

ACTE Quality CTE Program of Study Framework



Element 3: Student Assessment

The *ACTE Quality CTE Program of Study Framework*[™] (2018 version) and companion self-evaluation instrument is an evidence-based framework defining high-quality CTE. With more than 90 criteria organized under 12 elements, the Framework captures the full range of activities across a CTE program of study that are essential for quality. Access the complete framework, the self-evaluation instrument and resources that support success within each element at www.acteonline.org/high-quality-cte.

Criteria Under the Student Assessment Element

This element addresses the types and quality of assessments used in the program of study, including the types of knowledge and skills that should be assessed, and assessments that lead to recognized postsecondary credentials.

- a. Formative and summative assessments are integrated throughout the program of study to validate student learning gains, including both classroom/school-based and standardized, third-party assessments, as appropriate.
- b. Assessments are aligned to program standards and curriculum and appropriate to students' current level of knowledge and skill attainment.
- c. Assessments are valid, reliable and developed or chosen in accordance with relevant quality standards.
- d. The program of study incorporates multiple forms of assessment, including performance-based assessment where students must demonstrate the application of their knowledge and skills.
- e. Assessments within the program of study provide objective information on student attainment of industry-validated technical knowledge and skills.
- f. Assessments within the program of study provide objective information on student attainment of academic knowledge and skills.
- g. Assessments within the program of study provide objective information on student attainment of employability knowledge and skills.
- h. The program of study prepares students for assessments that lead to recognized postsecondary credentials, as available and appropriate.



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Additional Criteria Relevant to Student Assessment

The Framework criteria are designed to be mutually exclusive to ensure that programs are not doubly rewarded or punished for criteria that they have or have not implemented. However, the following criteria from other elements of the Framework can add relevance to an assessment of progress on the Student Assessment element.

- *Sequencing and Articulation*: Criteria describing the integration of recognized postsecondary credentials, which typically are earned through student assessment, at various points within vertically aligned programs of study (d, e).
- *Prepared and Effective Program Staff*: Criteria about professional development, administrator supports and collaboration opportunities that help staff effectively implement high-quality assessments (d, f, g).
- *Access and Equity*: A criterion addressing the need for assessments to be free from bias, inclusive and non-discriminatory and offered in a way that ensures all students have the opportunity to achieve success (e).
- *Business and Community Partnerships*: A criterion about partners' role in identifying appropriate assessments and recognized postsecondary credentials (d).
- *Work-based Learning*: A criterion describing the need for students to reflect on and document learning resulting from work-based learning experiences, a form of assessment (i).
- *Data and Program Improvement*: Criteria addressing the value of data, including assessment data, and processes to collect, report and use this data for program improvement (a, b, c, e, f, g, h, i).