material and Test Procedures Agreement

I acknowledge that I will have access to secure assessments in the West Virginia Career & Technical Education Global 21 Performance Assessment Program. I also acknowledge that I have read, understand, and agree to adhere to the Test Administration Manual. I understand that these materials are secure, and it is my professional responsibility to protect their security. I agree to complete the assessment’s required training.

I therefore pledge:

1. I will not keep, copy, reproduce, paraphrase, distribute, or review/discuss the current test materials and/or test items.
2. I will not use test items/problems, answer sheets, handouts, or any of the information contained in an assessment to review/prepare students for a test.
3. I will not allow access to the test materials or answer keys to any student or any other person not so authorized by the Principal/School Level Director.
4. I will not alter students’ responses in any manner (indicate answers, point rational, prompt, etc.)
5. I will not disclose individual student test scores or test performance data to unauthorized persons as set forth in Policy 4350.
6. I will not assess or evaluate/score my own child (ren), grandchild(ren), other family members, etc.
7. If serving as Examiner for students with IEPs, Section 504 Plans, or LEP Assessment Participation Documents, I will adhere to the accommodations listed therein.
8. If serving as an Examiner monitoring students using Internet access for the assessment, I will not offer technical (assessing dictionary, grammar checks, formatting functions, etc) assistance that might alter the accuracy of student responses in the computer-based assessment before, during, or after the administration of the test.
9. I understand that if a breach of test security or copyright infringement occurs as a direct result of my actions, my license, if applicable, may be suspended or revoked, or I may be suspended, terminated, or have other action taken.

Please print your name, sign, and return the Examiner’s Secure Materials and Test Procedures Agreement to the Principal/School Level Director/Building Level Coordinator five instructional days prior to administering any assessment.

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

Position: \_\_\_\_\_

School: \_\_\_\_\_ Date \_\_\_\_\_

*If this form is not on file, it will be considered a breach of security by the Division of Technical, Adult and Institutional Education. This agreement is valid for one year from the signatory date.*

## Appendix 2

### Principal's/School Level Director's Secure Materials and Test Procedures Agreement

I acknowledge that I will have access to secure assessments in the West Virginia Career & Technical Education Global 21 Performance Assessment Program. I also acknowledge that I have read, understand, and agree to adhere to the Test Administration Manual. I understand that these materials are secure, and it is my professional responsibility to protect their security. I agree to complete the assessment's required training.

I therefore pledge:

1. I will not keep, copy, reproduce, paraphrase, distribute, or review/discuss the current secure test items or student responses.
2. I will implement procedures to ensure maximum test security. Access to secure materials will be restricted to the test administration period designated by the State mandated testing window.
3. I am responsible for the distribution of secure testing materials, including counting, reconciling, and returning all assessment materials (used and unused) according to the instructions provided with the test, before and after each test administration.
4. I will immediately report any loss of materials, cheating, security breach, testing administration breach, copyright infringement, or other deviation from acceptable security procedures to the County Level CTE Director and Division of Technical, Adult and Institutional Education.
5. I will ensure all applicable personnel and workforce participants receive the proper instruction in appropriate test security and test administration procedures.
6. I will collect and retain the signed Examiner's Secure Materials and Test Agreement, Building Level (Other than Principal/School Level Director) Coordinator's Secure Materials and Test Procedures Agreement, Evaluator's Secure Materials Agreement, and the County/School Personnel Secure Materials Agreement for all applicable personnel in the building five instructional days prior to the first day of testing.
7. I will not disclose individual student test scores or test performance data to unauthorized persons as set forth in Policy 4350.
8. I will not violate test security of the accuracy of the test data score results by manipulating the test administration, demographic data, or the student's answers or data.
9. I will not give student access to test questions or answer keys.
10. I will monitor Examiners and students to ensure that only references or tools specifically designated in testing materials or by accommodations are provided.
11. I will ensure that Examiners comply with the appropriate accommodations for students with IEPs, Section 504 Plans, and LEP Assessment Participation Documents when so designated in the test manual.
12. I will ensure that Examiners monitoring students using Internet access for the assessment do not offer technical (accessing dictionary, grammar checks, formatting functions, etc.) assistance that might alter the accuracy of student responses in a computer-based assessment before, during or after the administration of the test.
13. I am responsible for monitoring and verifying that the Building Level Coordinator, if applicable, has fulfilled his/her duties.
14. I understand that if a breach of test security or copyright infringement occurs as a direct result of my actions, my license, if applicable, may be suspended or revoked, or I may be suspended, terminated, or have other actions taken.

Please print your name, sign, and return the Principal/School Level Directors Secure Material and Test Procedures Agreement to the County Level CTE Director prior to the last day of April.

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

School: \_\_\_\_\_ Date \_\_\_\_\_

*If this form is not on file, it will be considered a breach of security by the Division of Technical, Adult and Institutional Education. This agreement is valid for one year from the signatory date.*

# Appendix 3

## Building Level (Other than Principal/School Level Director) Coordinator’s Secure Materials and Test Procedures Agreement

I acknowledge that I will have access to secure assessments in the West Virginia Career & Technical Education Global 21 Performance Assessment Program. I also acknowledge that I have read, understand, and agree to adhere to the Test Administration Manual. I understand that these materials are secure, and it is my professional responsibility to protect their security. I agree to complete the assessment’s required training.

I therefore pledge:

1. I will not keep, copy, reproduce, paraphrase, distribute, or review/discuss the current secure test items or student responses.
2. I will implement procedures to ensure maximum test security. Access to secure materials will be restricted to the test administration period designated by the State mandated testing window.
3. I will distribute the secure testing materials, including counting, reconciling, and returning all assessment materials (used and unused) according to the instructions provided with the test, before and after each test administration, if assigned by the Principal/School Level Director to do so.
4. I will immediately report any loss of materials, cheating, security breach, testing administration breach, copyright infringement, or other deviation from acceptable security procedures to the Principal/School Level Director.
5. I will ensure all applicable personnel and workforce participants receive the proper instruction in appropriate test security and test administration procedures, if assigned by the Principal/School Level Director to do so.
6. I will collect, if assigned to do so, and give to the Principal/School Level Director, the signed Examiner’s Secure Materials and Test Procedures Agreement, Evaluator’s Secure Materials Agreement, and the County/School Personnel Secure Materials Agreement for all applicable personnel in the building five instructional days prior to the first day of testing.
7. I will not disclose individual student test scores or test performance data to unauthorized persons as set forth in Policy 4350.
8. I will not violate test security of the accuracy of the test data score results by manipulating the test administration, demographic data, or the student’s answers or data.
9. I will not give student access to test questions or answer keys
10. I will monitor Examiners and students to ensure that only references or tools specifically designated in testing materials or by accommodations are provided.
11. I will ensure that Examiners comply with the appropriate accommodations for students with IEPs, Section 504 Plans, and LEP Assessment Participation Documents when so designated in the test manual.
12. I will ensure that Examiners monitoring students using Internet access for the assessment do not offer technical (accessing dictionary, grammar checks, formatting functions, etc.) assistance that might alter the accuracy of student responses in a computer-based assessment before, during or after the administration of the test.
13. I understand that if a breach of test security or copyright infringement occurs as a direct result of my actions, my license, if applicable, may be suspended or revoked, or I may be suspended, terminated, or have other actions taken.

Please print your name, sign, and return the Principal/School Level Directors Secure Material and Test Procedures Agreement to the County Level CTE Director prior to the last day of April.

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

School: \_\_\_\_\_ Date \_\_\_\_\_

*If this form is not on file, it will be considered a breach of security by the Division of Technical, Adult and Institutional Education. This agreement is valid for one year from the signatory date.*

## Appendix 4

### Evaluator's Secure Materials Agreement

I acknowledge that I will have access to secure assessments in the West Virginia Career & Technical Education Global 21 Performance Assessment Program. I also acknowledge that I have completed a brief Evaluators' training meeting prior to assessment administered by the building level administration and/or his/her designee. I understand that these materials are secure, and it is my professional responsibility to protect their security.

I therefore pledge:

1. I will not keep, copy, reproduce, paraphrase, distribute, or review/discuss secure test materials and/or test items or student responses.
2. I will not allow/grant access to the test materials or answer keys to any person.
3. I will score each student independently and fairly using the designated assessment scoring materials..
4. I will not alter student's responses in any manner.
5. I will not evaluate/score my own child (ren), grandchild (ren), other family members, etc.
6. I will immediately report any loss of materials, damages, or other deviations from acceptable security procedures to either Principal/School Level Director or the Division of Technical, Adult and Institutional Education.
- 7. County/School Personnel:** I understand that if a breach of test security or copyright infringement occurs as a direct result of my actions, my license, if applicable, may be suspended or revoked, or I may be suspended, terminated, or have other action taken.
- 8. External Workforce:** I understand that if a breach of test security or copyright infringement occurs as a direct result of my actions, my participation as a representative of the external workforce may be suspended or cancelled, and such security issues could cause the retesting and rescoring of any or all participating students, as well as other appropriate actions being taken.

Please print your name, sign, and return the Evaluator's Secure Materials Agreement to the Principal/School Level Director/Building Level Coordinator prior to access to secure test materials.

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

Position: \_\_\_\_\_

Place of Business: \_\_\_\_\_ Date: \_\_\_\_\_

*If this form is not on file, it will be considered a breach of security by the Division of Technical, Adult and Institutional Education. This agreement is valid for one year from the signatory date.*

# Appendix 5

## County/School Personnel Secure Materials Agreement

(For all personnel with access to secure materials, who will not administer, proctor, evaluate/ score, or transcribe an assessment)

I acknowledge that I will have access to secure assessments in the West Virginia Career & Technical Education Global 21 Performance Assessment Program. I also acknowledge that I have read, understand, and agree to adhere to the Test Administration Manual. I understand that these materials are secure, and it is my professional responsibility to protect their security. I agree to complete the assessments required training.

I therefore pledge:

1. I will not keep, copy, reproduce, paraphrase, distribute, or discuss secure test materials and/ or test items.
2. I will not allow access to the test materials or answer keys to any person, unless authorized to do so by the County Level CTE Director or the Principal/School Level Director.
3. I will not alter students' responses in any manner.
4. I will immediately report any lost of materials, damages, or other deviations from acceptable security procedures to either County Level CTE Director or the Principal/School Level Director.
5. I understand that if a breach of test security or copyright infringement occurs as a direct result of my actions, my license, if applicable, may be suspended or revoked, or I may be suspended, terminated, or have other action taken.

Please print your name, sign, and return the County/School Personnel Secure Materials Agreement to the County Test Coordinator or Principal prior to access to secure test materials.

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

Position: \_\_\_\_\_

School/Department: \_\_\_\_\_ Date: \_\_\_\_\_

*If this form is not on file, it will be considered a breach of security by the Division of Technical, Adult and Institutional Education. This agreement is valid for one year from the signatory date.*

## Appendix 6

### County Level CTE Director's Secure Materials and Test Procedures Agreement

I acknowledge that I will have access to secure assessments in the West Virginia Career & Technical Education Global 21 Performance Assessment Program. I also acknowledge that I have read, understand, and agree to adhere to the Test Administration Manual. I understand that these materials are secure, and it is my professional responsibility to protect their security. I agree to complete the assessment's required training.

I therefore pledge:

1. I will not keep, copy, reproduce, paraphrase, distribute, or review/discuss the current secure test items or student responses.
2. I will implement procedures to ensure maximum test security. Access to secure materials will be restricted to the test administration period designated by the State mandated testing window.
3. I will immediately report any loss of materials, cheating, security breach, testing administration breach, copyright infringement, or other deviation from acceptable security procedures to the WVDE, Division of Technical, Adult and Institutional Education.
4. I will ensure the Principals/School Level Directors and Building Level Coordinators understand and follow appropriate test security and test administration procedures.
5. I will collect and retain the signed Principals/School Level Directors' Secure Materials and Test Procedures Agreement and Building Level Coordinator's Secure Materials and Test Procedures Agreement, if applicable, for each school by the last day of March.
6. I will not release test administration materials to a school without the signed Principals/School Level director's Secure Materials and Test Procedures Agreement and verification of training of all other applicable school personnel.
7. I will not disclose individual student test scores or test performance data to unauthorized persons as set forth in Policy 4350.
8. I will not violate test security of the accuracy of the test data score results by manipulating the test administration, demographic data, or the student's answers or data.
9. I will not give student access to test questions or answer keys
10. I understand that if a breach of test security or copyright infringement occurs as a direct result of my actions, my license, may be suspended or revoked, or I may be suspended, terminated, or have other actions taken.
11. I understand that if a breach of test security or copyright infringement occurs as a direct result of my actions, my license, if applicable, may be suspended or revoked, or I may be suspended, terminated, or have other actions taken.

Please print your name, sign, and return the County Test Coordinator's Secure Material and Test Procedures Agreement to the Office of Student Assessment Services prior to the last day of April.

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

Date: \_\_\_\_\_

*If this form is not on file, it will be considered a breach of security by the Division of Technical, Adult and Institutional Education. This agreement is valid for one year from the signatory date.*

# Appendix 7

## Responsible Test Administration Practices

Examiners have the responsibility for administering the test to their assigned students. The following practices address some common issues related to test administration, although they are not inclusive of every situation that may be encountered. These practices are in alignment with the Test Administration Manual.

1. Maintain a positive atmosphere in the classroom.
2. Providing Assistance to Students – The Examiner may only assist students with clarifying directions but must not paraphrase questions. Under no circumstances can answers to the questions/problems on the test be provided to any student being tested.
3. Irregularities During Testing – Any testing disruption/irregularity that may have influenced test performances of one or more students is considered a testing irregularity. A record of these irregularities should be maintained so that they are considered during the interpretation and analysis of the results of the test.
4. Invalidation Process – The decision to invalidate a student’s assessment results rests with Division of Technical, Adult and Institutional Education, West Virginia Department of Education. Invalidation may occur when a testing irregularity is reported. The Examiner should notify the Principal/School Level Director/Building Level Coordinator with the student’s name, the nature of the problem and the test during with the problem occurred, as soon as possible. The Principal/School Level Director/Building Level Coordinator should contact the County Level CTE Director or WVDE (Tracy L. Chenoweth) immediately. The decision to invalidate the test will be determined by the County Level CTE Director in conjunction with the Office of Career & Technical Education, West Virginia Department of Education. **UNDER NO CIRCUMSTANCES SHOULD THE EXAMINER CHANGE STUDENTS ANSWERS TO THE QUESTIONS ON THE TEST.**
5. Proctoring Functions – Examiners must be currently employed educators, approved employees of the state, county, or RESA, or educators of a private or parochial school with a valid West Virginia teaching license. Proctoring requires that an Examiner quietly circulate around the room throughout the testing. Functions related to proctoring include encouraging students to keep working and not spend all of the time on one item; determining if students are following directions and/or marking the answers properly; replacing pencils that break; maintaining a quiet, orderly testing environment; ensuring the safety of everyone in the room; and assuring that only the test being administered is the one being take and worked on by the students. Good proctoring facilitates good test taking by the student. In the end, the quality of proctoring directly contributes to the accuracy and validity of the test results.

# Appendix 8

## Calculator Use

Use of calculators on the CTE Global 21 Performance Assessments is permitted on all assessments but not required. All of the problems can be solved without a calculator. If a student regularly uses a calculator in a CTE course, he/she may wish to use a familiar model while taking the CTE Global 21 Performance Assessment.

Any four-function, scientific, or graphing calculator, unless it has features described in the Prohibited list may be used. For models on the Permitted with Modification list, students will be required to modify some of the calculator's features.

## Prohibited Calculators

The following types of calculators are prohibited:

- Calculators with built-in computer algebra systems with include
  - Texas Instruments: All model numbers beginning with TI-89 or TI-92 and the TI-Nspire CAS – The TI-Nspire non CAS is permitted
  - Hewlett-Packard: hp 48GII and all models that begin with hp 40G or hp 49G
  - Casio: Algebra fx 2.0, ClassPad 300, and all model numbers that begin with CFX-9970G

## Calculators Permitted with Modification

- Calculators with paper tape – Remove the paper tape
- Calculators that make noise – Turn off the sound
- Calculators that can communicate wirelessly with other calculators – Completely cover the infrared data port with heavy opaque material, such as duct or electrician's tape.

Students may use a calculator provided by the school or a personal calculator that meets the above listed criteria. Students will not be permitted to share calculators during testing. If a graphic calculator is on the Permitted list, make sure the calculator is either:

- In Press to Test mode.
- Running TestGuard so all APPS and PRGMs are either disabled or deleted.
- Cleared of anything in the memory. All types of memory, including standard memory, ROM and flash ROM must be cleared to factory default both before and after testing. Do not store test items/materials in the calculator's memory. There is not a memory issue if the student is using a 4-function or scientific calculator.



## Appendix 10

### School Letterhead

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Date

Name of Evaluator  
Title of Evaluator  
Name of Evaluator's Employer  
Street Address  
City, State, Zip Code

Dear [Insert Evaluator's name here]:

On behalf of [insert school name here.], thank you for agreeing to evaluate the [insert name of concentration here] Performance Assessment. Your time and dedication make it possible for our students to participate in the 2011-2012 West Virginia Career and Technical Global 21 Performance Assessment Program.

As an Evaluator, you are required to complete a brief training on or before the day of testing conducted by our building level administration or their designee. After completing the training, you will be asked to sign the Evaluator's Secure Materials Agreement as a procedure for dealing with secure materials.

The assessment is divided into problems and each problem consists of interrelated tasks. The students are also required to complete a Written component, an Oral component and a Work Habits component which will vary from assessment to assessment. These components will be scored on [insert date, time, and location here]. We appreciate your help in scoring these also when applicable.

Your efforts are a valued contribution to the education of our students and are highly recognized and respected by our school and the community. If you have questions, please call [insert contact name and phone number]

Sincerely,

*Signature*

Teacher's Name  
Title  
E-mail address

# Appendix 11

## CTE Global 21 Performance Assessment Testing Irregularity Form

County Name \_\_\_\_\_ Date \_\_\_\_\_

School Name \_\_\_\_\_

Your Name \_\_\_\_\_ Your Title \_\_\_\_\_  
*(i.e., teacher, administrator, counselor, etc.)*

List below any testing disruption/irregularity that may have influenced student(s)' test performances. Please make any necessary copies. You are welcome to use as many forms as necessary.

WVEIS Test Number	Time	Describe the Irregularity	Duration of Irregularity (minutes)	Corrective Action Taken

# West Virginia Department of Education Assessment Contact Information

## Division of Technical, Adult and Institutional Education Services Office of Career and Technical, Accountability and Support

Assistant State Superintendent of Schools  
Dr. Kathy J. D'Antoni

Executive Assistant  
Ron Grimes  
[rgrimes@access.k12.wv.us](mailto:rgrimes@access.k12.wv.us)  
304-558-2348

Global 21 Performance Assessment Coordinator  
Tracy L. Chenoweth  
[tchenowe@access.k12.w.vus](mailto:tchenowe@access.k12.w.vus)  
304-558-2389

Web Sites:  
Career and Technical Education- Global 21 Performance Assessment  
<http://careertech.k12.wv.us/global21-performance-assessments.html>

West Virginia Department of Education  
<http://wvde.state.wv.us>

Mailing Address:  
Division of Technical, Adult and Institutional Education Services  
Building 6, Room 221  
1900 Kanawha Boulevard, East  
Charleston, WV 25305-0330

## Notes:



Jorea M. Marple, Ed.D.  
State Superintendent of Schools