

# TESTING LIAISON POLICIES and PROCEDURES

2008





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**HISTORY  
AND  
OVERVIEW  
OF THE**

*CareerTech Testing  
Center*



## **The CareerTech Testing Center**

### ***BY THE INDUSTRY FOR THE INDUSTRY***

In competency-based education, industry professionals and certification standards identify the knowledge and abilities needed to master an occupation. *CareerTech* uses industry input to develop instructional materials that help prepare the comprehensively trained, highly skilled employees demanded by our workplace partners.

### ***THE CAREER TESTING CENTER***

The CareerTech Testing Center (CTTC), a division of the Oklahoma Department of Career and Technology Education (ODCTE), develops and maintains skills standards and competency assessments for Oklahoma's *CareerTech* system. The division works closely with instructors, program administrators, industry representatives, and credentialing entities to ensure skills standards and assessments reflect national standards and local industry needs.

Organized in 1980, the *CareerTech* Testing Center currently offers skills standards and competency assessments for 114 careers and delivers approximately 75,000 assessments per year.

### ***TOOLS FOR SUCCESS***

CareerTech programs rely on three basic instructional components to deliver and evaluate the effectiveness of competency-based instruction:

- ❖ Skills standards provide the foundation for competency-based instruction in Oklahoma's *CareerTech* system. The skills standards outline the knowledge, skills, and abilities needed to perform related jobs within an industry.
- ❖ Curriculum materials contain information and activities that teach students the knowledge and skills outlined in the skills standards.
- ❖ Competency Assessments determine occupational readiness by testing the student over material outlined in the skills standards and taught using the curriculum materials.

Each of these components satisfies a unique purpose in competency-based education; however, they work together to reinforce the knowledge and skills students need to gain employment and succeed on the job.

## *SKILLS STANDARDS*

Skills standards list occupations in an industry and identify the knowledge, skills, and abilities employers expect of workers in those occupations. Skills standards developed by the *CareerTech* Testing Center include recognized national standards and workplace skills.

### *Uses of skills standards*

Skill Standards provide direction for students, instructors and program administrators in the journey towards workplace readiness.

Specifically, skills standards help *CareerTech* instructors

- ✓ improve program planning,
- ✓ track individualized instruction,
- ✓ facilitate discussion with local advisory committees,
- ✓ perform self-evaluations, and
- ✓ evaluate curriculum and instruction.

Skills standards also help *CareerTech* program administrators

- ✓ identify current job descriptions,
- ✓ document industry standards,
- ✓ guide program evaluations, and
- ✓ anticipate program growth and future challenges.

### *Components of skills standards*

Skills standards include several basic components that provide important information about jobs within an industry:

#### **1. Occupation**

Skills standards are divided into occupations. An **occupation** represents a combination of skills for which education, training, and employment occurs.

#### **2. Duty**

Each occupation is further separated into duties. A **duty** defines a major area of job responsibility.

#### **3. Task**

Duties contain one or more related tasks. A **task** is a measurable and/or observable unit of work and requires the application of one or more skills.

#### **4. Additional components**

Other Skills Standards components describe individual tasks and provide direct linkages to curriculum resources and competency tests.

- a. **Clarifying information** denotes general topics and subject matter that are specifically associated with an individual task.
- b. **Task codes** identify individual tasks within a duty area and are used to encode all test items referencing that task on the competency assessment for an occupation.
- c. **Frequency Ratings** represent how often the task is performed on the job;

**Criticality Ratings** denote the importance of performing the task correctly. Although rating scales may vary among occupations, CTTC typically uses a rating scale from 1 to 3. A frequency rating of “3” indicates the task will likely be executed at least once daily, while a criticality rating of “3” signifies that it is extremely important that the task be performed correctly. Conversely, a “1” rating indicates the task will be performed less than once weekly or that it is only slightly important that it be performed correctly.

- d. **Curriculum crosswalks** list commonly used curriculum resources and reference tasks to specific curriculum units within those resources. Crosswalks also provide a concise way to evaluate how the skills standards align to national skills standards and/or prepare the student for industry and/or professional certifications.

### ***How Are Skills Standards Developed?***

Once the need for instructional materials for an occupational area has been determined, the *CareerTech* Testing Center researches existing industry materials and develops trial skills standards. A panel of subject matter experts convenes and reviews the trial skills standards. The trial skills standards serve only as a starting point; the subject matter experts may adopt national standards or opt to change the document to more accurately reflect the knowledge and skills currently demanded in the workplace.

During the validation process, the panel reviews and refines every aspect of the skills standards. Individual tasks, duty areas, and entire occupations can be added, deleted, rephrased, or reorganized to reflect actual occupational expectations. Whenever possible, the committee incorporates and/or aligns the skills standards to industry-recognized standards or certification requirements.

Once the panel validates the organization and content of the skills standards, it assigns Frequency and Criticality Ratings to the individual tasks. This step solidifies industry’s “mark” on the skills standards, since these ratings drive competency assessment development. Each of the duty areas should also be “weighted” by the panel of subject matter experts. This “weighting” should be done by percentage and according to the importance of the overall duty area (the combined total of all duty areas should equal 100%).

Finally, the *CareerTech* Testing Center makes the new skills standards available to educators and helps instructors use them effectively their programs.

### **Benefits of skills standards**

Skills standards offer the direct benefits of providing a roadmap for training *CareerTech* students and verifying that instruction addresses industry needs. However, encouraging programs to “train to the skills standards” benefits all partners in the training process.

**Students receive training that enhances.** Skills standards developed by the CTTC combine national standards with input from industry. Therefore, training to these skills standards enables students to pursue credentials that are recognized across an industry and prepares them for workplace success.

**Consistency of training provides students portability.** The consistency of programs on a statewide basis increases portability of students between programs and enhances their ability to secure college credit for training in a career and technology education program.

**Industry can access a statewide pool of highly qualified, occupationally competent applicants trained to its specifications.** Businesses can hire completers of career and technology programs with confidence in their technical knowledge and skills, regardless of where the student received training.

**Local programs become the catalysts for *CareerTech* success.** Local programs can prepare students for a national job market without sacrificing the flexibility to customize training that satisfies the needs of the businesses in the communities they serve. Training to skills standards enables programs to prepare students for technical careers and provide highly skilled employees to industry.

### ***Keeping It Real***

In order to ensure that *CareerTech* programs provide training that meets the demands of our industry partners, skills standards must be accurately reflect workplace expectations. Generally, skills standards developed by the CTTC undergo revision every three years. Skills standards for occupations in industries that evolve quickly may be revised more frequently; those for static occupations and/or occupations tied to certification or licensure requirements may not be revised as often.

### ***Obtaining Skills Standards***

Skills standards are available at no charge and may be downloaded from the *CareerTech* Testing Center's website, [www.okcareertech.org/testing](http://www.okcareertech.org/testing). Information about alignment to industry standards and endorsement of CTTC skills standards by professional organizations can also be accessed through this site.

## ***CURRICULUM***

Curriculum materials provide the means to *CareerTech*'s end: training students for career success. Curriculum materials facilitate instruction of skills and knowledge necessary to master an occupation to industry standards. In addition to complementing classroom instruction, curriculum resources provide supplemental activities to enhance learning and provide hands-on training experiences.

In occupational areas, the Skills Standards serve as a guide for identifying curriculum materials and are used by *CareerTech* instructors and specialists to select or develop materials for use in the classroom. The Curriculum and Instructional Materials Center (CIMC) serves as the instructional materials resource for Oklahoma's *CareerTech* system and, with the help of program specialists and administrators, determines the need for new development based upon the availability of existing products.

Development of instructional materials begins with the Skills Standards. Business and industry professionals, subject matter experts, and instructors create an instructional analysis that facilitates the development of learning objectives, which drive the content included in

the curriculum. Curriculum materials also undergo a validation process by business and industry to verify content and instructional flow. Finished curriculum products are in-serviced and available for purchase through CIMC and the Customer Service division.

While most products are print-based, CIMC delivers curriculum products using a variety of media. A comprehensive collection of videotape titles compliments CIMC's printed materials. Products utilizing computer-based and web-based training are also developed for use in *CareerTech* programs. For a comprehensive listing of products available or to order CIMC products, visit CIMC's online catalog at [www.okcareertech.org/CIMC](http://www.okcareertech.org/CIMC).

## ***COMPETENCY ASSESSMENTS***

Competency assessments bring the process of competency-based education full circle. Skills Standards define the skills required for occupational success; competency assessments measure how well the student has mastered these skills. Competency assessment measures occupational readiness in two portions: performance evaluations and written competency assessments.

### ***Performance Evaluations***

Performance evaluations simulate the workplace and evaluate specific criteria of related tasks in an occupational area. These evaluations require students to demonstrate skill by completing an actual segment of work using tools, materials, and equipment characteristic to the occupation being tested. Performance evaluations encompass all of the duty areas related to an occupation.

Instructors drive the performance evaluation portion of competency assessment. Performance evaluations typically come from curriculum resources that include LAPs or job sheets; however instructors may also develop performance evaluation instruments.

### ***Written Competency Assessments***

Written competency assessments provide an effective means of measuring factual and theoretical knowledge related to an occupation. Written competency assessments are summative assessments that should be administered **after** the student has received training **and** passed all performance evaluations. Written competency assessments include objective-based, multiple choice test items and usually require no more than one hour to complete.

### ***Development of Written Competency Assessments***

Skills standards determine the length, structure, and content of CTTC written competency assessments. Frequency ratings, criticality ratings, and the number of clarifying information items provide an objective, mathematical way to develop tests that assess mastery of the knowledge and skills identified in the skills standards.

Using values and information in the skills standards, the CareerTech Testing Center determines the test specifications and contracts with subject matter experts to develop test items. When writing test items, subject matter experts typically reference materials identified

in the curriculum crosswalk that is included in the skills standard, which reinforces the connection between standards, instruction, and assessment.

A committee of subject matter experts reviews the test and carefully scrutinizes individual test items. Specifically, the committee validates the structure and content of each question and verifies the question has been keyed correctly.

Once the development process is complete, the CTTC prepares the written competency assessment for online delivery.

### ***Written Competency Assessment Revision***

Written competency assessments undergo minor revisions annually. Minor revisions involve reviewing test items for timeliness, revising test items that performed poorly, and making other corrections that improve item presentation. Major revisions typically coincide with skills standards revisions and involve determining new test specifications, adding and deleting items to the item bank, and recoding existing items to reflect task changes. Subject matter experts are involved in every aspect of the written competency assessment revision process.

### ***Test Delivery***

Written competency assessments can be administered by any comprehensive high school and technology center that offers career and technology education programs. Each school or campus designates a Testing Liaison to serve as that site's contact person for all competency assessment matters. Testing Liaisons administer competency assessments to students in a web-based format and are responsible for maintaining the security of tests and the online testing system. In addition to administering competency assessments to students, Testing Liaisons also communicate assessment results to instructors.

*The CareerTech Testing Center* provides training to Testing Liaisons and supplies website announcements concerning testing policies and procedures, new testing products, and other testing issues.

### ***Written Competency Assessment Results***

Students receive a results report (coaching report) upon completion of a written competency assessment. Results reports communicate competency assessment scores and provide a breakdown of assessment results by duty area. The results breakdown shows how well the student has mastered knowledge and skills needed to perform major job functions and identifies areas of job responsibility that may require additional instruction and/or training.

Online testing enables results reports to be provided immediately to students and instructors. Students who score 70% or greater on a written competency assessment receive a certificate noting competency attainment for the occupation tested. This certificate not only identifies the occupation in which competency was attained, but also lists industry and supplemental certifications earned by the student. Students who do not attain competency receive additional training in areas of deficiency and can retest once remediation is complete.

## ***Testing Roles***

It is critical that the CTTC's competency testing process is secure, valid, and affords each test taker equal opportunity to demonstrate knowledge and skill in an occupational area. Therefore, all parties must know their role and demonstrate integrity when performing testing responsibilities.

## **Instructors**

- ✓ Identify skills standards that are appropriate for their program. Skills standards serve as a guide for curriculum development and/or selection; therefore this step provides the framework instruction.
- ✓ Determine the appropriate assessment(s) for their program. The test(s) administered must assess knowledge related to an occupation after training is completed.
- ✓ Coordinate written competency test times with the testing liaison. Written competency tests should be administered upon successful completion of related training and performance evaluations. **Remember: Written competency assessments alone do not adequately indicate competence and must be used with performance evaluations to determine occupational readiness.**

## **Testing Liaisons**

- ✓ Provide a secure and safe environment for testing. The testing environment should be such that test takers can concentrate on their assessments with minimal distractions. Considerations regarding the testing environment include:
  - Consistent/adequate lighting levels
  - Temperature at a comfortable level with proper ventilation
  - Space is quiet with minimal distractions
  - Test takers should be asked to behave consistently (no eating, getting up and moving about)
  - Avoid/delay the test administration when a participant appears hurried, troubled, or ill
- ✓ Responsibilities of the Test Proctor include:
  - Participant authentication: a picture ID should always be shown and login should be handled quickly and quietly by the proctor
  - Protection of the security of the online testing system. Username AND password should **NEVER** be revealed
  - Prohibiting the use of all communication devices (photos of test items and text messaging are common problems)
  - Monitoring computer usage: Prevent access the internet or other programs
  - Coordinating a **secure** process for accessing and administering written competency assessments through the online testing system
  - Vigilance in the observance of the testing environment: Note passing, hand gestures, etc.
  - Monitoring the use of reference materials, texts, notes, etc. References may not be used unless specified in the testing instructions
  - Providing accommodations for students with an IEP as specified in an IEP, IRP, 504, LEP, and ELL

- Serving as a information resource for local instructors on testing-related issues
- Establishing a secure storage system for test results
- Distribution of individual results and group test analyses to instructors

### ***ANALYSIS OF COMPETENCY TESTING DATA***

The *CareerTech* Testing Center uses competency testing data to provide performance feedback on test items, tests, students, programs, and occupational areas. The [“Policy on Distribution of Test Results”](#) outlines the guidelines used by the *CareerTech* Testing Center to conduct data analyses and distribute testing-related reports.

Data on test items and assessments assists assessment specialists and review committees in the test revision process. Students and instructors use individual results reports to document competency and identify areas that require additional instruction.

Group analysis of student results provides feedback to instructors seeking to improve the effectiveness of career and technology training. Performance patterns in individual duties indicate opportunities to evaluate training methods and customize instruction. Instructors and schools may also use group analysis to satisfy other reporting requirements.

Local administrators and program administrators at the ODCTE use statewide analyses of written competency data to monitor program effectiveness and anticipate growth and future challenges in *CareerTech* programs.

### ***ALTERNATE ASSESSMENTS AND ADVANCED CERTIFICATIONS***

Alternate assessments are assessments that may be taken in lieu of written competency assessments developed by the CTTC. The *CareerTech* Testing Center works with program administrators to identify alternative assessments for each program. Alternative assessments must align to the skills standards in and typically include industry certifications, licensure examinations and assessments offered by other entities.

In some instances, students completing a *CareerTech* program must meet additional requirements before attempting certification or licensure. Advanced certifications are credentials that students may seek after satisfying experience and/or higher education prerequisites.

# ASSESSMENT ADMINISTRATION



## **Assessment Administration**

### ***Test Administration***

All CareerTech Testing Center's tests are administered online through the use of *QuestionMark Perception*.™ This assessment management system enables educators and trainers to author, schedule, deliver, and report on surveys, quizzes, tests and exams.

### ***Test Delivery***

CTTC assessments can be administered by any comprehensive high school and technology center that offers career and technology education programs. Each school or campus designates a Testing Liaison to serve as that site's contact person for all competency assessment matters. Testing Liaisons administer competency assessments to students in a web-based format and are responsible for maintaining the security of tests and the online testing system. In addition to administering competency assessments to students, Testing Liaisons also communicate assessment results to instructors.

The CareerTech Testing Center provides training to Testing Liaisons and regularly provides updates on their website concerning testing policies and procedures, new testing products, and other testing issues.

### ***Written Competency Assessment Results***

Students receive a results report (coaching report) upon completion of a written competency assessment. Results reports communicate competency assessment scores and provide a breakdown of assessment results by duty area. The results breakdown shows how well the student has mastered the skills needed to perform major job functions. It also identifies areas of job responsibility that may require additional instruction and/or training.

Online testing enables results reports to be provided immediately to students and instructors. Students who score 70% or greater on a written competency assessment receive a certificate noting competency attainment for the occupation tested. This certificate not only identifies the occupation in which competency was attained, but also lists industry and supplemental certifications earned by the student. Students who do not attain competency receive additional training in areas of deficiency and can retest once remediation is complete.

### **Assessment Administration Policy**

- The testing environment should be such that participants can concentrate on their assessments with minimal distractions.
- Considerations regarding the testing environment include:
  - Consistent/adequate lighting levels.
  - Temperature at a comfortable level with proper ventilation.
  - Space is quiet with minimal distractions.
  - Participants should be asked to behave consistently (no eating, getting up and moving about).

- Avoid/delay the test administration when a participant appears hurried, troubled, or ill.
- Responsibilities of the Test Proctor include:
  - Participant authentication: a picture ID should always be shown and login should be handled quickly and quietly by the proctor.
  - Protection of the security of the online testing system. **Username AND password should NEVER be revealed.**
  - Prohibiting the use of all communication devices (photos of test items and text messaging are common problems).
  - Computer usage: Monitor whether participants are trying to access the internet or other programs.
  - The proctor should be vigilant in their observance of the testing environment: Note passing, hand gestures, etc.
  - Reference materials, texts, notes, etc., are not allowed in the testing area unless specifically allowed for in the exam or in a student's Individualized Education Plan.
  - If a candidate is caught cheating during an examination, testing will stop immediately. The candidate will receive a failing result and the incident will be reported to the CareerTech Testing Center (CTTC).
  - Students with an IEP may have special accommodations as specified in an IEP, IRP, 504, LEP, and ELL.

### **Re-Take Policy**

- In the event a participant fails his or her first (1st) attempt to pass a CTTC test examination, the CTTC does not require any specific waiting period between the first (1<sup>st</sup>) and second (2<sup>nd</sup>) attempt to pass such examination.
- Remediation is required prior to the 2<sup>nd</sup> or any subsequent administration.
- After the second (2<sup>nd</sup>) attempt, the participant will be required to wait three calendar days to retake the examination. All subsequent attempts require a wait of three calendar days to retake the examination.

### **Cheating on Tests**

As previously stated, if any candidate is caught cheating during an examination, testing will stop immediately. The candidate will receive a failing result and the incident will be reported to the CareerTech Testing Center (CTTC).

Several factors to consider when cheating occurs:

- Widespread cheating (e.g., answer copying) jeopardizes the validity of results.
- Leaking of test items damages the credibility of the individuals involved, as well as the school and the CTTC.

Tips on how cheating can be prevented:

- Advise test takers that testing is monitored continuously for irregularities and cheating.
- Minimize testing attempts.
- Use the Coaching Report to see if participants are scoring consistently, as expected. Did some participants “ace” the test unexpectedly?

### **Recommended Time for Testing**

Ideally, students should be tested as soon as they have completed training and passed all skills performance evaluations. It is NOT a recommended practice to wait until the end of the academic year to test if the student is ready to test earlier.

Testing statistics prove that 70% of all certification exams are passed when students take their exams 3 to 7 days after course completion. This amount of time typically provides adequate study time and allows testing to take place while the information is still fresh. On the converse, the same statistics show over an 80% failure rate for students attempting their exam immediately after a class or if they wait more than 2 weeks after course completion.

# POLICY ON DISTRIBUTION OF TEST RESULTS



## **Policy on Distribution of Test Results**

Data related to the CareerTech Testing Center's (CTTC's) competency testing system is maintained in a secure database. Individual students' test scores and social security numbers are confidential. The parameters within which testing-related reports are provided for review include:

- a. **Social security numbers are not required for testing.** If a student chooses not to enter their social security number, an identification number, i.e. school I.D. number, should be used in its place (The student I.D. should be preceded with zeroes to create a nine digit number).
- b. Individual students' coaching reports are printed by the Testing Liaison and provided to the student upon completion of testing. Individual coaching reports are not provided to state personnel or directly to local instructors or administrators by the CTTC.
- c. Group test reports by instructor are provided to the local Testing Liaison, who distributes them to the appropriate instructor(s). These reports are not provided to state personnel or directly to local instructors or administrators.
- d. Group reports should be used at the local level by instructors to identify strengths and weaknesses in curriculum and to foster program improvement. Group reports should not be used by administrators or others to evaluate instructors or to support hiring, firing, or promotion decisions.
- e. Statewide reports are provided to each ODCTE Program Administrator and to ODCTE Senior Staff. Statewide testing data may be accessed by the Testing Liaison.
- f. Item analyses are prepared and utilized internally by the CTTC and review committees to evaluate the effectiveness of each question. Item analyses are not provided to ODCTE Staff or local school representatives.
- g. The CTTC strongly encourages teachers to use the Skills Standard as a guideline for teaching. When this guideline is followed, the material on the tests will be adequately covered in the classroom. For this reason, the coaching reports given to the students upon completion of testing include test results broken down by duty area and are an invaluable tool during remediation.
- h. The CTTC **does not** voluntarily provide confidential testing data to external parties. We maintain historical testing data for appropriate use by ODCTE, and distribute data only in accordance with federal and state laws. Individual results will not be distributed without a signed release from the student.

# CONFIDENTIALITY AGREEMENTS AND TESTING LIAISON DESIGNATION FORMS





## CONFIDENTIALITY AGREEMENTS & TESTING LIAISON DESIGNATION FORM

I, the undersigned, understand that all CareerTech Testing Center (CTTC) materials used for testing are proprietary, confidential, and copyrighted material of the Oklahoma Department of Career and Technology Education. Any disclosure of the contents of any CareerTech Testing Center examination is strictly prohibited. I hereby agree to maintain the confidentiality of all testing materials and understand that the security of testing materials is maintained by protecting all items from loss, unauthorized access, and reproduction. Any individual that compromises test security will be held responsible for all costs associated with the development of new tests items. ***Furthermore, maintaining test item security PROHIBITS any Testing Liaison from the following:***

1. sharing username/password information to the online testing system with instructors and other unauthorized personnel,
2. unauthorized copying, photocopying, publishing, reproduction, or distribution of any test items or materials,
3. selling or disclosing the content of test materials/test items to any person or organization, public or private (***instructors are not allowed access to the test***),
4. removing test materials from the secure locations without authorization from the test site coordinator,
5. utilizing test items in any form, either from a copy of the test instrument or as a practice exercise to expose candidates to the test items,
6. utilizing CTTC testing materials to generate another testing instrument for any purpose.

\_\_\_\_\_  
Testing Liaison

\_\_\_\_\_  
Administrator's Signature

\_\_\_\_\_  
Testing Liaison Title

\_\_\_\_\_  
Administrator's Title

\_\_\_\_\_  
School Name

\_\_\_\_\_  
Telephone Number

\_\_\_\_\_  
School Address

\_\_\_\_\_  
Testing Liaison Email Address

\_\_\_\_\_  
Mother's Maiden Name (ONLY required from the Testing Liaison for username and password inquiries)

A copy of the Confidentiality Agreement/Testing Liaison Designation form must be sent to Robyn Drury at the CareerTech Testing Center **PRIOR** to conducting any test administrations. Email: [rd rur@okcareertech.org](mailto:rd rur@okcareertech.org) Fax: 405.743.6885 Phone: 405.743.5413



**CONFIDENTIALITY AGREEMENT & TEST CENTER DIRECTORY**

Test Center \_\_\_\_\_  
 Physical Address \_\_\_\_\_

City                      Zip

Mailing Address \_\_\_\_\_

City                      Zip

I attest that the individuals listed below have been properly trained on the test administration and confidentiality policies as outlined by the CareerTech Testing Center. I attest that these individuals have been trained on the importance of test security and advised that individuals who compromise test security may be held responsible for the cost of development of new materials. I further attest that the individuals listed below are not instructors and are not affiliated with any training programs.

Testing Liaison Name (please print) \_\_\_\_\_

School Name \_\_\_\_\_

Testing Liaison Signature \_\_\_\_\_

Date \_\_\_\_\_

**TEST CENTER STAFF TRAINING ATTESTATION:**

I, the undersigned, understand that all CareerTech Testing Center materials used for testing are proprietary, confidential, and copyrighted material of the Oklahoma Department of Career and Technology Education. Any disclosure of the contents of any CareerTech Testing Center examination is strictly prohibited. I hereby agree to maintain the confidentiality of all testing materials and understand that the security of testing materials is maintained by protecting all items from loss, unauthorized access, and reproduction. Any individual that compromises test security will be held responsible for all costs associated with the development of new tests items. ***Furthermore, maintaining test item security PROHIBITS any test site staff member from the following:***

1. sharing username/password information to the online testing system with instructors and other unauthorized personnel,
2. unauthorized copying, photocopying, publishing, reproduction, or distribution of any test items or materials,
3. selling or disclosing the content of test materials/test items to any person or organization, public or private (***instructors are not allowed access to the test***),
4. removing test materials from the secure locations without authorization from the test site coordinator,
5. utilizing test items in any form, either from a copy of the test instrument or as a practice exercise to expose candidates to the test items,
6. utilizing CTTC testing materials to generate another testing instrument for any purpose.

Name	Signature	Telephone	E-mail Address

A copy of this Confidentiality Agreement must be sent to Robyn Drury at the CareerTech Testing Center **PRIOR** to allowing test site staff access to the online testing system or any testing materials. Email: [rdrur@okcareertech.org](mailto:rdrur@okcareertech.org) Fax: 405.743.6885 Phone: 405.743.5413



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1. unauthorized copying, photocopying, publishing, reproduction, or distribution of any test items or materials,
2. selling or disclosing the content of test materials/test items to any person or organization, public or private,
3. removing test materials from the test review meeting room without authorization from CareerTech Testing Center staff,
4. utilizing test items in any form, either from a copy of the test instrument or as a practice exercise to expose candidates to the test items,
5. utilizing CTTC testing materials to generate another testing instrument for any purpose.

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Test Review Committee Member Name (print)

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Test Review Committee Member Signature

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School / Industry Name

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Date



## CONFIDENTIALITY AGREEMENT

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1. unauthorized copying, photocopying, publishing, reproduction, or distribution of any test items or materials,
2. selling or disclosing the content of test materials/test items to any person or organization, public or private,
3. utilizing test items in any form, either from a copy of the test instrument or as a practice exercise to expose candidates to the test items,
4. utilizing CTTC testing materials to generate another testing instrument for any purpose.

---

Test Content Developer Name (print)

---

Test Content Developer Signature

---

Date



## CONFIDENTIALITY AGREEMENT

Permission is given to use the Testing Materials from the CareerTech Testing Center (CTTC) and only for your future personal non-commercial use. The CareerTech Testing Center provides the tests as is and without any warranties. THE CAREERTECH TESTING CENTER DISCLAIMS ALL EXPRESSED AND IMPLIED WARRANTIES, INCLUDING FITNESS FOR A PARTICULAR PURPOSE. IN NO EVENT WILL THE CAREERTECH TESTING CENTER BE LIABLE FOR ANY LOSS OF PROFITS, BUSINESS, USE, OR DATA OR FOR INDIRECT, SPECIAL, INCIDENTAL OR CONSEQUENTIAL DAMAGES OF ANY KIND WHETHER BASED IN CONTRACT, NEGLIGENCE OR OTHER TORT. The CareerTech Testing Center may make changes to the testing materials, product information and prices at any time without notice and without obligation to update the materials.

This agreement constitutes a valid and binding agreement between the CareerTech Testing Center and You, as a user of the CareerTech Testing Center. You agree to be bound by the terms of this Agreement and any new versions hereof.

I, the undersigned, understand that all CareerTech Testing Center materials used for testing are proprietary, confidential, and copyrighted material of the Oklahoma Department of Career and Technology Education. Any disclosure of the contents of any CareerTech Testing Center examination is strictly prohibited. I hereby agree to maintain the confidentiality of all testing materials and understand that the security of testing materials is maintained by protecting all items from loss, unauthorized access, and reproduction. Any individual that compromises test security will be held responsible for all costs associated with the development of new tests items. ***Furthermore, maintaining test item security PROHIBITS all of the following:***

1. sharing username/password information to the online testing system,
2. unauthorized copying, photocopying, publishing, reproduction, or distribution of any test items or materials,
3. selling or disclosing the content of test materials/test items to any person or organization, public or private (***instructors are not allowed access to the test***),
4. removing test materials from the secure locations without authorization from the test site coordinator,
5. utilizing test items in any form, either from a copy of the test instrument or as a practice exercise to expose candidates to the test items,
6. utilizing CTTC testing materials to generate another testing instrument for any purpose.

By signing this agreement, you agree to be bound by the terms of this Agreement and any new versions hereof.

\_\_\_\_\_  
User Name (please print)

\_\_\_\_\_  
Company/School Name

\_\_\_\_\_  
User Signature

\_\_\_\_\_  
Address

\_\_\_\_\_  
Title

\_\_\_\_\_  
Telephone Number

\_\_\_\_\_  
Date

\_\_\_\_\_  
Email Address