

**Assessments to be Considered as a
Work-Readiness Assessment
for the Career Development and Occupational Studies (CDOS) Credential Option 2**

Application for Consideration

Please complete the application below and submit ancillary supporting materials to support each of the six requirements below. Submit additional materials as appropriate to support your application for consideration. In the space below please be specific about which part(s) of submitted supporting materials address each requirement by indicating the title of each document referenced and corresponding page numbers. Note that secure materials should NOT be submitted for the purposes of this review.

Applications for Consideration will be accepted and reviewed on a rolling basis. The process will take up to three months for the review and approval before the assessment is added to the list of approved alternative assessments.

In addition to the Application for Consideration, the proposed work-readiness assessment (including the test booklet, answer sheet, scoring key, directions and all auxiliary materials) and related documentation for verification that the assessment has addressed all the conditions described in the section below should be submitted to the Office of Career and Technical Education via email at emsccte@nysed.gov .

Please complete the following cover page for each application submitted

Petitioning Organization: _____

Organization Contact Name: _____

E-mail Address _____

Mailing Address: _____

Phone: _____

Assessment Name: _____

Test Code if Applicable: _____

Assessment Type – Work Readiness

Requirement 1: Work-Readiness assessments shall measure universal foundation knowledge, skills and abilities necessary for entry-level employment and the assessment shall be reviewed at least every five years and updated accordingly. [8 NYCRR §100.6(b)(4)(ii)(a)(1)]

In the space provided, describe how this requirement is met. If also providing supporting materials and documentation that address this requirement, indicate the document title and page number(s) where that information can be found. Consider the following in your response:

a. The degree to which the assessment design submitted shows alignment with the universal foundation knowledge, skills and abilities necessary for entry-level employment across multiple industries, as identified in the [Career Development and Occupational Studies \(CDOS\) learning standards](#) 3a-Universal Foundation Skills, at its most incremental level.

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b. The degree to which the assessment design samples from the universal foundation in such a way that performance on the assessment tasks can be used to infer student achievement of the knowledge, skills and abilities necessary for entry-level employment across multiple industries and occupations. This may include the level of performance on the assessment required by employers for entry-level employment.

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<p>c. Detailed plan and timeline for review and, if appropriate, revision of assessment that is within the five-year timeframe.</p>	
<p><i>List Supporting Document Title(s) and Page Numbers</i></p>	
<p>d. Statement of intent to review assessments on an ongoing basis to ensure alignment with knowledge and practice in the field for the respective content area.</p>	
<p><i>List Supporting Document Title(s) and Page Numbers</i></p>	
<p>Requirement 2: Work-readiness assessments shall be designed in consultation with workforce experts such as but not limited to, employers, national business organizations or federal or State labor agencies. [8 NYCRR §100.6(b)(4)(ii)(a)(2)]</p> <p><i>In the space provided, describe how this requirement is met. If also providing supporting materials and documentation that address this requirement, indicate the document title and page number(s) where that information can be found. Consider the following in your response:</i></p>	
<p>a. Identification of workforce experts, such as, but not limited to, employers, national business organizations, or federal or State labor agencies consulted with during the development of the assessment.</p>	
<p><i>List Supporting Document Title(s) and Page Numbers</i></p>	

<p>b. A description of the test development process indicating steps taken to ensure adequate representation of workforce experts across multiple industries and occupations to ensure a fair and accurate assessment for all populations.</p>	
<p><i>List Supporting Document Title(s) and Page Numbers</i></p>	
<p>Requirement 3: Work-readiness assessments shall be consistent with technical criteria validity, reliability, and fairness in testing. [8 NYCRR §100.6(b)(4)(ii)(a)(3)]</p> <p><i>In the space provided, describe how this requirement is met. If also providing supporting materials and documentation that address this requirement, indicate the document title and page number(s) where that information can be found. Consider the following in your response:</i></p>	
<p>a. Validity</p> <ul style="list-style-type: none"> i. Data may be presented showing that passing the assessments indicates that students have the requisite universal foundation knowledge, skills and abilities for entry-level employment across multiple industries and occupations. ii. The assessment design may indicate elements that measure a continuum of skills and knowledge (from foundational to advanced) required by the CDOS learning standards. 	
<p><i>List Supporting Document Title(s) and Page Numbers</i></p>	

<p>b. Reliability</p> <ul style="list-style-type: none"> i. Data may be presented to demonstrate the consistency of the assessments across test forms, testing sites, and administrations. ii. Data may be presented indicating the degree of agreement among raters on the point values awarded to student responses to open-ended questions. 	
<p><i>List Supporting Document Title(s) and Page Numbers</i></p>	
<p>c. Fairness in Testing</p> <ul style="list-style-type: none"> i. Data may be presented demonstrating the appropriateness of all assessment tasks and questions for various populations. These data must come from a formal analysis of all test items (e.g., the Mantel-Haenszel procedure for Differential Item Functioning (DIF)). ii. to access these Data from additional analyses may be presented to demonstrate that the assessments consistently measure the same knowledge and skills across various populations, such as students with disabilities and English language learners. <ul style="list-style-type: none"> 1. Identify allowable testing accommodations and the process for student accommodations. 	

<i>List Supporting Document Title(s) and Page Numbers</i>	
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Requirement 4: Work-readiness assessments shall be developed by an entity other than a local school or school district. [8 NYCRR §100.6(b)(4)(ii)(a)(4)]

In the space provided, describe how this requirement is met. If also providing supporting materials and documentation that address this requirement, indicate the document title and page number(s) where that information can be found. Consider the following in your response:

<p>a. A description of the entity that initially developed the assessment, the entity responsible for the ongoing development and revision of the assessment and the entity responsible for the administration of the assessment.</p>	
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<i>List Supporting Document Title(s) and Page Numbers</i>	
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Requirement 5: Work-readiness assessments shall be available for use by any school or school district in New York State. [8 NYCRR §100.6(b)(4)(ii)(a)(5)]

In the space provided, describe how this requirement is met. If also providing supporting materials and documentation that address this requirement, indicate the document title and page number(s) where that information can be found. Consider the following in your response:

<p>a. A description of the process for making the work-readiness assessment available to other schools/school districts in New York State and verification that the assessment is available to all districts/local educational agencies (LEAs) in New York State, and a description of the requirements that districts/LEAs must meet to receive permission to use the assessment (e.g., cost, evidence that test or data security standards are met).</p>	
<p><i>List Supporting Document Title(s) and Page Numbers</i></p>	
<p>Requirement 6: Work-readiness assessments shall be administered in accordance with assessment security conditions and procedures established by the New York State Commissioner of Education. [8 NYCRR §100.6(b)(4)(ii)(a)(6)]</p> <p><i>In the space provided, describe how this requirement is met. If also providing supporting materials and documentation that address this requirement, indicate the document title and page number(s) where that information can be found. Consider the following in your response:</i></p>	
<p>a. Descriptions of provisions to ensure that no student has an unfair advantage over other students due to prior knowledge of the specific tasks or questions on the assessment, inequitable opportunities for revisions, or access to outside help.</p>	

<i>List Supporting Document Title(s) and Page Numbers</i>	
<p>Additional Information:</p> <p>b. Provide the cut score that aligns with a level of proficiency sufficient to measure universal knowledge, skills and abilities necessary for entry-level employment across multiple industries and occupations. You may wish to include additional supporting information about the performance level and how the cut score was determined. If your assessment does not have a numeric cut score or a performance level, please explain what constitutes passing the assessment.</p>	
<i>List Supporting Document Title(s) and Page Numbers</i>	