# PUBLICLY AVAILABLE SERVICES SUMMARY

This form will be posted on the New York State Education Department's Web site and distributed through other means for all applications that are approved in conjunction with this RFQ to allow LEAs to understand proposed offerings in advance of directly contacting Assessment Providers regarding potential further procurements.

| **Assessment Provider Information** | |
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| Name of Assessment Provider: | NOCTI |
| Assessment Provider Contact Information: | Amie Birdsall |
| Name of Assessment: | Cabinetmaking |
| Can this assessment be used as a growth measure? | Yes |
| Does this assessment provide normative inferences about student growth? If so, how? | Although NOCTI does not routinely provide pre-test norms, instructors and schools can compare pre-test data within and across school years at their own institution. In addition, gap analysis within the institution can be compared over multiple years to measure growth. |
| What are the grade(s) the assessment covers? | The NOCTI assessments are geared to completers of technical programs which are typically 11th and 12th grade students. In some circumstances, depending on the program, the assessments can be used by 10th grade students as well. |
| What are the subject area(s) the assessment covers? | Career and Technical Education, Engineering/Technologies |
| What are the technology requirements associated with the assessment? | This assessment is structured to be delivered in an online format on either a Windows-based or Macintosh platform. Technical specifications for both customer-based machines and network requirements can be found in **Appendix F**. |

**Please provide an overview of the application for LEAs. Please include:**

- **A description of the assessment;**
- **A description of how the assessment is used;**
- **A description of how scores are reported (include links to sample reports as appropriate);**
- **A description of how the Assessment Provider supports implementation of the assessment, including any technical assistance. (3 pages max)**

This Job Ready assessment measures technical skills focused on Cabinetmaking and includes items which gauge factual and theoretical knowledge. This assessment offers both a written and performance component and can be used at the secondary and post-secondary level. This assessment can be administered in an online or paper/pencil format.

NOCTI Job Ready and Pathway assessments are used to meet third party end-of-program reliable and valid assessment requirements as specified under federal legislation. However, their primary use is typically instructional improvement, benchmarking and student recognition. In addition, many sites and states utilize the assessment to gauge improvement in student learning by administering both a pre- and a post-test.

NOCTI's comprehensive score reports provide educators with the data needed to track student knowledge and make effective programming decisions. NOCTI offers much more than just a pass/fail indicator. The following reports are included in NOCTI's standard scoring package:

- **Individual Score Report**: Provide scores for each duty area and performance job (if applicable) as well as a total score and comparative data for the site, state, and nation. Pre- and post-test scores are provided for participants if both tests are administered.
- **Group Score Report**: Provides scores for a test group in a single report. Includes scores for each duty area and performance job (if applicable) as well as a total score for each participant.
- **Analysis of Scores Report**: Provides useful comparative data for making preliminary conclusions about the assessment results. Group, site, state, and national averages are included for duty areas and performance jobs (if applicable) as well as for the overall assessment.

- **<u>Task-Link Report</u>**: Provide information and scoring data about the various tasks and jobs within the NOCTI assessment. For the multiple-choice assessments, information includes the number of items possible for each task, the average correct by group, and the number of correct answers by student. For the performance assessment, the task link report provides the number of points possible for each job, the average points earned by the group and the number of points awarded by student.

An overview of the score reports can be found in **Appendix G**.

| **Estimated Service Costs (non-binding)**<br>***Please include information about costs associated with the use of the assessment, including costs associated with technical assistance, training, professional development, scoring, etc. Please clearly identify whether these services, for cost, are required in order for an LEA to use the assessment.*** | |
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| Fixed costs over a given academic year. | NOCTI provides support to all sites administering NOCTI assessments with easy and fast access to NOCTI's support team through the telephone, email, and online chat. In addition, NOCTI offers comprehensive administration guides, as well as live and recorded webinars for site coordinators and teachers. NOCTI also attends several regional meetings in the state of New York, often holding user sessions to review test administration processes and tips for better utilizing test results. In addition, a more formal professional development model is offered through the Career and Technical Educators Using a Data-Driven Improvement (CTEDDI) Model. This program is based on three years of research devoted to career and technical professional development and is designed to prepare both administrators and teachers to use assessment data to improve their programs. The CTEDDI program is sponsored through the National Research Center for Career and Technical Education (NRCCTE) currently located at the University of Louisville. Though the process is standardized, costs for implementation of the CTEDDI program are negotiated with NRCCTE and |

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| | depend on the scope and size of a particular implementation (state, regional, local).<br><br>NOCTI pricing is based on a number of factors including the type of test administered (pre-test or post-test), the components administered (written and/or performance), and the method of administration (online or paper/pencil delivery). The assessment-based costs are required for an LEA to use this assessment. The costs include the assessment, assessment administration materials, scoring, reporting and any technical support needed throughout the testing process.<br><br>NOCTI has negotiated a discount for assessments in New York for this program. A test package under this model will include a pre-test (written only) administered as a junior, a post-test (written only) administered as a junior, and a post-test (written and performance) administered as a senior. The discounted test package price will be $42.50 per student and is for online assessment delivery. The cost for paper/pencil administration is based on NOCTI's standard list pricing and will be $75.00 per student. NOCTI is willing to hold the negotiated price for a period of two years. For any increase that may occur after that period, NOCTI agrees to give advance notice of three months to those individuals who may have to budget for potential increases either at the state or local levels. It is important to note that any certificate-based or certification assessments offered through NOCTI will adhere to the standard pricing schedule and are not included in this discounted package (e.g., HBI/NAHB, ASK Institute, MSSC).<br><br>NOCTI will offer its study guides at a discounted price of $30.00 per package. Study guides are available for all NOCTI Job Ready and Pathway assessments. The study guide package includes a teacher companion guide and ten student guides with access to online practice questions. This offer |

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| | is only available to schools utilizing assessments under this initiative. |
| Per-student costs over a given academic year that are above the estimated fixed costs. | There are no per student costs charged by NOCTI that are above the estimated fixed costs. |
| Time-and-materials costs that are limited to special services that are NOT required for standard administration during a given year (e.g., special professional development services at the start of a contract, standard setting if required, test augmentation if required, language translation fees for tests and supporting materials) and that are delineated on either a time-and-materials or a cost-per-service basis for each special service). | Sites and the state have the opportunity to participate in the CTEDDI program, as mentioned above. The costs for implementation of this program are negotiated with NRCCTE and depend on the scope and size of the implementation. Any webinars and onsite workshops that are part of a regional conference that NOCTI is already attending are available at no additional cost from NOCTI. Currently, the state of New York contracts with NOCTI on an annual basis to establish the New York-specific benchmarks. The cost of this service is approximately $2,900.00 per year.<br><br>Many delivery options are available at no cost to sites to assist schools in administering assessment to students whose Individualized Education Plans (IEP) require accommodations. It is important to use Individualized Education Plans (IEPs) as guidelines when determining necessary accommodations for NOCTI assessments.<br><br>Below are several examples of allowable accommodations and exceptions to assist with administering a quality testing program that will benefit students, instructors, and administrators. These accommodations are available at no additional cost from NOCTI. Sites will want to consider local costs for implementation (e.g., headphones, compensation for readers). Currently, NOCTI assessments are only available in English. Tests can be translated but that cost will be assessed to the state. Translation costs are based on length of test, language selected, and if modifications are required for online delivery. |

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| | Participants may be assessed in small groups or individually, as necessary, for teacher supervision and support and/or for the provision of other accommodations. It is important to provide a favorable environment for every participant during the assessment session. If it is likely that a participant will be easily distracted or disruptive during administration, it would be appropriate to assess that participant individually or in a small group.<br><br>• **Multiple Sessions:** NOCTI assessments may be administered in multiple sessions (maximum of three sessions for most assessments). Online assessments can also be administered in one, two, or three sessions. The decision regarding the use of multiple assessment sessions must be determined in advance of placing an order.<br>• **Text-to-Speech (TTS) Option:** This online delivery option provides a test taker with the ability to view questions and answer choices in a larger font and to hear the questions and answer choices via a computerized voice that speaks the questions and the answer choices. TTS is intended to be a delivery alternative for test takers who may have an IEP that recommends a reader be provided. Some examples include test takers who may have a learning disability such as dyslexia or who may have difficulty reading. When planning test administration, consideration should be given to the level of noise that will be generated due to the computer speech option. Headphones for each TTS test taker are recommended. Job Ready, Pathway, and some customized assessments are available for delivery in TTS format.<br>• **Readers:** A reader may be used to read and clarify, as appropriate, all sections of the assessment to participants who have been |

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| | identified as needing this accommodation. However, the reader may not provide clues or any other form of feedback to the participants. Participants having this accommodation may be assessed individually or in small groups. When using online administration items are scrambled, therefore a reader is required for each test taker. This accommodation is better suited for paper/pencil testing.<br>• **Assessment Booklets:** If necessary, participants may circle their answers for the written questions in their test booklet. However, the Site Coordinator is responsible for transferring the responses to the original answer sheet. Special care should be taken to ensure that the participant responses are correctly and accurately coded on the answer sheet. If a participant's disability requires a large print version of the assessment, the request must be made on the order submitted to NOCTI well in advance of the assessment date (at least four weeks). Large print versions of the answer sheet are not available at this time. Participants may respond directly in the large print test booklet. The Site Coordinator is responsible for transferring the responses to the answer sheet. Special care should be taken to ensure that the participant's responses are correctly and accurately coded on the answer sheet.<br>• **Time Extensions:** Time extensions may be granted to participants whose disability makes completion of the assessment within prescribed time limits unreasonable. Participants who receive extended time should have the assessment administered separately from those participants assessed under standard time limits. If such factors as mental and/or physical fatigue or disruptive |

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| | behavior present a problem, it is acceptable to plan breaks within the session or spread out administration over several sessions. Care should be taken, however, to ensure that participants do not have an opportunity to share/compare test information during any breaks that are provided. At this time, time extensions for online test administrations must be requested in writing (email is acceptable) at least three business days in advance of the test administration date. |

| **If approved as a student assessment for teacher and/or principal evaluations, we are prepared to provide services to (Please indicate by clicking on the appropriate boxes below):** | |
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| ☒ | **All** Districts/LEAs in the State of New York, or |
| ☐ | Only to those eligible Districts/LEAs indicated below: |
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