



# CTE Program Review - Assessment

Office of Career Technical Education

April 4, 2018

# Discussion Topics

WebXam Procedures  
and Policies

Pre-Planning For  
WebXam

Pre-Testing

Assessment  
Questions

Test Taking Strategies  
and Preparations

Reports and Retesting

Corrective Action Plan  
Example

# History of WebXam

- Created to standardize assessments for Career-Technical Education across the state of Ohio
- Accountability measure to ensure students are being challenged deeply throughout the state
- Industry professionals included in the development process to ensure the competencies covered are going to help students succeed in the future

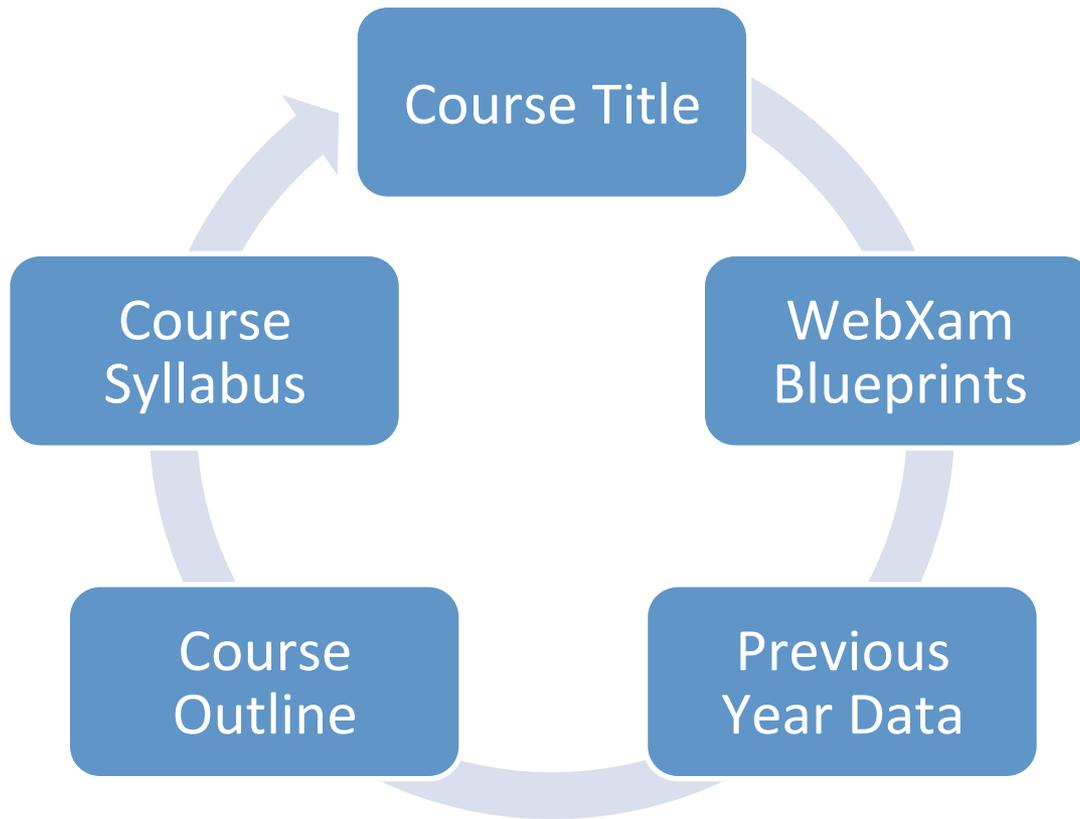
# WebXam Assessment Structure

- [CTE Assessment Matrix](#)
- End of Course Tests
- Student EOC Test scores are combined to determine overall passage of a pathway
- Senate Bill 3
  - Allows some credentials to be used in lieu of End of Course Assessments
  - Consult [CTE Assessment Matrix](#)

# WebXam Policies and Procedures

- Eligible Proctors
  - Classroom Teacher ***IS*** eligible to proctor
  - Must be a licensed District employee
- Confidentiality and Test Security
  - [WebXam Test Security Rulebook](#)
  - Students must use District Provided Computers
  - Please review Rulebook

# Pre-Planning for WebXam



- Goal: Put students in the best place to succeed on EOC exam and beyond

# Course Outline/Syllabus

- Make sure that all the pieces of the course and pathway are aligned (see Alignment and Instruction webinars)
- Pacing guide must consider all influencers of competencies to be covered
- Weighted distribution of outcomes and competencies

# Pacing Guide Example

<b>Unit</b>	<b>Duration</b>
<b><u>Pacing Guide/Course Outline/Sequence and Scope/Unit</u></b>	<b><u>(Hours, Days, Weeks, Periods)</u></b>
Unit: Careers in Animal and Plant Sciences	2 Weeks
Unit: Soil Science	3 Weeks
Unit: The Growing Environment	4 Weeks
Unit: FFA	3 Weeks
Unit: Supervised Agricultural Experiences and Record Keeping	3 Weeks
Unit: Plants and Animals in Agriculture	1 Week
Unit: Animal Classification	2 Week
Unit: Body Systems	2 Weeks
Unit: Animal Welfare	3 Week
Unit: Quality Assurance	1 Week
Unit: Animal Products Marketing & Selection	3 Week
Unit: Plant Taxonomy	2 Weeks
Unit: Anatomy and Physiology of Plants	4 Weeks
Unit: Plant Nutrition and Deficiencies	3 Weeks

# Syllabus Creation

- Essentials to Include
  - Course Description
  - Class Size and Scheduling
  - Course Prerequisites and Requirements
  - Textbook/Resources
  - Grading Policy/Grading Scale
  - Pacing Guide/Course Outline/Sequence and Scope/Unit

# Pre-Test

- Either use WebXam pre-test or locally create a pre-test using course outline
- Identify Strengths and Weaknesses among competencies
- Opportunity to alter pacing guide

# Assessment Questions

- Throughout the year, match assessment questions to the style of the WebXam
- Make sure students are comfortable with 4-option, multiple choice, computer based exams
- Model the WebXam testing environment
  - Devices
  - Room
  - Expectations
  - Other considerations

# Writing Test Items

- Key content in your area drives questions
  - Knowledge, technical terms & tools; plus thinking process
  - Be aware of copyright (on items, on illustrations)
  - Distractors are the MOST challenging element of items
- Question Content covers the entire range
  - Easy/difficult, simple/complex: Webb levels
- Appropriate levels for credit

# Sample WebXam Questions

**Scenario** Daryl is planning a 15' x 18' room addition. He'll need 2" x 10" floor joists and band board. Joists will span the 15' width of the room and must be spaced on 16" centers. The subflooring will be  $\frac{3}{4}$ " OSB.

**Stem** How many 15' floor joists will Daryl need?

- Responses**
- a. 13 [Correct Answer]
  - b. 14 [Distractor]
  - c. 15 [Distractor]
  - d. 18 [Distractor]

# Sample WebXam Questions

## Incomplete Sentence

In a mortise and tenon, the tenon is

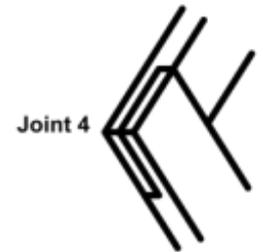
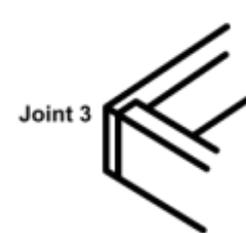
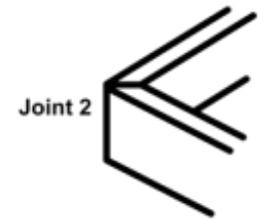
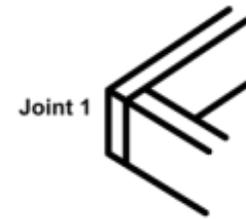
- a. overlapped with a mortise. [Distractor]
- b. butted flush against a mortise. [Distractor]
- c. inserted into a mortise cut to fit. [Correct Answer]
- d. set into a groove cut across the grain of a mortise. [Distractor]

# Sample WebXam Questions

## Blank in Stem

Joint 1 is a \_\_\_\_\_ joint.

- a. butt [Correct Answer]
- b. dado [Distractor]
- c. miter [Distractor]
- d. lap [Distractor]



# Performance Based Assessments

- Vary assessments to ensure students' learning is authentic
  - Performance assessments provide new way to display learning
  - Displaying learning in WebXam is part of students' mastery of skill
  - Performing the skills can reinforce the WebXam competencies and provide more understanding of content

# Performance Based Assessments

Level	Letter	Numerical	Performance Descriptions for Content Standards
Exemplary	<b>E</b>	90-100	The student consistently exceeds the performance set forth by the competency statement.
Proficient	<b>P</b>	80-89	The student consistently meets the performance standards set forth by the competency statement.
Basic Proficiency	<b>BP</b>	66-79	The student does not consistently meet the performance standards set forth by the competency statement. The student demonstrates inconsistent understanding of the course content and necessary skills.
Limited Progress	<b>LP</b>	59-65	The student is making progress toward meeting the performance standards set forth by the competency statement, but is not demonstrating an understanding of the course content and necessary skills.
Not Met	<b>NM</b>	Below 58	The student is not met competency in the performance standard.

Code	Competency	# Items	% Points Earned	Level of Aptitude	School % Pnts / E or P	State % Pnts / E or P		
6.01.02	Describe the relationship among physical properties of soils.	44	<b>79.5%</b>	<b>P</b>	76%	25%	63%	8%
6.01.08	Describe soil limitations in agronomic, urban and natural resource practices.	128	<b>80.1%</b>	<b>P</b>	82%	75%	73%	24%

# Before the Test: Preparations

- Ensure that testing calendar is set up to minimize student distractions on test day
  - Involves pre-planning before school year
  - Ensure WebXams are included on the district testing calendar
- Equitable testing environment
- Review content in weeks before test
  - Find ways to ensure students feel good about content from beginning of course

# Test Taking Strategies

- Testing Environment
  - Ensure that all students are comfortable
  - All students have equitable testing environment
  - Minimize distractions
- Testing Accommodations
  - Ensure that students with IEPs have their accommodations met

# How to Set Testing Accommodations

- Hit Green “Plus” Sign
  - Edit User Button (all the way at bottom of student info)
  - Accommodations (Drop Down)
- What is the accommodation?
  - Based on Student IEP
  - Options for Accommodations
    - Unlimited Time
    - Double Time
    - Reader Required (TTS) (Google Chrome)

# Testing Reports

- Use the test data to find:
  - Strengths and Weaknesses of the course
  - Professional Development Opportunities
  - Points of Self-Reflection for Teacher
    - Why did students succeed and fail in certain parts of the exam?
  - Ways to tweak the course outline for the following year

# WebXam Outcome Report

Report Results

Copy Excel CSV PDF Search:

Agricultural and Environmental Systems		Percent Correct	
Outcome Code	Outcome	Your Students	Statewide
01.01	Employability Skills: Develop career awareness and employability skills (e.g.,...	48.28%	47.38%
01.02	Leadership and Communications: Process, maintain, evaluate and disseminate information in...	48.28%	45.92%
01.03	Business Ethics and Law: Analyze how professional, ethical and legal behavior contributes...	24.14%	35.05%
01.06	Business Literacy: Develop foundational skills and knowledge in entrepreneurship,...	27.59%	40.85%
01.11	OPTIONAL Principles of Business Economics: Examine and employ economic principles,...	36.21%	44.11%
01.12	OPTIONAL Site and Personal Safety Procedures: Follow site and personal safety procedures...	53.45%	42.83%
04.01	Tool, Stationary and Mobile Equipment Maintenance: Inspect, clean, maintain and perform...	55.17%	56.22%
04.02	Equipment Operations: Operate and maintain mechanical equipment and power systems.	56.9%	48.9%
05.01	Electrical Theory: Interpret and apply electrical and electronic principles and theories.	33.33%	42.27%
05.02	Structural Electrical Circuits: Describe features of an electrical schematic that...	48.28%	39.47%

# WebXam Outcome Report

Report Results			
<a href="#">Copy</a> <a href="#">Excel</a> <a href="#">CSV</a> <a href="#">PDF</a>		Search: <input type="text"/>	
Agricultural and Environmental Systems		Percent Correct	
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01.02	Leadership and Communications: Process, maintain, evaluate and disseminate information in...	48.28%	45.92%

First Name	Last Name	% Correct
Maia	ADAMS	50%
Shelton	BROWN	0%
Eleonore	BUTLER	50%
Magdalena	CLINTON	50%
Serina	DELAWARE	0%
Jeanine	GALLIA	0%
Jeffry	HARRISON	50%
Karey	HIGHLAND	50%
Esteban	HOCKING	100%

# Retesting

- Students can only test once per year for each WebXam
  - Cannot retest immediately
- Who should retest?
  - Any student who has not met the Technical Skill Attainment cutoff score in the past
  - Give students maximum chances to succeed

# Example

District: Anywhere Local Schools

Pathway: T9- Ground Transportation

Pathway Non-Compliant in FY2016 and FY2017

Pathway Data FY18:

- Technical Skill: 57%
- Participation: 100%
- Post-Program Placement: 84%

Quality Program Standards Rated  $\leq$  Minimal

# Example – Standard 7 Indicator 2

- Teacher delivers regular unit tests but assessments are locally developed based on in-class content
- Assessments are strictly paper-based and do not match the content recommended in WebXam Blueprints
- Students success on classroom assessments does not align with success on WebXam. Many students passing local assessments are struggling on WebXam.

QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY
Assessments measure technical and academic performance through locally developed assessments based on identified competencies.  Evidence: (e.g., assessments)	Assessments measure complex application of technical knowledge and skills, solving authentic industry problems related to the career field technical content standards.	Assessments measure technical knowledge and skills specified in the career field technical content standards.	Assessments measure technical knowledge.	Assessments are not locally developed.

# Example – Standard 7 Indicator 4

- Students who have above 80% scores in the class are given the WebXam and other students are given a locally developed final assessment
- Few students taking the WebXam are earning a passing score

QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY
State Board of Education approved technical assessments, industry certification, and/or licensure examinations measure student performance.	100 percent of students enrolled in the career tech program test with 70 percent passing or above at the benchmark level on State Board of Education approved technical assessments.  75 percent or more of students attain an industry credential where applicable.	100 percent of students enrolled in the career tech program test with 60-69.9 percent of students scoring at the benchmark level on their State Board of Education approved technical assessments or attains industry credentials.	Students participate in State Board of Education approved technical assessments and/or industry certification and licensure examinations.	Students do not participate in State Board of Education approved technical assessments industry certification and/or licensure examinations.

# Example – Standard 3 Indicator 3

- Teacher grades final assessments for students who have not taken the WebXam and returns tests to students without recording data beyond their score
- Teacher uses percentage scores for WebXam for students who have taken final assessment, but does not access further reports
- Teacher gives short-cycle assessments in class but does not use data to inform teaching

QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY
<p>Collects local, state and/or national performance data for program improvement.</p> <p>Evidence: (e.g., local student evaluations, placement rates, industry credential passage rate, technical attainment participation and passage rates)</p>	<p>Collects, analyzes and applies performance data for program improvement.</p>	<p>Collects and analyzes all recommended performance data.</p>	<p>Collects some performance data.</p>	<p>Does not collect data.</p>

# Example

## Quality Program Standards Continuous Growth Plan (Minimal and Unsatisfactory Ratings Only)

Standard # Indicator #	Deficiency discovered during program review	Action Plan	Target Date(s)	✓
S.7 I.2	Teacher has developed assessments locally, but has not aligned local assessments to WebXam blueprints. All assessments are given on paper in a traditional testing environment.			
S.7 I.4	Teacher delivers WebXam to students above 80% course grade cut off, but students who have struggled in course are given locally developed, less rigorous assessment.			
S.3 I.3	Teacher does not access WebXam reports to analyze student data. Knows who passed and who did not, but beyond that is unaware of the specific results of their students.			

# Example

## Quality Program Standards Continuous Growth Plan (Minimal and Unsatisfactory Ratings Only)

Standard # Indicator #	###	Action Plan	Target Date(s)	✓
S.7 I.2		Teacher will utilize WebXam blueprints and course outlines to create a syllabus and pacing guide for their course.		
S.7 I.4		Teacher will revise current assessments to match the competencies identified in syllabus and pacing guide. Teacher will include a mix of WebXam mimic assessments and performance-based assessments.		
S.3 I.3		All students will take both WebXam pre-test and post-test. Teacher will access WebXam reports (in particular the Outcome Report). Before school year will utilize this report, and short cycle assessment data from previous year, to revise course outline, syllabus, and locally developed assessments to better prepare students.		

# Example

## Career-Technical Education Annual Program Review Corrective Action Plan

OPPORTUNITIES FOR IMPROVEMENT	CORRECTIVE ACTION PLAN	DOCUMENTATION TIMELINE	SET SPECIFIC TARGET DATES
<p>As identified in the Self-Evaluation Assessment.</p>	<p>Established by the district after Summary Report review with CTPD (when applicable) and ODE staff)</p>	<p>List the specific documentation to be sent to ODE supporting Corrective Action Plan implementation</p>	<p>Month/Day/Year</p>
<p>Teacher has developed assessments locally, but has not aligned local assessments to WebXam blueprints. All assessments are given on paper in a traditional testing environment.</p>	<p>Teacher will utilize WebXam blueprints and course outlines to create a syllabus and pacing guide for their course.</p> <p>Teacher will revise current assessments to match the competencies identified in syllabus and pacing guide.</p> <p>Teacher will include a mix of WebXam mimic assessments and performance-based assessments.</p>	<p>Syllabus and pacing guide for the course with alignment to WebXam Blueprints and course outlines</p> <p>Assessments with alignment to competencies clearly described and outlined. Documentation of both online and performance-based assessments.</p>	

# Example

## Career-Technical Education Annual Program Review Corrective Action Plan

OPPORTUNITIES FOR IMPROVEMENT	CORRECTIVE ACTION PLAN	DOCUMENTATION TIMELINE	SET SPECIFIC TARGET DATES
As identified in the Self-Evaluation Assessment.	Established by the district after Summary Report review with CTPD (when applicable) and ODE staff)	List the specific documentation to be sent to ODE supporting Corrective Action Plan implementation	Month/Day/Year
Teacher delivers WebXam to students they are confident will pass, but students who have struggled in course are given locally developed, less rigorous assessment.	All students will take both WebXam pre-test and post-test	WebXam pre-test data with completed class list and WebXam post-test data with completed class list.	

# Example

## Career-Technical Education Annual Program Review Corrective Action Plan

OPPORTUNITIES FOR IMPROVEMENT	CORRECTIVE ACTION PLAN	DOCUMENTATION TIMELINE	SET SPECIFIC TARGET DATES
As identified in the Self-Evaluation Assessment.	Established by the district after Summary Report review with CTPD (when applicable) and ODE staff)	List the specific documentation to be sent to ODE supporting Corrective Action Plan implementation	Month/Day/Year
Teacher does not access WebXam reports to analyze student data. Knows who passed and who did not, but beyond that is unaware of the specific results of their students.	Teacher will access WebXam reports (in particular the Outcome Report). Before school year will utilize this report, and short cycle assessment data from previous year, to revise course outline, syllabus, and locally developed assessments to better prepare students.	Instructor reflection cross matching the course pacing guide and syllabus with the Outcome Report to highlight where improvements can be made, and strategies for those improvements, that will be implemented in the following year.	

# Webinar Series Schedule

## 1. Overview

([Recording available on the CTE homepage](#))

## 2. Alignment

([Recording available on the CTE homepage](#))

## 3. Instruction

([Recording available on the CTE homepage](#))

## 4. Assessment (Today)

## 5. Reporting (04/18/2018)