



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



JENNIFER M. GRANHOLM
GOVERNOR

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

September 27, 2010

MEMORANDUM

TO: State Board of Education

FROM: Michael P. Flanagan, Chairman

SUBJECT: Presentation on the National Occupational Competency Testing Institute (NOCTI) Assessments for General Management and Accounting-Advanced for Career and Technical Education Business, Management and Administration (BMA) and Finance and Financial Management Services (FFMS) Students

The Carl D. Perkins Career and Technical Education Act of 2006 requires technical skill assessments be given to students who have completed a career and technical education (CTE) program. The development and/or selection of skills assessments will be a multi-year process involving input from business and industry, secondary and postsecondary educators, and assessment experts.

In February 2009, the Board approved the National Career Clusters as the content standards for CTE programs in Michigan. The NOCTI General Management assessment aligns with the States' Career Clusters Business, Management and Administration (BMA) cluster foundation skills. The Accounting-Advanced assessment aligns to the technical skill standards for the Finance and Financial Management Services (FMMS) program. Both the NOCTI General Management and the Accounting-Advanced assessments are available at a reasonable cost (\$10-\$19 per student). Students completing BMA programs will take the General Management assessment and those completing FFMS programs will take the Accounting-Advanced assessment.

Cut scores for both assessments have been identified based upon recommendation of the Cut Score Subcommittee of the Perkins IV Assessment and Accountability Advisory Group. These cut scores reflect the knowledge and skills that a student must have for an entry-level job in the field. Students who pass the assessments will have demonstrated acceptable mastery of the standards for their CTE program. These standards have been used as the basis for the CTE program curriculum in these clusters for several years.

The Board will be asked to approve the assessments and the use of NOCTI cut scores at its November meeting.

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Perkins IV Assessment and Accountability Advisory Group

In order to ensure that the selected or developed assessments meet required reliability and validity criteria, the Office of Career and Technical Education formed an Assessment and Accountability Advisory Group consisting of representatives from local and intermediate school districts, with expertise in measurement, assessment and accountability, to review, advise, and provide input on the assessment program as it develops.

Advisory group members meet at least quarterly to review and comment on proposed assessments, selection protocols, development protocols, and the overall assessment program as it develops, which is planned to take place through 2013.

A subcommittee of assessment experts and CTE administrators (denoted below with an asterisk) review cut score processes and procedures and make recommendations to OCTE regarding establishment of cut scores appropriate for secondary CTE program completers.

Assessment and Accountability Advisory Group Members

Mary Kaye Aukee (Oakland Schools)
Rhonda Burke (DELEG, Office of Postsecondary Services)
Patty Cantú (MDE, OCTE)
Kelli Cross (MDE, OCTE)
Toni Glascoe (Lansing Community College)
*James Gullen (Oakland Schools-Research and Evaluation)
Mike Hoffner (Branch Area Careers Center)
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Shawn Kolbus (Gogebic-Ontonagon ISD)
Jill Kroll (MDE, OCTE)
*Monika Leasure (Macomb ISD)
*David MacQuarrie (Calhoun ISD-Research and Evaluation)
*Sue Maxam (Oakland Schools)
Joanne Mahony (MDE, OCTE)
*Katherine Manley (Ferris State University)
*Joseph Martineau (MDE, OEAA)
Joyce McCoy (Alpena Public Schools)
Deb Miller (Kalamazoo RESA)
Jarrad Grandy (Kent ISD)
Mark Pogliano (Plymouth-Canton Community Schools)
*Brian Pyles (Shiawasee RESA)
*Ed Roeber (Michigan State University/Michigan Assessment Consortium)
Ed Stanton (Macomb Community College)
*Dave Treder (Genesee ISD—Research and Evaluation)
Glenna Zollinger-Russell (MDE, OCTE)

*Members of the cut score subcommittee

General Management Assessment

The National Occupational Competency Testing Institute (NOCTI) General Management pathway assessment measures student mastery of basic skills and knowledge that workers in all aspects of Business, Management and Administration need to know. The assessment satisfies the technical skills assessment requirement in federal law and provides a measure of student knowledge that can be used for evaluating program effectiveness and recognizing student achievement.

A cut score of 53 for secondary CTE programs was recommended for this assessment by the cut score subcommittee of the Perkins IV Assessment and Accountability Advisory Group based on a thorough review of the cut score setting process and procedures utilized by NOCTI.

Accounting-Advanced Assessment

The NOCTI Accounting-Advanced assessment measures knowledge required of entry-level workers in the finance industry and aligns to the technical skill standards adopted for Michigan secondary CTE programs in Finance and Financial Management Services.

The assessment satisfies the technical skills assessment requirement in federal law and provides a measure of student knowledge that can be used for evaluating program effectiveness and recognizing student achievement.

A cut score of 46.6 for secondary CTE programs was recommended for this assessment by the cut score subcommittee of the Perkins IV Assessment and Accountability Advisory Group based on a thorough review of the cut score setting process and procedures utilized by NOCTI.

National Occupational Competency Testing Institute (NOCTI)

The National Occupational Competency Testing Institute (NOCTI) has provided occupational competency assessment products and services to secondary and postsecondary educational institutions in the United States, and around the world, for over three decades and offers over 170 standardized technical assessments in a variety of occupational fields. NOCTI has extensive experience conducting job and task analysis, test development, and delivering written and performance assessments in both online and hard copy format built upon nationally validated, workplace-based standards. They also provide scoring services, cut score workshops, and specialized reporting.

NOCTI student assessments measure the skills required of an entry-level worker or an individual who has completed coursework in a secondary or postsecondary career and technical program. Score reports provide data for program improvement and accountability requirements.

NOCTI's online testing system provides immediate individual scores, followed by three additional score reports, for use by administrators, teachers, students, and parents. The group score report is a summary of the assessment results for all participants within the particular test group. The analysis of scores report provides useful comparative data that can be helpful in making inferences about the observed assessment results. Group, site, state, and national averages are displayed for both total assessment and each duty area/performance job. An individual score report is also included for each participant, providing scores for each duty area, as well as a total score.

NOCTI is a not-for-profit corporation governed by a consortium of states consisting of representatives from each of the fifty states and United States territories. Leadership and administrative control is vested in a twelve member Board of Trustees with expertise in career and technical education and a strong commitment to improving America's workforce.