

# **C: TECHNICAL ASSESSMENTS BASED ON INDUSTRY STANDARDS**

## **Overview:**

Technical assessments based on recognized industry and national standards are essential tools in career and technical education programs (CTE). The results of these assessments, document student performance based on the most current industry standards, and provide feedback to the school district/BOCES. Successful completion of a technical assessment is required for a student to earn a technical endorsement on the high school diploma, but is not a requirement for high school graduation.

The technical assessment required of approved (CTE) programs is defined in Commissioner's Regulations [100.5(d)(6)(ii)(b)] as:

*"...an industry-developed assessment consisting of written examination(s), student project(s) and student demonstration(s) of technical skills to measure proficiency in a specific technical field through the application of national standards in such technical field."*

**The New York State Education Department does not approve, endorse, or certify any technical assessment.**

The criteria for approval does require that technical assessments be available to students enrolled in a CTE program. These assessments are selected by the local school district or BOCES and signed off by the superintendent or district superintendent.

## **Process:**

- Students in the approved career and technical education program must pass an industry-approved technical assessment, and the five Regents examinations to earn a technical endorsement on their diploma.
- Technical assessments are industry developed and must have three parts:
  - ✓ written
  - ✓ student demonstration
  - ✓ student project
- Students must pass all three parts of the identified technical assessment.

- A consortium of local, regional, State business/industry may be formed in the absence of an existing appropriate technical assessment to produce such instruments [C.R.R.100.5(d)(6)(ii)(b)].
- Technical assessments must meet generally recognized psychometric criteria. Therefore, school districts/BOCES considering the consortium approach should be aware that technical assessments:
  - ✓ are often difficult to write/produce
  - ✓ may be expensive to produce because of the many steps necessary to achieve psychometric principles
  - ✓ usually have a very short "shelf life"
  - ✓ require a process to insure test validity, reliability, and security
- Agencies must comply with existing laws and regulations related to technical assessments administered to students identified as disabled (Section 504 Commissioner's Regulations, safety regulations). Restrictions on student eligibility for testing are the responsibility of the test producer.
- Provide appropriate test modifications for students with disabilities.
- A student is required to pass only one three-part technical assessment to be eligible for the career and technical endorsement (e.g. in a computer class where a student can earn a certificate in computer repair and networking, only one assessment is required for eligibility for endorsement).
- New York State licensing examinations may be used as technical assessments. Some licensing examinations are available to students only after graduation. In such cases, the local agency may:
  - ✓ Require students to return to the school district/BOCES to have the CTE endorsement affixed to the previously issued diploma.
  - ✓ Identify/select another technical assessment that meets program approval criteria. Use the consortium approach to develop the three-part technical assessment.
- A student who does not complete a technical assessment should not be denied graduation status, but cannot receive a career and technical endorsement on the high school diploma.
- A technical assessment consortium is not an existing CTE advisory council or a craft committee. The school district/BOCES should ensure that the consortium formed adequately represents current business/industry standards for the specific CTE career area under consideration.

- The scheduling and administration of technical assessments is a local agency responsibility. The technical assessment is not required to be administered at the conclusion of a course/program. Parts may be administered throughout a student's learning experience.
- The number of times a student may take a particular technical assessment is determined by local agency.
- Commissioner's Regulations make no provision for teachers or other school personnel to produce or develop the technical assessment. Where an appropriate technical assessment exists, but consists of only one or two parts, a consortium of business/industry must be formed to develop the missing part(s).

### **Documentation:**

Maintain student's technical assessment performance data and include gaps and assessment needs in the self-study report.

### **Resources: For additional information**

- Applicable Q & A document: (Q & A) 9, 13, 14, 15, and 16
- Sample National/State Assessments:  
<http://www.emsc.nysed.gov/workforce/cte/nationalassess.htm>
- Test Access and Modifications for Individuals with Disabilities, NYSED, VESID, 1995:  
<http://www.vesid.nysed.gov/>

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