

Appendix B:

List

of

Acronyms

B

ACT	— American College Testing	OOTC	— Oklahoma Occupational Testing Center
AEA	— American Electronics Association	OVAE	— Office of Vocational and Adult Education (U.S. Department of Education)
ASVAB	— Armed Services Vocational Aptitude Battery	OVCAP	— Ohio Vocational Competency Assessment Program
ATIB	— Academic Test Item Bank (Arizona)	R&D	— research and development
C-TAP	— Career-Technical Assessment project (California)	SCANS	— Secretary's Commission on Achieving Necessary Skills
DOL	— U.S. Department of Labor	SOCAT	— Student Occupational Competency Achievement Testing
ED	— U.S. Department of Education	TABE	— Test of Adult Basic Skills
FBVE	— Federal Board for Vocational Education	TIERS	— Title I Evaluation of Reporting System
IOCT	— Industrial Occupational Competency Testing	TOCT	— Teacher Occupational Competency Testing
JOBS	— Job Opportunities and Basic Skills	V-TECS	— Vocational-Technical Education Consortium of the States
JTPA	— Job Training Partnership Act		
NCRVE	— National Center for Research in Vocational Education		
NIE	— National Institute of Education		
NOCTI	— National Occupational Competency Testing Institute		

Index

- Academic skills
 - changes in skills assessed, 16, 61-62
 - definition, 2, 3, 46
 - norm-referenced assessment, 7, 9, 16, 39, 42
 - sources of skill information, 13-14, 48
 - state assessment policies, 12, 46, 63-64
 - statewide academic testing programs, 39, 42, 63
 - strategies for obtaining assessment information, 13-14, 64
- Academic Test Item Bank, 49-50
- Accountability
 - changing themes, 4-6, 32-34
 - current regulations, 22-26
 - legislative history, 4-6, 26-32
 - mechanisms, 32-33
 - performance-based, 4-5, 21-34
 - requirements, 2, 33-34
 - special populations, 3, 24
- Acronym list, 114
- ACT. See American College Testing
- AEA. See American Electronics Association
- AFQT. See Armed Forces Qualification Test
- American College Testing, 10, 67
 - assessment development process, 70
 - job profiling, 71 -72
- American Electronics Association, 18, 9 -94
- American Society for Training and Development, 75
- American Vocational Association, 75
- Annual review requirement, 5
- Applied mathematics test, 69
- Applied technology test, 69
- Aptitude tests, 84-85
- Arizona, 49, 53
- Armed Forces Qualification Test, 90
- Armed Services Vocational Aptitude Battery, 17,86-91
- Assessment. See *also specific skills assessed*
 - definition, 7, 36-37, 39
 - differences in state policies, 11 -12, 41-42
 - methods, 7, 39
 - origins of assessment practices, 7, 38-41
 - resources, 2, 9-11, 42-44
 - state policies, 2, 11 -12, 24-25, 41-42
 - use of results, 13, 51-52
- ASVAB. See Armed Services Vocational Aptitude Battery
- ATIB. See Academic Test Item Bank
- Broad technical skills, 44, 65
 - changes in skills assessed, 15-16, 65
 - cognitive skills, 19-20, 97-101
 - core occupational skills, 18, 94-95
 - definition, 2, 3, 16, 44, 46, 84
 - design and technology, 18-19,95-97
 - lengthening the skill horizon, 36, 83
 - occupational maps, 18, 91-94
 - state assessment policies, 13, 65
 - vocational aptitudes, 17, 84-91
- Business and education standards, 107-108. See *also* Industry skill standards
- C-TAP. See California Career-Technical Assessment Project
- California, 53, 59,95
- California Career-Technical Assessment Project, 59, 60-61
- Cad D. Perkins Act. See Perkins Act of 1984
- Certification of student competence for employers, 2, 5, 13, 51
- CETA. See Comprehensive Employment Training Act
- Cognitive skills, 19-20,97-101
- Competency assessment
 - definition, 8
 - methods, 39-41
 - shift away from, 15, 57-58
- Competency testing
 - definition, 8, 39
 - item banks, 43, 74-75, 75-76
 - shift toward, 14-15, 57-58
 - written, 39

- Competitive events, 8, 39
- Comprehensive Employment Training Act, 34
- Computer-based tutors for training experts, 100
- Core occupational skills, 18, 94-95
- Criterion-referenced assessment, 7, 16, 43, 49, 63
 - definition, 9, 39
 - NOCTI, 77
 - VTECS, 73
 - Work Keys, 69-70
- Curriculum
 - materials, 11-12, 43-44, 72, 73
 - where skills are assessed, 48-51, 54
- DACUM process, 77
- Delaware, 78
- Design and technology, 18-19, 95-97
- Disabled students, 24
- DOL. See U.S. Department of Labor
- ED. See U.S. Department of Education
- Effectiveness of vocational programs
 - local reviews of, 1, 13, 21, 24, 27, 32
 - levels of skills to be achieved, 4
 - need for improvement, 4-5, 6
 - occupations to be trained for, 4
 - outcome measures, 5
- Elementary and Secondary Education Act of 1965, 31
- Exit exams, 13-14, 48-50, 63
- Expansion of testing and assessment programs, 14-17, 55-65
- Family Support Act of 1988, 112
- FBVE. See Federal Board for Vocational Education
- Federal Board for Vocational Education, 27
- Food Stamp Education and Training program, 34
- General Education Provisions Act, 106
- Generic workplace skills, 45
 - changes in skills assessed, 16, 64-65
 - definition, 2, 3, 46, 84
 - state assessment policies, 13, 46
- Glossary of testing terms, 8
- Goals 2000: Educate America Act, 45-46, 108-109
- Grade levels of academic and vocational testing, 16, 42, 48, 50
- Great Britain, 96
- GT. See General Technical
- Hawkins-Stafford Elementary and Secondary School Improvement Act
 - Amendments, I I 2
- Hunger Prevention Act of 1988, 112
- Industrial Occupational Competency Testing, 76
- Industry skill standards projects, 17, 23
 - demonstration projects, 18, 25, 91
 - purposes of federal demonstrations, 107
 - state directors' study, 3, 38
 - skill standards board, 45, 109
 - technical committees and, 4, 30
- Instructional diagnosis, 2, 8, 11, 13, 30
- IOCT See Industrial Occupational Competency Testing
- Iowa, 56
- Item banks, 43
 - Arizona Test Item Bank, 49
 - state resource, I I- I 2, 37, 43, 44
 - use and availability, 38, 55, 82
 - VTECS, 18, 74-76, 81
- Job Opportunities and Basic Skills training program for welfare recipients, 22-23, 34
- Job placement
 - and performance standards, 5, 24, 25, 42
 - evidence of, 23, 28-29
 - JTPA, Title II, 30-31
 - evolution of legislation, 32
- Job profiling, 71-72
- Job Training Partnership Act of 1982, 22-23, 25, 30-31, 34
- JOBS. See Job Opportunities and Basic Skills training program for welfare recipients
- JTPA. See Job Training Partnership Act
- Kansas, 56
- Learning or competency gains
 - and performance standards, 5, 24, 35, 105, 106
 - difficulty of measuring, 16-17, 50, 63
 - Chapter I, 32
 - NOCTI, 79
 - Oklahoma testing program, 42
 - Work Keys, 72
- Learning test, 70
- Legislation. See specific *laws*
- Listening and writing test, 69
- Location of information test, 69
- Marine Corps Job Performance Measurement Project, 89
- Math. See Applied mathematics test
- Methodology
 - state survey, 2-4, 37-38
- Military Entrance Processing Command, 86
- Mississippi State University, 3, 38
- Motivation tests, 70, 102
- MPR Associates, 3
- National Academy of Sciences, 87, 89
- National Assessment of Vocational Education, 22
- National Association of State Directors of Vocational Education, 3

- National Center for Research in Vocational Education, 35-36, 104
- National Governors' Association, 23
- National Occupational Competency Testing Institute, 9-11, 43, 67, 76
- National Skills Standards Board. 45-46. See *also* Industry skills standards
- National system of performance standards. See Performance standards
- NCRVE. See National Center for Research in Vocational Education
- New Jersey, 5
- New York, 41, 94, 95
- NOCTI. See National Occupational Competency Testing Institute
- Observation test, 70
- Occupational assessment, 3, 16
 - form of measurement, 53-55
 - shift to written testing, 14, 58
 - skills assessed, 44-47, 59-61
 - state assessment policies, 12, 41
 - state resources, 42-44
 - why skills are assessed, 51-53
- Occupational maps, 18, 91-94
- Occupational skills. See Core occupational skills
 - changes in skills assessed, 55-59
 - definition, 2, 46
 - differences compared to academic skills, 13
 - shift to written testing, 15
 - sources of skill information, 13-14, 16, 48-49
 - state assessment policies, 12-13, 35, 41
 - state testing resources for, 43
 - why skills are assessed, 13-14, 51-53
- Office of Technology Assessment, 1-2, 7, 11, 17, 36, 83
- Office of Vocational and Adult Education, 104, 107
- Ohio, 14, 56, 82
- Ohio Vocational Competency Assessment Program, 14, 56
- Oklahoma, 42, 49, 82
- Oklahoma Occupational Testing Center, 42-43
- OOTC. See Oklahoma Occupational Testing Center
- Outcome-oriented assessment, 4
 - measures, 5
 - national activities, 25
- OVAE. See Office of Vocational and Adult Education
- OVCAP. See Ohio Vocational Competency Assessment Program
- Pennsylvania, 5, 78
- Performance assessment
 - and written testing, 58-59, 85
 - critical issues, 9, 39
 - definition, 7, 9
 - effects on instruction, 15, 58-59
 - hands-on performance tests, 7, 10, 73, 75, 77-79, 90
 - statewide systems of, 53, 64
- Performance-based accountability
 - changing themes, 32-34
 - current requirements, 22-23
 - evolution of legislation, 4-6
 - federal regulations, 105-106
 - legislative history, 26-32
 - overview of 1990 amendments, 23-26
- Performance standards, 2
 - link to federal funding, 5, 25
 - national system, 5-6, 25-26
 - purpose, 5, 51
 - special populations, 5
 - technical assistance to states, 104-105
- Perkins Act of 1984, 4, 29-30, 51, 112
 - 1990 amendments, 1-2, 46-47, 83, 103, 112
 - effects, 16
 - overview, 23-24
 - effectiveness, 22
 - evolution, 29-30
 - special populations, 30
 - state responses, 13-17
- Program improvement. See Program effectiveness
- Reading for information test, 69
- Research and demonstration, 107
- Resource management test, 70
- Reviews of local program effectiveness. See Effectiveness of vocational programs
- Smith-Hughes Act of 1917, 4, 26-27, 111
 - instructional hours per week, 4, 26
- SOCAT. See Student Occupational Competency Achievement Testing
- South Carolina, 56
- Speaking test, 70
- Special populations
 - and performance standards, 3, 5, 105
 - balanced approach, 30, 34
 - federal priority, 22, 24, 25
- Standardized testing, 16, 39. See *also* Academic skills
 - definition, 9
 - effectiveness, 59
- State survey
 - design and methodology, 37-38
- State-local program reviews. See Effectiveness of vocational education
- Student Occupational Competency Achievement Testing, 67
 - administration, 79-80
 - future, 80
 - overview, 76
 - use, 78
- Student Occupational Competency Testing Institute, 10-11

118 Testing and Assessment in Vocational Education

- Student profiles and portfolios, 7, 43-44
- Teacher Occupational Competency Testing, 76, 77, 78
- Teacher qualifications, 4
- Teamwork test, 69
- Technical skills. See Broad technical skills
- Tennessee, 11.82
- Test administration and reporting, 70-71
- Test of Adult Basic Skills, 37, 49
- Testing. See also *specific tests by name*
 - differences in state policies, 41
 - glossary of terms, 8
 - mandatory, 41-42
 - policies, 2, 38-41
 - resources, 2, 6-7, 10-11, 42-44
 - state policies, 35-65
- Texas, 56
- TIERS. See Title I Evaluation and Reporting System
- Title I Evaluation and Reporting System, 31-32
- TOCT. See Teacher Occupational Competency Testing
- Types of skills, 2, 3
 - changes in skills assessed, 15-16
 - mix of skills assessed, 59-61
- U.S. Department of Education, 2
 - industry skill standards projects, 18
 - initiative to develop standards, 107-108, 109
 - regulations and monitoring, 105-106
 - role, 103-104
 - technical assistance efforts, 104-105
- U.S. Department of Labor, 31
 - industry skill standards projects, 18, 91
 - initiative to develop standards, 107-108
- V-TECS. See Vocational-Technical Education Consortium of the States
- Vocational-academic integration, 16-17, 44, 50, 63-64
- Vocational aptitudes, 84-91, 85
 - aptitude versus achievement, 85
 - types of vocational aptitude tests, 17
- Vocational Education Act of 1963, 4, 27-28, 111
 - 1968 amendments, 4, 28, 111
 - 1976 amendments, 4, 28, 111
- Vocational skills, 63
 - changes in skills assessed, 15, 63
 - definition, 2, 3, 46
 - grade levels of, 48
 - integrating with academic skills, 63
 - sources of skill information, 49
 - state assessment policies, 11-12, 17, 38
- Vocational-Technical Education Consortium of the States, 10-11, 41-42, 67
 - development process for catalogs and instructional tools, 73-74
 - future, 76
 - item banks, 74-76
 - origin and purpose, 72-73
- Voluntary Skill Standards and Certification Program. See Industry skill standards
- Wages
 - effects of technical skills on, 90
- West Virginia, 56
- Work Keys, 10, 14, 56
 - assessment development process, 70
 - assessments, 69-70
 - design, 68-69
 - implementation, 72
 - job profiling, 71-72
 - origin, 67-68
- Written testing, 7, 53
 - components, 58
 - critical issues, 9
 - definition, 36
 - effects on instruction, 85
 - listening and writing tests, 69
 - state assessment policies, 12, 15