



Career and Technical Education

Technical Skills Assessment Overview Guide

2025-2026 Edition

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OVERVIEW OF ARIZONA'S TECHNICAL SKILLS ASSESSMENTS

The Technical Skills Assessment System is a secure, reliable, online testing application owned by the State of Arizona and housed in the Department of Education. Districts access the ADE website to register students, conduct assessments, and access summary reports. Assessments are designed for students in their final Carnegie Unit of state-identified programs. All assessments are 100 multiple-choice items that align to program technical standards and range from knowledge and comprehension to application, analysis, and evaluation in cognitive difficulty. Most of the items are operational items that have historically proven to be valid and reliable, and the remaining are field-tested items. Students are scored on the operational items not the field-tested items. Those who successfully pass the TSA receive an industry-approved Congratulatory Letter, Certificate, and Transcript.

The assessment system was created in 2006 in response to HB2700 and similar federal legislation that requires students to pass industry-validated end-of-program assessments leading to an industry- recognized credential, postsecondary education, and/or employment. The Arizona Career and Technical Education Quality Skills Commission is the validating authority for the assessment system. These major business and education representatives meet on a regular basis and work diligently in their role as advocates for accountability and excellence in Career and Technical Education.

Teachers serve as content experts in the development of the assessment items. Committees comprised of new and veteran teachers convene annually to develop, review, and edit assessment items. The expertise of teachers and their engagement in making connections between curriculum, instruction, and assessment have contributed greatly to the advancement of student achievement. In appreciation of their time and expertise, they are awarded a professional development certificate documenting the hours they contribute to the development and improvement of the assessments.

Blueprints for Instruction and Assessment ensure that what's being taught is what's on the test. Blueprints for Instruction and Assessment are developed by teachers for all programs. They illustrate the relationship among program standards, instructional time, and student success on the Technical Skills Assessments. Specifically, blueprints cluster standards in content domains along with a recommended percentage of instructional time for each domain. This same percentage for instruction aligns with the number of items representing the content of each domain on the TSA.

Over the years, the Technical Skills Assessments have shifted from being practical, end-of-program assessments to high-stakes tests with the TSA data used for program improvement and accountability reporting. Districts and schools use testing results to evaluate the effectiveness of instructional practices, to better align district and state goals and expectations, to help teachers improve teaching by addressing achievement gaps, and to support collaborative conversation and to share best practices. Additionally, TSA data is used for accountability purposes. Schools earn A-F points for students who complete a CTE program and pass the test, the State Legislature looks at TSA scores to determine funding for CTE programs, and the TSA data is a component of the Performance Measures for the federal Perkins grant. Moreover, students who pass their TSAs value receiving the TSA Certificate approved by Arizona's business leaders.

The CTE Technical Skills Assessments Overview Guide is a comprehensive look at the purpose and functionality of the TSA. Information therein will help CTEDs, districts, schools, and community colleges understand the process to register students, administer the assessments, and access the assessment reports. This document includes up-to-date information specific to the student eligibility policies to take and retake the TSA, the programs that have assessments and the testing schedule, the technical specifications and system requirements to conduct the assessments, and much more.

FREQUENTLY ASKED QUESTIONS

1. **When do students take the assessment?** The eligibility policy below describes four conditions when a student can take or retake the assessment.

ELIGIBILITY POLICY FOR STUDENTS TO TAKE AND RETAKE THE TSA

In a traditional or block schedule, a student should take the test when completing two courses for one credit each in a single CTE program or when completing three courses for one credit each in a single CTE program.

If a district adds courses to a program beyond the state's designated course sequence in a single CTE program, it will be the district's decision as to when the student will take the test, that is, after the 2nd, 3rd, or 4th course.

If a student fails the test and retakes a course, takes an additional course, or participates in a work-based learning opportunity in a single CTE program, the student can retake the test in the next school year prior to graduation through special arrangements with ADE/CTE.

If an IEP or 504 plan states that the student can take the test more than one time, the student can retake the test in the current or next school year prior to graduation through special arrangements with ADE/CTE. The student must be currently enrolled in the program in which they would like to retest. The last test score counts.

Note: Through special arrangements with ADE/CTE, mentioned in policy statements 3 and 4, refers to the completion, submission, and final approval of the Change Request form found on the TSA dashboard. If you have any questions, please contact us at 602-542-5452 or CTEAssessmentHelp@azed.gov.

2. **Why is the assessment important?** The assessment verifies students' attainment of technical knowledge and skills contained by the program technical standards and measurement criteria. Assessment outcomes are used for program improvement, to meet state and federal funding requirements, and as an indicator for A-F School Accountability reporting. **See Appendix A. State and Federal Requirements for Technical Skills Assessment Data.**
3. **What is the format of the assessments?** Each assessment is 100 multiple-choice items. Each item consists of a stem phrased as a question followed by four options, that is, one correct response and three distractors. Students may be asked a question about a graphic or an image. Graphics and images may also be options from which to select the correct response.
4. **What is the pass score for the assessments?** The pass score for all assessments is 60% of 80 operational items that have proven to be reliable and valid. The remaining 20 items are field-tested items that do not affect the student's score. Students who successfully complete the pass score receive an industry-endorsed Congratulatory Letter, Certificate, and Transcript.
5. **How is the assessment given?** The assessment is a computer-based test given in a computer lab. On the day of testing, an assessment proctor checks the roster and verifies student attendance, sees that students correctly log into the assessment site, and instructs students through the Student Test Agreement, how to answer the questions, and how to submit the test.
6. **How long is the assessment?** Ideally, students should have at least 2 hours to take the test. Items are designed with the expectation of a 1- to 2-minute response time. If the computer lab must be evacuated due to an emergency, students will be able to log back in and finish the test. If there is insufficient time to complete the test, time can be added by the Proctor or the Assessment Coordinator. The system allows students a total of 360 minutes to take the test.

7. **What testing conditions and accommodations are available to students?** Recommendations for all students and accommodations specific for Students with Injuries, English Learners (ELs) and Fluent English Proficient (FEP) Students, and Students with Disabilities are outlined in **Appendix B: Universal Test Administration Conditions and Accommodations Guide**. For questions, related to accommodations, call 602-542-5452 or send an email to CTEAssessmentHelp@azed.gov.
8. **What programs have Technical Skills Assessments and what is the testing schedule for 2025-2026?** Assessments are available for the programs listed below followed by the testing schedule. Programs with new or updated standards to be tested on for the first time are highlighted.

CIP	PROGRAM	CIP	PROGRAM
52.0301.00	Accounting	52.1900.20	Fashion Design and Operations
01.0000.00	AgriScience	50.0602.00	Film and TV Production
47.0608.00	Aircraft Mechanics	52.0801.00	Finance
36.0202.00	Air Transportation	43.0202.00	Fire Service
15.1303.00	Architectural Drafting	50.0409.00	Graphic Design
14.4201.00	Automation and Robotics	47.0201.00	Heating, Ventilation and Air Conditioning
47.0603.00	Automotive Collision Repair	49.0202.00	Heavy Equipment Operations
47.0604.00	Automotive Technologies	51.2602.00	Home Health Aide
41.0100.00	Bioscience	52.0900.00	Hospitality Management
52.0201.00	Business Management	50.0408.00	Interior Design
52.0408.00	Business Operations	51.0802.00	Laboratory Assisting
48.0703.00	Cabinetmaking	43.0100.00	Law and Public Safety
46.0201.00	Carpentry	52.1801.00	Marketing
46.0415.00	Construction Technologies	15.1306.00	Mechanical Drafting
12.0400.00	Cosmetology and Related Services	51.0801.00	Medical Assisting Services
12.0500.00	Culinary Arts	51.1502.00	Mental and Social Health Technician
51.0600.00	Dental Assisting	15.0307.00	Music and Audio Production
47.0613.00	Diesel Engine Repair	11.1999.00	Network Security
10.0304.00	Digital Animation	51.3902.00	Nursing Services
09.0702.00	Digital Communication	51.0805.00	Pharmacy Support Services
50.0605.00	Digital Photography	48.0510.00	Precision Machining
10.0200.20	Digital Printing	11.0202.00	Software and App Design
13.1210.00	Early Childhood Education	51.0913.00	Sports Medicine and Rehabilitation
13.1200.00	Education Professions	50.0599.00	Stagecraft
46.0301.00	Electrical and Power Transmission Installation	15.1202.20	Technology Devices Maintenance
14.1001.00	Electronic Technologies	51.3501.00	Therapeutic Massage
51.0904.00	Emergency Medical Services	01.8301.00	Veterinary Assisting
15.0000.00	Engineering	48.0508.00	Welding Technologies

FALL 2025 TESTING SCHEDULE	
September 29 – December 4	Registration for Fall Assessments
September 29 – December 5 at Noon	Fall Testing Period
December 8 – December 12	Congratulatory Letters, Certificates, Transcripts Delivered to Districts
SPRING 2026 TESTING SCHEDULE	
February 23 – April 30	Registration for Spring Assessments
February 23 – May 1 at Noon	Spring Testing Period
May 4 – May 8	Congratulatory Letters, Certificates, Transcripts Delivered to Districts

PREPARING FOR THE ASSESSMENTS

The District Assessment Coordinator ensures the successful outcome of the Technical Skills Assessments. In the district, the District Assessment Coordinator is the Carl D. Perkins Basic Grant signer and/or the CTE Director. In a CTED, the District Assessment Coordinator is the CTED Superintendent. At the community college, the District Assessment Coordinator may be a faculty member, professional staff, or Perkins CTE Administrator. One of the District Assessment Coordinator's most important jobs is to see that all CTE staff involved in the Technical Skills Assessment have ADEConnect access to the Technical Skills Assessment with the correct permission levels and roles. The Technical Skills Assessments are available in the ADEConnect Portal on the ADE website. Districts and Schools can use this application to access the TSA Dashboard to register students, administer the assessments, and access the assessment reports.

Note: Each year, the District Assessment Coordinator must fill out and sign **Appendix E. District Assessment Coordinator Security and Testing Protocol Agreement** and submit the completed copy to CTEAssessmentHelp@azed.gov.

Getting Access to ADEConnect and Assigning Permission Levels and Roles for the Technical Skills Assessment is the responsibility of the Assessment Coordinator working with the Entity Administrator. Permission levels and roles as shown below are assigned by the Assessment Coordinator. A person can be assigned more than one permission level and role. The Entity Administrator can be identified by going to <https://adeconnect.azed.gov>, select **Help**, then **Find an Administrator**, then **Search**. Once an ADEConnect account is granted, an email is sent with instructions to activate the account by signing into the ADEConnect application with the organizational password.

ADECONNECT PERMISSION LEVELS AND ROLES FOR TECHNICAL SKILLS ASSESSMENTS		
Level 1	Assessment Coordinator for CTED, District, School, Community College	Access to enter, modify, view, and maintain registration, rosters, assessment time, and reports
Level 2	Teachers/Proctors/Other Staff Designated by Assessment Coordinator	Access to view, print, add time to assessments, and download reports for the school and teacher
Level 3	Others Identified at the Discretion of the Assessment Coordinator	Access to READ ONLY the registration, roster, and reports
Note 1: Annually, the Assessment Coordinator must complete the request for the Certificate Mailing Address found on the Technical Skills Assessment Dashboard. This request requires PRIMARY and SECONDARY contact names, phone numbers, email addresses, building names and street addresses to ensure that students' certificates arrive on time. Note 2: Designated CTE staff can be assigned more than one permission level at the discretion of the Assessment Coordinator and the Entity Administrator. Only Permission Level 1 holders can register students for the test. Note 3: All teachers must have access to ADEConnect in order for their names to be included in the teacher dropdown list under the TSA Dashboard Registration tab. This should be done prior to registering students so as not to delay the registration process. It may take 24 hours or more to add a name to ADEConnect.		

When the ADEConnect account for the Technical Skills Assessment has been activated, CTE staff can go to <http://adeconnect.azed.gov> and select **Applications** then **CTE Technical Skills Assessments** to access the TSA Dashboard. Below is a Level 1 dashboard. Under each tab is a link to step-by-step instructions on how to manage the activity.



CTE Staff Security and Testing Protocol Agreements must be signed by everyone involved with the Technical Skills Assessments. This includes coordinators, teachers, administrative staff, proctors, and monitors. The purpose of this document is to safeguard the security of the assessments and to ensure that testing procedures are being followed. These agreements are located as a link on the TSA Dashboard home page, and they are also found in **Appendix D and E** in this document. It is the responsibility of the Assessment Coordinator to collect these documents each testing cycle (school year) and keep them on file in the district/school for five (5) years.

Technical Specifications and System Requirements for the Technical Skills Assessment enable schools to obtain the appropriate functionality and behavior of the website and software. The assessments are delivered over the internet and viewed on a browser. IT support in districts and schools should check the computers' browsers for the approved software requirements as suggested below. All applications and remote monitoring software should be disabled during testing.

<u>Software Requirements</u> • Cookies enabled on your browser • JavaScript enabled on your browser <u>Software Recommendations (latest versions)</u> • Chrome • Firefox • Microsoft Edge <u>Operating Systems</u> • Windows 10 and 11	<u>Chrome Extensions (read-aloud/text to speech software)</u> The use of this application with such features as magnification, and special lighting; zoom in/out, enlarge font, change font, screen readers, hearing aids, amplification, signing the scripted directions, use of different color choices, reverse contrast, color overlays, text blockers, and highlighting text is permitted for the Technical Skills Assessments. Prior to testing, the school's IT support should ensure that the application of choice is installed and working properly. The application should be added to the student's Gmail account and the test should be opened in the Chrome browser. To prevent issues on the day of testing, the staff administering the test and the student taking the test should be familiar with the application's features.
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Scheduling the Computer Lab. All schools are required to ensure that Technical Skills Assessments are administered in person in a room that meets the requirements of a secure test environment. This includes testing in a room with only the students to be tested and testing staff who have been trained and who have signed the CTE Staff Security and Testing Protocol Agreement present in the testing room; no educational materials or posters on the walls; and student seating arranged so that testing staff can freely circulate the room so that the possibility of prohibited behavior is minimized.

The testing session begins when the first question is displayed and ends when the student submits the assessment. When scheduling the lab, it is recommended that extra time be added to cover directions for how to take the assessment, logging into the assessment, and viewing the assessment results once the test has been submitted, and as well, allowing for any technical issues. Also, when scheduling the lab there are special arrangements that may need to be considered:

- **Students Taking Multiple Assessments.** The TSA is not a timed assessment. For scheduling purposes, it is estimated that students should be allocated two (2) hours to take the assessment, however additional time can be added if needed. Students completing multiple CTE programs may take multiple assessments in the same testing cycle but generally not on the same day. Students will be registered for each of these tests separately and given a password unique to each assessment.
- **Multiple Programs Assessed in the Computer Lab During the Same Time.** Students may be grouped according to the number of students testing and the availability of the computer lab. For example, Culinary Arts students may be scheduled to take the assessment in the same computer lab during the same time as the Welding Technologies students.
- **Ratio of Proctors/Monitors to Students.** If more than 30 students are testing at one time, it may be necessary to have a second person assist the Proctor in observing students.

NAVIGATING THE ASSESSMENT SYSTEM

CTE Staff Should Know How to Use the TSA Dashboard. The ability to access instructions and manage the activities on the dashboard tabs is according to each person's ADEConnect Account for the Technical Skills Assessment and Role and Permission Level. Go to <https://adeconnect.azed.gov> and click on CTE Technical Skills Assessments to access the dashboard to use these eight tabs:

The **Home** tab displays the testing schedule and links to the Technical Skills Assessment Overview Guide, Eligibility Policy for Students to Take and Retake the Technical Skills Assessment, CTE Programs with Technical Skills Assessments and the Testing Schedule, Universal Test Administration Conditions and Accommodations Guide, CTE Staff Security and Testing Protocol Agreement, and District Assessment Coordinator Security and Testing Protocol Agreement.

The **Certificate Mailing Address** tab is where the Assessment Coordinator (or designated person) identifies a primary and a secondary contact person, phone information, and mailing addresses for students' Congratulatory Letters, Certificates, and Transcripts. Detailed instructions are available at the tab site.

The **Registration** tab is where students are registered to take the TSA. The registration grid contains registration status, student unique identification, birthdate, student name, program assessment, special populations code(s), grade level, teacher, and district notes. Detailed instructions are available at the tab site.

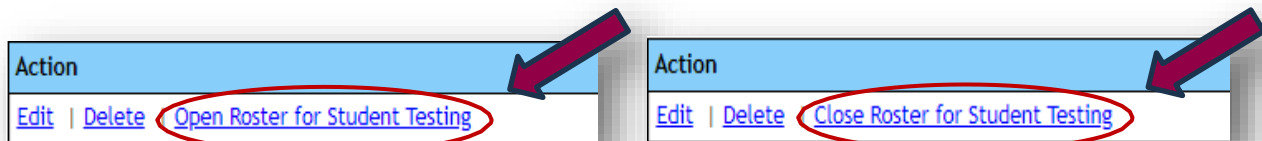
The **Bulk Registration** tab is specific to using the Excel template to register many students at one time. The functionality of Bulk Registration differs slightly from the functionality in the Registration tab, but the outcome is the same. Detailed instructions are available at the tab site.

The **Change Request** tab is where such requests as delete an assessment, delete registration, reprint a certificate, allow a student to retest (Delete Assessment), and so forth are made and approved. Detailed instructions are available at the tab site.

The **Roster** tab identifies all rosters where students are registered for the test along with their Student ID and a system-generated password needed to take the test. When students are ready to test, the Proctor should go to the Roster page, find the correct roster, and click on the action link labeled "Open Roster for Student Testing." Only the District, CTED, Proctor, and Teacher TSA users will see this link. When the time allotted for testing is up, the Proctor should click on the action link labeled "Close Roster for Student Testing." A confirmation popup will indicate how many students are actively testing. The Proctor should inform these students to pause their test and close their browsers. Students will not be able to resume testing until the Proctor opens the test again.

NOTE: If the Proctor does not close the roster, the system will automatically close the roster one (1) hour after the last student has stopped actively testing.

Caution: Only click once to open the roster and once to close the roster. A double click will automatically open and close the roster all at the same time and students will not be able to test. If it says "Open Roster for Student Testing" it means the roster is currently closed and vice versa.



The roster also shows the time students start the test and the time remaining. Additional time to take the test is entered on the roster grid. Detailed instructions are available at the tab site.

The **Reports** tab describes the reports available from the TSA system. Once a report is selected, the menu page appears. Any report can be generated on this menu page by entering the appropriate report, assessment, level, and demographic information. See page 13 for an overview of the TSA reports.

The **Resources** tab provides ADE CTE TSA contact information, user guides, tutorials, and PowerPoint presentations designed to help administrators, teachers, students, and others with various topics on the Technical Skills Assessments. Resources include how to prepare and motivate students to take the test, how to prepare for and proctor the assessments, a step-by-step guide for students on how to take the assessments, and more.

NOTE: Students are registered by their school of attendance, that is the school where their program is taught and where they take the assessment. If a student is eligible to take more than one assessment, that student will need to be registered for each program assessment which may have a different school of attendance and/or teacher. The student's school of attendance is listed on the TSA certificate.

NOTE: Student names for registration and the TSA certificate are imported from AzEDS. Districts and schools should review and correct student names through the district SIS (Student Information System) which will in turn update AzEDS. Please ensure the capitalization and special characters in a student's name on the TSA Dashboard match the student's legal name. If there is a discrepancy, please contact your district registrar or whomever is authorized to make these changes. Once name changes have been made, they will be available for registration.

NOTE: Special population designations for students are automatically imported from AzEDS during registration. The district SIS (Student Information System) reports these designations to AzEDS which in turn exports them to the TSA Dashboard. See **Appendix C. Special Population Definitions and Categories.**

CONDUCTING ASSESSMENTS

Assessment Proctor. The Proctor actively monitors students on the day of testing. This person, such as a teacher, administrative staff, or paraprofessional is approved by the Assessment Coordinator. Teachers may NOT proctor their own students, however, teachers can proctor other teachers' students. In addition to reviewing the role and responsibilities of the Proctor with all CTE staff, the Assessment Coordinator should also review the information below to ensure that the right preparations are made prior to testing.

Assessment Security. Teachers should not discuss the content of the tests with other teachers or students, and students should not discuss the content with other students at any time. The Proctor should monitor students during testing to ensure that they are not searching the internet, using artificial intelligence (AI), using their smart phone to look up answers, etc. Assessment items are randomized on students' computer screens so that screens do not look the same. Each year, all staff involved with the TSAs must sign the CTE Staff Security and Testing Protocol Agreement that shall be kept on file for five (5) years. District Assessment Coordinators must sign the District Assessment Coordinator Security and Testing Protocol Agreement and send it to CTEAssessmentHelp@azed.gov. See **Appendix D and E** for a copy of these documents with more information.

Attendance. The Proctor should check the roster and verify student attendance. Students not present should be reported to the Assessment Coordinator. If a student misses the assessment at the time scheduled, the student will need to be rescheduled to take the assessment. If a student starts but cannot complete the assessment due to illness, emergencies, fire drills, etc., the student should click the Pause Test Button and log off the browser. If the test is not paused, the system will automatically pause it after one (1) hour. The student can log on later using the original password and the system will resume the assessment where it was paused.

Retesting. The decision to allow a student to retest due to a problem should be made by the Assessment Coordinator who in turn may need to contact ADE/CTE for approval. Retesting is usually another day but must be in the same testing period. Here are examples of why a student should retest:

- Student tested under another student's Student Unique ID.
- Student took the incorrect test.
- A student with special needs was tested without following the proper IEP accommodations.
- Student went home sick or was called away and ended with incomplete assessment.
- Student experienced school or ADE system problems.

Additionally, there are two eligibility policies that allow a student who has completed a test to retest:

1. If a student fails the test and retakes a course, takes an additional course, or participates in a work-based learning opportunity in a single CTE program, the student can retake the test in the next school year prior to graduation through special arrangements with ADE/CTE.
2. If an IEP or 504 plan states that the student can take the test more than one time, the student can retake the test in the current or next school year prior to graduation through special arrangements with ADE/CTE. The last test score counts.

Special arrangements with ADE/CTE refers to the completion, submission, and approval of the Change Request form found on the TSA dashboard. Call 602-542-5452 or send an email to CTEAssessmentHelp@azed.gov if there are questions.

Accommodations for Special Population Students. The Assessment Coordinator should ensure that testing accommodations mentioned in the IEP and the 504 Plan for students with special needs are met. Any special instructions and/or accommodations for assessment should be made known to the Proctor as well. See **Appendix B. Universal Test Administration Conditions and Accommodations Guide** for more information about possible accommodations.

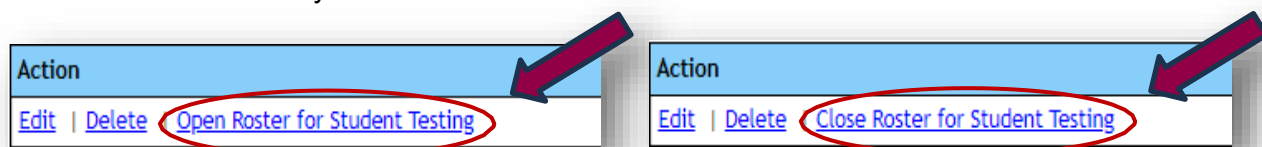
Math Problems. Some assessment items may require math computations. Students should have access to paper and pencils during the assessment. If students need a calculator, they should use the standard calculator on their computer, not their own calculator or the calculator on their cell phones and smart watches. Graphing and scientific calculators are prohibited.

Taking the Wrong Assessment. If the student opens the assessment and it's the wrong one, they must wait for the Assessment Coordinator (or designated person) to change the registration to the correct assessment. After the student's registration information is corrected, they can log into the test site and take the assessment using the same log on information received previously. If, however, the student answers several assessment questions before realizing that it's the wrong assessment, they must close the browser and wait for the Assessment Coordinator (or designated person) to reregister them. The Assessment Coordinator will need to complete a Change Request to delete the student assessment. Once this is completed, the student must be registered to obtain a new password. Reregistering the student will also require the Assessment Coordinator to add the student to a new roster. This will generate a new password the student will use to log into the correct assessment.

Opening and Closing the Roster for Assessments. When students are ready to test, the Proctor (or Assessment Coordinator or Teacher) should go to the Roster page, find the correct roster, and click on the action link labeled "Open Roster for Student Testing." Only the District, CTED, Proctor, and Teacher (Level 1 and 2) TSA system users will see this link. When the time allotted for testing is up, the Proctor should click on the action link labeled "Close Roster for Student Testing." A confirmation popup will indicate how many students are actively testing. Students will not be able to resume testing until the Proctor opens the test again. This prevents students from accessing the assessment outside the proctored testing environment.

NOTE: If the Proctor does not close the roster, the system will automatically close the roster one (1) hour after the last student has stopped actively testing.

Caution: Click only once to open the roster and once to close the roster. A double click will automatically open and close the roster all at the same time and students will not be able to test. If it says "Open Roster for Student Testing" it means the roster is currently closed and vice versa.



Adjusting Time for Assessments. When students answer questions, the system saves the results. There may be an emergency requiring all students to evacuate the lab, or a student may not have enough time to finish the test and needs to return another time to finish the test. If possible, before leaving the lab, students should click the Pause button. If the students return to the assessment with time remaining, they will be able to log back in to finish the assessment. If they return to the assessment with no time or insufficient time remaining, the Assessment Coordinator or Proctor can add more time by following these instructions:

1. From the Roster page, click on the Roster Name.
2. For a single student: At the far right of the row with the student's information, click on Add Time. It will display the Add Time to Individual Student screen.
3. For a group of students: At the top of the screen, click on the Add Time to All Students link. It will display the Add Time to Entire Roster screen.
4. Key in the number of minutes to be added (ex: 120 = 2 hours; the system allows students a maximum 360 minutes to take the assessment. If more time is needed and the system will not allow more time to be added, please contact the TSA Helpline or email address).
5. Click on the Add Time button.
6. Refresh your browser page to update the time remaining.

Clearing Security for Assessments. Within each roster, there is a “Clear Security” function. This will appear if a student opens another tab in the web browser while taking the assessment. The student will be automatically logged out when attempting to resume testing and cannot log back in to the assessment until the Proctor clears the security. Before doing so, investigative measures such as viewing browser history can be used to identify student attempts to look up information pertaining to the assessment. This could indicate the student is not complying with the Student Test Agreement, and a Change Request to Delete Assessment should be submitted, as well as any other disciplinary measures taken as the school sees fit. If there is nothing to indicate a student has purposely attempted to cheat on their assessment, the Proctor can override this by following these instructions:

1. From the Roster page, click on the Roster Name.
2. For a single student: At the far right of the row with the student’s information, click on “Clear Security”. The student will be redirected to log into the assessment again.
3. For a group of students: At the top of the screen, click on “Clear Security For All Students”. This is helpful if a group of students resume their assessment on another day.

Prior to the day of testing, the Assessment Coordinator (or designee) should provide the Proctor with **Appendix F: Proctor Instructions for Monitoring the TSA**. These guidelines include logistical details and emergency contacts (to be customized for each proctor for each testing session) and directions for greeting students and preparing them on how to answer the items and how to access the online site, sign in, review the Student Test Agreement, begin the test, and submit the test. Either of the resources listed below can be used to prepare students for the test:

1. **How to Take the Assessments**, a PowerPoint available as a link on the TSA Dashboard Resources tab, under User Guides.
2. **Student Technical Skills Assessment Guide**, a 2-page handout for students available as a link on the TSA Dashboard Resources tab, under User Guides.

The Assessment Coordinator and the Teacher should work with the Proctor to determine which of the above documents to use. In some cases, the Teacher may review this information with their students prior to taking the assessment. Finally, it is recommended that the Proctor has access to the roster in the TSA system in order to monitor time remaining for each student taking the test, to add time, and clear security if needed.

Actively Monitoring Students During Assessment. The Proctor must actively monitor the computer lab during the entire testing session. Remote monitoring software should not be used in place of circulating the room and observing students while they are testing. Best practices for monitoring include:

- Walking around the room.
- Observing students’ behavior to ensure they are adhering to the Student Test Agreement.
- Assisting students with any technical issues.
- Having students use sign-in/sign-out sheet for those who must enter or leave the room.
- Communicating with the Assessment Coordinator if issues arise.
- Following the Proctor Instructions for Monitoring the TSA guide and the CTE Staff Security and Testing Protocol Agreement.

As students submit their assessments, it is critical to remind them to keep their browsers open. When they are finished with their assessments, assist them with printing their results. If printers are not available, assist them with sending the results to their email address.

ACCESSING TECHNICAL SKILLS ASSESSMENT REPORTS

Description of Reports

The Technical Skills Assessment system provides the testing results for students and programs at the end of each testing cycle. All roles and permission levels for the CTE Technical Skills Assessments can access these reports. Below is a description of the assessment reports including how they are used. This is followed by how to access the reports, how to build the reports, and examples of each report.

1. Statewide Performance Results. *This report is organized by Statewide results, Non-CTED results, All CTEDs results, or for a Single CTED selection. Sorted by highest to lowest assessment scores, it shows the number of students tested, the average score, and the percentage of students who passed. Student counts under 10 are suppressed (*). Administrators and teachers can view each school's performance relative to other districts and schools that offered the same program. Available formats: webpage with easy conversion to PDF and Excel.*
2. Student/Program Assessment Results. *This report is organized by a single student or a single program. The Student Report shows the percentage of correct responses for each standard, the overall assessment score based on the student's total percentage of correct responses, and the percentage of correct responses across all testers in the specified program during that timeframe in Arizona. The Program Report shows the percentage of correct responses for each standard based on the responses of all students. Administrators and teachers can review the results to make curricular changes in the scope and sequence and to identify program strengths to facilitate best practices among campuses. Available formats: webpage with easy conversion to PDF and Excel.*
3. Total Program Results. *This multiple program report is organized by CTED, district, school, and teacher. It shows the Student Unique ID, program assessment, testing date, student score, school of attendance, gender, grade level, and teacher email. Administrators and teachers can review the number of students tested and pass scores by program. Available formats: web page with easy conversion to PDF and Excel.*
4. State-Generated Annual Reports. In addition to the reports described above, two additional statewide reports are generated by ADE/CTE and sent to CTE Administrators and CTED Superintendents at the end of each testing cycle for distribution to their staff and constituents. These reports are:
 - Participation Summary—total student count and passing totals by program
 - Highest Performing Schools—highest performing school for each program by district and CTED

How to Access Assessment Reports

Step 1: Go to <https://www.azed.gov/cte/> to get to the ADEConnect webpage. Select Applications and then CTE Technical Skills Assessment. The CTE Technical Skills Assessments Dashboard will display based on the permission level assigned to you.

If you are not already logged into the ADEConnect account, you will be prompted to sign-in with your organizational account. If you do not know your organizational account credentials, please contact your Entity Administrator.



This is a Level 1 dashboard. Under each tab is a link to step-by-step instructions for the information requested.

Technical Skills Assessment

Step 2: Go to the Reports tab and select the report you want to generate.

CTE Technical Skills Assessments

Home Reports Resources

2017 - Current Reports

[Statewide Performance Results](#)

This report is organized by Statewide results, Non-CTED results, All CTEDs results, or for a Single CTED selection. Sorted by highest to lowest assessment scores, it shows the number of students tested, the average score, and the percentage of students who passed. In this report, student counts under 10 are suppressed (*). Administrators and teachers can view each school's performance relative to other districts and schools that offered the same program. Available formats: web page with easy conversion to PDF and Excel.

[Student/Program Assessment Results](#)

This report is organized by a single student or a single program. The Student Report shows the percentage of correct responses for each standard and the overall assessment score based on the student's total percentage of correct responses. The Program Report shows the percentage of correct responses for each standard based on the responses of all students. Administrators and teachers can review the results to make curricular changes in the scope and sequence and to identify program strengths to facilitate best practices among campuses. Available formats: web page with easy conversion to PDF and Excel.

[Total Program Results](#)

This multiple program report is organized by CTED, district, school, and teacher. It shows the Student Unique ID, program assessment, testing date, student score, school of attendance, gender, special population classification, grade level, and teacher email. Administrators and teachers can review the number of students tested and pass scores by program. Available formats: web page with easy conversion to PDF and Excel.

Step 3: Once the report is selected, the menu page will appear. Enter the Report, Assessment, Level, and Demographic Information. Any report can be built from this menu page. Once the report is built, click the Generate Report button.

CTE Technical Skills Assessments

Home Certificate Mailing Address Registration Bulk Registration Change Request Roster Reports

2017 - Current Reports

Statewide Performance Results

Statewide Performance Results

Student/Program Assessment Results

Total Program Results

Report Selection

Report Name: Statewide Performance Results

This report is organized by Statewide results, Non-CTED results, All CTEDs results, or for a Single CTED selection. Sorted by highest to lowest assessment scores, it shows the number of students tested, the average score, and the percentage of students who passed. In this report, student counts under 10 are suppressed (*). Administrators and teachers can view each school's performance relative to other districts and schools that offered the same program. Available formats: web page with easy conversion to PDF and Excel.

Assessment Information

Timeframe: Spring 2023

Assessment: ACCOUNTING-(52.0301.00)

Level

CTED/Non-CTED: Statewide

School District/College: ALL

School: ALL

Demographic Filters

Student Unique ID:

Gender: ALL

Grade Level: ALL

Any report can be selected from the Report Name dropdown

Generate Report Cancel

Following are examples of a Statewide Performance Results report and a Total Program Results report and a Student Assessment Results report and a Program Assessment Results report.

STATEWIDE PERFORMANCE RESULTS

The sample below is based on the Statewide selection.

ACCOUNTING - (52.0301.00) Spring 2024			
CTED RESULTS			
CTED	Number of Students Tested	Average Assessment Score	Percent of Students Passed
West-MEC - Western Maricopa Education Center (00-08-02)	50	68	84
East Valley Institute of Technology (00-08-01)	24	66	88
Assessment Pass Score	N/A	60	N/A
Statewide Average	N/A	56	N/A
Non-CTED (00-00-00)	38	51	34
Gila Institute for Technology (00-08-02)	20	51	25
DISTRICT RESULTS			
DISTRICT	Number of Students Tested	Average Assessment Score	Percent of Students Passed
Deer Valley Unified District (00-02-97)	30	69	77
Peoria Unified School District (00-02-11)	20	67	95
Tempe Union High School District (00-05-13)	24	66	88
Assessment Pass Score	N/A	60	N/A
Statewide Average	N/A	56	N/A
Safford Unified District (00-02-01)	*	53	0
Phoenix Union High School District (00-05-10)	38	51	34
Thatcher Unified District (00-02-04)	15	50	33
Duncan Unified District (00-02-02)	*	47	0
SCHOOL RESULTS			
SCHOOL	Number of Students Tested	Average Assessment Score	Percent of Students Passed
Sandra Day O'Connor High School (00-02-97-241)	30	69	77
Mountain Pointe High School (00-05-13-095)	*	68	89
Liberty High School (00-02-11-267)	20	67	95
Corona Del Sol High School (00-05-13-094)	15	65	87
Assessment Pass Score	N/A	60	N/A
Betty Fairfax High School (00-05-10-290)	*	59	50
Statewide Average	N/A	56	N/A
Safford High School (00-02-01-200)	*	53	0
Camelback High School (00-05-10-225)	24	51	38
Thatcher High School (00-02-04-200)	15	50	33
North High School (00-05-10-255)	12	49	25
Duncan High School (00-02-02-203)	*	47	0

Options for this Report include:

- ✓ Statewide
- ✓ Non-CTED
- ✓ All CTEDs
- ✓ Single CTED

Total student count of 10 or less is shown by an asterisk (*).

TOTAL PROGRAM RESULTS

This report is generated by utilizing student data by program and assessment score. Information is sorted by program and highest to lowest assessment score. This report can be generated for one program or all programs in a single CTD, District, or School.

Total Program Results (CTED, District, and School)						
Student Unique ID	Assessment	Assessment CIP	Assessment Date	Score	School Of Attendance	Gender
	ACCOUNTING	52.0301.00	04/25/2024	91	Sandra Day O'Connor High School	M
	ACCOUNTING	52.0301.00	04/25/2024	90	Sandra Day O'Connor High School	M
	ACCOUNTING	52.0301.00	04/25/2024	87	Sandra Day O'Connor High School	M
	ACCOUNTING	52.0301.00	05/02/2024	85	Sandra Day O'Connor High School	M
	ACCOUNTING	52.0301.00	04/25/2024	82	Sandra Day O'Connor High School	F
	ACCOUNTING	52.0301.00	04/25/2024	82	Sandra Day O'Connor High School	M
	ACCOUNTING	52.0301.00	05/02/2024	82	Sandra Day O'Connor High School	M
	ACCOUNTING	52.0301.00	04/25/2024	78	Sandra Day O'Connor High School	M
	ACCOUNTING	52.0301.00	04/25/2024	78	Sandra Day O'Connor High School	F
	ACCOUNTING	52.0301.00	04/25/2024	76	Sandra Day O'Connor High School	M
	ACCOUNTING	52.0301.00	04/25/2024	71	Sandra Day O'Connor High School	M

STUDENT/PROGRAM ASSESSMENT RESULTS

Two types of reports can be generated: a single student report (automatically sent to teacher when a student submits their test) or a total program (all students) report. The first report below is a report for one single student. Demographic Filters must include the Student Unique ID. The second report is a total program report showing the combined results for all students.

Student Assessment Report for ACCOUNTING-(52.0301.00)			
Student Unique ID:			
Attending Sandra Day O'Connor High School			
Date of Test: 04/25/2024			
Assessment: ACCOUNTING-(52.0301.00)			
Your Pass Percentage is: 91			
Program Standards		Percent of Operational Items on Assessment	Percent of Correct Responses
1.0	DEMONSTRATE THE STEPS OF THE ACCOUNTING CYCLE	16	100
2.0	ANALYZE ACCOUNTING PROCEDURES FOR CASH CONTROL	7	83
3.0	APPLY PROCEDURES FOR ACCOUNTS RECEIVABLE AND ACCOUNTS PAYABLE	16	84
4.0	GENERATE PAYROLL	15	100
5.0	EVALUATE ASSETS, LIABILITIES, AND EQUITY	16	84
6.0	UTILIZE BASIC BUSINESS, ECONOMIC, AND FINANCIAL MANAGEMENT PRACTICES	7	100
7.0	EVALUATE THE FUNCTIONS OF ACCOUNTING IN BUSINESS OPERATIONS	6	100
8.0	EVALUATE THE FINANCIAL PERFORMANCE OF A BUSINESS	6	100
9.0	USE TECHNOLOGY TO MANAGE FINANCIAL INFORMATION	2	100
10.0	EXAMINE ETHICAL STANDARDS IN THE ACCOUNTING PROFESSION	6	60
ASSESSMENT SCORE		Percent of Total Responses Correct	
		91	

Demographic Filters must have the Student Unique ID field blank. Report displays a single program for all students.

Assessment Report for ACCOUNTING-(52.0301.00)				
Program Standards		Percent of Operational Items on Assessment	Percent of Correct Responses	Percent of State Avg. for Correct Responses
1.0	DEMONSTRATE THE STEPS OF THE ACCOUNTING CYCLE	16	65	42
2.0	ANALYZE ACCOUNTING PROCEDURES FOR CASH CONTROL	7	52	39
3.0	APPLY PROCEDURES FOR ACCOUNTS RECEIVABLE AND ACCOUNTS PAYABLE	16	44	36
4.0	GENERATE PAYROLL	15	60	60
5.0	EVALUATE ASSETS, LIABILITIES, AND EQUITY	16	59	51
6.0	UTILIZE BASIC BUSINESS, ECONOMIC, AND FINANCIAL MANAGEMENT PRACTICES	7	71	53
7.0	EVALUATE THE FUNCTIONS OF ACCOUNTING IN BUSINESS OPERATIONS	6	63	45
8.0	EVALUATE THE FINANCIAL PERFORMANCE OF A BUSINESS	6	59	49
9.0	USE TECHNOLOGY TO MANAGE FINANCIAL INFORMATION	2	90	60
10.0	EXAMINE ETHICAL STANDARDS IN THE ACCOUNTING PROFESSION	6	71	71

APPENDIX A. STATE AND FEDERAL REQUIREMENTS FOR TECHNICAL SKILLS ASSESSMENT DATA

Perkins (Performance Measures) Reporting Requirement

Carl D. Perkins Career and Technical Education Act of 2006 Public Law 109-270 (Sec.113(b)(2)) establishes comparable student definitions and measurements for CTE programs based on the expectations that student performance will improve each year. The Arizona State Board of Education approved a state accountability system that measures CTE program performance using a series of performance measures. Relating to the 2S1 Technical Skill Attainment Performance Measure, students who completed the state-designated sequence of instruction are required to take and pass the Technical Skills Assessment. ADE pulls CTE Assessment data from the assessment system and the student demographic information from AzEDS for reporting purposes.

Note: The SAIS ID (Unique Student ID) and the CTE program for the Technical Skills Assessment System need to match what is in the CTE Data Portal for the student. If these two pieces of information do not match, then the assessment data for the student will not be recorded in the Data Portal and this would result in a lower 2S1 measurement and eventually necessitate the district to create an improvement plan to keep their CTE funding for a program.

CTED Requirement

Ariz. Rev. Stat. § 15-391 (4). "Career Technical Education District Program" means a sequence of courses that is offered by a Career Technical Education District and that meets all of the following requirements: (b) Requires an assessment that demonstrates the level of skills, knowledge and competencies necessary to be successful in the designated vocation or industry or an assessment necessary for certification, if appropriate, or for career readiness and entry-level employment, in and acceptance by that vocation or industry. Any assessment adopted pursuant to this subdivision shall require a passing score of at least sixty percent.

A-F State Accountability Requirement

Arizona provides accountability ratings annually to its public-school districts, charters, and schools based on a wide range of information about the performance of students in schools and districts. On April 24, 2017, the Arizona State Board of Education adopted the A-F Reporting Arizona 2016-2017 K-8 A-A Accountability Plan that includes an indicator in the College and Career Readiness Category that allows a school 1.25 points for every student who completes a CTE sequence and passes the Arizona Technical Skills Assessments.

APPENDIX B. UNIVERSAL TEST ADMINISTRATION CONDITIONS AND ACCOMMODATIONS GUIDE

Test administration manuals and guidelines address the need for all students to have the opportunity to demonstrate achievement by providing them with a testing environment that is comfortable and free of distractions. Following are suggested universal testing conditions, tools, and accommodations that administrators and teachers can use to meet student needs:

- Test in a small group, test one-on-one, or test in a separate location such as a study carrel.
- Sit in a specified location within the testing room and/or at special furniture.
- Have the test administered by a familiar staff member. Teachers cannot proctor their own students, but they can proctor other teachers' students.
- Use read-aloud/text-to-speech software and other accessibility testing tools, i.e., magnification, and special lighting; zoom in/out, enlarge font, change font, screen readers, hearing aids, amplification, signing the scripted directions, use of different color choices, reverse contrast, color overlays, text blockers, and highlighting text.

Chrome extensions for Universal Test Administration Conditions is a permitted tool for use during the Technical Skills Assessment. Prior to testing, the district's IT Department should ensure that the application is installed and that all features are functional. The extensions application should be added to the student's Gmail account and the test should be opened in the Chrome Browser. To prevent issues on the day of testing, the staff administering the test and the student taking the test should be familiar with the application's features (i.e., text-to-speech, highlighter, color overlay, reverse contrast, text blocker, font changing, screen reading extension).

- Consider a line reader tool for students who struggle with reading. This will help the student focus on the question and/or answer choice one at a time.
- Wear noise buffers (headphones/earbuds only for blocking out noise) when taking the test.
- Repeat scripted directions, if needed, and answer all questions regarding the directions. Students may benefit by having directions they can read on their own.
- A student may be allowed to read the test quietly to himself/herself if other students are not being disrupted, or the student may sit in a different location.
- A student may take the test over multiple sessions and/or multiple days due to test fatigue, illness, school emergency, or having a parent or guardian remove them from school for an excused absence.
 - To interrupt the test, the student **should** use the "**Pause Test**" button.
 - A **Resume Test** button will display. Click this button to resume testing. The test will resume at the last question when paused.
 - If the **Pause Test** button is not used and the student exits the browser, the system will automatically pause after one (1) hour and the student can log on later using the original password and the system will start the assessment where it stopped.
- Extended time: Ideally, students should have 2 hours to take the test. Items are designed with the expectation of a 1- to 2-minute response time for each item. If there is insufficient time to complete the test, up to 180 extra minutes can be added by the test proctor or assessment coordinator.
- Scratch paper can be used but must be shredded at the end of testing.
- Test settings and automatic features of the test [Pause Test, Resume Test, Mark for Review, Save Answer, No Answer (Skip This Question)] should be previewed before testing begins. See visual slides on the testing features in the How to Take the Assessments PowerPoint found under the Resources tab and under User Guides on the TSA Dashboard.

While some of the items listed as Universal Test Administration Conditions might be included in an IEP or ILLP as an accommodation, for achievement testing purposes, these are not considered testing accommodations and are available to any student who needs them.

Accommodations for Students with Injuries. A student with an injury, such as a broken hand or arm, may use, as appropriate, any of the universal test administration conditions mentioned above. There are no specific tools to support these accommodations. If the injured student requires an accommodation not mentioned, send an email to CTEAassessmentHelp@azed.gov or call 602-542-5452.

Accommodations for English Learners (ELs) and Fluent English Proficient (FEP) Students. For an English Learner or a Fluent English Proficient Year 1 or Year 2 student, accommodations are intended to allow the student the opportunity to demonstrate content knowledge even though the student may not be functioning at grade level in English. Students who are not proficient in English, as determined by the Arizona English Language Learner Assessment (AZELLA), may use, as appropriate, any of the Universal Test Administration Conditions and any of the EL accommodations mentioned above. (This includes English Learner (EL) students withdrawn from English language services at parent request.) Reclassified Fluent English Proficient (FEP) students are monitored for 2 school years. These FEP Year 1 and FEP Year 2 students may use, as appropriate, any of the Universal Test Administration Conditions and any of the following EL accommodations. If directions are read aloud, simplified, or translated as an accommodation, administration must take place in a setting that does not disturb other students (such as in a one-on-one or very small group setting).

- Simplified Directions – An assigned staff member may provide verbal directions in simplified English for the scripted directions from the Technical Skills Assessment User Guide. This must take place in a setting that does not disturb other students. No test content or directions embedded within the test may be simplified.
- Translate Directions – Exact oral translation, in the student's native language, of the scripted directions from the Technical Skills Assessment User Guide are permitted. Not permitted are translations that paraphrase, simplify, or clarify directions; written translations; and translation of the test content.
- Translation Dictionary provides a word-for-word published, paper translation dictionary. Students with a visual impairment may use an electronic word-for-word translation dictionary with other features turned off.

Accommodation for Students with Disabilities. Students with disabilities may use, as appropriate, any of the Universal Test Administration Conditions and testing tools mentioned above and any accommodation designated in their IEP about retesting:

- If an IEP stipulates that a student can take the test more than once, the student can retake the test in the current or next school year prior to graduation. Special arrangements will be made with the state's testing coordinator. Also, if accommodations are not met according to the IEP as listed above in the Universal Test Administration Conditions and Accommodations, the student is eligible to retake the test. This accommodation should not be introduced for the sole purpose of testing but used during regular instructional times. The last score counts.

If a student with a disability requires an accommodation not listed, call 602-542-5452 or send an email to CTEAassessmentHelp@azed.gov.

APPENDIX C. SPECIAL POPULATION DEFINITIONS AND CATEGORIES

Special Population students with an IEP will automatically be imported from AzEDS during registration. Your SIS (Student Information System) Data Reporter reports them to AzEDS, which in turn exports to the CTE Technical Skills Assessment Dashboard.

Individuals with Disabilities (Handicapped) (HA) – A student with any disability as defined in Section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102). That is,

- a physical or mental impairment that substantially limits one or more of the major life activities of that individual; or
- a record of such an impairment or being regarded as having such an impairment. Includes students evaluated under IDEA and determined to need special education and related services and any individual considered disabled under Section 504 of the Rehabilitation Act of 1973.

Limited English Proficiency (LE) – A student with Limited English Proficiency who requires assistance to succeed in a CTE program: a secondary school student, an adult, or an out-of-school youth who has limited ability in speaking, writing, or understanding the English language and—

- whose native language is not English; or
- who lives in a family or community environment in which a language other than English is the dominant language.

Economically Disadvantaged (EC) – A student in a family or an individual, including foster children, that the Local Education Agency identifies as low income (based on uniform methods described in the State Plan) and who requires financial assistance to succeed in Career and Technical Education. The following are examples of eligibility definitions:

- Annual income at or below the official poverty line
- Eligibility for free and reduced school lunch
- Eligibility for Aid to Families with Dependent Children or other public assistance programs
- Eligibility for participation in programs assisted under Title I of the WIA
- Eligibility for aid under the McKinney-Vento Homeless Assistance Act

Single Parent (SP) – A student who requires assistance to succeed in a CTE program and who

- has custody and
- responsibility for the support and care of one or more dependent children under the age of eighteen in the same residence.

Note: For eligibility purposes, a person who provides child support, but no custodial care, is not considered a single parent. Single pregnant women are eligible for services.

APPENDIX D. CTE STAFF SECURITY AND TESTING PROTOCOL AGREEMENT

Arizona Department of Education, Career and Technical Education, Technical Skills Assessments School Year 2025-2026

This CTE Staff Security and Testing Protocol Agreement must be signed by all employees of CTEDs, districts, schools, and charter holders who come in contact with test materials or the secure test environment, who administer tests or monitor students during test administration, or who assist with testing. Test security rules are designed to prevent actions or activities that may threaten the integrity of the test or student scores.

School and district personnel, including but not limited to Assessment Administrators, Proctors, Monitors, and school or district/charter administrators, shall read and sign the Staff Security and Testing Protocol Agreement as provided by the Arizona Department of Education (ADE), Career and Technical Education (CTE) section, affirming that they will follow the test administration procedures required by ADE CTE. This form must be signed annually, and the signed agreement must be on file with the district or charter prior to accessing the CTE Technical Skills Assessment System or administering any Technical Skills Assessments (TSAs).

By signing this Staff Security and Testing Protocol Agreement, I acknowledge that all Technical Skills Assessments are secure tests and agree to the following conditions of use to ensure the security of the test.

1. I will take necessary precautions to safeguard test materials, and I will not engage in any activity that adversely affects the validity, security, or fairness of the assessments.
 - a. I will sign the CTE Staff Security and Testing Protocol Agreement for School Year 2025-2026.
 - b. I understand that access to the CTE TSA system, including all TSAs, is restricted. I will not attempt to gain access to test materials beyond that which is granted to me by my Assessment Coordinator, District Assessment Coordinator, Superintendent, or Charter Representative.
 - c. I will not proctor my own students, but I may proctor other teachers' students.
 - d. If secure test materials, including but not limited to student information sheets or rosters are distributed to me, I will keep them in a secure and locked location except during actual test times. I will return all test materials to the Assessment Coordinator immediately upon the completion of testing.
 - e. I will not permit students to remove test materials from the testing room, including student testing devices, scratch paper, and login information.
 - f. I will not examine, read, review, discuss, disclose, nor allow to be disclosed, the content of any Technical Skills Assessments, including test items or any student responses to any test items, at any time before, during, or after testing.
 - g. I will ensure that students do not participate in any form of cheating.
 - h. I will not reproduce test content or student responses in any way (e.g., photographing, copying by hand, typing, capturing via an unauthorized electronic device, or photocopying).
 - i. I will not allow the use of artificial intelligence (AI) to respond to any part of the test.
 - j. I will not use remote monitoring software to view a student's screen during testing.
 - k. Some testing accommodations require assessment staff to view, read, or transcribe test content or student responses. If I am administering such accommodation, I will not disclose any test content that I view in the course of providing the accommodation.
 - l. I will not provide or permit the use of unacceptable accommodation or tools on the test.
 - m. I will not erase or change any student responses nor direct students to erase or change any responses.
 - n. I will prepare the testing room so that no student can view another student's test materials or computer screen and so that inappropriate visual aids are removed or covered completely before testing.

- o. I will supervise the students at all times and focus my full attention on the testing environment. I will not allow students to talk, pass notes, cause disruptions, or communicate with each other in any way during testing. I will not allow students to access cell phones or other unapproved electronic devices during testing.
 - p. I will not use any test materials for instruction before, during, or after test administration.
 - q. Unless specifically permitted as an IEP/504 plan accommodation, I will not provide prohibited or inappropriate resources or content support to students during testing, including but not limited to graphic organizers and reference sheets. I will not allow students to access notes, books, or any instructional materials during testing.
- 2. I will report any violation of this staff security and testing protocol agreement to my CTE Director, Assessment Coordinator, or District Assessment Coordinator.
 - 3. I understand that the district Superintendent or Charter Representative will develop, distribute, and enforce disciplinary procedures that will be applied when the actions of a staff member are such that they result in a test security violation.

Individuals who administer or proctor Technical Skills Assessments for school year 2025-2026 must also agree to the following conditions to ensure the correct administration of the tests.

- 4. I will participate in and complete training activities necessary to understand test security and administration policies and procedures prior to administering the tests.
- 5. I will read the CTE Technical Skills Assessment Overview Guide prior to administering the test.
- 6. I will follow all the instructions in the Proctor Instructions for Monitoring the TSA, including reading the directions to students exactly as scripted.

All schools are required to ensure that Technical Skills Assessments are administered in person in a room that meets the requirements of a secure test environment, including but not limited to testing in a room with only the students to be tested and testing staff who have been trained and who have signed a test security agreement present in the testing room; no education materials or posters on the walls; and student seating arranged so that testing staff can freely circulate the room and so that the possibility of prohibited behavior is minimized.

By signing my name to this document, I am assuring my district/charter and ADE that I will abide by the above conditions and that anyone I supervise, who will have access to the Technical Skills Assessments or the testing environment, will also sign a Staff Security and Testing Protocol Agreement. I understand that a breach of test security may result in disciplinary action and one or more student tests being invalidated.

I certify that I have read the above policies, I understand the consequences of not following the security agreement requirements, and I will abide by the above conditions.

Signature: _____ Date: _____

Printed Name: _____ Title: _____

School: _____ School Entity ID: _____

District: _____ District Entity ID: _____

This signed CTE Staff Security and Testing Protocol Agreement form must be kept on file by the CTE Administrator and the district or charter holder office for five (5) years. This signed agreement form must be made available to ADE upon request.

This form may not be altered. This form may be photocopied.

APPENDIX E. DISTRICT ASSESSMENT COORDINATOR SECURITY AND TESTING PROTOCOL AGREEMENT

Arizona Department of Education, Career and Technical Education, Technical Skills Assessments School Year 2025-2026

Superintendents and Charter Representatives are responsible for all testing activities and the security of the Technical Skills Assessments within their district or charter. An accurate District Assessment Coordinator Security and Testing Protocol Agreement for School Year 2025-2026 must be on file with the Career and Technical Education Section of the Arizona Department of Education. Please send this completed form to CTEAassessmentHelp@azed.gov.

Superintendents and Charter Representatives can designate one District Assessment Coordinator to act on their behalf. If a District Assessment Coordinator is not designated, the Superintendent or Head of District or Charter will serve as the District Assessment Coordinator. All District Assessment Coordinators are expected to serve in this role for the full academic year. The Superintendent or Charter Representative must instruct the ADEConnect Entity Administrator to create an account for the designated District Assessment Coordinator in ADEConnect and assign the appropriate permissions. These individuals are responsible for the timely completion of all the testing activities within their district or charter for the Technical Skills Assessments. District Assessment Coordinator activities include but are not limited to:

1. Conducting district or charter staff training and assisting faculty at all testing sites.
2. Scheduling testing activities within the district or charter schools and ensuring the Technical Skills Assessments are completed within the published testing windows. Per state policy, test windows are not extended.
3. Coordinating the provision of testing accommodations documented in an Individualized Education Program (IEP) or 504 Plan by collecting accommodations needed for students, arranging resources, and communicating requirements for assessment administrators.
4. Communicating with the district or charter school IT department to ensure technical specifications and system requirements are met for the Technical Skills Assessments.
5. Maintaining and monitoring the security of all assessment materials.
6. Monitoring test administration and being available in person throughout the duration of the test windows.
7. Checking the Arizona Department of Education Career and Technical Assessments websites and testing portals regularly for testing updates and due dates.

As Superintendent, Charter Representative, or District Assessment Coordinator, I acknowledge that all State Assessments are secure tests, and I agree to the following conditions concerning the security of the State Assessments. I understand that failure to comply with the following test administration and test security conditions may result in test invalidations for individual students, groups of students, and/or schools.

1. All necessary security precautions shall be in place to safeguard test materials.
 - a. Access to the Technical Skills Assessments questions is restricted.
2. Ensure all staff involved have signed CTE Staff Security and Testing Protocol Agreements, which will be kept on file locally for five (5) years. District policy determines if the signed documents are kept in hard copy or electronic format.
 - i. Assessment Coordinators shall maintain the agreements signed by school staff.
 - ii. Superintendents/Charter Representatives shall maintain the agreements signed by Assessment Coordinators.
 - iii. The Career and Technical Education Section of Arizona Department of Education shall maintain the agreements signed by Superintendents and Charter Representatives.

- e. All secure student assessments shall not be examined, read, or reviewed by anyone other than the student unless in compliance with the appropriate test administration directions.
 - i. Secure test materials shall not be used for instruction before, during, or after test administration.
 - ii. Content or items of the test shall not be photographed, discussed, or disclosed, nor allowed to be photographed, discussed, or disclosed.
 - iii. Student responses cannot be reviewed, changed, or deleted by anyone else but the student and will be submitted for scoring exactly as completed by the student.
- f. The use of any remote monitoring software as well as artificial intelligence (AI) programs and applications on devices while students are testing is prohibited.
- g. Upon completion of testing, student scrap paper and login information must be shredded.
- 3. State Assessments are to be administered in person at Arizona schools. Students must be tested in a physical building designated as a testing site by the district or charter. State Assessments cannot be administered remotely and cannot be administered outside the state of Arizona. Schools administering State Assessments at locations other than school property must provide addresses for all such off-site test locations and schedules to the Arizona Department of Education, as mandated for the specific test administration.
- 4. All usernames and passwords used for the Technical Skills Assessments are unique to individuals and shall not be shared.
- 5. Neither identifiable student demographic information nor student IEP or 504 plan information shall be disclosed to unauthorized persons.
- 6. The Superintendent or Charter Representative shall develop, distribute, and enforce disciplinary procedures for the violation of test security by staff. All test security incidents must be reported to the Arizona Department of Education in a timely manner.
- 7. All instructions in the CTE Technical Skills Assessments Overview Guide and Proctor Instructions for Monitoring the TSA, which include reading the directions to students exactly as scripted, shall be followed.

By signing my name to this document, I am assuring the Arizona Department of Education that I will abide by the above conditions and that anyone I supervise, who will have access to the Technical Skills Assessments for School Year 2025-2026, will also abide by the above conditions, and I certify that the individuals named below are authorized to act on my behalf as the District Test Coordinator. **If any of the individuals designated below are unable to complete any activities, including participating in a pre-test training, I will attend and complete in their place.**

District or Charter: _____

Name of Superintendent, Charter Representative, or District Assessment Coordinator (print):

Signature: _____

Email: _____

Phone Number: _____ Date: _____

Please print, sign, scan, and email this District Assessment Coordinator Security and Testing Protocol Agreement for School Year 2025-2026 to CTEAssessmentHelp@azed.gov.

APPENDIX F. PROCTOR INSTRUCTIONS FOR MONITORING THE TSA

The Proctor's role is essential to ensure that students sign in to take the test, understand what they are supposed to do, and remain on task to complete and submit their TSA. The Proctor should read the instructions below prior to the day of testing to know their responsibilities during the testing period.

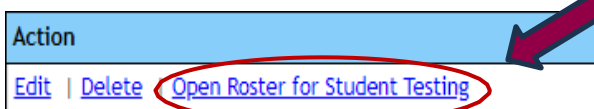
Note: It is recommended that the Proctor has access to the roster in the TSA system in order to monitor time remaining for each student taking the test, to add time, and clear security if needed. The Proctor (or Assessment Coordinator or Teacher) must open the roster when testing starts and close the roster when testing is over to prevent students from reentering the test outside the testing period.

Proctor reviews the testing details.

- Date, time, room/lab location, and the computer setup.
- Emergency contact for questions about the student roster(s), adjusting the assessment time, IT support, and ADE/CTE support.
- Information about accommodations for special population students.
- Access to the roster to manage students' time, etc. **Note:** Assessment items are randomized so that the same questions do not appear on the computer screens at the same time.
- Sign-in/sign-out sheet for students who enter and leave the room.
- Cards/slips of paper containing student IDs and passwords for logging into the assessment. All assessment items are randomized so that the same questions do not appear on the computer screens at the same time.
- Pencils and scratch paper for students to use for calculations during the assessment. Computer calculators (standard only; no scientific or graphing) may also be used. Pencils and paper should be collected after testing, as well as assessment login information.
- Access to the **How to Take the Assessment**, a PowerPoint presentation about how to answer questions and submit the test, and the **Student Technical Skills Assessment Guide**, a 2-page handout to be distributed to students showing a sample assessment item and the Summary Screen showing how to mark the items, submit the test, and get the assessment results.
- Student access to the assessments: <https://ctetechnicalskillsassessments.azed.gov/student>

Right before students enter the computer lab, the Proctor (or Assessment Coordinator or Teacher):

- Opens the specific roster for the group that is testing by clicking on the action link labeled "Open Roster for Student Testing."



Caution: Only click once to open the roster and once to close the roster. A double click will automatically open and close the roster all at the same time and students will not be able to test. If it says "Open Roster for Student Testing" it means the roster is currently closed and vice versa.

As students enter the computer lab, the Proctor:

- Tells them where to place their personal belongings including cell phones, smart watches, flash drives, and other electronic devices and have them sign in.
- Distributes the student ID and password to each student for one assessment only. If students are taking more than one assessment, they will receive a different password when that assessment is given.
- Asks students to take their places at the computers.
- Writes the assessment URL on the board: <https://ctetechnicalskillsassessments.azed.gov/student>.

Once students are seated, the Proctor says:

- “Welcome to the CTE Technical Skills Assessments. Today, you will be taking an online assessment to see what you have learned in your CTE program. If you pass the assessment, you will receive a congratulatory letter, certificate, and transcript approved by Arizona’s business and industry representatives. Let’s take a few minutes to review the mechanics of answering the assessment items.”

The Proctor should show the **How to Take the Assessment** PowerPoint slides and follow the dialogue on the next two pages or provide students with copies of the **Student Technical Skills Assessment Guide** and review the instructions on this 2-page handout. Both the PowerPoint and the handout help students understand how to answer the questions and how to submit the test at the conclusion of testing. In some situations, the teacher may have already familiarized the students with the assessment testing process.

Sample Item

What are the three colors of the American flag?
 Red, white, and green
 Red, white, and blue
 Yellow, white, and black
 Yellow, white, and purple

☒ No Answer(Skip This Question)

☐ Mark for review.

Save Answer

Pause Test

There are three ways to answer an item.

No Answer--Skip this Question.
 Click both – Answer and Mark for review.
 Click the Correct Answer.

Click the SAVE ANSWER button and advance to the next item.

There will be plenty of time to answer all the questions. After the last item has been answered, a Summary Screen will display. This will give you the opportunity to answer all Skipped or Marked for Review questions.

Example Summary Screen

1 skipped
 1 marked for review

Review Assessment

In this example, there is one skipped item and one marked for review. Click the “Review” button to display the item. Change or keep your answer then click the “Save Answer” button. Repeat for each skipped or “Yes” in red under the Review column as shown in image to the right.

Example of Summary Screen, Continued

You have 1 question(s) you did not answer.
 You have 1 question(s) marked for review.

Return to Summary

Question	Answer	Review	
Question 1	mop	No	Review
Question 2	Clean	No	Review

Questions not answered are shown as zero. Click on the “Return to Summary” button.

Example Final Summary Screen

Summary

0 skipped
 0 marked for review

Review Assessment

☐ I have completed my assessment and want to submit it for final grading.

Submit Assessment

Click in the box and click the “Submit Assessment” button to end the test as shown.

Proctor says to students:

- “When you submit your assessment, you will see your score and know if you passed the assessment. You can send your test results to your school and/or your personal email address. Your CTE teacher will automatically get the test results. When the assessment is over, I will collect all paper, pencils, and Student IDs and Passwords. Remember, do not close the browser without my help or until I tell you to.”

Following the review of how to answer the assessment items and how to submit the assessment, the proctor says to students:

- “It’s now time to start the test. You can access the online assessment by keying in this website URL address in your browser: <https://ctetechnicalskillsassessments.azed.gov/student>.”

The proctor should verify that all students have opened the assessment website and that they review the Student Test Agreement with the students.

Note: All students must complete this agreement before beginning their assessment.

Proctor reads the Student Test Agreement screen which states the rules for taking the assessment and tells students they must click the “I Agree” button to move on.

Student Test Agreement

During this Technical Standards Assessment, I will NOT:

- Copy this assessment.
- Use additional information or materials.
- Use any electronic device, including this computer, to look up information.
- Use Artificial Intelligence (AI) during the assessment.
- Talk during the assessment or use personal electronic equipment, including cell phones, smartwatches, smartglasses, tablets, headphones, etc.
- Discuss or share test content with others before, during, or after the assessment.
- Participate in any form of cheating.

Statement of Understanding

- I can use the standard computer calculator, a pencil, and paper provided for computations.
- If I fail to comply with the assessment requirements, I face consequences, including the invalidation of my assessment results and/or district discipline.

I Agree

Proctor tells students to log into the test and enter their Student ID, Password, Birthdate, and Last Name, and click the green “Login” button.

Login for the Test

Please enter below information to login. After login, you will have an option to start the test.

Student ID:*

Password:*

Birth Date:*

Last Name:*

Login

Clear

Proctor asks students to verify their name and the right assessment. If there is a problem with the student/assessment match, the student will not be able to take the assessment at this time. Contact your Assessment Coordinator about the issue. If the names and assessments are correct, students may begin the test by clicking the green “Yes” button.

Student Name and Test Confirmation



Are you sure you want to continue as:

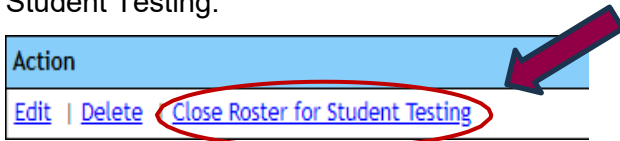
Sanchez, Ariana Rosa for the Assessment Test:
SURGICAL TECHNICIAN?

Yes

No

When the testing session ends, the Proctor (or Assessment Coordinator or Teacher):

- Collects paper, pencils, and student ID and password cards/slips.
- Checks that all browsers are closed.
- Report absent students to the Assessment Coordinator/Teacher.
- Closes the roster for the group that was testing by clicking on the action link labeled “Close Roster for Student Testing.”



- Manually closes the roster page on the computer.

Message to the Proctor:

You must actively monitor the computer lab during the entire testing session. Remote monitoring software should not be used in place of circulating the room and observing students while they are testing. Best practices for monitoring include:

- Walking around the room.
- Observing students’ behavior to ensure they are adhering to the Student Test Agreement.
- Assisting students with any technical issues.
- Having students use a sign-in/sign-out sheet for those who must enter or leave the room.
- Communicating with the Assessment Coordinator if issues arise.
- Following the instructions of this guide and the CTE Staff Security and Testing Protocol Agreement.

As students submit their assessments, it is critical to remind them to keep their browsers open. When they are finished with their assessments, assist them with printing their results. If printers are not available, assist them with sending the results to their email address.

**Arizona Department of Education
Career and Technical Education
Technical Skills Assessments Helpline:**

Call: 602-542-5452

Email: CTEAassessmentHelp@azed.gov

Proctor Notes:

Solutions to Common Issues That May Occur During Testing

For more solutions to common issues, please read *TSA Troubleshooting Guide*

What if the student starts the assessment and it's the wrong one? They must wait for the Assessment Coordinator to change the registration to reflect the correct assessment. After the student's registration information is corrected, they can log on to the test site and take the assessment using the same log on information received previously. However, if the student answers several assessment questions before realizing that it's the wrong assessment, they must close the browser and wait for the Assessment Coordinator to reregister them. This requires the Assessment Coordinator to complete a Change Request to delete the student's assessment and then reregister the student for the right assessment to generate a new password the student can use to log into the correct assessment.

What if there is a fire alarm and students must leave the computer lab? To interrupt the test for a fire alarm, for illness, etc., direct students to use the "Pause Test" button on the testing screen so they can reenter the test. If the "Pause Test" button is not used and students exit the browser, the system will automatically pause after one (1) hour. When students return to the assessment and log back into the test, a "Resume Test" button on the testing screen will allow them to finish the test where they left off. The Assessment Coordinator or the Teacher/Proctor may need to add additional time to the student's assessment or clear security.

What if there is insufficient time left on the test for students to finish the test? Can more time be added? If students need additional time to take the test, more time can be added by the Assessment Coordinator or the Teacher/Proctor following these steps.

1. From the Roster page, click on the Roster Name.
 - a. For a Single Student: At the far right of the row with the student's information, click on "Add Time". It will display the Add Time to Individual Student screen.
 - b. For a Group of Students: At the top of the screen, click on the "Add Time to All Students" action link. It will display the Add Time to Entire Roster screen.
2. Key in the number of minutes to be added (ex: 120 = 2 hours; the system allows students a maximum of 360 minutes to take the assessment. If more time is needed and the system will not allow more time to be added, please contact the TSA Helpline or email address).
3. Click on the "Add Time" button.
4. Refresh your browser page to update the time left.

What if the student gets an error message that says, "This test is open in another browser"? Within each roster, there is a "Clear Security" function. This will appear if a student opens another tab in the web browser while taking the assessment. The student will be automatically logged out when attempting to resume testing and cannot log back in to the assessment until the Proctor clears the security. Before doing so, investigative measures such as viewing browser history can be used to identify student attempts to look up information pertaining to the assessment. This could indicate the student is not complying with the Student Test Agreement, and a Change Request to Delete Assessment should be submitted, as well as any other disciplinary measures taken as the school sees fit. If there is nothing to indicate a student has purposely attempted to cheat on their assessment, the Proctor can override this by following these instructions:

1. From the Roster page, click on the Roster Name.
2. For a single student: At the far right of the row with the student's information, click on Clear Security. The student will be redirected to log into the assessment again.
3. For a group of students: At the top of the screen, click on "Clear Security For All Students". This is helpful if a group of students resume their assessment on another day.

What if a student is caught cheating? Have the student pause their test. Document the occurrence, that is, what was the student doing, such as opening another browser, looking up answers to questions on a cell phone, using AI applications, or asking questions of other students. What day and time did the incident occur? Ask the student to leave the room. Report the incident to the Assessment Coordinator and Teacher, who should interview the student. If the incident is confirmed as cheating, the student should be subjected to your district's disciplinary policy. Please report the incident with details to the TSA Helpline at 602-542-5452 or email CTEAassessmenthelp@azed.gov. Submit a Change Request to "Delete Assessment" for the student. The student cannot retest during the same testing period.