Learners in the Lead
Empowering Students with Tools for Certification Success

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NOCTI

Our Company

- Established in 1966 as a non-profit organization
- Owned and operated by the 50 states and territories
- Accredited to ISO/IEC 17024: Conformity Assessment – General Requirements for Bodies Operating Certification of Persons
- Subsidiary: Nocti Business Solutions provides services to industry.

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Collaborations

Why Ownership Matters

Story: Student ownership transforms outcomes in CTE classrooms.

Story: Certifications are not just end goals—they motivate growth.

Poll:
- Who uses pre-tests or study guides?
- Who has students track their progress?

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Build Awareness and Ownership

- **Learning GPS Map:**
  Students create a simple "map" of their learning journey — where they started, where they are now, and where they want to be before certification.
  → Add checkpoints for key competencies or units.

- **Skill Tracker Wall:**
  Turn the classroom wall (or a shared digital board) into a progress tracker. Students update their mastery level on specific competencies weekly using stickers, magnets, or emojis.

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Blueprints: A Certification Roadmap

Competencies Support a Learning GPS Map!

- Standards, competencies, percentage breakdowns, sample questions and skill-based job examples.
- Put Blueprints to Use:
    - Identify skills and knowledge needed in a career path
    - Focus learning on areas needing improvement
    - Educate stakeholders on the skills that will be verified.

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Written Assessment

NOCTI written assessments consist of questions to measure an individual's factual theoretical knowledge.

Administration Time: 3 hours
Number of Questions: 149
Number of Sessions: This assessment may be administered in one, two, or three sessions.

Areas Covered

- Orientation to the Education Profession — 9%
- Planning and Preparation — 19%
- Learning Environment and Classroom Management — 18%
- Human Growth and Development — 15%
- Clinical Experience (Observation and Participation) — 12%
- Culturally Relevant and Sustaining Education and Inclusion — 11%
- Professionalism, Ethics, and Reflective Practice — 16%

Specific Standards and Competencies Included in this Assessment

Orientation to the Education Profession
- Research potential career paths, develop professional goals and a postsecondary career plan, and acquire required clearances
- Research the history, role, and social/political/economic context of American education and the education profession and reflect on one's cultural lens
- Identify the knowledge, skills, dispositions, and abilities necessary to succeed within the education profession

Planning and Preparation
- Explore the connections of content knowledge and pedagogy
- Demonstrate knowing and valuing students as part of the planning process
- Prepare instructional outcomes
- Identify educational resources and evaluate uses in the classroom
- Plan clear and thoughtful instruction aligned to standards and design culturally relevant learning
- Design and analyze assessments and identify how to incorporate results into the instructional planning process and identify the several types of assessments

Learning Environment and Classroom Management
- Identify classroom modifications and accommodations to meet the needs of all students
- Identify and practice strategies to cultivate respectful and affirming environments and a sense of belonging for all students
- Identify and practice strategies for fostering a culture for learning
- Identify and practice strategies for supporting positive student behavior
- Identify and practice strategies for organizing physical and digital spaces for learning
- Provide all learners with equitable and differentiated opportunities to learn and succeed

(Continued on the following page)

Specific Standards and Competencies Included in this Assessment

Safety
- Demonstrate safe material handling practices
- Display comprehension of workplace/job-site safety procedures (OSHA)
- Exhibit knowledge of SDS and personal protective equipment (PPE)
- Display understanding of hand tool safety issues
- Display understanding of power tool safety issues

Tools and Accessories
- Use and maintain hand tools
- Use and maintain power tools
- Use and maintain measuring, layout, and marking tools

Blueprint Reading and Estimation Skills
- Demonstrate awareness of general building codes
- Display comprehension of dimensions and scales
- Read and understand various views and elevations
- Display understanding of symbols, lines, and details
- Extrapolate information from a set of plans
- Estimate materials quantities
- Demonstrate awareness of green building practices

Foundations, Forms, and Concrete
- Lay out foundation
- Construct and align footing and foundation forms
- Install, brace, align, and remove formwork
- Understand concrete characteristics

Performance Assessment

NOCTI performance assessments allow individuals to demonstrate their acquired skills by completing actual jobs using the tools, materials, machines, and equipment related to the technical area.

Administration Time: 2 hours and 45 minutes
Number of Jobs: 7

Areas Covered:

9% Tool and Material Identification
Participant will accurately identify a variety of tools and materials, including saws, bits, saw blades, wrenches, nails, fasteners, lumber, finishing, layout, and marking tools.

13% Square Layout
Participant will use the appropriate equipment and techniques to lay out and chalk a square.

**12% Establish a Starting Course for Vinyl Siding Using a Builder's Level**
Participant will properly set up and use a builder's level to establish a level chalk line for the starting course of vinyl siding on a wall.

17% Blueprint Reading and Exterior Sole Plate Layout
Participant will lay out a sole plate according to instructions and include all necessary markings.

19% Rafter Layout
Participant will lay out one common rafter using provided plans and materials showing all necessary corrections and adjustments.

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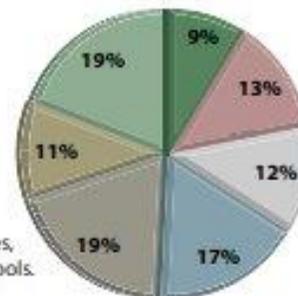
Embed and Empower

- Embed certification competencies into daily instruction.
- Examples of learner-centered practices:
  - Student-created skill checklists
  - Goal-setting conferences
  - Peer coaching and reflection journals
  - Word of the day; Competency of the week

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Data is Powerful

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Pre-Testing

- Identify strengths and areas for improvement
- Target content areas for remediation
- Use to identify curriculum adjustments
- Tailor instruction
- Preview opportunity for students

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Pre-Tests: A Valuable Exercise

- Invite students to think about what they know/don't know to "prime" their minds and activate prior learning.
- Provide pre-test score reports.
- Compare results to what they thought they knew.
- Create a plan for learning.

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NOCTI's Score Reports

Track Student Gains

Individual Scores

Participant Name: Sample Name
Site: Sample Site
Test Date: XX/XX/XXXX

Participant ID: XXXXXXX
Level: Secondary
Type: Post-Test

Test Title and Test Code

Written

Standard	Standard Description	Pre-Test	Post-Test	% Change	Group	Site (Cumulative)	State	Nation
1	Standard 1	60.0	80.0	20.0	76.0	61.7	63.4	70.2
2	Standard 2	28.1	84.4	56.3	67.2	57.3	61.1	68.3
3	Standard 3	16.7	83.3	66.6	77.1	67.5	71.9	70.3
4	Standard 4	40.0	75.0	35.0	69.5	60.9	63.0	65.0
5	Standard 5	40.0	64.0	24.0	51.2	47.7	54.5	53.0
6	Standard 6	42.9	85.7	42.8	72.1	65.6	72.5	71.3
7	Standard 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

Scores By Standard

Group Score Report

Site: SAMPLE
Test Date: XX/XX/XXXX

Level: Secondary
Type: Post-Test

Test Title and Test Code

Written

Standard	Standard Description	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6	Participant 7	Participant 8	Participant 9	Participant 10
1	Standard 1	85.0	55.0	80.0	80.0	75.0	75.0	85.0	80.0	70.0	75.0
2	Standard 2	59.4	37.5	84.4	84.4	31.3	53.1	81.3	84.4	75.0	81.3
3	Standard 3	41.7	62.5	83.3	83.3	79.2	75.0	83.3	83.3	83.3	95.8
4	Standard 4	50.0	60.0	75.0	75.0	70.0	60.0	85.0	75.0	65.0	80.0
5	Standard 5	32.0	24.0	64.0	64.0	20.0	56.0	64.0	60.0	56.0	72.0
6	Standard 6	42.9	57.1	85.7	85.7	21.4	78.6	85.7	85.7	92.9	85.7
7	Standard 7	38.5	38.5	76.9	76.9	23.1	46.2	76.9	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

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Competency-Level Summary Report

Monroe Career & Technical Institute 5711
Culinary Arts Cook (NOCTI-ACF), 4536
For Period 07/01/2022 - 06/30/2023

Knowledge-Based
Pre-Test
Number of Students: 24

Standard Sequence/Description Competency Sequence/Description	# Items Possible	Avg # Items Correct	Avg % Items Correct
1 Recipes			
1 Demonstrate an understanding of culinary terminology and techniques	4	1.8	45.0
2 Demonstrate how to read and follow standard recipes	3	1.4	46.7
3 Establish recipe mise en place	3	2.1	70.0
2 Knife Skills			
4 Identify and distinguish knife types and basic cuts	5	2.8	56.0
5 Demonstrate knife sharpening skills and safe knife usage and care	4	2.7	67.5
3 Large and Small Equipment			
6 Identify and demonstrate proper use of measurement devices	3	1.9	63.3
7 Identify large and small kitchen equipment	5	3.2	64.0
8 Demonstrate proper use and care of large and small equipment	4	3.1	77.5
4 Sanitation and Safety			
9 Display knowledge of cleaning and sanitizing methods	3	1.8	60.0
10 Maintain basic principles of nationally recognized sanitation protocols (e.g., ServSafe, CPFM, ACF)	7	5.7	81.4
11 Exhibit understanding of prevention, causes, and response to workplace injuries	4	3.8	95.0
12 Describe fire extinguishers and fire safety procedures	3	2.4	80.0
13 Demonstrate personal hygiene	3	2.7	90.0
14 Identify food allergen characteristics	3	2.5	83.3
15 Demonstrate proper food storage techniques (e.g., canned goods, dry, refrigerated, frozen, fresh)	6	4.8	80.0
16 Take physical and perpetual inventory	3	1.7	56.7

Pre-Tests: Inform and Empower

- Analyze the results on both an individual and classroom level.
- Provide feedback to students and encourage them to develop learning plans, highlighting areas for improvement.
- Acknowledge strengths.

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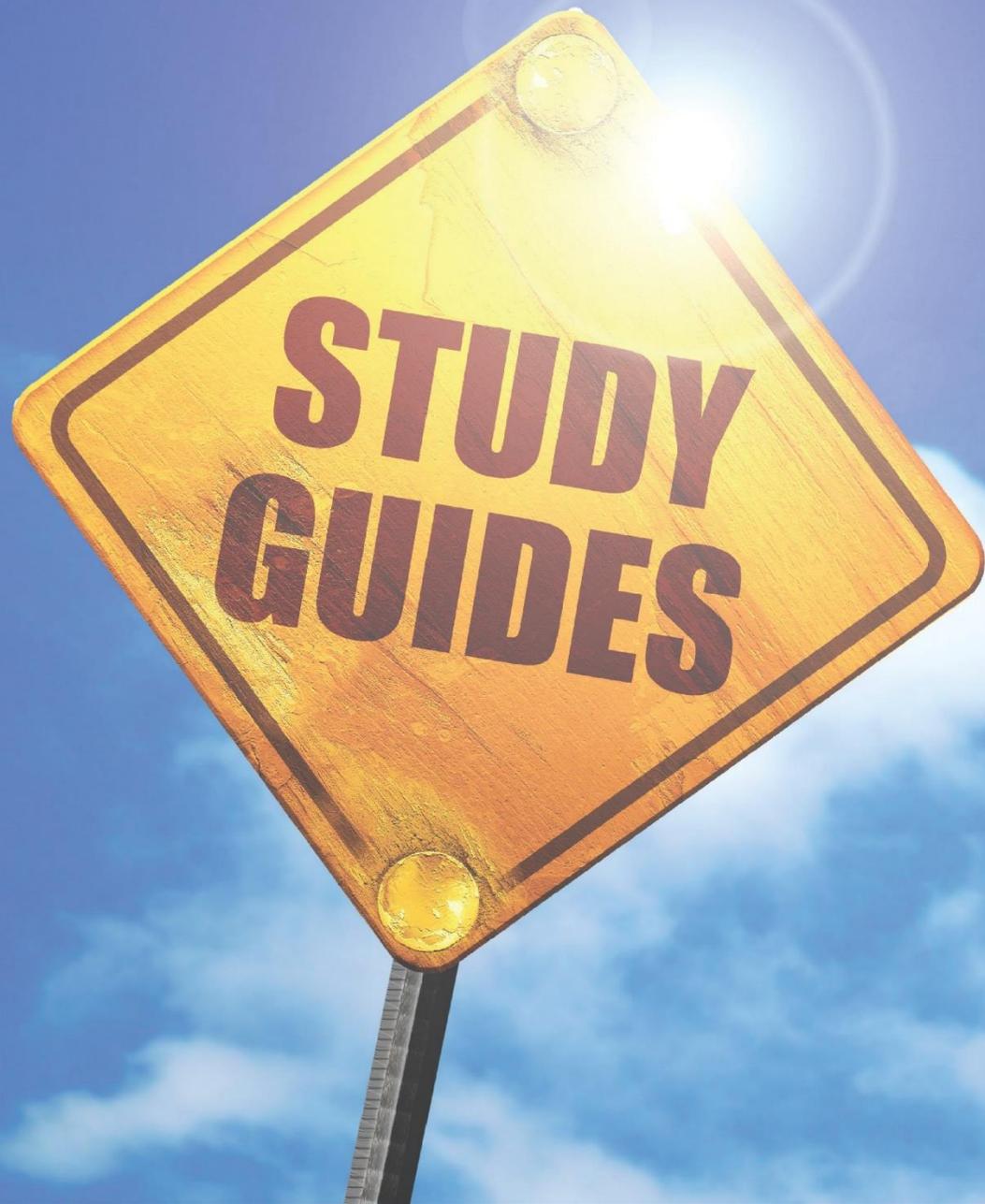
- Serve as a road map for credential preparation.
- Digital format makes them accessible from anywhere with any device.
- Includes study checklists and breakdowns for the post-test.
- Helpful when used after the administration of a pre-test but prior to taking a post-test.

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- **Self-Assessment "Traffic Light" Cards:**

  o Red = "I need help," Yellow = "I'm practicing," Green = "I've got it."
  o Use during labs, review sessions, or in study guides to let students signal confidence and track growth.
  o Encourage student recognition for milestones, not just mastery.

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Celebrate the Wins
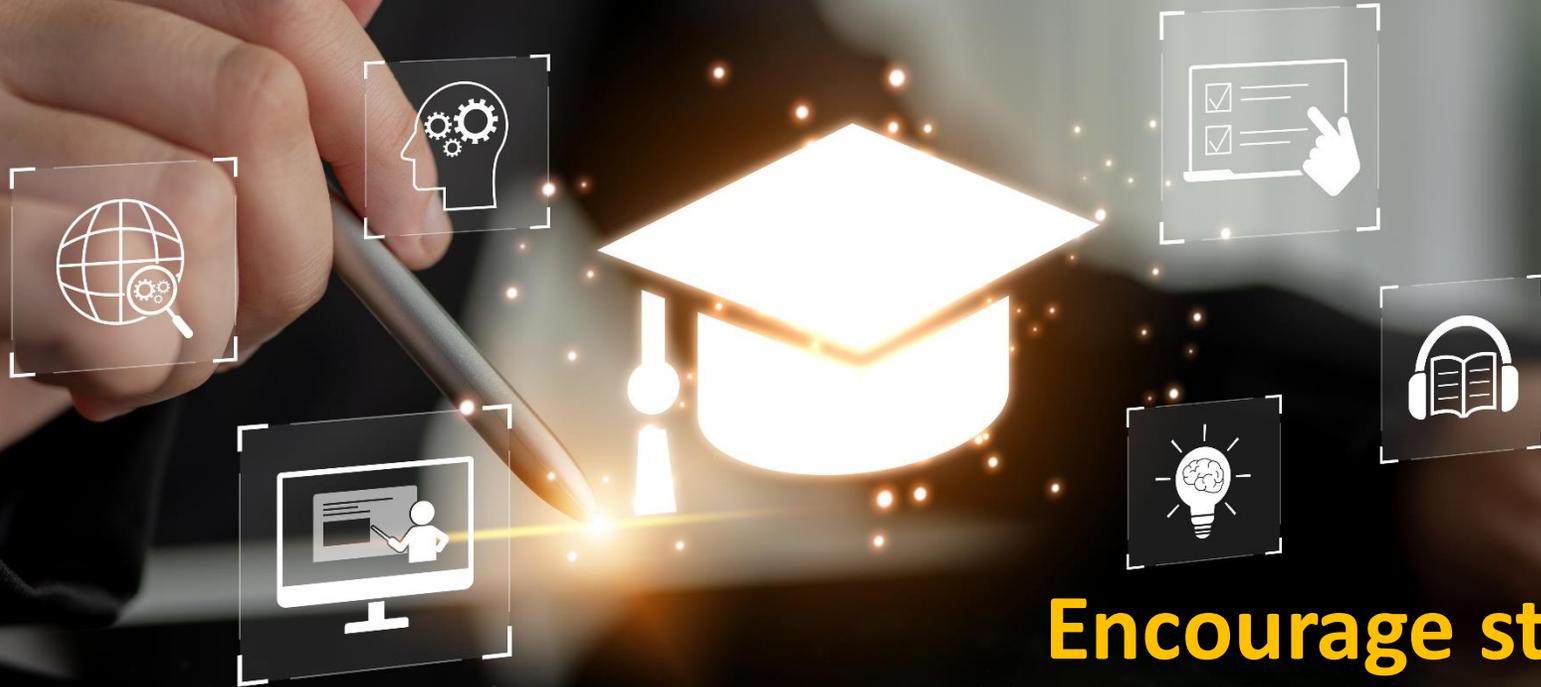
Encourage student recognition for milestones, not just mastery.

Post-Testing

- Administer a post-test at a point in the program that will provide useful information for both the student and the program for:
  - Program Improvement
  - Student Recognition

DO

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Dive into Data

- Compare scores to averages.
- Review trends (when multiple-years of data are available.)
- Identify topics that may need additional focus.
- Use the insights from the assessment cycle to inform instructional practices.

Analysis of Scores
Site: Sample Site
Test Date: XX/XX/XXXX
Level: Secondary
Type: Post-Test

Test Title and Test Code

Standard	Standard Description	N=	Group	Site (Cumulative)	State	Nation	Criterion-Referenced Cut Score	Standard Deviation	Standard Error of Measurement
			10	25	339	1034			
1	Standard 1		76.0	68.6	63.4	70.2		13.9	4.4
2	Standard 2		67.2	61.0	61.1	68.3		15.3	4.8
3	Standard 3		77.1	75.5	71.9	70.3		16.1	5.1
4	Standard 4		69.5	65.0	63.0	65.0		17.7	5.6
5	Standard 5		51.2	52.5	54.5	53.0		13.7	4.3
6	Standard 6		72.1	71.1	72.5	71.3		17.0	5.4
7	Standard 7		53.1	56.6	56.0	57.0		20.7	6.5
	Total		66.8	64.1	62.9	69.7	55.1	11.9	3.8

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Employer Engagement – It's Like a Stealth Super Power!

How do you celebrate student success with stakeholders?

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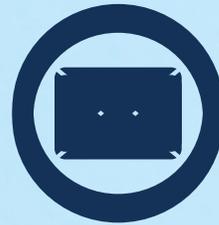Let's capture your questions and curiosities!

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Let's Connect!
Q&A and Stories of Success

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