CTE Certification information

Document includes testing information, fees, and accommodations

Workplace Readiness

Accommodations

CTECS offers extended-time accommodations for students identified as Limited English Proficient (LEP), and SPED 504 for all technical skills assessments. The Workplace Readiness Skills assessment allows for the same accommodation for LEP and SPED 504; however, all forms of the Workplace Readiness Skills (WRS/WRA) Assessment have a built-in audio reader for those students listed as LEP or SPED 504.

Limited English Proficiency (LEP)

Refer to the Student Registration link for specific registration information. It is the responsibility of the school and test site administrator to provide adequate time and space to allow for extended test time for LEP. Test times cannot be split over multiple sittings or periods, as this would jeopardize the validity of the test.

Effective as of SY 2015-2016, CTECS will offer accommodations for students identified as Limited English Proficient (LEP). The universal accessibility feature and accommodations are listed below:

- An extended-time accommodation of 90 additional minutes is added to the standard testing session for a total of 150 minutes. The test session may not be split up into multiple test sessions, or given over a multi-day period.
- A text-to-speech (audio) accommodation (WRS/WRA only) may be provided to allow the option of listening to the questions. Questions are pre-recorded and read by a professional reader, not by a computerized voice. To minimize distractions for other students testing, headphones must be provided by the school. When beginning the test, the student must click on the speaker icon to hear the audio. Using the audio feature requires additional bandwidth, so there may be slower response times during testing. CTECS recommends using wired computer Internet connections to minimize the effects. In addition, the selected media player needs to be up to date.
- A read-aloud accommodation may be provided by an aide or test proctor who will read the entire test aloud to the test taker (the accommodation of extended time may also be required). Note: Items on the assessment are randomized so more than one reader may be required if several students are using the read-aloud accommodation during the same testing session. This is arranged at the test site by the test site administrator or test proctor.
- A test-item enlargement, universal accessibility feature is permitted, however, the test site administrator will need to check for computer compatibility. This is arranged at the test site by the test site administrator or test proctor and is typically handled by manual enlargement features provided by the computer and display.
CTECS defers to school and state policy when identifying LEP students. However, in order for LEP students to receive the accommodations, they must be identified on the student registration form submitted prior to the testing session. The use of any of the above accommodations must be based on the LEP Student Assessment Participation Plan. The test site administrator should ensure test proctors know which accommodations each student will be using and how to administer them. Further, the universal accessibility feature and accommodations should not be introduced to the student for the first time during the administration of the CTECS Workplace Readiness Skills Assessment©.

SPED 504 Refer to the Student Registration link for specific registration information. It is the responsibility of the school and test site administrator to provide adequate time and space to allow for extended test time for SPED 504. Test times cannot be split over multiple sittings or periods, as this would jeopardize the validity of the test.

CTECS will continue to offer accommodations for students who have been identified as SPED 504. The universal accessibility feature and accommodations are listed below:

- An extended-time accommodation of 90 additional minutes is added to the standard testing session for a total of 150 minutes. The test session may not be split up into multiple test sessions, or given over a multi-day period.
- A text-to-speech (audio) accommodation (WRS/WRA only) may be provided to allow the option of listening to the questions. Questions are pre-recorded and read by a professional reader, not by a computerized voice. To minimize distractions for other students testing, headphones must be provided by the school. When beginning the test, the student must click on the speaker icon to hear the audio. Using the audio feature requires additional bandwidth, so there may be slower response times during testing. CTECS recommends using wired computer Internet connections to minimize the effects. In addition, the selected media player needs to be up to date.
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- A test-item enlargement, universal accessibility feature is permitted, however, the test site administrator will need to check for computer compatibility. This is arranged at the test site by the test site administrator or test proctor and is typically handled by manual enlargement features provided by the computer and display.

CTECS defers to school and state policy when identifying SPED 504 students. However, in order for these students to receive the accommodations, they must be identified on the student registration form submitted prior to the testing session. The use of any of the above accommodations must be based on the student’s Individualized Education Program (IEP) or 504 plan. The test site administrator should ensure test proctors know which accommodations each student will be using and how to administer them. Further, the universal accessibility feature and accommodations should not be introduced to the student for the first time during the administration of the CTECS Workplace Readiness Skills Assessment©.
ASE provides testing accommodations, under the provisions of the Americans with Disabilities Act (ADA), to individuals who need accommodations to take the ASE certification tests. To request accommodations, please follow these steps:

1. Click here to download the ADA Request Form, or call ASE Customer Service at 1-800-390-6789 to receive the form by e-mail or fax.

2. The form must be completed by a qualified, appropriate professional (e.g., physician for physical disability, or psychologist for learning disability). The completed form must state the nature of your disability, how it affects your ability to take a computer-based, timed, multiple choice test, as well as the type of accommodations needed. For more information about the supporting documentation that is required, read our detailed ADA policy here.

3. Return the completed form and all supporting documentation to the address listed on the form. Please do not register or schedule an appointment until after your request has been evaluated and approved by ASE.

If you have questions, call ASE Customer Service at 1-800-390-6789 before submitting your ADA Request Form. After your request is received and evaluated, you will be notified of the testing accommodations that will be provided. ASE will make a reasonable effort to accommodate your request.
Cosmetology State License Exam

Testing date is generally assigned in January of each year.
Outside testing agency
$180 per test

**Special Accommodations:** If you need special accommodations under the *Americans with Disabilities Act*, you must make the request at the time you submit your application to PCS, along with supporting medical documentation. The request and documentation will be reviewed and approved by PCS. You may obtain an ADA accommodations Form online at [www.pch.com](http://www.pch.com) or from your school.

For more information:
W!SE Testing

W!SE FINANCIAL LITERACY CERTIFICATION TEST—PROCTORING GUIDELINES

W!SE recommends that the Certification Test be proctored by someone other than the students’ classroom instructor. The Test MUST be administered by an independent proctor in states/districts where this is required.

Preparation of the Test Room

The room should be well lighted, well ventilated, and quiet. Please make preparations before the testing period to keep noise and other distractions to a minimum. We recommend placing a "Do Not Disturb" sign on the door. Desks should be cleared of all books, papers, and other materials. Cover or remove all charts or posters pertinent to the subject being tested and erase all board work. If possible, seating students in alternate rows or alternate seats is recommended. Each student should be clearly visible to the proctor at all times.

Calculators and Scratch/Scrap Paper

The use of calculators or any other equipment is prohibited when taking the Financial Literacy Certification Test, except where permitted by law. The test proctor may provide one sheet of blank scratch paper (lined, or un-lined) for students to use during testing. The sheet of scratch paper must be collected before the student leaves the room and shredded by the proctor. In addition, students with visual impairments may also use braille or raised line paper.

Testing Students with Disabilities

Students with disabilities must receive the testing accommodations specified in their Individualized Educational Program (IEP) or Section 504 Accommodation Plans when they take the test. These students with special needs may use certain recording or playback devices only if this accommodation is specifically required as a provision of the student's IEP or Section 504 Accommodation Plan. Students who need the Test to be read to them may use the Text-to-Speech Audio feature on the Certification Test or may have, upon request, access to our online or paper based fixed form Certification Test.

Testing Limited English Proficiency Students

Schools may provide the following accommodations:

1) Time Extension. Schools may extend the test time for LEP students. Principals may use any reasonable extensions, such as "time and a half" (the required testing time plus one-half of that amount of time).

2) Separate Location. Schools are encouraged to provide optimum testing environments for LEP students. They may administer the test to LEP students individually or in small groups in a separate location.

3) Bilingual Dictionaries and/or Glossaries: ELLs may use bilingual glossaries when taking the Test. a. The bilingual dictionaries and glossaries may provide only direct one to one translations of words. Bilingual dictionaries and/or glossaries that provide definitions or explanations are NOT permitted. Student Use of Electronic or Communication Devices is NOT permitted. Neither calculators (EXCEPT WHERE PERMITTED BY LAW) nor any other electronic equipment are required for the Certification Test and are prohibited. The test of any student seen using an electronic or communication device should be voided.

Cheating
Cheating includes the use of unfair means to pass a test, such as giving aid to or obtaining aid from another person. A student should be considered as having cheated only when there is evidence that the student attempted to either obtain or give aid. If a student violates one of the prescribed policies for taking tests, but did not attempt to either obtain or give aid and if, in the judgment of the Proctor, a student has been found guilty of cheating or of attempting to cheat during the Test; the Proctor is authorized to cancel the student’s test (please notify wise to cancel a student’s test). Students MUST NOT access any other computer application or webpage while taking the test.

**Time Regulations**

**A: Survey**

Prior to taking the Test, students are asked to complete a 16 question survey. The survey is NOT timed, but should take no more than 10 minutes to complete. If the survey can’t be completed on the same day as the Certification Test, we recommend that schools administer the survey on one day and the Certification Test the next day the class meets. PLEASE NOTE: AFTER STUDENTS COMPLETE THE SURVEY THEY ARE AUTOMATICALLY LOGGED OUT AND NEED TO LOG BACK IN AS RETURNING USERS TO COMPLETE THE CERTIFICATION TEST. YOU WILL NEED TO APPROVE THEM BOTH TIMES THEY LOGIN.

**B: Certification Test**

Proctors should allow 10 minutes for the students to log into the test and to provide proctoring instructions. Proctors must then TIME the Test. Students are given 5 minutes to view and read the online tutorial at the start of the Test and UP to 50 minutes (one minute per question) for them to complete the Test. Students who finish the tutorial in UNDER 5 minutes can apply the extra time to completing the Test.

PLEASE NOTE: to accommodate students with extra time allowances, the timer clock on our online test is NOT TURNED ON. Therefore, it is the responsibility of the proctor to keep time. Proctors should wait until ALL students have logged into the Test and then click “APPROVE ALL” to make sure that all students start at the SAME TIME. Proctors should set the stop watch for 55 minutes (to allow for up to 5 minutes for the tutorial and up to 50 minutes for the Test.

Students are NOT permitted to start the actual Certification Test on one day and complete it the next day, unless there are unforeseen circumstances such as a fire drill.

Instructions on the day of the Test

1. **Checking for Unauthorized Materials**: Students must leave ANY books or materials in the front or rear of the test room.

2. **Obtaining Information from Other Students**: Do not permit students to obtain information from other students or from any other computer application in any way during the test. If, in the opinion of the proctor, such an attempt has occurred, warn the students that any further attempts will result in the termination of their tests. If necessary, move the student to another location. If these steps fail to end attempts to obtain information, terminate the student’s test.

3. **Use of Communication Devices is NOT permitted.** Any student observed to be using any communications devices while taking the Test must be directed to turn it off and put the device away immediately. Tests should be voided for any student using any electronic or technology device.

4. **Aid to Students**: No one, under any circumstances, may interpret or explain test questions to students, nor may anyone review or comment on the answer paper of a student while the test is in progress. In response to
inquiries by students concerning the meaning or interpretation of questions, proctors should advise students to use their own best judgment.

5. **Temporary Absence from Test Room**: Please do NOT permit any student under any circumstance to leave the test room before the official end of the Test (unless accompanied by a designated hall proctor or other staff member). Once the Test has begun, no student is to be admitted or readmitted to the test room except in the case of an emergency evacuation.

6. **Emergency Evacuation of a School Building**: Evacuation of a school building during the test may occur. Students are to be kept under supervision during the emergency. Then, if work can be resumed, extend the time for the Test so that the students will be allowed their full test time.

**Re-Takes**

Students who fail the Test on their first attempt may re-take it UP to TWO ADDITIONAL TIMES PER SEMESTER. Schools must contact w!se to schedule a re-take session.
Emergency Telecommunications Certification Exam

Test accommodations

Pearson VUE is committed to providing access for all individuals with disabilities. Depending on your geographic region, test accommodations may also be known as “special arrangements” or “reasonable adjustments.”

- What are test accommodations?
- What test accommodations are right for me?
- How do I request a test accommodation?

What are test accommodations?
The purpose of test accommodations is to provide candidates with full access to the test. However, test accommodations are not a guarantee of improved performance or test completion. Pearson VUE provides reasonable and appropriate test accommodations to individuals with documented disabilities who demonstrate a need for test accommodations.

Pearson VUE test accommodations may include things such as:

- A separate testing room
- Extra testing time
- A Reader or Recorder

Test accommodations are individualized and considered on a case-by-case basis. Consequently, no single type of test accommodation (e.g. extra time) would necessarily be appropriate for all individuals with disabilities. Simply demonstrating that an individual meets diagnostic criteria for a particular disorder does not mean that the person is automatically entitled to test accommodations.

What test accommodations are right for me?
Specific test accommodations should be related to the functional limitations. For example, a functional limitation might be impaired mobility, due to loss of a hand, which prevents the test-taker from writing, typing, and recording answers. The appropriate test accommodation might be to have the assistance of a human recorder/scribe. It is essential that the documentation of the disability provide a clear explanation of the current functional limitation(s) and a rationale for each requested test accommodation. You should work with your doctor or other professionals who know you to determine which test accommodations are appropriate for you.

All candidates who are requesting test accommodations because of a disability must provide appropriate documentation of their condition and how it is expected to affect their ability to take the test under standard conditions. This may include additional supporting documentation from the professional who diagnosed the condition.

How do I request a test accommodation?
Begin by selecting your program. Go to: Select your test program
Then, select your test program sponsor from the alphabetized list.

For more information
https://home.pearsonvue.com/test-taker/Test-accommodations.aspx
Photography SkillsUSA Exam
Engineering End of course Tests

End-Of-Course Assessment
EoC Assessments are traditional tests typically administered near the end of a school year or course. PLTW has designed the EoC Assessment to help judge the effectiveness of the curriculum and to inform adjustments to future instruction.

EoC Assessments provide information about the depth and breadth of what students have learned. Because EoC Assessments are given at the end of a course of study, they do not directly affect students’ learning; rather, they can aid in reviewing curriculum and instruction to improve future students’ learning. EoC Assessment information can also illustrate program strengths and help identify areas where professional development can help improve teaching and learning.

For more information or to ask the below questions visit: https://knowledge.pltw.org/s/article/What-is-an-End-of-Course-Assessment
Microsoft Office Certifications

Testing Begins December 5th, 2019

Word, Excel, Powerpoint, Access, and Master

Free, Paid for by the DOE / Commonwealth of Virginia

IEP and 504 normal testing accommodations, no time limit

For more information:


Microsoft Office Certification

Get hired, demonstrate clear business impact, and advance your skills. With the Microsoft Office certification program, you can take your career to the next level. There are two different Office Certification programs depending on the version of office you’re using.

NEW

Microsoft Office Certifications for Office 365 and Office 2019

NEW

Microsoft Office Certifications for Office 365 and Office 2019

Exams for Word Associate, Excel Associate, PowerPoint Associate, Word Expert, and Excel Expert certifications released first, and exams for Outlook Associate and Access Expert certifications are coming soon. You will still earn a certification for each exam you pass. Also:

- Starting in late July 2019, if you pass three Associate exams, you will be awarded the Microsoft Office Specialist: Associate certification.
- Starting in mid-August 2019, if you earn a Microsoft Office Specialist Associate certification and pass two additional Expert exams, you will be awarded the Microsoft Office Specialist: Expert certification, the highest certification in the Microsoft Office Specialist program.

Microsoft Office Specialist 2016

Microsoft Office Specialist 2016

MOS certification is for those looking to demonstrate proficiency in using one or more Microsoft Office programs and in deploying Microsoft Office cloud and hybrid solutions. Differentiate yourself with this competency as a proven expert in Office skills.

If you plan to pursue the higher-level Microsoft Certified Systems Engineer (MCSE): Productivity certification, becoming a certified Microsoft Office Specialist is a great entry point.
MOS: Microsoft Office Specialist

Demonstrate that you have the skills needed to get the most out of Office by earning a Microsoft Office Specialist (MOS) certification in a specific Office program.

This certification demonstrates that you have the skills needed to get the most out of Office by earning a Microsoft Office Specialist (MOS) certification in a specific Office program.

What’s Involved

Holding a MOS certification can earn an entry-level business employee as much as $16,000 more in annual salary than uncertified peers.*

*Anderson, Cushing, and John F. Gantz. Skills Requirements for Tomorrow’s Best Jobs

Step 1 – SKILLS

No prerequisite.

Step 2 - EXAMS

Pass any of the five MOS 2016 exams to become certified in that program.

Step 3 – CERTIFICATION

Earn your MOS on Microsoft Office 2016.

Step 4 – CONTINUING EDUCATION

Earn an MTA to broaden and advance skills.