

Competency Reports:

A Roadmap for Improvement

How do I know what the students don't know?

How do I target my teaching to address what students don't know?

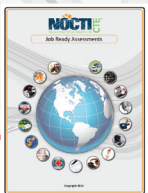
How do I prove that I'm teaching students what they need to know?

NOCTI's Competency Reports provide detailed data to pinpoint strengths and areas needing improvement.

Every piece of data NOCTI provides has a specific purpose. Learning to use the data can assist in making improvements at the student, classroom, school, district, and state levels.

Use the data to:

- Identify student growth areas
- Target areas for improvement
- Support successful differentiated teaching
- Provide information to be used for curriculum and instructional improvement



Connecting Blueprints and Reports

Both NOCTI's **Assessment Blueprints** and **Competency Reports** contain the competencies covered on the test. When used as either a pre- or post-test, the connection between the Competency Report and the Blueprint makes it easy for teachers to review critical knowledge and skills as they plan for classroom instruction as well as overall instructional improvement.

		Competency Report						
		Multiple Choice Assessment			Level: Secondary			
		Items Correct by Participant			Type: Post-Test			
				Anderson, Andre	Bowman, Josh	Cartwright, Devin	Lopez, Emma	
Standard	Competency Description	# Items Possible Per Comp	Average Correct by Group					
Sample Standard 1	Display knowledge of search and seizure	5	3.0	5	4	5	3	
2	Identify key constitutional amendments	5	3.5	5	5	4	2	
3	Display knowledge of branches of government	3	1.9	2	2	1	3	
4	Describe arrest procedures	4	2.7	3	2	3	2	
5	Define types, categories, and/or classes of crimes	4	2.3	3	2	1	1	
6	Exhibit knowledge of differences between criminal and civil law	3	1.7	2	2	1	1	

What can I do with this data ?



How do I prove that I'm teaching students what they need to know?

The report indicates Emma correctly answered only 2 of 5 questions appearing in the "Identify key constitutional amendments" competency. This may indicate Emma has difficulty with this topic and may require additional instruction.

How do I target my teaching to address what students don't know?

In addition to identifying individual strengths and gaps, instructors can also look at overall class performance. On average, the class scored lowest on questions linked to classes of crime and the differences between criminal and civil law.

How do I know what the students don't know?

Using pre- and post-test comparisons at the total and standard levels in conjunction with the competency data can provide teachers with a **complete** picture of student progress. Instructors can use this data as evidence of student growth and to support effective teaching strategies.

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Facts to consider...



Has the curriculum recently been revised or updated?



Has the order in which the competencies are taught changed?



Was participant attendance a factor?



Could the students need additional review and practice before the test?



Is the number of workstations adequate to allow students to practice critical hands-on skills?