

Performance-Based Assessment Manual



2018-2019

Secondary Schools - Career and Technical Education

Research and Curriculum Unit
Mississippi State University

Table of Contents

Using this manual:.....	iii
Errata.....	iii
About Us.....	1
Introduction.....	2
What’s new for 2018-2019?.....	2
2018-2019 Participating Programs.....	3
Assessment Description.....	4
Background.....	4
Assessment Structure.....	4
Preparing for Performance-Based Assessment.....	7
To-Do List.....	7
Testing Personnel.....	7
Testing Window.....	8
Site Schedule.....	8
Suggested Timeline.....	9
Exporting and Verifying Student Data for PBA.....	11
Selecting Evaluators for Performance-Based Assessment.....	11
Requesting Evaluator Time.....	12
Evaluator Training Course.....	12
Verifying PBA Evaluators.....	13
Adding PBA Evaluators to a Class.....	15
Test Security.....	16
Technology Recommendations.....	17
Special Testing Accommodations.....	17
Make-up Testing.....	17
Retrieving Test Materials.....	18
Uploading Completed Student Work.....	19
Administering the Résumé and Job application.....	21
Managing PBA Task Administrations.....	25
Managing Administration of Scoring and Interview.....	26
Inputting Scores.....	29
Using OSCAR.....	29
Reporting.....	29
APPENDIX A.....	31
History and Overview of PBA.....	31
APPENDIX B.....	33
PBA Evaluator Course.....	33
APPENDIX C.....	43
Evaluator Agreement.....	43
APPENDIX D.....	44
Part I Rubric.....	44
APPENDIX E.....	47
Student Sign-In/Irregularities Report.....	47

USING THIS MANUAL:

- This manual is intended for secondary CTE test coordinators and instructors with programs participating in performance-based assessment (architecture and drafting, digital media technology, polymer science, simulation and animation design).
 - **It is a supplement to the [CTE Testing Manual](#) and will reference the CTE Testing Manual in places.**
- Please read through the main portion of the entire manual prior to testing, using the appendices as needed.
- Use the checkboxes to keep track of what you have done.
- If you are viewing this document in a web browser or .pdf reader, you will find clickable links throughout the document as well as in the table of contents.
 - You can also press Ctrl + F on your keyboard to bring up a search box. You can search the document by keyword(s).

Errata

The errata section contains documentation of changes made to this manual during the academic year.

- 11.20.18: Updated hyperlinks to correct a redirect issue.

Performance-Based Assessment Manual

SECONDARY SCHOOLS - CAREER AND TECHNICAL EDUCATION

ABOUT US

Contact Information

Toll-Free Customer Service Number:	1.866.901.7433
Website:	https://www.rcu.msstate.edu/Assessment.aspx
Fax:	662.325.3296
Helpdesk and Live Chat:	helpdesk@rcu.msstate.edu
Address:	Research and Curriculum Unit Mississippi State University 103 Russell Street Starkville, MS 39759

Staff

- Dr. Sean Owen, Assessment Manager
- Mr. Mike Adams, Project Manager
- Ms. Ashley Priebe Brown, Project Manager
- Ms. Cathy Curtis, Instructional Design Specialist
- Mr. Brian Dorsey, Project Coordinator
- Ms. Bhanu Shanmugam, Project Manager

Notice of Nondiscrimination

The Mississippi Department of Education Office of Career and Technical Education does not discriminate on the basis of race, color, religion, national origin, sex, age, or disability in the provision of educational programs and services or employment opportunities and benefits. The following office has been designated to handle inquiries and complaints regarding the nondiscrimination policies of the Mississippi Department of Education:

Director, Office of Human Resources
Mississippi Department of Education
359 North West Street, Suite 359
Jackson, Mississippi 39201
601.359.3511

INTRODUCTION

The Research and Curriculum Unit (RCU) at Mississippi State University (MSU) provides assessments used to measure technical skill attainment in career and technical education (CTE). The purpose of this manual is to guide test coordinators, test administrators, and instructors through the administration of performance-based assessments for CTE programs.

The RCU knows your time is valuable, and we are working to make the process of administering this assessment as efficient as possible. If at any time you need to contact the RCU, please do so, and we will help in any way we can.

What's new for 2018-2019?

- Instructors and evaluators of PBA programs must complete the PBA evaluator training course. Test coordinators should ensure that their instructors and evaluators complete this course prior to participating in any portion of the PBA.
- Spring 2018 was the last administration of PBA for the following programs:
 - Early childhood education
 - Teacher academy
 - Transportation logistics

In SY18-19, these programs will take an MS-CPAS test or a national certification. See Appendix A of the [CTE Testing Manual](https://rcu.msstate.edu/Assessment/MS-CPAS.aspx) (<https://rcu.msstate.edu/Assessment/MS-CPAS.aspx>) for program-specific testing information.

- The résumé and job application section of the assessment now has a digital option using a fillable PDF for the job application.

2018-2019 Participating Programs

Career Pathways		Perkins Assessment 2018-2019
Pathway Name / Program Name / Course Code(s)	Notes	Post-Test
2016 Architecture and Drafting – Year 2 (994301, 994305)		10234 PB -2016 (PBA)
2014 Digital Media Technology – Year 2 (994101, 994110, 994111)		10321 PB -2014 (PBA)
2015 Polymer Science – Year 2 (994501, 994504, 994505)		11546 Y2 -2015 11546 PB -2015 (MS-CPAS & PBA)
2016 Simulation and Animation Design – Year 2 (994401, 994405)		10339 PB -2016 (PBA)

Assessment Description

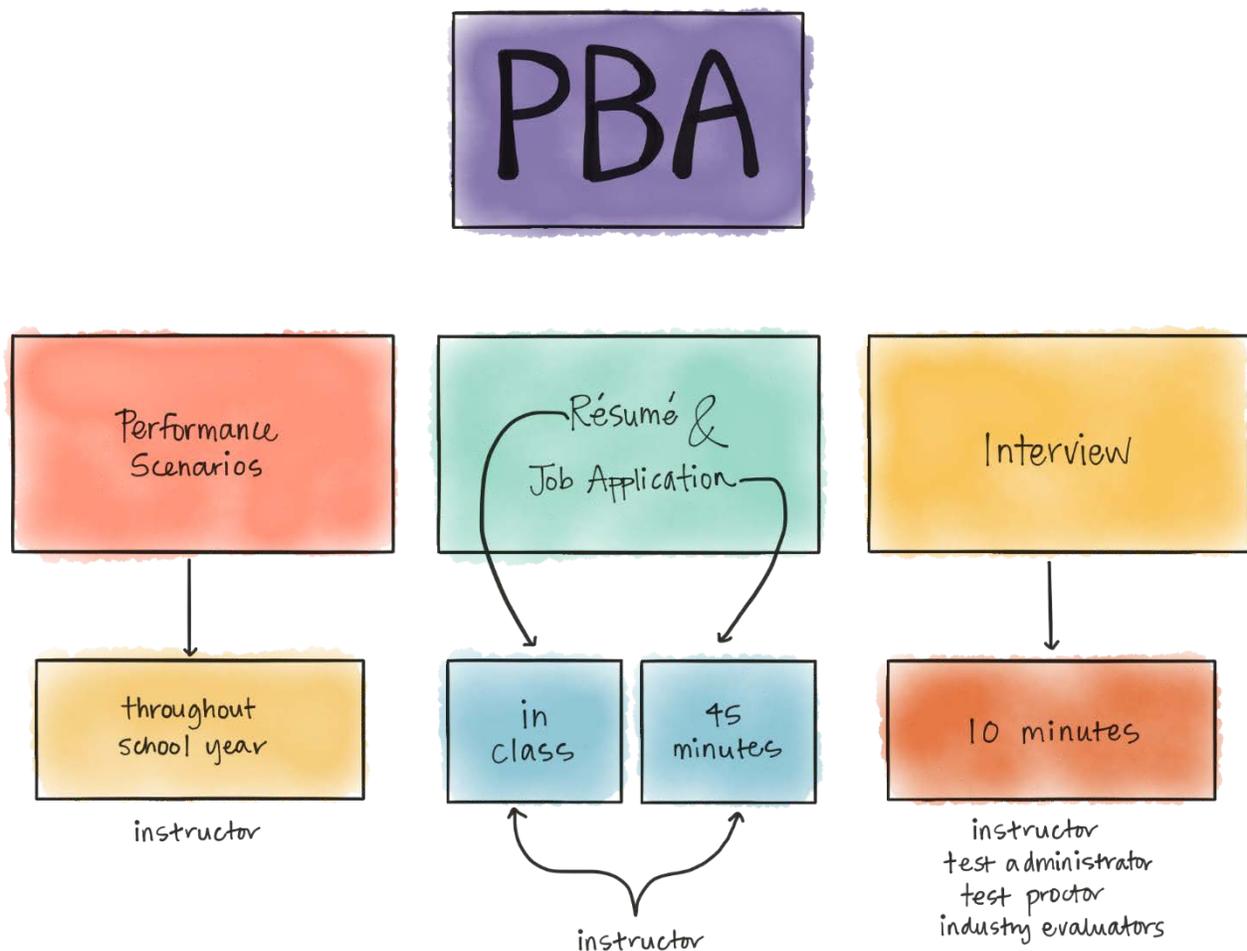
Performance-based assessment for Mississippi’s CTE programs is a standardized assessment. Standardized assessment is a process in which assessment items or tasks are developed, administered, and scored in a consistent manner for all assessment takers. The assessments comprise identical or very similar tasks and are administered so that students have the opportunity to demonstrate their knowledge and skills under the same conditions and procedures. The purpose of standardization of assessment tasks or items, procedures, and scoring is to make test results comparable across assessment locations and occasions.

Background

Please see the [History and Overview of PBA](#) in Appendix A.

Assessment Structure

In the past, PBA was a three-part assessment consisting of a résumé and job application, a performance task, and an interview. For revised PBA programs, the PBA comprises three main parts based on 21st-century college and career readiness standards and research-based performance assessment criteria.



Performance Scenarios / Authentic Performance Task

The performance task, written in a collaboration of course instructors, is aligned with the units, competencies, and assessment blueprint of the course. It is designed to reflect a real-life situation that one might encounter in career practice and uses an essential question to ground the task in a big idea. Performance tasks will be publicly available on the RCU website at <https://rcu.msstate.edu/Assessment/Performance-Based-Assessment.aspx>

Résumé and Job Application

Students create a résumé and use it to complete a job application. The course instructor scores each résumé and application according to a standardized rubric.

Scoring and Interview

The course instructor and **two** industry professionals score the authentic performance tasks according to a common analytic rubric (roughly ten minutes per student). When the scoring of student products is complete, the instructor and industry professionals conduct a ten-minute interview of each student about his or her work. **This is not a job interview.**

PREPARING FOR PERFORMANCE-BASED ASSESSMENT

PREPARING FOR PERFORMANCE-BASED ASSESSMENT

To-Do List

- Identify testing personnel (see list below)
- [Send data to the RCU](#)
- [Verify students](#)
- [Verify evaluators](#)
- Train testing personnel
- Work with teacher to submit student work
- Administer scoring and interview
- [Get reports](#)

Testing Personnel

Revised PBA will take place mostly in the classroom, requiring only the course instructor to administer the résumé, job application, and tasks. Personnel needed for the scoring and interview portion of PBA are:

- The test coordinator
- The course instructor
- Two [industry evaluators](#) (plus a backup evaluator)
- A test proctor
- A test administrator

Note:

Please see the section of the [CTE Testing Manual](#), located at <https://rcu.msstate.edu/Assessment/MS-CPAS.aspx>, titled “Roles and Responsibilities of Testing Personnel” for a description of the test coordinator, test proctor, and test administrator’s roles.

Testing Window

The test delivery window is the entire month of February 2019 and the first three weeks in March, through March 22. Course instructors may use their discretion to administer PBA as appropriate for their schedules during this window. **Test delivery will include the PBA task, résumé, and job application.**

March 22 will be the last day to submit student work to the RCU. Please follow the [directions for submitting student work](#).

Scoring and interviews will take place during the month of April.

One exception: Polymer science programs have four separate projects to complete for PBA this year. Polymer science course instructors should time each project appropriately during the year. The deadline for submitting polymer science PBA materials is March 22, as it is for the other programs.

Site Schedule

PBA scoring and interviews may be completed any time during a CTE testing window (see the [CTE Testing Dates](#) at <https://rcu.msstate.edu/Assessment/MS-CPAS.aspx>). **It is not necessary to schedule the administration of PBA during the same time as MS-CPAS testing;** rather, because a different setup may be necessary for the two types of assessments, it is recommended to schedule PBA administrations separately from MS-CPAS.

It is estimated* that an evaluator will take ten minutes to score one student's work plus ten minutes per student for interviewing. The amount of time the evaluators will need to be at a testing center can be estimated with the following calculation.

$$\text{Number of students} \times 20 / 60 = \text{Number of hours evaluators present}$$

$$\text{Example for 6 students: } 6 \times 20 \text{ minutes} = 120 \text{ minutes}$$

$$120 \div 60 = 2 \text{ hours that evaluators would need to be present}$$

Note: Additional time will be required to set up, orient the evaluators, move the students through the interview process, and debrief. It is recommended that districts schedule scoring and interview administrations early in the day.

***This is an estimation only. Please allow your evaluators as much time as they need to score student work.**

Suggested Timeline

Timeframe	Test Coordinator	Instructor	Evaluators	Administrators / Proctors	Students
January	<input type="checkbox"/> Select evaluators <input type="checkbox"/> Calculate the amount of time needed for Part 3 <input type="checkbox"/> Make preliminary testing schedule	<input type="checkbox"/> Help select evaluators <input type="checkbox"/> Teach curriculum			<input type="checkbox"/> Learn <input type="checkbox"/> Complete résumé and job application
February	<input type="checkbox"/> Attend test coordinator training <input type="checkbox"/> Input evaluator information on RCU website <input type="checkbox"/> Verify students, evaluators, and scoring and interview dates/times <input type="checkbox"/> Instruct evaluators and instructors to begin training course	<input type="checkbox"/> Begin administering PBA <input type="checkbox"/> Begin evaluator training course	<input type="checkbox"/> Begin evaluator training course <input type="checkbox"/> Sign paperwork		<input type="checkbox"/> Learn <input type="checkbox"/> Work on PBA

Timeframe	Test Coordinator	Instructor	Evaluators	Administrators / Proctors	Students
<p style="text-align: center;">March</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure that test security training and evaluator training is completed 	<ul style="list-style-type: none"> <input type="checkbox"/> Complete administering PBA by third week <input type="checkbox"/> Upload student work to RCU (this will include task materials and résumé/job application files) <input type="checkbox"/> Complete evaluator training course 	<ul style="list-style-type: none"> <input type="checkbox"/> Complete evaluator training course <input type="checkbox"/> Complete test security training 	<ul style="list-style-type: none"> <input type="checkbox"/> Complete test security training 	<ul style="list-style-type: none"> <input type="checkbox"/> Finish PBA
<p style="text-align: center;">April</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Refresh evaluators on test security, using the rubric, and interviewing students <input type="checkbox"/> Administer scoring and interview 	<ul style="list-style-type: none"> <input type="checkbox"/> Score résumés and job applications <input type="checkbox"/> Participate in task scoring and interview 	<ul style="list-style-type: none"> <input type="checkbox"/> Participate in task scoring and interview 	<ul style="list-style-type: none"> <input type="checkbox"/> Participate in task scoring and interview 	<ul style="list-style-type: none"> <input type="checkbox"/> Participate in task scoring and interview

Exporting and Verifying Student Data for PBA

The directions for exporting and verifying student data for PBA are the same as for MS-CPAS data. Please see the [CTE Testing Manual](#) at <https://rcu.msstate.edu/Assessment/MS-CPAS.aspx> for complete instructions.

Note: When verifying a date and time for PBA, please use the date and time for the scoring and interview administration.

Selecting Evaluators for Performance-Based Assessment

In addition to the course instructor, **two** industry professionals are needed to score student work and conduct interviews. Test coordinators, instructors, and directors are encouraged to work together to find evaluators by looking to the craft committees and local industry to select qualified individuals. **It is recommended to have a backup evaluator for each program as well.**

Criteria for evaluators:

- Possessing, at minimum, a high school diploma or GED
- Employed in industry or possessing background knowledge in the content area or related field with at least three years of experience
- Having no close personal relationship (i.e. close relative or close family friend) with students to be evaluated
- Having no close personal relationship with the course instructor

Duties of evaluators:

- Completing a [short training course](#)
- Assisting the instructor with administration of the scoring and interviews
- Reading and comprehending the student tasks (for scoring purposes)
- Individually scoring student work using the provided rubric
- Interacting with students during each ten-minute interview
- Ensuring the security of all test materials and scores

Required evaluator information:

- First and last name
- Last four digits of driver's license number (PIN, used for identification and training course only)
- Email address
- Education
- Occupation
- Employer (evaluator can be retired)
- Years of experience (3-5, 6-10, 11+)

Test coordinators must ensure that the evaluators have signed the [evaluator agreement](#). These agreements should be filed securely with other PBA test materials at the testing center.

Requesting Evaluator Time

When asking an individual to evaluate for your center's PBA, it is important to communicate the following information:

- An explanation of performance-based assessment
 - The date / time for the evaluation
 - The amount of time for which evaluators will need to be present (see the [calculation](#))
 - Information about the evaluator training course
-

Evaluator Training Course

The RCU has prepared a short course for evaluators **and instructors** to complete prior to PBA administration. The goals of this course are to communicate:

- information about the CTE program for which they are evaluating
- a description of tasks the students were asked to complete
- a description of the tasks evaluators will be asked to complete
- a description of what evaluators will see when they sit to score student work
- instructions for how to use the rubric
- test security procedures

The course takes approximately one hour to complete. It is the responsibility of the CTE center to ensure that evaluators have been properly trained. Please inform your evaluators about this course and give them [the evaluator course handout](#).

FAQ:

Do my evaluators need to retake the course / re-sign the evaluator agreement if they have already done so during a past test administration?

Yes. Information changes slightly from year to year, and they need to be up-to-date. For 2019, the format and structure of PBA have changed, and evaluators must be aware of the new format.

Verifying PBA Evaluators

Evaluator information should be submitted to the RCU by the close of the verification window. (See the [CTE Testing Dates](#) at <https://rcu.msstate.edu/Assessment/MS-CPAS.aspx>) This is one way to communicate to the RCU that your district is prepared for PBA. Should the need arise, you will be able to make changes to your evaluator information post-verification, including adding and removing evaluators.

Note: Verifying PBA evaluators allows the RCU to create an account for each evaluator in OSCAR. Failure to verify your evaluators and add them to a class will mean that your evaluators do not have accounts on testing day. You must verify your evaluators and add them to a class at least 24 hours before you plan to hold the scoring and interview portion of PBA.

1. Using a web browser, navigate to the following address, <https://www.rcu.msstate.edu>.
2. At the top right, click **LOGIN**.

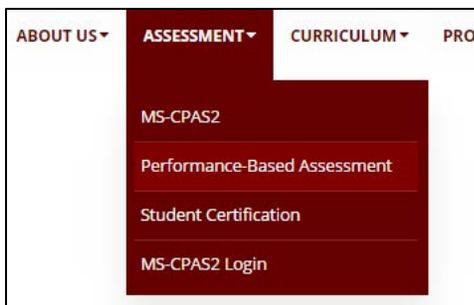


3. Log in to the website using your district credentials.

Username:
Password:

 Remember Login

4. Go to Assessment > Performance-Based Assessment.



5. Scroll down to the menu box titled *Performance-Based Assessment Materials and Tools*. Click **ADD / EDIT PBA EVALUATORS**.



6. REMOVE any evaluators who will not participate in this year’s PBA by clicking **REMOVE**.

ADD OR EDIT PBA EVALUATOR INFORMATION			
Active Evaluator List			
Action	First Name	Last Name	Pin # *
Edit Remove	JONATHAN	CRANE	999809115
Edit Remove	PETER	GRAVES	1111
Edit Remove	LEX	LUTHOR	999809113
Edit Remove	EDWARD	NIGMA	999809114

7. To add an evaluator, click **NEW EVALUATOR**.



8. Fill in the required information and click **ADD**.

ADD OR EDIT PBA EVALUATOR INFORMATION	
Evaluator Firstname	<input type="text"/>
Evaluator Lastname	<input type="text"/>
Pin # *	<input type="text"/>
Email	<input type="text"/>
Education:	(Empty) ▼
Occupation:	(Empty) ▼
Employer	<input type="text"/>
Experience:	(Empty) ▼
	<input type="button" value="Add"/> <input type="button" value="Cancel"/>

9. Do this for all PBA classes.

10. Please be sure to **REMOVE** anyone who will not be evaluating a PBA this year. Names of removed evaluators will be moved to the Inactive Evaluator List at the bottom of the page. You may click **ACTIVATE** to add them back to your list of active evaluators.

Inactive Evaluator List	
Action	Name (PIN)
Activate	TESTFN TESTLN (328)
Activate	DORIS ZEUL (9998)

Adding PBA Evaluators to a Class

The RCU needs to know which evaluators will evaluate your students. It is necessary to add the evaluators to the PBA class.

Evaluators should be added to the PBA classes from [the verification tools on the RCU website](#). You will need to log in to the RCU website with your district account in order to do this.

1. Using a web browser, navigate to the following address, <https://www.rcu.msstate.edu>.
2. At the top right, click **LOGIN**.



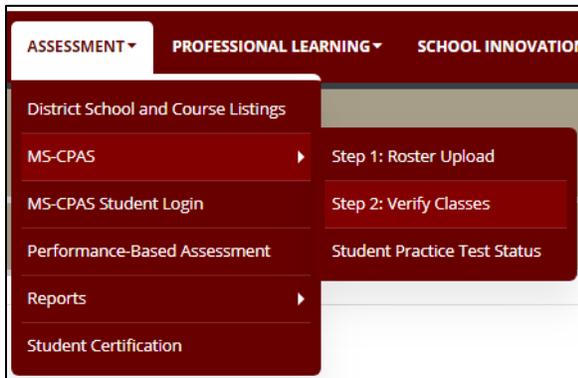
3. Log in to the website using your district credentials.

Username:

Password:

Remember Login

4. Use the menu to navigate to Assessment > MS-CPAS > Step 2: Verify Classes.



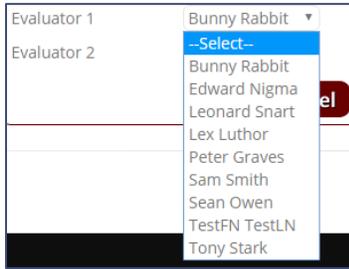
5. To the right of the PBA class for which you need to add evaluators, click the **Verify Students** link.

<input type="checkbox"/>	(9998-008) - [S] Secondary School Test B Eight	10339PB-2016 - Simulation and Animation Design - Year 2	Edna Krabapple	Ready for Scheduling	04/03/2018 - AM (7:00 - 11:59)	Verify Students
--------------------------	--	---	----------------	----------------------	--------------------------------	-----------------

6. Click the **Change Class Information** button.



7. Select your PBA evaluators from the drop-down menus.



8. After you've selected both evaluators, click the **Save** button.



Note: Verifying PBA evaluators allows the RCU to create an account for each evaluator in OSCAR. Failure to verify your evaluators and add them to a class will mean that your evaluators do not have accounts on testing day. You must verify your evaluators and add them to a class at least 24 hours before you plan to hold the scoring and interview portion of PBA.

Test Security

Test security for revised PBA is much different than previous versions as the task materials are publicly available on the RCU website, students will work on PBA in class, and the course instructor is free to provide feedback and guidance to the students.

Test security for scoring and interviewing students still remains important, though, and all parties should remember not to discuss the student scores during or after PBA. Each evaluator, the instructor included, should score student work independently of the other evaluators.

Everyone involved with the testing procedures, including the evaluators, must follow the district's test security plan, which should be designed in accordance with the [Mississippi Public School Accountability Standards 2018](https://www.mdek12.org/sites/default/files/Offices/MDE/OA/AAS/2018MSPublicSchoolAcctStds7.25.18.pdf) at <https://www.mdek12.org/sites/default/files/Offices/MDE/OA/AAS/2018MSPublicSchoolAcctStds7.25.18.pdf>. It is the responsibility of the test coordinator to ensure that everyone involved understands and accepts this responsibility. See the [evaluator agreement](#).

Also, during student interviews, evaluators should not ask leading questions of students. A leading question is intended to elicit a particular response and would result in skewed data. **Leading questions should be treated as a test security violation.**

Technology Recommendations

For revised PBA, the RCU will use an online scoring system called OSCAR, which will enable the instructor and evaluators to score student work online. Each person scoring the PBA will need access to a computer or tablet, and the RCU recommends that each district use Chrome to log in to OSCAR. OSCAR will not work properly in Internet Explorer or Edge.

Program-specific technology requirements will be listed in the materials lists for specific assessments.

Special Testing Accommodations

Districts must provide special accommodations for any test taker with a special need that prevents the student from taking the test under standard conditions. Testing accommodations for individual students can be found in the IEP. Be prepared to assist the test administrators to arrange for the following modifications to the testing environment:

- Seating accommodations
- Wheelchair accessibility
- Time accommodations
- Verbal accommodations
- Visual accommodations
- Response modifications

For the in-class portions of PBA, students should receive the same accommodations as they normally would in class per their IEPs.

Make-up Testing

Since the résumé, job application, and performance task take place over a number of weeks for revised PBA, make-up testing may be less of a concern for 2019 PBA as students will have an extended period of time in which to complete their PBA.

For the scoring and interview, evaluators will score student work in OSCAR, and students will be interviewed individually about their work. If a student misses the interview, the instructor and evaluators can and should still score the absent student's work in OSCAR. When the student returns to school, school personnel may fill in for the two evaluators to interview the student. **These personnel will need to be verified with the RCU and will need to have completed the PBA Evaluator Training Course.** Verification will allow the RCU to create an OSCAR account for these evaluators.

Please report all incidents of make-up interviews to the RCU via helpdesk ticket.

Retrieving Test Materials

Test materials will be publicly available on the PBA page of the RCU website.

1. In a web browser, navigate to rcu.msstate.edu.



2. Use the navigation bar to access Assessment > Performance-Based Assessment.



3. Scroll to the Performance-Based Assessment Materials and Tools.



4. Use the links to download the materials for your program.



Materials available on the RCU website may include:

- Instructions
- Job Application Materials
- Fillable Job Application
- Résumé and Job Application Rubric
- Performance Task (PDF and Word versions)
- Rubric
- Directions for Uploading Student Work

Uploading Completed Student Work

Course instructors will use a [Dropbox File Request](https://www.dropbox.com/help/files-folders/received-file-request) (<https://www.dropbox.com/help/files-folders/received-file-request>) to upload completed student work to the RCU. Directions for uploading completed work, including the file request link, are in the course-specific test materials on [the PBA page of the RCU website](https://rcu.msstate.edu/Assessment/Performance-Based-Assessment.aspx) at <https://rcu.msstate.edu/Assessment/Performance-Based-Assessment.aspx>. All student files should be named MSIS ID, last name, first name (ex. 000123456 Smith John).

It is the course instructor's responsibility to upload completed student work to the RCU. The test coordinator's role is to check in with the instructor to make sure everything is on track for the upload deadline, which is March 22 at 5:00 PM for spring 2019 testing.

2018 - 2019 Performance-Based Assessment Manual

ADMINISTERING PERFORMANCE-BASED ASSESSMENT

ADMINISTERING THE RÉSUMÉ AND JOB APPLICATION

Reminders:

- Students must bring their résumés to this part of the assessment.
- Instructors administer this portion of PBA.
- Students will have 45 minutes to complete the job application.
- The classroom setup should allow for easy observation of all students. Workspaces should be clear of all materials with the exception of the students' résumés and writing utensils, which should be placed at each workspace.

Materials Checklist (for paper administration):

- Printed job application packets for each student (Count: _____)
- Printed résumé and job application rubric for each student
- Printed set of these instructions for Administering the Résumé and Job Application including script
- Container for materials, such as a plastic storage box
- Stapler
- Writing utensils for each student
- Tissues
- Timer
- Testing Irregularity Report
- Quiet – Testing sign displayed on door

Materials Checklist (for computer administration):

- Computers for each student
- Fillable job application PDF downloaded on each computer
- Printed résumé and job application rubric for each student
- Printed set of these instructions for Administering the Résumé and Job Application including script
- Container for materials, such as a plastic storage box
- Tissues
- Timer
- Testing Irregularity Report
- Quiet – Testing sign displayed on door

Administering the Résumé and Job Application

The **test coordinator** brings all materials in the checklist above to the instructor in the testing location. See the directions for [retrieving test materials](#). The test coordinator does not need to remain in the testing location during the administration, but he or she should return to collect the test materials.

The **instructor** ensures that all of the testing procedures are followed:

- Ensure that all students have a writing utensil and résumé OR a fillable job application PDF.
- Say and carry out the directions in the script on the following pages.

- Record any testing discrepancies in the [student sign-in / irregularities report](#).
- Make a note for the test coordinator of any students who will participate in make-up testing.
- Collect all paper job applications, résumés, and rubrics from the students once they are finished. Staple each student's test materials together.
- For digital job applications, have students save their documents as MSIS ID, last name, first name (ex. 000123456 Student Sample). Use a jump drive or email to collect all the files in one place.
- Notify the test coordinator when testing is completed.

The **test coordinator** picks up all test materials from the testing location. Students are dismissed only after the test coordinator has ensured all testing materials are gathered in full.

Evaluating Résumés and Job Applications

The instructor is responsible for evaluating the résumés and job applications using OSCAR and the provided rubric. This should be done with the test coordinator present. See the instructions for using OSCAR, which can be found on [the PBA page of the RCU website](#) at <https://rcu.msstate.edu/Assessment/Performance-Based-Assessment.aspx>.

Résumé and Job Application Administration Script

To be carried out during the résumé and job application administrations by the course instructor. Instructors should familiarize themselves with these instructions ahead of time.

SAY:	DO:
<p>Everyone should be seated and quiet. Please listen carefully as I read the instructions for today’s assessment.</p>	<p>Ensure all students are seated, quiet, and ready for instruction.</p>
<p>Today you will complete the résumé and job application portion of the Performance-Based Assessment. You will have 45 minutes to complete a job application. Possession of a cell phone during testing is a violation. If anyone has a cell phone, he or she needs to turn it in now.</p>	<p>Give students the opportunity to turn in their cell phones.</p>
<p>For test security, today’s assessment must be completed without talking. It is likely that you will not all finish at the same time. When you are finished, place your work face-down at your workspace along with your résumé. Please be respectful of your fellow students by remaining seated and quiet until I announce that the assessment is complete. Are there any questions?</p>	<p>Give students the opportunity to ask questions.</p>
<p>I will now pass out the test materials. Please do not begin until you are instructed to do so.</p>	<p>Distribute the Student Materials and rubrics, placing them face-down at each workspace and ensuring that every student has a writing utensil.</p>
<p>Be sure to write (or type) your name on your materials and read all the directions. You may find that there are portions of the application that do not apply to you; however, complete every portion of the job application to the best of your ability, writing “N/A” for sections that are not applicable. Do not complete the application by writing “See Résumé.” Are there any questions?</p>	<p>Give students the opportunity to ask questions.</p>

SAY:	DO:
<p>Note that the job application you will complete today is not being used for actual employment decisions and will not be shared with potential employers. It is designed to prepare you for actual job applications you will complete in the future. For our purposes today, you do not need to fill out any portion of the job application that is denoted with a blacked-out box. Are there any questions?</p>	<p>Give students the opportunity to ask questions.</p>
<p>You may turn over your packets and begin.</p>	<p>Set the timer for 45 minutes and, if possible, display the time remaining on the board, updating as appropriate. Walk around the room to monitor students' progress. Record any irregularities on the Test Irregularity Report Sheet. As students finish the job application, ensure that their names are written on their materials and collect their job applications and résumés, stapling them together to avoid confusion.</p>
<p><i>At the end of 45 minutes, say:</i></p> <p>The 45-minute work time has come to a close. Please stop working and place your paper materials in a stack at your workspace (or save your job application as MSIS ID, last name, first name). Be sure to include your résumé.</p>	<p>When all materials have been collected, notify the Test Coordinator as outlined in your test security plan. Count out the materials to ensure they have all been collected according to your district test security plan.</p>
<p>This concludes the administration of the résumé and job application portion of the Performance-Based Assessment.</p>	<p>The instructor will arrange to meet with the test coordinator to score the résumés and job applications using the provided rubrics and OSCAR.</p>

MANAGING PBA TASK ADMINISTRATIONS

In the past, it has been the test coordinator's responsibility to administer PBA tasks. For revised PBA, the materials are publicly available on [the PBA page of the RCU website](https://rcu.msstate.edu/Assessment/Performance-Based-Assessment.aspx) at <https://rcu.msstate.edu/Assessment/Performance-Based-Assessment.aspx>. The course instructor is responsible for downloading the materials and administering PBA tasks during the appropriate window per the program-specific instructions. The test coordinator is responsible for monitoring task progress and assisting the course instructor with uploading completed student work to the RCU prior to the deadline of the Friday of the third full week in March (March 22 in 2019).

MANAGING ADMINISTRATION OF SCORING AND INTERVIEW

Before Beginning Scoring and Interview:

When evaluators arrive, the test coordinator should lead the evaluators and the course instructor in a brief review of the District Test Security Plan; the sections of [the evaluator course](#) on using the rubric, interviewing the students, and test security; and the document titled, “Principles of Scoring Student Work”, which is available on [the PBA page of the RCU website](#) at <https://rcu.msstate.edu/Assessment/Performance-Based-Assessment.aspx>.

Reminders:

A test administrator and test proctor are required for this portion of the assessment.

Two external evaluators plus the course instructor will score student work.

It is important that student work is scored by the three evaluators **independently**. Evaluators should not discuss student work amongst themselves.

This is **not** a job interview. This is an interview about the students’ work.

Materials Checklist:

- Computers or tablets with the Chrome browser installed for accessing OSCAR (for evaluators and instructor)
- [OSCAR Scorer Guides](#) for each evaluator
- Copies of “Principles of Scoring Student Work” for each evaluator
- Printed rubrics for each evaluator
- Printed copies of student work, if desired
- Proctor report with list of student names and MSIS IDs for the interview portion of the assessment
- Scratch paper and writing utensils for any notes

Administering Scoring and Interview

- The test administrator helps the instructor and evaluators log in to OSCAR.
- Each evaluator scores each student’s work independently (meaning without conferring with other evaluators).
- Once the work is scored in OSCAR, the test administrator escorts the students to and from the interview space.
- The students enter the interview space one at a time.
- The test proctor keeps time and ensures test security.
- The evaluators, as a group, conduct a ten-minute interview with each student and then score students’ interviewing skills independently using OSCAR.
- Immediately after interviews and scoring have been completed, the test administrator collects all paper copies of rubrics and any other testing materials.
- Evaluators and instructors log out of OSCAR.
- The test administrator notifies the test coordinator that testing is complete.
- The test coordinator picks up all testing materials from the testing location.

- The evaluator group is dismissed.

2018 - 2019 Performance-Based Assessment Manual

SCORING AND REPORTING

INPUTTING SCORES

With OSCAR, there is no longer any need for the test coordinator to input student scores on the RCU website. The course instructor and industry evaluators will use OSCAR to view and score student work, and OSCAR will report the scores to RCU.

USING OSCAR

For teachers and evaluators

OSCAR is an online scoring and reporting system that will be used to score PBA for spring 2019. Directions for using OSCAR (the OSCAR Scorer Guide) are available on [the PBA page of the RCU website](https://rcu.msstate.edu/Assessment/Performance-Based-Assessment.aspx) at <https://rcu.msstate.edu/Assessment/Performance-Based-Assessment.aspx>. These instructions are intended for the course instructor and evaluators.

The test coordinator will need to assist the evaluators with logging in to OSCAR. The login conventions are as follows:

Username: email address

Password: Teacher or Evaluator ID (first initial + last name + last 4 digits of teaching license or driver's license, respectively)

Example: Teacher Ashley Brown, license number 204255, would use the password abrown4255.

If there is any question of the evaluator ID, the test coordinator can locate this information on the [Add/Edit PBA Evaluators page](https://rcu.msstate.edu/Assessment/PerformanceBasedAssessment/AddEditEvaluator.aspx) of the RCU website at <https://rcu.msstate.edu/Assessment/PerformanceBasedAssessment/AddEditEvaluator.aspx>.

For test coordinators

The test coordinator will have an OSCAR login this year. The username will be the email address on file with the RCU website district account. On first login, use the password reset function to send a reset email to the address on file.

REPORTING

Reports for PBA can be retrieved in the same method as reports for MS-CPAS. Please see the [CTE Testing Manual](https://rcu.msstate.edu/Assessment/MS-CPAS.aspx) at <https://rcu.msstate.edu/Assessment/MS-CPAS.aspx> for information on reports.

2018 - 2019 Performance-Based Assessment Manual

APPENDICES

Appendix A

History and Overview of PBA

Overview

During the spring of 2013, the Mississippi Department of Education (MDE) and the RCU piloted performance-based assessment (PBA) in four career and technical education (CTE) programs. Second-year students in early childhood education, polymer science, simulation & animation design, and teacher academy completed a multifaceted assessment consisting of a résumé, a job application, a performance scenario, and a question and answer session. CTE instructors joined with industry employees to evaluate students on a broad set of criteria taken directly from the course competencies. In spring 2014, four additional programs joined the PBA project: architecture & drafting, digital media technology, energy, and transportation logistics. For the spring of 2019, the program will be used to assess architecture and drafting, digital media technology, polymer science, and simulation and animation design students.

Purpose

CTE programs are project-oriented and problem-based to provide students with college- and career-ready skills, but many formal assessments in CTE do not reflect the classroom practices of having students solve problems, reason, and communicate. The U.S. Department of Education (USED, 2010) calls for a new generation of assessments that are aligned with college- and career-ready standards that better determine whether students have acquired 21st-century skills. These new assessment methods are intended to better capture higher-order skills and provide more accurate measures of student growth. Leading educational researchers (Darling-Hammond & Pecheone, 2009; Silva, 2008) recommend increased implementation of PBA for achieving these goals for accountability purposes.

A multiple-choice exam such as the MS-CPAS is appropriate for measuring the basic understanding of course content taught during the first year of a CTE program, and a performance-based assessment at the end of the second and final year of a CTE program allows students to demonstrate their knowledge and skills gained and refined during the program.

Assessment Development and Alignment

Lead teachers in CTE from around the state develop multiple-choice items aligned with the course curricula and test blueprints for their respective MS-CPAS item banks; likewise, lead teachers of the CTE programs that participate in PBA develop task frameworks and rubrics aligned with the course curricula and test blueprints for the performance scenarios. Because PBA tasks and MS-CPAS items are developed directly from and aligned to the course units and competencies, the most effective way for centers and teachers to prepare their students for these end-of-course assessments is to base their teaching/lessons on the units and competencies in the state course curriculum.

Assessment Reliability and Validity

Test validity is the extent to which evidence supports interpretations of test scores for their proposed uses. The primary purpose of the performance-based assessment scores is to report technical skills attainment of students to the U.S. Department of Education. The evidence to support that the PBA are valid measures of technical skills attainment begins with the development of the tests. A selection of teachers of each PBA program from across the state collaborate to develop PBA tasks and rubrics that align with the competencies described in the curriculum in the proportions prescribed the assessment blueprint. After the PBA tasks and rubrics are drafted, then assessment specialists at the RCU review the tasks and rubrics for alignment with the curriculum and assessment blueprint. The

development of the PBA with collaboration of program teachers and alignment with the competencies stated in the curricula and assessment blueprints support interpretations of the PBA scores as measures of technical skills attainment in those programs.

Test reliability is the extent to which scores are consistent across replications of a testing procedure. Interpretations of test scores depend on the consistency of scores across independent administrations of the testing procedure. Potential sources of variation in the administration of PBA include students' performances on different items within a single test, performances of different students on the same items students, and different evaluators awarding different scores to the same performance. Support for the reliability, or consistency, of PBA scores includes the same:

- Test materials for all test takers
- Directions for all test administrators
- Window of time for all test takers
- Testing procedures for all test takers
- Evaluation criteria for all test takers
- Training for all evaluators

A reliability/generalizability study was conducted with the scores from seven PBA programs in 2014. The resulting mean generalizability coefficient for all the 2014 PBA programs was .84 (out of a possible 1.00), comfortably above the widely-accepted threshold of .80 for making decisions based on the stakes of the uses of the PBA scores. The results of the generalizability study indicated that the process of the statewide PBA administration is sufficiently reliable as a whole for interpreting the PBA for their stated purposes.

Appendix B

PBA Evaluator Course

Introduction

Thank you for serving as an evaluator for performance-based assessment (PBA). Your participation makes this type of evaluation possible. This short course will introduce you to the essentials of being a PBA evaluator.

From participating in this course, you will gain:

1. Information about the career and technical education program for which you will evaluate
2. Knowledge of tasks the students were asked to complete for their assessment
3. Knowledge of the tasks you will be asked to complete as an evaluator
4. Instructions for how to use the rubric to evaluate the students
5. Information about test security

Overview

What is performance-based assessment?

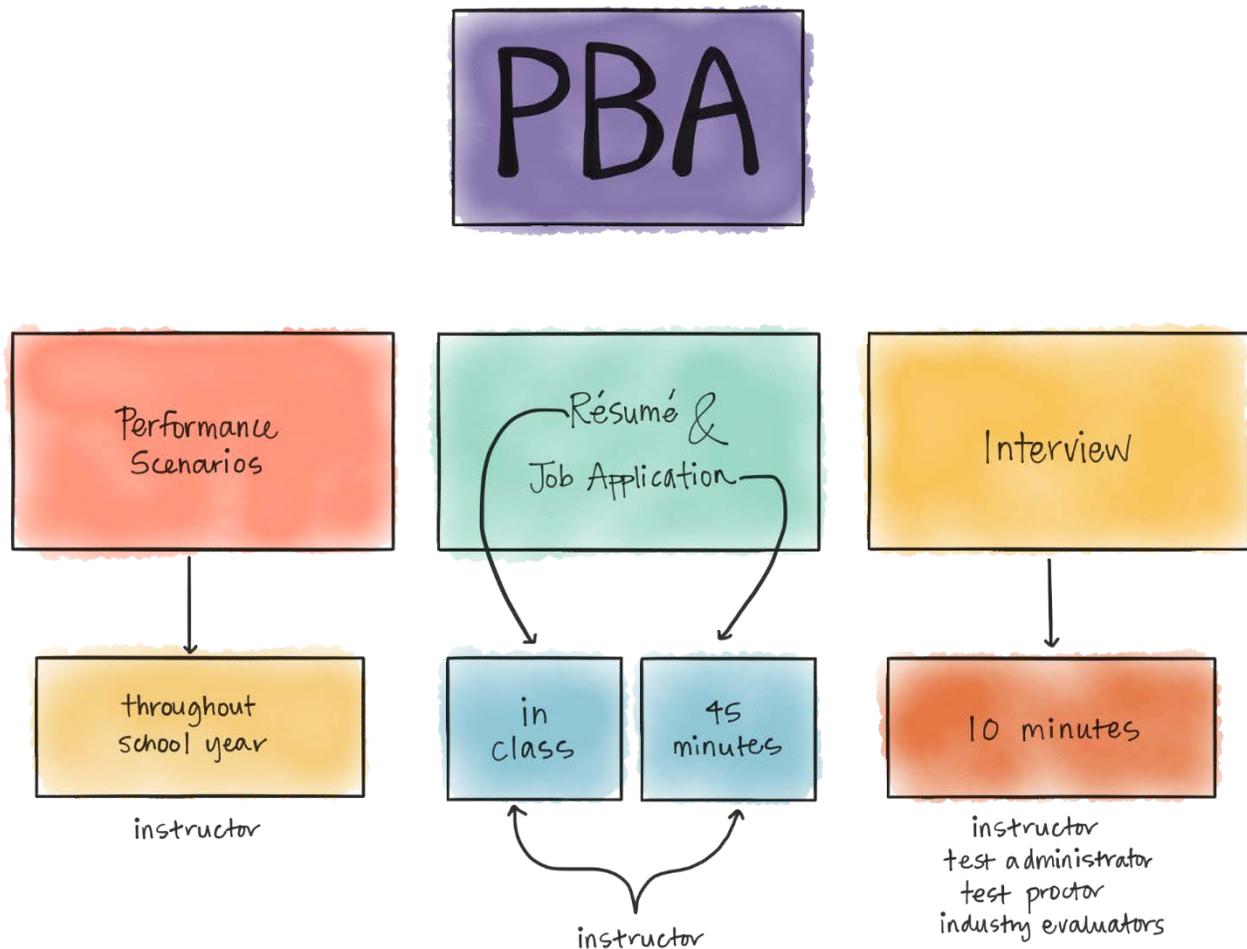
Purpose

In career and technical education (CTE) classes, students learn and demonstrate their ability to use skills that can later be used in careers. Because these programs are grant-funded, a measure of technical skills attainment must be taken for accountability purposes. A multiple-choice exam is ideal for measuring the basic understanding of course material taught during the first year of a CTE course, and a performance-based assessment, given at the end of the second and final year of the course, allows students to prove their ability to carry out the skills gained and refined during the course. Including industry personnel to serve as evaluators provides an essential connection between the industry and the CTE students.

History and Vision

During the spring of 2013, the Mississippi Department of Education (MDE) and the RCU piloted performance-based assessment (PBA) in four career and technical education (CTE) programs. Second-year students in early childhood education, polymer science, simulation & animation design, and teacher academy completed a multifaceted assessment consisting of a résumé, a job application, a performance scenario, and a question and answer session. CTE instructors joined with industry employees to evaluate students on a broad set of criteria taken directly from the course competencies. In spring 2014, four additional programs joined the PBA project: architecture & drafting, digital media technology, energy, and transportation logistics. For the spring of 2019, the program will be used to assess architecture and drafting, digital media technology, polymer science, and simulation and animation design students.

Assessment Structure



PBA has three parts:

Résumé and Job Application: Students use their résumés, completed ahead of time in class, to fill out a job application. The course instructor scores each résumé and application according to a standardized rubric under the guidance of the test coordinator.

Performance Task: The performance task is aligned with the units, competencies, and assessment blueprint of the course and designed to reflect a real-life situation that one might encounter in career practice. Examples of a task would be to create a product to meet a specific need and then troubleshoot various issues that could arise from the product or to modify an existing product for a new type of use.

Scoring & Interview (This is where you come in!): The course instructor and two evaluators from industry score the task materials according to a standardized rubric. When the scoring of student products is complete, students are called in one at a time for a brief interview about their work. **This is not a job interview.**

Checkpoint 1

1. Which phase(s) of the PBA do industry evaluators attend?
 - A. Job application and résumé
 - B. Performance scenario
 - C. Scoring and interview
 - D. All of the above

2. What is the main topic of the interview?
 - A. Employment / a job
 - B. The students' work ethic
 - C. The students' work on tasks
 - D. All of the above

Information about CTE Programs

It is very important that you have an understanding of what students have been learning in the course for which you will serve as an evaluator. In addition to discussing this with the course instructor, you may refer to the curriculum documents for the program you will evaluate. These documents are available for download from the Curriculum Download page on [the RCU website \(https://www.rcu.msstate.edu/Curriculum/CurriculumDownload.aspx\)](https://www.rcu.msstate.edu/Curriculum/CurriculumDownload.aspx).

Please take the time to download and look over the curriculum for the program you will evaluate. ***You are not required to read the entire document, but please do look over the unit information, especially for the second year of the course, to see what the students have been learning.***

Blueprint

Just as you would use a blueprint to build a house, we use a blueprint to build a test. To see what content you will be evaluating, please download the appropriate blueprint from the Curriculum Download page on [the RCU website](https://www.rcu.msstate.edu/Curriculum/CurriculumDownload.aspx). Remember, you will be evaluating the second year of the course.

Tasks

PBA tasks and rubrics are now publicly available on the RCU website. To see the tasks the students will be completing and how they will be scored, please download the appropriate tasks from the Performance-Based Assessment page: <https://www.rcu.msstate.edu/Assessment/Performance-Based-Assessment.aspx>

Checkpoint 2

1. With which course documents should evaluators become familiar prior to the assessment event?
 - A. Student roster and gradebook
 - B. Course curriculum and test blueprint
 - C. Teacher lesson plans and seating chart
 - D. Class textbook and previous assessments

Duties of the Evaluator

On the day of the evaluation, your duties will include:

- Reading and comprehending the student materials (for scoring purposes)
- Scoring student work using the provided rubric
- Interacting with students during the 10-minute interviews
- Ensuring the security of all test materials and scores

You will receive additional instruction at the CTE center on the day of the evaluation.

What will I see when I sit to score the students' work?

- A rubric
- The students' assignment
- The students' work from the performance task

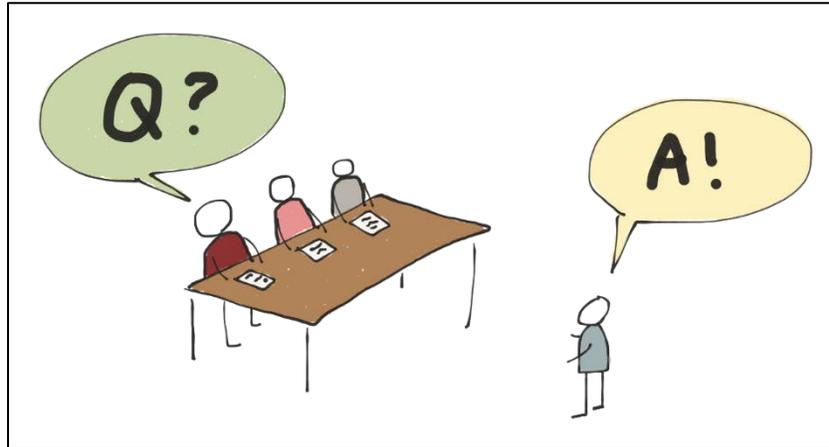
Using the Rubric

To evaluate the performance-based assessment materials, you will be given an analytic rubric. This rubric will detail what student understanding looks like for each level of score.

- The rubrics have been designed to align to the test blueprint.
- The rubric serves as your guide to scoring the student work as fairly as possible.
- There may be portions of the student response that are not assessed by the rubric.
- You should only be concerned with scoring what is detailed in the rubric criteria.

Accuracy of scoring is very important to the validity of PBA. Please do your best to score consistently. **If you find yourself torn between two levels for one criteria, score the work at the lower level.** This may seem harsh or unfair, but if only part of the work has achieved the higher score, the student's work does not completely measure up to the higher score and should not be scored as such.

Interviewing Students



Once scoring of written materials is completed, you, the course instructor, and the other evaluator will interview students one at a time for ten minutes each. During this time, you will have the opportunity to question students about their written work.

You will primarily be scoring the students on how professionally they respond to interview questions.

Types of questions you may ask:

- Why a student responded a certain way to a PBA task
- Why a student chose one strategy over another
- How a student might accomplish something in the real world
- What a student was thinking when he or she completed a PBA task

Specific suggestions for interview questions will be included in the student test materials. You may stick to these questions, but they are not meant to limit you. You are encouraged to ask questions about any part of the students' work on which you would like the student to elaborate or explain further.

Evaluators should not ask leading questions of students. A leading question is intended to elicit a particular response and would result in skewed data. Leading questions will be treated as a test security violation.

Please remember that the ten minute time limit for the interview is strict. Some CTE programs will have many students taking PBA, and timeliness is very important.

Independent Evaluations

It is very important that evaluators score student work **independently**, meaning that evaluators should score student work without influencing or seeking influence from the instructor or from other evaluators.

Why?

The PBA system uses two evaluators in addition to the course instructor to score student responses to the PBA. The two evaluators are selected from the industry of each PBA program as content experts. Having multiple evaluators increases the accuracy of students' final scores over scores provided by a single evaluator. Evaluators should not discuss their scoring of student work.

Test Security

What is it?

Test security is the practice of keeping private the details of an assessment.

Why is it important?

In order for test results to be used for any purpose, it is important that they be valid and reliable. One way to establish these qualities is to take measures to ensure that every test taker comes to the assessment on as level a playing field as possible. Test security helps to remove any possible advantage one group of students may have over another.

How does this apply to PBA?

As with any standardized test, security is of utmost importance to performance-based assessment. On the day you serve as an evaluator, the test coordinator will discuss the district's specific test security rules with you. There are some general rules that apply to PBA no matter where you evaluate:

1. Discussion of student scores should not occur outside of the time period of the evaluation.
2. No student should be given an advantage over another student.
3. No person should attempt to influence the judgment of any evaluator (including the instructor).

Additional Information

The standards of test security are documented in detail in the [Mississippi Public School Accountability Standards 2018](#), Appendix F.

Checkpoint 3

1. Which of the following is NOT a responsibility of an evaluator?
 - A. Providing a scoring rubric
 - B. Evaluating and scoring student products of their performance
 - C. Interviewing students about their products
 - D. Ensuring the security of all test materials and scores

2. According to what criteria are student products to be scored?
 - A. The class textbook
 - B. The practice of the individual evaluators
 - C. The instructor's directions
 - D. The provided rubric

3. Which of the following would violate PBA security?
 - A. Asking leading questions of a student
 - B. Discussing PBA scores with a friend
 - C. Conferring with other evaluators during scoring
 - D. All of the above

4. For how long are students interviewed?
 - A. Five minutes
 - B. Ten minutes
 - C. Fifteen minutes
 - D. Students are not interviewed

Thank you for your time. Please be sure to fill out the evaluator agreement, available from the test coordinator at the CTE center where you will evaluate.

Evaluator Course Checkpoints Answer Key

Checkpoint 1

1. C
2. C

Checkpoint 2

1. B

Checkpoint 3

1. A
2. D
3. D
4. B

Appendix C

Evaluator Agreement

Thank you for serving as an evaluator for a performance-based assessment (PBA). By doing so, you agree to follow all directions as you evaluate the students to the best of your ability by using the provided rubrics fairly, objectively, and independently. To maintain the integrity of standardized testing, the materials observed, gathered, and scored during this assessment must be kept secure. You agree to protect the students by not discussing the assessment outside of the allotted testing time.

For reporting purposes, the RCU must have the following information on file for each evaluator:

First and last name (print): _____

PIN (Last four digits of your driver's license number): _____

(used for identification and evaluator course)

Email address: _____

Education: _____

Occupation related to the assessment: _____

Employer OR Retiree: _____

Years of experience in field of the assessment: 3-5 6-10 11+

Your signature below indicates your agreement of the terms described above.

Signature: _____

Date: ____/____/____

Appendix D

Part I Rubric

This is the rubric for Part I of PBA.

Stimulus	Rating_3	Rating_2	Rating_1	Rating_0
A. Résumé				
Identification Information	Name, address, phone number, and email address are listed.	One element of the required information is missing.	Two or three elements of the required information are missing.	All elements of the required information are missing.
Education	Schools attended are listed in reverse chronological order, including name, location, dates attended, and expected date of graduation.	One element of the required information is missing.	Two or three elements of the required information are missing.	All elements of the required information are missing.
Experience / Skills	Employment history is listed, in reverse chronological order, and includes place, time, and description of position. Or, at least three skills relevant to the desired job are listed.	Employment history is listed, in reverse chronological order, and includes two of the three elements. Or, two skills relevant to the desired job are listed.	Employment history is listed, and / or includes one of the three elements. Or, one skill relevant to the desired job is listed.	Neither employment history nor skills are listed in this section.

Stimulus	Rating_3	Rating_2	Rating_1	Rating_0
References	Three references are included listing the name, job title, business or organization, address, and phone number for each.	Two references are included with all of the criteria for each OR three references are included but are missing portions of the criteria.	One reference is included with all of the criteria OR two or more references are included with missing criteria.	No references are included.
Format	The résumé is typed in a professional font, size 10–12, with adequate white space. Each section includes a visually distinct header.	The résumé is typed in a professional font, size 10–12. Each section includes a header.	The résumé is typed in a professional font, size 10–12.	The résumé is not typed OR does not meet any of the criteria listed.
Spelling, Grammar, and Punctuation	The résumé is free of significant errors in spelling, grammar, or punctuation.	The résumé includes two or fewer errors in spelling, grammar, or punctuation.	The résumé has three to five errors in spelling, grammar, or punctuation.	The résumé has six or more errors in spelling, grammar, or punctuation.
B. Job Application				
Appearance	All information is printed legibly. The paper is smooth and does not contain any smudges, wrinkles, or tears.	Print is difficult to read OR the paper is somewhat smudged, wrinkled, or torn.	Print is illegible OR the paper is severely smudged, wrinkled, or torn.	Print is illegible AND the paper is severely smudged, wrinkled, or torn.
Spelling, Grammar, and Punctuation	The application is free of significant errors in spelling, grammar, or punctuation.	The application includes two or fewer errors in spelling, grammar, or punctuation.	The application has three to five errors in spelling, grammar, or punctuation.	The application has six or more errors in spelling, grammar, or punctuation.

Stimulus	Rating_3	Rating_2	Rating_1	Rating_0
References	Three references are included listing the name, job title, business or organization, address, and phone number for each.	Two references are included with all of the criteria for each OR three references are included but are missing portions of the criteria.	One reference is included with all of the criteria OR two or more references are included with missing criteria.	No references are included.
Completeness	All required fields are complete.	One to two required fields are not complete.	Three to four required fields are not complete.	Five or more required fields are not complete.

Appendix E

STUDENT SIGN-IN/IRREGULARITIES REPORT

Test Administrator _____
Program Name _____
Test Code _____
Proctor Name _____
Other Personnel Present: _____

Student Names	Student Names	Student Names
1.	26.	51.
2.	27.	52.
3.	28.	53.
4.	29.	54.
5.	30.	55.
6.	31.	56.
7.	32.	57.
8.	33.	58.
9.	34.	59.
10.	35.	60.
11.	36.	61.
12.	37.	62.
13.	38.	63.
14.	39.	64.
15.	40.	65.
16.	41.	66.
17.	42.	
18.	43.	
19.	44.	
20.	45.	
21.	46.	
22.	47.	
23.	48.	
24.	49.	
25.	50.	

MSIS ID	
Describe what problem occurred in detail.	
Describe the solution for the problem if one was found.	
MSIS ID	
Describe what problem occurred in detail.	
Describe the solution for the problem if one was found.	
MSIS ID	
Describe what problem occurred in detail.	
Describe the solution for the problem if one was found.	