

Assess for Success: *Getting the Most Out of Your Assessment Program*



Michigan Career Education Conference
Heidi Speese, Senior Project Coordinator
February, 2011

Discussion Points...



- **NOCTI and Michigan**
- **QuadNet  NOCTI's Online System**
- **Interpreting Score Reports**
- **Using Test Data**

About NOCTI



- Over four decades as a non-profit organization serving the CTE community.
- Expertise in providing coordinated assessment services for states and educational entities.



Technical Assessment



Measures must be “**valid and reliable** and include at a minimum challenging academic standards and attainment of skill proficiencies, including achievement on technical assessments that are **aligned with industry recognized standards**” [b.2.A]

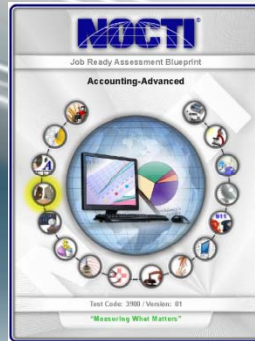
**Section 113: Accountability
(Secondary)**

NOCTI & Michigan



- **Use of Accounting Advanced & General Management as part of meeting reporting requirements of the Carl D. Perkins Act.**
 - **Secondary CTE completers and concentrators**
 - **Business, Management and Administration program (CIP Code 52.0299)**
 - **Finance and Financial Management Services program (CIP Code 52.0800)**

Accounting Advanced



Specific Competencies and Skills Tested in this Assessment:

Journalizing

- Journalize an opening entry
- Interpret information contained in source documents
- Follow principles of double-entry bookkeeping in the journalizing process
- Record entries in special journals
- Total and post special journals
- Adjust for bad debts using direct write off or allowance methods
- Analyze transactions involving owners' equity

Posting

- Post from special journals to general and subsidiary ledger accounts
- Demonstrate understanding of multi-column ledgers
- Demonstrate familiarity with computerized posting methods
- Use appropriate posting references
- Prove accuracy of posting to ensure entries are in-balance

Payroll Preparation

- Calculate employee earnings based on hourly and/or salaried time records
- Enter payroll data in a payroll earnings record
- Demonstrate familiarity with electronic payroll data entry
- Complete a payroll register
- Prepare a payroll check and check stub with appropriate information
- Record information found on W-4 forms in employee data section
- Demonstrate understanding of payroll taxes
- Demonstrate understanding of employer payroll liabilities
- Journalize payroll entries at end of earnings period in appropriate journals
- Demonstrate understanding of processes and functions of payroll records

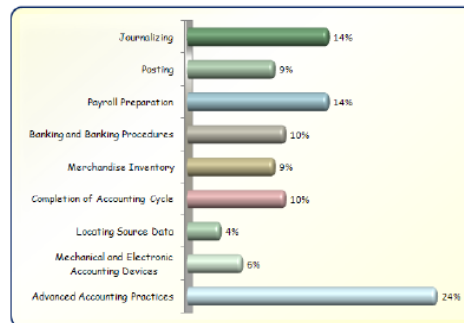
Person	Hour 1	Hour 2	Hour 3	Hour 4	Hour 5	Hour 6
1	8:00-9:00	9:00-10:00	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00
2	9:00-10:00	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00
3	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00	3:00-4:00
4	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00	3:00-4:00	4:00-5:00
5	12:00-1:00	1:00-2:00	2:00-3:00	3:00-4:00	4:00-5:00	5:00-6:00
6	1:00-2:00	2:00-3:00	3:00-4:00	4:00-5:00	5:00-6:00	6:00-7:00
7	2:00-3:00	3:00-4:00	4:00-5:00	5:00-6:00	6:00-7:00	7:00-8:00
8	3:00-4:00	4:00-5:00	5:00-6:00	6:00-7:00	7:00-8:00	8:00-9:00
9	4:00-5:00	5:00-6:00	6:00-7:00	7:00-8:00	8:00-9:00	9:00-10:00
10	5:00-6:00	6:00-7:00	7:00-8:00	8:00-9:00	9:00-10:00	10:00-11:00
11	6:00-7:00	7:00-8:00	8:00-9:00	9:00-10:00	10:00-11:00	11:00-12:00
12	7:00-8:00	8:00-9:00	9:00-10:00	10:00-11:00	11:00-12:00	12:00-1:00
13	8:00-9:00	9:00-10:00	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00
14	9:00-10:00	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00
15	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00	3:00-4:00
16	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00	3:00-4:00	4:00-5:00
17	12:00-1:00	1:00-2:00	2:00-3:00	3:00-4:00	4:00-5:00	5:00-6:00
18	1:00-2:00	2:00-3:00	3:00-4:00	4:00-5:00	5:00-6:00	6:00-7:00
19	2:00-3:00	3:00-4:00	4:00-5:00	5:00-6:00	6:00-7:00	7:00-8:00
20	3:00-4:00	4:00-5:00	5:00-6:00	6:00-7:00	7:00-8:00	8:00-9:00
21	4:00-5:00	5:00-6:00	6:00-7:00	7:00-8:00	8:00-9:00	9:00-10:00
22	5:00-6:00	6:00-7:00	7:00-8:00	8:00-9:00	9:00-10:00	10:00-11:00
23	6:00-7:00	7:00-8:00	8:00-9:00	9:00-10:00	10:00-11:00	11:00-12:00
24	7:00-8:00	8:00-9:00	9:00-10:00	10:00-11:00	11:00-12:00	12:00-1:00
25	8:00-9:00	9:00-10:00	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00
26	9:00-10:00	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00
27	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00	3:00-4:00
28	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00	3:00-4:00	4:00-5:00
29	12:00-1:00	1:00-2:00	2:00-3:00	3:00-4:00	4:00-5:00	5:00-6:00
30	1:00-2:00	2:00-3:00	3:00-4:00	4:00-5:00	5:00-6:00	6:00-7:00
31	2:00-3:00	3:00-4:00	4:00-5:00	5:00-6:00	6:00-7:00	7:00-8:00
32	3:00-4:00	4:00-5:00	5:00-6:00	6:00-7:00	7:00-8:00	8:00-9:00
33	4:00-5:00	5:00-6:00	6:00-7:00	7:00-8:00	8:00-9:00	9:00-10:00
34	5:00-6:00	6:00-7:00	7:00-8:00	8:00-9:00	9:00-10:00	10:00-11:00
35	6:00-7:00	7:00-8:00	8:00-9:00	9:00-10:00	10:00-11:00	11:00-12:00
36	7:00-8:00	8:00-9:00	9:00-10:00	10:00-11:00	11:00-12:00	12:00-1:00
37	8:00-9:00	9:00-10:00	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00
38	9:00-10:00	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00
39	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00	3:00-4:00
40	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00	3:00-4:00	4:00-5:00
41	12:00-1:00	1:00-2:00	2:00-3:00	3:00-4:00	4:00-5:00	5:00-6:00
42	1:00-2:00	2:00-3:00	3:00-4:00	4:00-5:00	5:00-6:00	6:00-7:00
43	2:00-3:00	3:00-4:00	4:00-5:00	5:00-6:00	6:00-7:00	7:00-8:00
44	3:00-4:00	4:00-5:00	5:00-6:00	6:00-7:00	7:00-8:00	8:00-9:00
45	4:00-5:00	5:00-6:00	6:00-7:00	7:00-8:00	8:00-9:00	9:00-10:00
46	5:00-6:00	6:00-7:00	7:00-8:00	8:00-9:00	9:00-10:00	10:00-11:00
47	6:00-7:00	7:00-8:00	8:00-9:00	9:00-10:00	10:00-11:00	11:00-12:00
48	7:00-8:00	8:00-9:00	9:00-10:00	10:00-11:00	11:00-12:00	12:00-1:00
49	8:00-9:00	9:00-10:00	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00
50	9:00-10:00	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00
51	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00	3:00-4:00
52	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00	3:00-4:00	4:00-5:00
53	12:00-1:00	1:00-2:00	2:00-3:00	3:00-4:00	4:00-5:00	5:00-6:00
54	1:00-2:00	2:00-3:00	3:00-4:00	4:00-5:00	5:00-6:00	6:00-7:00
55	2:00-3:00	3:00-4:00	4:00-5:00	5:00-6:00	6:00-7:00	7:00-8:00
56	3:00-4:00	4:00-5:00	5:00-6:00	6:00-7:00	7:00-8:00	8:00-9:00
57	4:00-5:00	5:00-6:00	6:00-7:00	7:00-8:00	8:00-9:00	9:00-10:00
58	5:00-6:00	6:00-7:00	7:00-8:00	8:00-9:00	9:00-10:00	10:00-11:00
59	6:00-7:00	7:00-8:00	8:00-9:00	9:00-10:00	10:00-11:00	11:00-12:00
60	7:00-8:00	8:00-9:00	9:00-10:00	10:00-11:00	11:00-12:00	12:00-1:00
61	8:00-9:00	9:00-10:00	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00
62	9:00-10:00	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00
63	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00	3:00-4:00
64	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00	3:00-4:00	4:00-5:00
65	12:00-1:00	1:00-2:00	2:00-3:00	3:00-4:00	4:00-5:00	5:00-6:00
66	1:00-2:00	2:00-3:00	3:00-4:00	4:00-5:00	5:00-6:00	6:00-7:00
67	2:00-3:00	3:00-4:00	4:00-5:00	5:00-6:00	6:00-7:00	7:00-8:00
68	3:00-4:00	4:00-5:00	5:00-6:00	6:00-7:00	7:00-8:00	8:00-9:00
69	4:00-5:00	5:00-6:00	6:00-7:00	7:00-8:00	8:00-9:00	9:00-10:00
70	5:00-6:00	6:00-7:00	7:00-8:00	8:00-9:00	9:00-10:00	10:00-11:00
71	6:00-7:00	7:00-8:00	8:00-9:00	9:00-10:00	10:00-11:00	11:00-12:00
72	7:00-8:00	8:00-9:00	9:00-10:00	10:00-11:00	11:00-12:00	12:00-1:00
73	8:00-9:00	9:00-10:00	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00
74	9:00-10:00	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00
75	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00	3:00-4:00
76	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00	3:00-4:00	4:00-5:00
77	12:00-1:00	1:00-2:00	2:00-3:00	3:00-4:00	4:00-5:00	5:00-6:00
78	1:00-2:00	2:00-3:00	3:00-4:00	4:00-5:00	5:00-6:00	6:00-7:00
79	2:00-3:00	3:00-4:00	4:00-5:00	5:00-6:00	6:00-7:00	7:00-8:00
80	3:00-4:00	4:00-5:00	5:00-6:00	6:00-7:00	7:00-8:00	8:00-9:00
81	4:00-5:00	5:00-6:00	6:00-7:00	7:00-8:00	8:00-9:00	9:00-10:00
82	5:00-6:00	6:00-7:00	7:00-8:00	8:00-9:00	9:00-10:00	10:00-11:00
83	6:00-7:00	7:00-8:00	8:00-9:00	9:00-10:00	10:00-11:00	11:00-12:00
84	7:00-8:00	8:00-9:00	9:00-10:00	10:00-11:00	11:00-12:00	12:00-1:00
85	8:00-9:00	9:00-10:00	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00
86	9:00-10:00	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00
87	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00	3:00-4:00
88	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00	3:00-4:00	4:00-5:00
89	12:00-1:00	1:00-2:00	2:00-3:00	3:00-4:00	4:00-5:00	5:00-6:00
90	1:00-2:00	2:00-3:00	3:00-4:00	4:00-5:00	5:00-6:00	6:00-7:00
91	2:00-3:00	3:00-4:00	4:00-5:00	5:00-6:00	6:00-7:00	7:00-8:00
92	3:00-4:00	4:00-5:00	5:00-6:00	6:00-7:00	7:00-8:00	8:00-9:00
93	4:00-5:00	5:00-6:00	6:00-7:00	7:00-8:00	8:00-9:00	9:00-10:00
94	5:00-6:00	6:00-7:00	7:00-8:00	8:00-9:00	9:00-10:00	10:00-11:00
95	6:00-7:00	7:00-8:00	8:00-9:00	9:00-10:00	10:00-11:00	11:00-12:00
96	7:00-8:00	8:00-9:00	9:00-10:00	10:00-11:00	11:00-12:00	12:00-1:00
97	8:00-9:00	9:00-10:00	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00
98	9:00-10:00	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00
99	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00	3:00-4:00
100	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00	3:00-4:00	4:00-5:00

Written Assessment:

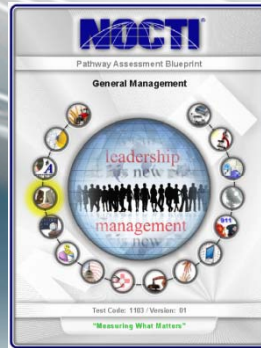
Administration Time: 3 hours

Number of Questions: 222

Areas Covered:



General Management



Specific Competencies and Skills Tested in this Assessment:

General Business Technical Skills

- Define and differentiate among various types of businesses (e.g., corporation, limited liability, partnership)
- Use planning tools to guide and manage an organization's business activities
- Apply marketing techniques to foster business growth
- Plan and evaluate the use of financial resources to effectively manage a business
- Demonstrate understanding of doing business in a global environment

Business Management Technical Skills

- Supervise, direct, motivate, and evaluate employees
- Develop, implement, and monitor tactical and strategic plans to manage growth and meet goals and organizational needs
- Facilitate change and implement improvement processes to optimize organizational effectiveness

Academic Foundations

- Apply reading skills in a business environment
- Apply writing skills in a business environment
- Apply mathematical skills in a business environment
- Apply economic skills in a business environment

Systems

- Demonstrate understanding of the role of government and other regulatory bodies in business
- Demonstrate understanding of company hierarchies and roles within company structures



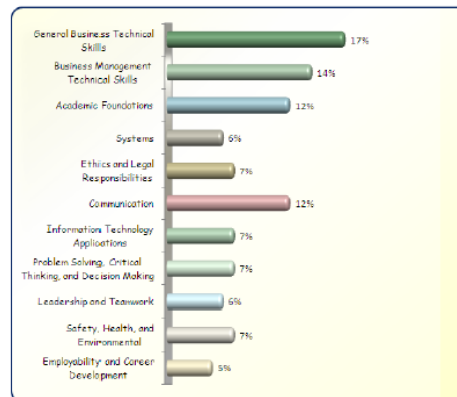
Page 1 of 3

Written Assessment:

Administration Time: 2 hours

Number of Questions: 104

Areas Covered:



Page 4 of 5

Sample Questions:

In business, the letters CFO stand for

- corporate finance office
- chief funding officer
- chief financial officer
- corporate fiscal organization

One benefit of teamwork is

- less responsibility
- higher pay
- greater work efficiency
- less training is required

Constructive criticism gives information

- without words through body movements
- about how well a message is understood
- that an employee could not otherwise obtain
- intended to encourage improvement

A sales forecast can help a retailer

- accurately plan for the upcoming holiday season
- maintain accurate purchasing records
- determine the cost of goods sold
- determine past profits

A market economy is one that

- is dependent on agriculture and natural resources
- has low economic wealth
- has all economic activities regulated by the government
- is based on supply and demand

The Association for Career and Technical Education (ACTE), the leading professional organization for career and technical educators, commends all students who participate in career and technical education programs and choose to validate their educational attainment through rigorous technical assessments. In taking this assessment you demonstrate to your school, your parents and guardians, your future employers and yourself that you understand the concepts and knowledge needed to succeed in the workplace. Good Luck!

ACTE
www.acteonline.org



Page 5 of 5



NOCTI[®] Study Guides



"NOCTI Study Guides are an excellent value. My students appreciate having information to help them prepare."

*J. Hensley, Drafting Teacher,
New Jersey*



Preparing for Success!

Countdown Kit



- Countdown Kit Teacher Guide
- One 18x20 content-specific poster
- Supplemental 11x17 Posters:
 - Benefits of Taking the NOCTI Assessment
 - Study Tips
 - Test Preparation
 - Test Taking Tips
 - Test Anxiety
 - NOCTI Score Report

NOCTI Carpentry 4015

Written Assessment
Number of Questions: 150
Areas Covered:

Area	Percentage
Safety	10%
Tools and Accessories	10%
Blueprint Reading and Estimation	17%
Foundations, Forms and Concrete	11%
Rough Framing	13%
Exterior Finish	11%
Interior Systems Installation	5%
Interior Finish	11%
Carpentry Related Mathematics	12%

Performance Assessment
Number of Jobs: 7
Areas Covered:

Area	Percentage
Tool and Material Identification	17%
Square Layout	17%
Builder's Level	9%
Blueprint Reading/Sole Plate Layout	8%
Rafter Layout	21%
Stairway Stringer	10%
Interior Frame	18%

Count Down to NOCTI...
Days Left!

Learn
Achieve
Succeed

How will I benefit from taking a NOCTI assessment?

- Demonstrate your knowledge and skills - *show what you know!*
- Learn about your strengths and areas that need improvement
- Receive a score report and certificate of completion for your portfolio
- Prepare for further education or a career
- Gain feedback before taking expensive certification/licensure exams

QuadNet

Secure

Online Delivery
and Management

Immediate Scores

Accommodations

Positive User Experience

Live Customer Support



QuadNet

NOCTI®

Measuring What Matters!

NOCTI Measuring What Matters!
Client Services Center

[Manage Another Site](#) [Logout](#)

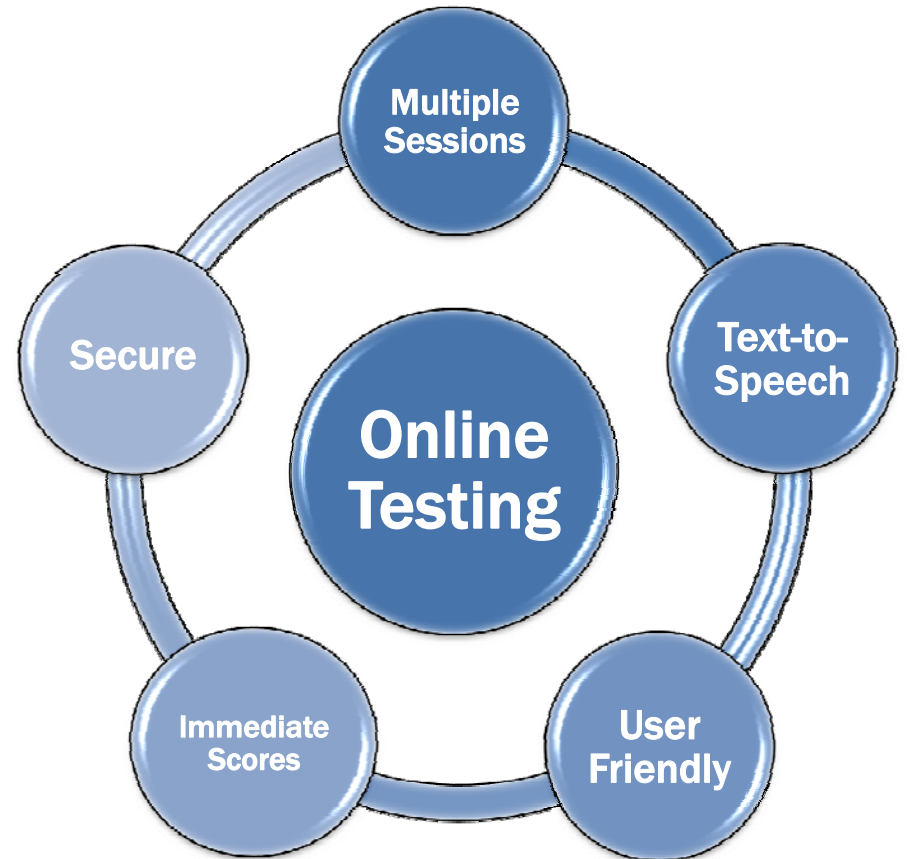
You are currently signed in as site: NOCTI Test Site Site Code: 9999
You are currently managing site: NOCTI Test Site Site Code: 9999

 Place Order  Pick Up User Codes  Manage User Codes  View Score Reports  Locate Resources  Contact Us

Welcome!
You are signed in as NOCTI site:
NOCTI Test Site
Site Code
9999
[Manage Another Site](#)

ONLINE ORDER NEW FEATURES
In response to customer feedback, we have added the following new features to the Online Order system.
Convert Order History to New Order
Customers can retrieve last year's order from their order history and with the click of the mouse transfer the order to their shopping cart and make edits from there. This convenient feature also identifies

ONLINE SYSTEMS AVAILABILITY AND OFFICE CLOSURES
Holiday office closures for 2010 are posted below. Unscheduled maintenance activities will be posted in this section. Please check here often for updates!
Office Closures for 2010
NOCTI/Whitener Group offices will be closed on the following dates:



Online System Tools



Ordering

- Online Order Form
- Michigan Customized Order Form

Managing

- Create Groups
- Create Labels
- Help Icons
- Date Upload Tool
- Resources

Reporting

- Immediate Individual Scores
- Group Score Report and Analysis of Scores
- Archived Score Reports

Data Upload Tool



- **OCTE will provide NOCTI with student data**
- **Data will distribute to each school's Client Services Center**
- **Data will be used to assign user codes for online testing**

Online Administration



Participation Login to the Online Assessment System

Further access to this system requires an authorized User Code and password. If you do not have a User Code and an appropriate password, then please contact your Test Coordinator.

Login
User Code
Password
Last Name
Re-Type Last Name



Demographics

Collecting demographic information from test participants is very important to the value of the results and reports generated. In no way do the responses to the demographic questions affect the final results. Demographic information is **NOT REQUIRED**, but is important. Therefore, we ask that you take a few minutes to provide this valuable information. The data that is collected assists us in quality assurance, research and future developments.

Demographics for User Code 422226 Jane Doe

Title: Accounting - Basic
Target: Job Ready
Test Code: 3000
Session: 1 of 3

1. What is your gender?

- A. Female
- B. Male

2. Which of the following ethnic categories best describes you?

- A. American Indian or Alaska Native
- B. Asian or Pacific Islander
- C. Black or African-American
- D. Hispanic
- E. White
- F. Other



Participant Information

First Name
Middle Initial
Last Name
Participant ID

Text-to-Speech



- Online delivery alternative when an IEP recommends a reader be provided
- View questions and answer choices in a larger font
- Hear the questions and answer choices
- Extended time modifications are available

Interpreting Score Reports



www.nocti.org • 800.334.6283

Score Interpretation Guide



*Measuring
What Matters!*



Individual Report



Individual Scores

Participant Name: Sample Name

Site: Sample Site

Test Date: XX/XX/XXXX

Participant ID: XXXXXXXX

Level: Secondary

Type: Post-Test

Test Title and Test Code								
Written - Cognitive								
Duty #	Duty Description	Pre-Test	Post-Test	% Change	Group	Site (Cumulative)	State	Nation
1	Duty 1	60.0	80.0	20.0	76.0	61.7	63.4	70.2
2	Duty 2	28.1	84.4	56.3	67.2	57.3	61.1	68.3
3	Duty 3	16.7	83.3	66.6	77.1	67.5	71.9	70.3
4	Duty 4	40.0	75.0	35.0	69.5	60.9	63.0	65.0
5	Duty 5	40.0	64.0	24.0	51.2	47.7	54.5	53.0
6	Duty 6	42.9	85.7	42.8	72.1	65.6	72.5	71.3
7	Duty 7	23.1	76.9	53.8	53.1	52.0	56.0	57.0
Total		35.1	78.4	43.3	66.8	58.7	62.9	69.7

Group Score Report



Group Score Report

Site: SAMPLE

Test Date: XX/XX/XXXX

Level: Secondary

Type: Post-Test

Test Title and Test Code

Written - Cognitive		Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6	Participant 7	Participant 8	Participant 9	Participant 10
Duty #	Duty Description										
1	Duty 1	85.0	55.0	80.0	80.0	75.0	75.0	85.0	80.0	70.0	75.0
2	Duty 2	59.4	37.5	84.4	84.4	31.3	53.1	81.3	84.4	75.0	81.3
3	Duty 3	41.7	62.5	83.3	83.3	79.2	75.0	83.3	83.3	83.3	95.8
4	Duty 4	50.0	60.0	75.0	75.0	70.0	60.0	85.0	75.0	65.0	80.0
5	Duty 5	32.0	24.0	64.0	64.0	20.0	56.0	64.0	60.0	56.0	72.0
6	Duty 6	42.9	57.1	85.7	85.7	21.4	78.6	85.7	85.7	92.9	85.7
7	Duty 7	38.5	38.5	76.9	76.9	23.1	46.2	53.9	76.9	38.5	61.5
Total		50.7	46.6	78.4	78.4	46.6	62.8	77.7	77.7	69.6	79.7

Analysis of Scores



Analysis of Scores

Site: Sample Site

Test Date: XX/XX/XXXX

Level: Secondary

Type: Post-Test

Test Title and Test Code								
Written - Cognitive								
Duty #	Duty Description	Group	Site (Cumulative)	State	Nation	Criterion-Referenced Cut Score	Standard Deviation	Standard Error of Measurement
		10	38	339	1034			
1	Duty 1	76.0	61.7	63.4	70.2		13.9	4.4
2	Duty 2	67.2	57.3	61.1	68.3		15.3	4.8
3	Duty 3	77.1	67.5	71.9	70.3		16.1	5.1
4	Duty 4	69.5	60.9	63.0	65.0		17.7	5.6
5	Duty 5	51.2	47.7	54.5	53.0		13.7	4.3
6	Duty 6	72.1	65.6	72.5	71.3		17.0	5.4
7	Duty 7	53.1	52.0	56.0	57.0		20.7	6.5
Total		66.8	58.7	62.9	69.7	55.1	11.9	3.8



Task Link Reports

NOCTI's Task-Link reports provide detailed information on individual test taker performance for the various tasks within a major content area. By utilizing a Task-Link report, instructors can easily identify strengths and areas for improvement by task for each student.

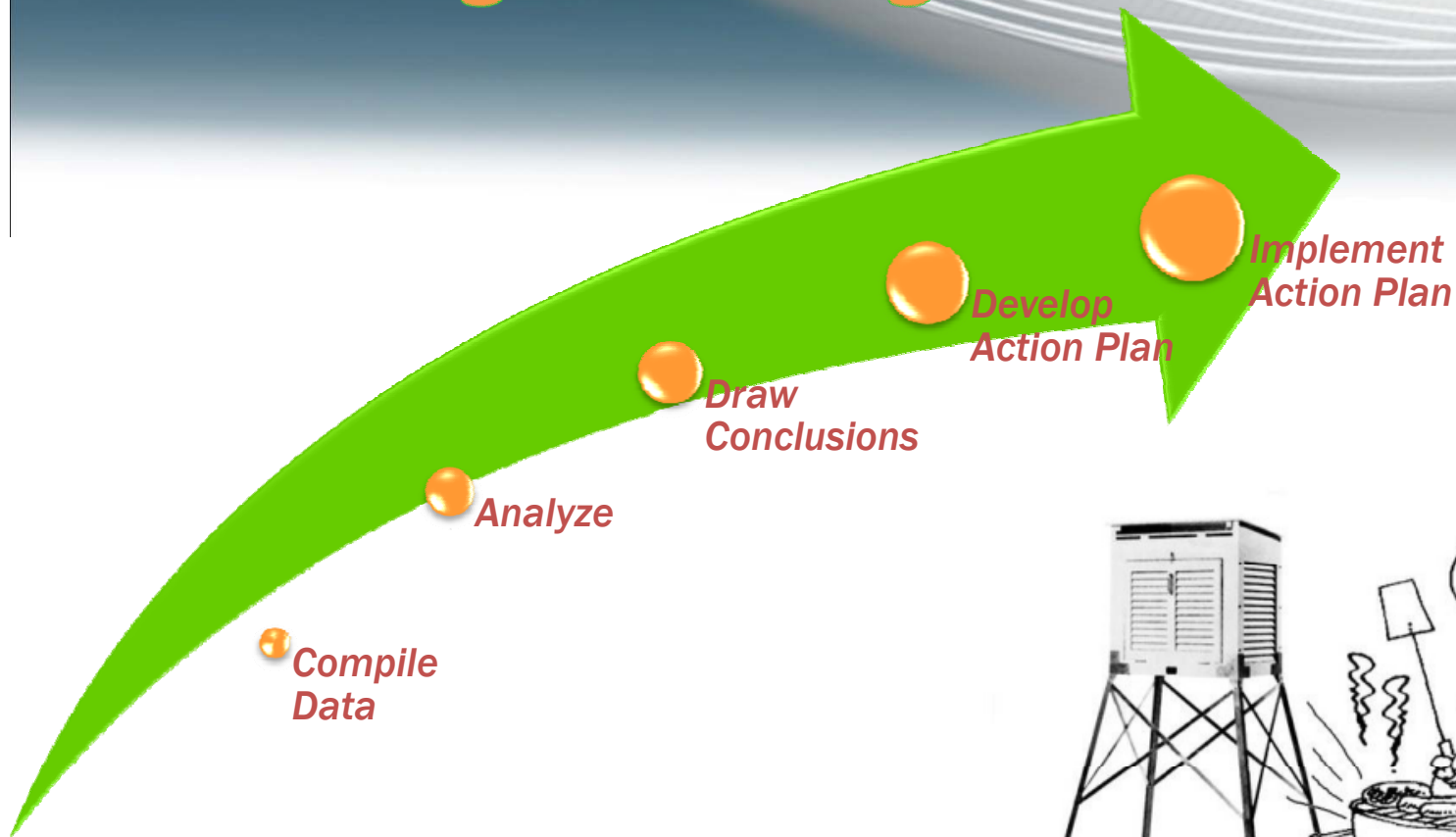
Individual reports can be used to identify challenging tasks for the entire class, allowing instructors to focus instruction. Task-Link reports are available for all Job Ready and Pathway Assessments.

MAJOR
CONTENT

TASKS

Leadership and Teamwork	No. of Items	Your Number Correct
Differentiate among various management techniques	4	2
Describe methods for organizing work activities	1	1
Identify various group process techniques	3	3
Define desirable leadership skills	6	4

Gathering & Using Data



"How do you want that data?"



Questions?

Thank You!



Heidi Speese
Senior Project Coordinator
800-334-6283
Heidi.speese@nocti.org