Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Career, Technical and Agricultural Education
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Georgia End of Pathway Assessment (EOPA)
State Guidance

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Acknowledgements

The CTAE Division would like to thank and recognize the following Subject Matter Experts for providing valuable assistance in the development of this End of Pathway Assessment (EOPA) Guidance Document.

State Staff Members

Contributing CTAE Testing Cluster Advisory Committee Members

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Historical Perspective:

Georgia's End-of-Pathway Assessment (EOPA) process was derived in direct response to the Perkins IV Legislation (Perkins Act of 2006), Core Indicator 2S1, which mandated states to implement a measurement mechanism that would ascertain the technical skill attainment level of students participating in career and technical education courses. Such mechanisms were expected to be valid and reliable technical assessments aligned with industry-validated standards.

Secondary Core Indicator 2S1: Technical Skill Attainment

Measures must be ***valid and reliable*** and include a minimum of challenging academic standards and ***attainment of skill proficiencies,*** including achievement on ***technical assessments that are aligned with industry-recognized standards*** if available and appropriate. [b.2.A] Section 113: Accountability; *Perkins Act of 2006*

The EOPA process provides students with a sustainable opportunity to gain valuable skills and knowledge through participation and completion of a career pathway at the secondary level. Obtaining such skills in the secondary realm will potentially provide students with increased opportunities to earn industry-validated credentials while still in high school and possibly lead to increased earning potential throughout the student's career span. According to the U.S. Department of Labor's Training and Employment Guidance Letter No. 15-10 dated December 15, 2010, the term *credential refers to a verification of qualification or competence issued to an individual by a third party with the relevant authority or jurisdiction to issue such credentials (such as an accredited educational institution, an industry-recognized association, or an occupational association or professional society.*

Credentials are awarded in recognition of an individual's attainment of measureable technical or occupational skills necessary to obtain employment or to advance within an occupation. These technical or occupational skills are generally based on standards developed or endorsed by employers. *(U. S. Department of Labor/Employment and Training Administration Advisory System: Training and Employment Guidance Letter No. 15-10, December 15, 2010)*

Georgia's Technical Skill Attainment Inventory contains approximately 125 exam

options. This inventory (or list of available End-of-Pathway Assessments) is updated annually based on input from GaDOE state program area specialists and other subject matter experts (which include industry and secondary/post-secondary representatives).

The EOPAs in the Technical Skill Attainment Inventory consist of several different measurement components. A student can earn a credential through one of the following measurement components:

- **National, Industry-Recognized Credentialing Exams (or assessments)**: An industry-recognized credential is one that is either developed, offered by, or endorsed by a nationally-recognized industry association or organization representing a sizeable portion of the industry sector, or a credential that is sought or accepted by companies within the industry sector for purposes of hiring or recruitment, which may include credentials from vendors of certain products. It indicates that the individual has acquired (through examination) the necessary skills to perform a specific occupation or skill. Such examinations should be fair, valid, and reliable. *(U. S. Department of Labor/Employment and Training Administration Advisory System: Training and Employment Guidance Letter No. 15-10, December 15, 2010)*

- **National Occupational Assessments**: National occupational assessments measure technical skills at the occupation level, including aspects of occupational competence such as factual and theoretical knowledge. *(As defined by the National Occupational Competency Testing Institute – NOCTI)*

- **State Licensing Exams (or state licensures):** State licensures are required by governmental entities, typically state regulatory bodies, before an individual is allowed to be employed in a practice or a trade, profession, or other occupation. Such exams measure knowledge and skill proficiency levels. *(U. S. Department of Labor/Employment and Training Administration Advisory System: Training and Employment Guidance Letter No. 15-10, December 15, 2010)*

- **State Developed Occupational Assessments:** State developed occupational assessments measure technical skills at the occupation level, including aspects of occupational competence such as factual and theoretical knowledge attained by student participation in state identified career pathways offerings. *(As defined by the National Occupational Competency Testing Institute – NOCTI)*

When choosing exam options from Georgia's Technical Skill Attainment Inventory that will be administered to students, local systems should make that determination based upon the student's career aspirations as well as the system's ability to provide such exam options.   Exam offerings from the Technical Skill Attainment Inventory will be determined by local system administrators with input from program area instructors.

Eligible EOPA Participants

Students who are eligible to participate in EOPA activities should:
- have successfully completed the three or four designated courses in the pathway, or,
- be enrolled in the final designated (third or fourth) course of the pathway and be on track to successfully complete the last designated course.

Test Security:

Any action that compromises test security or leads to the invalidation of an individual student's or a group of students' test scores will be viewed by the Georgia Department of Education (GaDOE) as inappropriate use or handling of tests (including written, on-line, and performance) and will be treated as such. Any concern regarding EOPA test security should be reported to the State CTAE Director and State CTAE Assessment Coordinator (in the CTAE Division) at the GaDOE immediately. The CTAE Division will inform the local district if it is required to report the irregularity to the Professional Standards Commission.

It is a breach of test security if anyone performs any of the following:
- coaches examinees during testing, or alters or interferes with examinees' responses in any way;
- gives examinees access to test questions or prompts prior to testing;
- copies, prints, reproduces, or uses in any manner inconsistent with test security regulations all or any portion of on-line exams or assessments, written exams, or performance exams;
- makes answers available to examinees;
- reads or reviews test questions before, during (unless specified in the IEP), or after testing;
- questions students about test content after the test administration;
- fails to follow security regulations set forth by the testing agency for on-line testing;
- fails to properly secure administrative pass codes and usernames dispensed by the testing agency to test site coordinators;
- fails to properly secure pass codes and usernames supplied by testing agencies to

be used by examinees;

- uses or handles written, on-line, or performance test materials for any purpose other than examination;
- fails to follow testing agency directions for the test;
- completes an on-line exam under the auspice of a career pathway completer;
- erases, marks answers or alters student responses on written, on-line or performance exams;
- participates in, directs, aids, counsels, assists, encourages, or fails to report any of these prohibited acts.

Cell Phone and Other Electronic Device Usage in EOPA Testing Labs:

Students are not permitted to use, or bring into the testing environment, any electronic device that could allow them to access, retain, or transmit information (e.g., cell phone, smartphone, PDA, electronic recording, camera or playback device, etc.). An announcement should be made prior to testing that such devices are not allowed in the testing environment and that possession or improper use of such devices during testing may result in disciplinary action in accordance with the system's student code of conduct and/or test invalidation. Devices such as those mentioned above that are brought into the testing environment must not remain in the student's possession during testing. Districts and schools must have a plan to collect and secure such devices so that they are not accessible during testing. In the event a student brings such a device into the testing environment but does not have the device out during testing, the test site coordinator or proctor should collect the device if they become aware of its presence and should allow the student to continue testing.

In the event the test site coordinator or proctor confirms during testing that a student is **using the device to access, retain, or share information**, the test site coordinator or proctor must with minimal disruption:

- collect the device,
- stop testing that student,
- remove the student from the testing session, and
- notify the test site coordinator immediately if the test site coordinator is not present in the testing environment when the use of the device is confirmed.

In the event such actions are suspected, but not yet confirmed, the test site coordinator or proctor must with minimal disruption:

- collect the device,
- allow the student to complete testing,

- notify the Test Site Coordinator immediately (if not present in the testing environment), and
- as soon as it is appropriate attempt to confirm whether or not the device has been used in violation of the guidelines above.

Simple possession of a device (including the ringing of a phone during test administration) may be addressed in keeping with the system's code of conduct and does not require an Irregularity Report to the GaDOE.

If it is confirmed that the student did use, or intended to use, the device to access information and/or to photograph, post, retain, share, or transmit information/images from any portion of a secure written, on-line or performance exam, the test for that student will be invalidated. The test site coordinator should notify the high school principal and System CTAE Administrator. The CTAE Administrator and high school principal should notify the CTAE State Assessment Coordinator at the GaDOE and report the incident as an irregularity. Students who receive, from another party, messages/posts/texts that contain secure test information may also have their test invalidated if the information received is used by them to gain an advantage. Students and staff are expected to report all instances where they receive electronic information from another person containing secure test content/materials published by a testing vendor included in the CTAE Technical Skill Attainment Inventory.

It is the responsibility of all personnel in the local system to follow protocol when they become aware of testing irregularities. Security breaches and testing irregularities can have a long-reaching impact on students, schools, and systems, as well as upon any personnel who might be responsible for causing or contributing to any circumstance leading to a testing irregularity. To reiterate, any signs of testing irregularity must be dealt with immediately. In addition to contacting the State CTAE Director and the State CTAE Assessment Coordinator at the GaDOE, most testing agencies require notification of testing irregularities. Please follow the guidelines set forth by the specific testing agency for reporting testing irregularities.

Steps for Reporting a Testing Irregularity:

1. Communicate any testing irregularity to the EOPA test site coordinator.
2. The EOPA test site coordinator should then report the testing irregularity to the high school principal and CTAE Administrator.

3. The high school principal and CTAE Administrator should investigate testing irregularity and document details of incident using the Testing Irregularities Report Form and Statement Report found at the end of this document.
4. The high school principal, along with the CTAE Administrator, should then notify the CTAE Division (State CTAE Director and State CTAE Assessment Coordinator) by submitting a copy of the Testing Irregularities Report Form and Statement Report. Additionally, the testing agency should be notified of the testing irregularity.

Roles and Responsibilities:

Superintendent:
- Possesses ultimate responsibility for all EOPA testing activities within the local school system.
- Monitors testing activities in the local school system to ensure compliance with regulations set forth by the GaDOE and the specific testing agencies for which exams are being utilized.
- Ensures accuracy of EOPA data reported to GaDOE in reference to student performance (including student demographics).

Principal:
- Has ultimate responsibility for all EOPA testing activities in the local high school.
- Ensures a proper environment for test administration.
- Works with the superintendent and CTAE Administrator to designate the Test Site Coordinator for the high school location.
- Works with the CTAE Administrator to designate individuals who will serve as proctors to monitor student activity during the testing process.
- Works with the CTAE Administrator to arrange schedules for individuals who will serve as proctors.
- Works with the CTAE Administrator to inform students/parents-guardians/about the dates and times for testing.
- Works with the CTAE Administrator to schedule testing windows for EOPA.
- Supervises all testing activities to ensure strict test security.
- Works with the CTAE Administrator to inform State CTAE Director and State CTAE Assessment Coordinator of any testing irregularities.

CTAE Administrator:

- Serves as the liaison between the local school system and the GaDOE for all EOPA test administration activities.
- Coordinates all EOPA test administration activities within each high school.
- Works with the high school principal, counselor, and Test Site Coordinator to identify end-of-pathway completers eligible to take EOPA.
- Identifies additional instructional resources to be used by program area instructors which are made available by the testing vendors.
- Works with the high school principal to identify EOPA Test Site Coordinator for each high school.
- Works with the high school principal to identify EOPA Proctors for each high school.
- Works with the EOPA Test Site Coordinator to ensure that administrative passwords and usernames used to access the testing agency's exam portal are kept in a secure, locked location.
- Works with the EOPA Test Site Coordinator to ensure that student passwords and usernames used to access the test site portal are kept in a secure, locked location.
- Works with the EOPA Test Site Coordinator to ensure that printed student score reports are kept in a secure, locked location.
- Works with the high school principal, the Test Site Coordinator, and program area instructors to schedule testing windows for EOPA.
- Supervises all testing activities to ensure strict test security.
- Works with system/school Technology Director to ensure that testing labs are equipped with the necessary software/hardware requirements to support an on-line EOPA testing platform as determined by specific testing agencies.
- Works with the high school principal and the Test Site Coordinator to inform State CTAE Director and State CTAE Assessment Coordinator of any testing irregularities.
- Works with the Test Site Coordinator (and possibly the local data clerk) to compile EOPA student demographic data to be reported to GaDOE.

Test Site Coordinator:
- Works with the high school principal, the CTAE Administrator, the counselor, and CTAE program area instructors to identify and verify the exact number of pathway completers to be tested.
- Establishes each school as an EOPA testing site by completing the necessary documents and forms required by the testing agencies and returning required

documents and forms to testing vendor.

- Participates in Test Site Coordinator training offered by the testing agencies.
- Works with the CTAE Administrator to establish the necessary administrative and student level passwords and usernames associated with on-line testing through the various testing agencies.
- Orders EOPA exams from the testing agencies that will be administered to students.
- Provides student demographic data to testing agencies during the test-ordering process.
- Reviews and shares proctoring guidelines provided by the testing agency with EOPA school site proctors.
- Ensures that proctors are trained according to testing agency guidelines.
- Works with the high school principal, the CTAE Administrator, and program area instructors to determine testing windows for EOPA.
- Ensures that lab areas are secure and conducive to testing before the on-line testing process commences.
- Assists proctor with computer log-on for students before the on-line testing process commences.
- Submits EOPA testing results to CTAE Administrator.
- Works with the proctor to identify and report any testing irregularities to the high school principal and CTAE Administrator.

Proctor:
- Ensures that all students scheduled to be tested are present at the testing session.
- Works with Test Site Coordinator to ensure that testing agency web portal is accessed and prepared for student use before the testing process commences.
- Works with the Test Site Coordinator to assist students with logging on to testing agency web portal for on-line testing.
- Monitors student activity during the testing process.
- Ensures that testing lab area is secure and free of interruption.
- Allows no student to leave the testing lab unless there is an emergency situation involving the student's health/safety.
- Reports any testing irregularities to the Test Site Coordinator.
- Collects student pass/fail data before student leaves testing lab if data is provided by testing vendor.

Testing Administration:

Because EOPA provides students with numerous credentialing opportunities, exams and assessments are offered through various testing agencies. Each testing agency has specific guidelines that govern the testing process. To see the relative guidelines set forth for testing by each testing agency, go to the following link on the GaDOE Web Site: http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/CTAE-Georgia-Assessments.aspx.

At the above link, an Assessment Information Sheet has been prepared and posted for each EOPA option listed on the Technical Skill Attainment Inventory, both of which are updated annually. Each Assessment Information Sheet contains the following information:

- Program Concentration Area
- Career Pathway Name
- Career Pathway Courses (that a student must successfully pass in order to take the EOPA)
- State Approved Career Pathway Course Numbers
- EOPA (or Credentialing) Exam Title
- Testing Agency Name (and Dispensing Testing Agency Name if different from agency that developed exam)
- Exam Blueprint Link (lists the competencies to be tested)
- Exam Cost
- Duration of Exam
- Number of Exam Questions
- Exam Cut-Score (determined exclusively by the testing agency)
- Test Ordering Information (and links that provide guidance on establishing school location as a testing site)
- Proctoring Guidelines
- Testing Format (Written On-line, Written, or Performance)
- Required Computer Hardware/Software Specifications for On-Line Testing
- Test Availability (year round or specific timeframes on when the exam is available)
- Testing Agency Representative and contact information
- GaDOE contact information

Testing Schedule/Window:

The vast majority of official testing windows for EOPA are established by each local educational agency. A small number of testing vendors referenced in the Technical Skill Attainment Inventory have official testing windows established yearly that are solely determined by the testing agency. For instances where the EOPA testing windows are established locally, it is recommended that each local educational agency establish two official testing windows each school year if utilizing a 4 x 4 block schedule. The first testing window should be held during the winter (at the end of the first semester) and one during the spring (at the end of the second semester). Systems utilizing a traditional schedule would test at the end of the second semester (or at the end of the school year). It is recommended that the EOPA testing schedule be included on the system's official testing calendar. Any make-up dates for EOPA testing should also be included on the official testing calendar. Make-up dates are intended for students who are unavoidably and unexpectedly absent on the regularly scheduled EOPA testing day.

Scheduling EOPA Daily Testing Sessions:

The designated EOPA daily testing sessions shall also be determined locally. Many local systems are scheduling the actual exam time during the class period of the last designated course in the career pathway. Some systems are taking a more generalized approach and are scheduling all EOPA testing sessions during a specific class time such as first and second periods or during the first block of the school day (examples only). These designated (or similar) time slots may not be possible for some systems as other factors must be taken into consideration such as:
- proctor availability,
- lab/computer availability during the established testing windows,
- other testing activities, and/or
- other scheduled events occurring within the school for which students being tested may be involved.

Ultimately, the system should determine the most feasible time slots for EOPA testing sessions that create the least amount of disruption to the daily schedule.

Testing Format:

End of Pathway Assessments are dispensed in several different formats. These formats include written (paper/pencil), written on-line, and/or performance. There are very few

paper/pencil exams in the Technical Skill Attainment Inventory with the majority of these exams being given at official testing centers such as Pearson Vue or Prometric. An example of this type of exam would be the Certified Nursing Aide (CNA) exam which is given at Pearson VUE Testing Centers.

The vast majority of the exams in the Technical Skill Attainment Inventory are on-line exams. These exams are given utilizing an on-line platform and are typically multiple choice exams that require selecting the most appropriate response to a given question. In addition to multiple-choice, other on-line exams may offer a testing platform that is simulation-based and might require students to perform certain on-line tasks to complete the exam. Some testing agencies also offer a performance component in addition to the written or on-line exam component. Performance exams (or a skill competency practicum) require students to perform a number of hands-on activities commonly referred to as "jobs" or "tasks." The test taker will perform a skill (job or task) that will be evaluated by a subject matter expert in the occupational area. Most EOPA options do not mandate that a student complete a performance component. There are, however, several credentialing exam options in the Technical Skill Attainment Inventory that contain both a written and a performance component. Both exam components must be successfully completed by the student in order to pass the exam and obtain the credential (or certification).

<u>Multiple Testing Sessions</u>:

There are a number of exam options in the Technical Skill Attainment Inventory that allow 50-60 minutes to complete an exam. This testing timeframe can typically be accomplished in the traditional schedule (class period) without utilizing additional time. There are, though, a number of exams that allow 90 minutes to several hours (typically up to three hours) for completion. For a system that utilizes a traditional scheduling system, it may be necessary to schedule multiple testing sessions through the testing agency for the student to complete the exam. This may also be necessary for systems utilizing the block scheduling system if the exam requires several hours to complete. Most testing agencies do allow multiple testing sessions to complete one exam. When the testing agency does not allow multiple testing sessions, the Test Site Coordinator and CTAE Administrator should work with the high school principal to approve and ensure that:

- the student is provided adequate time to complete the exam in one testing session; and,
- the student is given make up time in any missed classes as a result of completing the EOPA.

Scheduling Written/On-Line, and/or Performance Exams:

When scheduling exams for students that contain both a written (on-line) and a performance component, it is recommended that the exams are given in separate sessions when allowable by the testing agency. Some credentialing agencies do not allow separate sessions during the initial testing process when taking both the written and performance components. Typically though, if a student fails one component of the exam (either written, on-line, or performance), the testing agency will allow the student to re-take only the failed component.

An Exam Series:

Some EOPA credentialing opportunities are comprised of exams which are a part of a series of exams whereby a student must successfully pass all the exams in the series to obtain the certification. One example of a series of exams is IC3 (Internet and Computing Core) Certification, a credentialing exam offered by Certiport which contains three separate exams, all of which must be successfully completed in order to obtain the certification. The three exams include:
- Computing Fundamentals
- Key Application
- Living On-Line

Each exam is 45 minutes in length. It is not recommended that students sit for all three exams in the same testing session. Instead, multiple testing sessions would probably be more conducive to a student achieving a passing score.

Testing Multiple Pathway Completers:

There are specific EOPA exam options that are duplicated in several different career pathways in a program concentration/cluster area. Based on scheduling, many students are afforded the opportunity to complete multiple pathways. In instances where students complete multiple pathways in the same program concentration/cluster area, and the same EOPA exam options are available in each of these pathways, all efforts should be made to ensure that different EOPA exam options are dispensed in each different pathway that a student completes in the same program concentration/cluster area. If a student successfully passes an EOPA exam option that is available in multiple pathways, the student will only receive credit for passing the duplicated EOPA exam option in one pathway.

Testing Environment:

Hardware/Software Requirements:

The vast majority of End of Pathway Assessments consists of exams that have been developed by various testing agencies to validate technical skill attainment. Many of the testing agencies listed on the Technical Skill Attainment Inventory serve an adult population as well as secondary students, and most do not follow the traditional (paper and pencil) testing format associated with testing students in the secondary realm. An increasing number of exams slated to validate technical skill attainment have migrated to an on-line testing format.

Although CTAE labs are typically well-equipped and provide a logical testing location for EOPA, steps should be taken before the testing process occurs to ensure that equipment in each lab will be compatible with the required hardware and software specifications listed by the testing agency to support on-line testing. Each Assessment Information Sheet lists the required hardware/software specifications required by the specific testing agency.

Technical Support:

Once it has been determined locally which EOPA exams will be administered in a given school year, the CTAE Administrator and the Test Site Coordinator should begin collaboration with the system's Technology Director to ensure that testing labs are compatible with the testing agency's requirements. The CTAE Administrator should provide the Technology Director or Technology Specialist with the hardware/software specifications required for on-line testing in ample time before the actual testing window opens.

The Technology Director should then work with the CTAE Administrator and the EOPA Test Site Coordinator to verify capability of computers in the lab areas. It may be necessary for the system Technology Director (or appointee) to work directly with the technical support staff at the testing agency to establish the recommended hardware and software dimensions needed to accommodate on-line testing.

Additionally, the established testing schedule should be shared with the system Technology Director or Technology Specialists as soon as the testing windows are established. This will provide adequate time for these individuals to align their

schedules to be available to during the actual testing process to assist with any technical difficulties that may arise.

Specific hardware/software specifications for each exam in the Technical Skill Attainment Inventory can be accessed through the Assessment Information Sheets found on the CTAE Assessment Web Page on the GaDOE Website at http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/CTAE-Georgia-Assessments.aspx

Special Accommodations:

In determining appropriate accommodations to provide the student with a disability the opportunity to participate in the assessment in the most standard way possible, there should be a direct link between classroom accommodations and assessment accommodations; accommodations must be specified in the student's IEP/IAP. No accommodation(s) for a student should be considered for the first time during a state or local assessment. **Just because a student needs an accommodation does not mean he/she will know how to use it. Students need training and practice in using accommodations.** Informed decision making regarding accommodations is critical in assuring successful and meaningful participation of students with disabilities. IEP teams (which should include the student by age 14) should analyze an assessment for what it requires the student to do in order to take the test.

Additional information and guidance on the appropriate use of accommodations for students with disabilities is provided in the publication entitled, *Accommodation Manual: A Guide to Selecting, Administering, and Evaluating the Use of Test Administration Accommodations for Students with Disabilities,* posted on the GaDOE website at:

http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Accommodation%20Manual%20August%202015%20FINAL%20%282%29.pdf

When considering EOPA exam options for students with an IEP, the IEP team should familiarize themselves with the available assessments (from the Technical Skill Attainment Inventory) for a specific career pathway and the accommodations available for each assessment option. Most testing agencies listed in the Technical Skill Attainment Inventory that work primarily with secondary students offer a number of special accommodations for students with disabilities. However, there are EOPA options in the Technical Skill Attainment Inventory which are considered industry-

recognized credentials that may not allow the same accommodations the student receives instructionally and/or for other content area assessments. These exam options require individuals applying for certification to have certain cognitive and physical abilities to obtain the needed skill level to satisfactorily perform the required job tasks. The IEP team should consider the student's overall postsecondary plans and appropriate instructional scaffolds and supports when considering available EOPA options.

In certain situations, individual needs of EL students may warrant accommodations. Each local system shall determine whether or not testing accommodations are needed for each student. Any accommodations offered must be consistent with current instructional and assessment accommodations made in the classroom. Accommodations will be determined by the English Learner Testing Participation Committee (EL/TPC) and the allowable accommodations provided by the specific testing agency.

The testing agency for each specific assessment determines the allowable accommodations for that assessment. To be sure that a student receives any required pre-approval for EOPA testing accommodations, school personnel should secure this approval well in advance of the anticipated testing date.

To access a list of special accommodations offered by the various testing agencies, please go to the following CTAE Assessment Web Link:

http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/CTAE-Georgia-Assessments.aspx

EOPA Retest Administration:

To provide pathway completers with an additional opportunity to earn a credential before leaving high school, local educational agencies will determine locally whether to offer retest opportunities for students whose first attempt at passing an EOPA were unsuccessful. It is not mandated that local educational agencies offer EOPA retest opportunities.

Systems that choose to offer the retest option will:
- offer focused remediation to the student before the retest (content and duration to be determined locally);
- allow a **single** retest opportunity for the failed exam; and,

- adhere to any stated "waiting period" criteria established by the testing agency before retesting is allowed.

Students who are eligible to utilize the EOPA retest option include:
- students who have successfully completed the three or four designated courses in the career pathway;
- students who failed the EOPA on the first attempt; and,
- students who have participated in focused remediation provided by the local system.

The retest option should only be allowed in the format that the exam was offered in the first administration (i.e., if the exam was provided in an on-line format during the initial administration, the retest option must also be on-line).

Funding (or the method of payment) to support retest options shall be determined locally.

EOPA Pre-Testing:

A pre-test is an assessment measurement administered prior to course initiation, usually for the purpose of identifying existing skills and/or knowledge or for comparing post-test measurement of the same or similar content. (Referenced in an *Assessment Glossary of Terms* complied by the National Occupational Competency Testing Institute - NOCTI) Because end of pathway assessments test knowledge, skills, and abilities obtained at the conclusion of the final designated (third or fourth) course in a pathway, it would be difficult to determine in which course the actual pre-test would be administered. Additionally, many of the exams in the Technical Skill Attainment Inventory which actually yield industry credentials do not offer a pre-test option. As a result, pre-testing across the various EOPAs is not recommended. Further, to promote equity in testing among all career pathway completers, pre-testing for EOPA is not permissible at any time after the commencing of the final designated (third or fourth) course in the pathway.

Utilizing Practice Exam Test Items and/or Sample Questions:

A number of vendors listed in the Technical Skill Attainment Inventory offer practice exams and/or sample questions for test candidate use during exam preparation

activities. Because practice exam test items***** and/or sample questions***** are only similar to the types of items found on an assessment (or exam) and are not the same items that appear on the actual exam, utilizing such practice exams and/or sample questions are permissible for use during EOPA preparation activities.

*__Practice exams__ are informal examinations taken as preparation for actual or formal examinations. (*Collins English Dictionary*)

*__Sample questions__ are intended to show the quality, style, or nature of the whole (or exam); a specimen. (*Dictionary.com*)

CTAE Technical Skill Attainment Inventory:

For a complete listing of the current year's Technical Skill Attainment Inventory, go to the following link:
http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/CTAE-Georgia-Assessments.aspx

Testing Irregularities Report Form

If you become aware of a testing irregularity at any time during EOPA testing activities, this form should be completed in its entirety and sent to the State CTAE Director and State CTAE Assessment Coordinator.

General Information

EOPA Testing Cycle: (Check One)
_____First Semester
_____Second Semester
Test Administration Date: _____

Assessment Title:
_____
Testing Agency Name:
_____

System Name: _____

System Code: _____

School Name: _____

School Code: _____

EOPA Test Administrator: _____

Test Site Coordinator: _____

Number of Students Affected: _____

Student Name: _____   **GTID:** _____

Student Name: _____   **GTID:** _____

Student Name: _____   **GTID:** _____

Irregularity Section

Explanation of Irregularity: _____
_____
_____
_____
Date of Irregularity: _____
Reported to PSC? _____If yes, what date?:_____

Testing Irregularities Report Form
Statement Report

Name: _____

Position: _____

Brief Description of Irregularity: _____

Date of Incident: _____

Details

What happened?

_____

Who was involved?

_____

When did it happen?

_____

Where did it happen?

_____

Signature: _____   **Date:** _____

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