

# Essential Skills and Local Performance Assessment Manual



**Updated March 7th, 2017**

<b>2016-17 Changes</b>	<b>Date</b>
<ul style="list-style-type: none"> <li>• Updated formatting.</li> <li>• Updated Scoring Guide section to introduce revised Official Writing Scoring Guide.</li> <li>• Updated Image 1. Allowable Accessibility Support or Modification Decision Tree</li> </ul>	9/1/2016
<ul style="list-style-type: none"> <li>• Added clarification about Smarter Balanced reading and writing claim scores from other states.</li> <li>• Updated section about English Language Learner supports.</li> <li>• Added clarification that spelling and grammar check may be enabled on Work Sample word processing.</li> <li>• Added clarification about SAT and PSAT scores used for Essential Skills.</li> <li>• Added information about ACT Writing 2016-17 score reporting.</li> </ul>	10/13/2016
<ul style="list-style-type: none"> <li>• Updated web addresses to reflect the new ODE webpage.</li> <li>• Updated information about Smarter Balanced testing option in grade 12.</li> <li>• Clarified that PSAT 10 and Spanish forms of WorkKeys are not approved Essential Skills assessment options.</li> <li>• Changed Writing Work Sample types and purposes from Persuasive to Argumentative to reflect terminology in revised Official Writing Scoring Guide.</li> <li>• Updated English Learners section to reflect the recent OAR amendment.</li> <li>• Updated Students Seeking Modification section to clarify requirements and guidance.</li> <li>• Updated Local Performance Assessment Requirement section to clarify where districts have flexibility in implementing this requirement.</li> <li>• Updated ORSkills contact information.</li> </ul>	3/7/2017

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**Office of Assessment & Accountability**  
**Oregon Department of Education**  
255 Capitol Street NE  
Salem, OR 97310  
(503) 947-5600



<http://www.oregon.gov/ode/educator-resources/assessment/Pages/default.aspx>

*Salam Noor*  
Deputy Superintendent of Public Instruction

*Jon Wiens*  
Director, Accountability Reporting

*Dawne Huckaby*  
Assistant Superintendent

*Jordan Heide*  
Research Analyst

*Bradley J. Lenhardt*  
Monitoring and Assessment Specialist

*Mary Anderson*  
Director, Assessment

*Bryan Toller*  
Mathematics Assessment Specialist

*Sheila Somerville*  
Electronic Publishing Design Specialist

*Carla Martinez*  
Administrative Specialist

*Steve Slater*  
Scoring, Psychometrics and Validity

*Cristen McLean*  
Assessment Operations and Policy Analyst

*Vacant*  
Science Assessment Specialist


*Holly Carter*  
Assessment Operations and Policy Analyst

*Vacant*  
Language Arts and Social Science Assessment Specialist

*Holly Peterson*  
Early Literacy and Math Specialist

*Vacant*  
English Language Proficiency Assessment Specialist

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## 1.0 INTRODUCTION TO THE ESSENTIAL SKILLS & LOCAL PERFORMANCE ASSESSMENT REQUIREMENTS

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Oregon Administrative Rule (OAR) 581-022-0615: Assessment of Essential Skills (revised in June 2011) includes two requirements.

1. Students who are receiving a regular or modified high school diploma are required to demonstrate proficiency in the Essential Skills.
2. Districts are required to administer local performance assessments.

This OAR is available at:

[http://arcweb.sos.state.or.us/pages/rules/oars\\_500/oar\\_581/581\\_tofc.html](http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_581/581_tofc.html)

### 1.1 Essential Skills and Local Performance Assessment Manual Use

The Essential Skill graduation requirement and the local performance assessment requirement are governed by the *Essential Skills and Local Performance Assessment Manual*. The *Essential Skills and Local Performance Assessment Manual* is an extension of the *Test Administration Manual* and is required reading for District Test Coordinators.

Should districts choose to offer Work Samples as an Essential Skill assessment option, districts must follow the requirements described in the *Assessment Category 3: Work Samples* section regarding Work Sample development, administration, and scoring. These requirements help to ensure that Work Samples used for the Essential Skills are valid and of an equivalent rigor across schools and districts.

Should districts choose to use the ODE secure restricted access Work Samples, districts must adhere to the security requirements described in *Appendix C: ODE Secure Restricted Access Work Sample Prompt Security*.

## 2.0 ESSENTIAL SKILLS OVERVIEW

### 2.1 Essential Skill Graduation Requirements

The Essential Skills are process skills that cross academic disciplines and are embedded in the content standards. The skills are not content specific and can be applied in a variety of courses, subjects, and settings. The State Board of Education voted to implement the proficiency requirement for the Essential Skills on a roll-out schedule described in the *Table 1. Essential Skills Definitions and Graduation Requirements Cohort Year* and *Table 2. Graduation Requirements by Cohort*. There are nine Essential Skills; the first three are already incorporated into the graduation requirements, with the specific requirements determined by the year the student first enrolled in grade 9.

**Table 1. Essential Skills Definitions and Graduation Requirements Cohort Year**

Essential Skill Definitions	Requirement for students first enrolled in Grade 9 in:
<p><b>A. Read and comprehend a variety of text*</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to read and understand text.*</li> <li>• Summarize and critically analyze key points of text,* events, issues, phenomena or problems, distinguishing factual from non-factual and literal from inferential elements.</li> <li>• Interpret significant ideas and themes, including those conveyed through figurative language and use of symbols.</li> <li>• Follow instructions from informational or technical text* to perform a task, answer questions, and solve problems.</li> </ul> <p><i>*Text includes but is not limited to all forms of written material, communications, media, and other representations in words, numbers, and graphics and visual displays using traditional and technological formats.</i></p>	<p>2008-2009 and beyond</p>
<p><b>B. Write clearly and accurately</b></p> <ul style="list-style-type: none"> <li>• Adapt writing to different audiences, purposes, and contexts in a variety of formats and media, using appropriate technology.</li> <li>• Develop organized, well-reasoned, supported, and focused communications.</li> <li>• Write to explain, summarize, inform, and persuade, including business, professional, technical, and personal communications.</li> <li>• Use appropriate conventions to write clearly and coherently, including correct use of grammar, punctuation, capitalization, spelling, sentence construction, and formatting.</li> </ul>	<p>2009-2010 and beyond</p>

Essential Skill Definitions	Requirement for students first enrolled in Grade 9 in:
<p><b>C. Apply mathematics in a variety of settings</b></p> <ul style="list-style-type: none"> <li>• Interpret a situation and apply workable mathematical concepts and strategies, using appropriate technologies where applicable.</li> <li>• Produce evidence, such as graphs, data, or mathematical models, to obtain and verify a solution.</li> <li>• Communicate and defend the verified process and solution, using pictures, symbols, models, narrative or other methods.</li> </ul>	<p>2010-2011 and beyond</p>

**Table 2. Graduation Requirements by Cohort**

Students first enrolled in Grade 9 in	1. Read and comprehend a variety of text	2. Write clearly and accurately	3. Apply mathematics in a variety of settings
<b>2008-2009</b>	Required	Not Required	Not Required
<b>2009-2010</b>	Required	Required	Not Required
<b>2010-2011 and beyond</b>	Required	Required	Required

## 2.2 Remaining Essential Skills

Student cohorts beyond 2016-2017 may also be accountable for the additional Essential Skills described in *Table 3. Remaining Essential Skills and Definitions*.

**Table 3. Remaining Essential Skills and Definitions**

Essential Skill Definitions
<p><b>D. Listen actively and speak clearly and coherently</b></p> <ul style="list-style-type: none"> <li>• Listen actively to understand verbal and non-verbal communication.</li> <li>• Give and follow spoken instructions to perform a task, ask and answer questions, and solve problems.</li> <li>• Present or discuss ideas clearly, effectively, and coherently, using both verbal and nonverbal techniques.</li> <li>• Use language appropriate to particular audiences and contexts.</li> </ul>

## Essential Skill Definitions

### **E. Think critically and analytically**

- Identify and explain the key elements of a complex event, text\*, issue, problem or phenomenon.
- Develop a method to explore the relationships between the key elements of a complex event, text\*, issue, problem or phenomenon.
- Gather, question and evaluate the quality of information from multiple primary and secondary sources.
- Propose defensible conclusions that address multiple and diverse perspectives.
- Evaluate the strength of conclusions, differentiating reasoning based on facts from reasoning based on opinions.

*\*Text includes but is not limited to all forms of written material, communications, media, and other representations in words, numbers, and graphics and visual displays using traditional and technological formats.*

### **F. Use technology to learn, live, and work**

- Use creativity and innovation to generate ideas, products, or processes using current technology.
- Use technology to participate in a broader community through networking, collaboration and learning.
- Recognize and practice legal and responsible behavior in the use and access of information and technology.
- Use technology as a tool to access, research, manage, integrate, and communicate ideas and information.

### **G. Demonstrate civic and community engagement**

- Apply knowledge of local, state, and U.S. history and government to explain current social and political issues.
- Perform the civic and community responsibilities essential to living in a representative democracy.

### **H. Demonstrate global literacy**

- Demonstrate knowledge of diverse cultural, linguistic, and artistic expressions.
- Apply a global perspective to analyze contemporary and historical issues.

### ***Adequate Notice of Essential Skills Requirements***

Any additional Essential Skills requirements (such as the addition of requirements associated with Essentials Skills 4-9) or any increases in the achievement standard required for the Essential Skills assessment options must be adopted by the State Board of Education by March 1<sup>st</sup> of the student's 8<sup>th</sup> grade year. In other words, students cannot be held to a higher achievement standard or have additional expectations than were in place by March 1<sup>st</sup> of the student's 8<sup>th</sup> grade year.



### 2.3 Essential Skills District Requirements

Districts are required to have a policy for each of the topics listed in *Table 4. District Policy Requirements*, but ODE does not define how districts develop these policies. *Table 5. District Policies That Are Encouraged* describes recommended district policies.

**Table 4. District Policy and Process Requirements**

DISTRICTS ARE REQUIRED TO:
<p>Develop a district policy about:</p> <ul style="list-style-type: none"> <li>• Whether or not to administer Work Samples in languages other than English</li> <li>• Preventing student-initiated test improprieties and responding to student-initiated test improprieties.</li> </ul>
<p>Develop a process allowing students to appeal the district decision to deny a high school diploma based on the Essential Skills graduation requirement. This process must address both the invalidation of an assessment based on an impropriety or, for locally-administered assessments such as Work Samples, an appeal of the scores received on the assessment. Some important considerations for the district to consider including within the student appeals process follow:</p> <ul style="list-style-type: none"> <li>• Whether to establish a set window of time in which a student may appeal</li> <li>• How to notify students of the appeals process</li> <li>• Whether to retain documentation of student work (beyond the student score) at the school or district level or whether to return the student work to the student upon completion of the assessment</li> <li>• Eligibility criteria (e.g., grade of enrollment, other available assessment options)</li> </ul>
<p>Retain documentation of student scores for all assessment options eligible for use in meeting the Essential Skills graduation requirement through the time a student exits the public school system.</p>
<p>Accept student scores from assessments included in <i>Table 7. Other Standardized Assessment Achievement Standards and Expectations for Essential Skills</i> if student completes it independently or in another district and meets required score.</p>

**Table 5. District Policies That Are Encouraged**

DISTRICTS ARE ENCOURAGED TO:
<p>Develop a district policy about:</p> <ul style="list-style-type: none"> <li>• Whether or not to administer Work Samples</li> <li>• How to develop Work Samples</li> <li>• Whether district is willing to share Work Samples with other districts</li> <li>• Whether district can use/purchase Work Samples from other districts</li> <li>• Whether to allow students to revise or retake Work Samples</li> <li>• Whether there is a minimum score on Smarter Balanced assessments to be eligible for Work Sample</li> <li>• Whether there is a minimum score on work to be eligible for revision</li> <li>• The retention of student work and student performance data to ensure that sufficient evidence is available in the event of a student appeal</li> </ul>

### 3.0 ESSENTIAL SKILLS ASSESSMENT CATEGORIES

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The State Board of Education has approved four categories of assessments by which students may demonstrate proficiency in the required Essential Skills. All four categories require equivalent achievement standards to pass.

Each of the following assessment categories are described in more detail on the following pages.

1. Oregon’s Statewide Assessment
2. Other Standardized Assessment
3. Work Samples (two required)
4. Local Assessment Option

Students may demonstrate proficiency in the required Essential Skills using any of the assessment options and corresponding achievement standards included in this section. Assessments not listed, such as end-of-course assessments from other states, may not be used as evidence of proficiency in the Essential Skills.

Students need evidence from only one assessment option per Essential Skill. For instance, if a student meets the Math Essential Skills achievement standard on the Oregon statewide assessment, that student has fulfilled the requirement and does not also need evidence from another assessment option, such as Work Samples.

All students will have an opportunity to demonstrate proficiency on the statewide assessment during grade 11. The process of the collecting evidence of Essential Skill proficiency through other assessment options should be carefully planned to avoid over-testing the student and losing instructional time. Work Samples, for instance, are best administered at the point where the teacher has instructional evidence that the student is ready to meet the achievement standard. For instance, if the student is enrolled in algebra and demonstrating mastery of the content the teacher may choose to administer an algebra Work Sample to the student (even if this is the student’s freshman or sophomore year). Other standardized assessments are good options for the Essential Skills if the student is already planning to complete one of the other standardized assessments for another purpose, such as college applications, and thus could fulfill multiple purposes with a single assessment administration.

Only the statewide assessment is valid for federal school and district accountability; results from other standardized assessments, Work Samples, or modified versions of the statewide assessment are not valid for federal accountability.

Test materials and student level testing information related to administering an Essential Skills assessment option should be handled in a secure manner. The guiding consideration is that the district should be able to ensure that the evidence the student uses to demonstrate proficiency in the Essential Skill is a valid representation of what the student independently knows and can do.

### 3.1 Category 1: Oregon’s Statewide Assessment

All students will have one opportunity in grade 11 to complete the Smarter Balanced assessments.

ODE will provide a Grade 12 Smarter Balanced retest option for grade 12 students to meet the Essential Skills graduation requirement or for college placement purposes. While retests are not mandatory, districts should have testing opportunities available for those students who wish to retest.

For information about the administration of Oregon’s statewide assessments, refer to the *Test Administration Manual* at [http://www.oregon.gov/ode/educator-resources/assessment/Documents/test\\_admin\\_manual.pdf](http://www.oregon.gov/ode/educator-resources/assessment/Documents/test_admin_manual.pdf). Students who opt-out of the Smarter Balanced assessments in high school still need to meet the Essential Skills graduation requirement using another approved assessment option. Claim scores are only available for Smarter Balanced assessments for which the student completed all items in the computer adaptive section. Students should be aware of this when they begin their test administration.

The statewide assessment high school achievement standards for the Essential Skills are included in *Table 6. Statewide Assessment Achievement Standards and Expectations for Essential Skills*. Accessibility supports for the statewide assessment are governed by the *Oregon Administrative Manual* available for download at [http://www.oregon.gov/ode/educator-resources/assessment/Documents/accessibility\\_manual.pdf](http://www.oregon.gov/ode/educator-resources/assessment/Documents/accessibility_manual.pdf).

Smarter Balanced high school math composite scores, reading claim scores, and writing claim scores from other states may be accepted as evidence of demonstrating proficiency on the Essential Skills. Some states do not report a numeric score for the reading and writing claims, instead reporting the following claim score categories: *Above Standard*, *At/Near Standard* (or *At or Near Standard*), *Below Standard*. When claim scores are reported in this way, only *Above Standard* is acceptable evidence that the achievement standard has been met. The method of transferring student scores will be up to the district. To report Smarter Balanced as the source of evidence for Essential Skills in ADM, districts should use code 1, irrespective of which state it was administered in.

**Table 6. Statewide Assessment Achievement Standards and Expectations for Essential Skills**

Assessment	Reading Essential Skill	Writing Essential Skill	Math Essential Skill
OAKS <sup>1</sup>	236	40	236
Smarter Balanced	High school reading claim score: 2515	High school writing claim score: 2583	High school math composite score: 2543

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<sup>1</sup> Starting 2015-16, OAKS Reading, Writing, and Mathematics are no longer operational; banked scores from earlier administrations may still be used, though, as evidence of proficiency in the Essential Skills.

### 3.2 Category 2: Other Standardized Assessments

There are numerous standardized assessments that have been approved by the State Board and that may be offered by districts and/or independently accessed by students. The achievement standards for the Essential Skills on each of the approved standardized assessments are included in *Table 7. Other Standardized Assessment Achievement Standards and Expectations for Essential Skills*. Accessibility supports for the other standardized assessments are governed by test developer. Students may use any accessibility supports available as a part of a standard administration of the assessment, i.e., an administration of the assessment that produces a standard score report.

Districts may choose to offer students only a subset of the approved assessment options. However, if a student chooses to use one of the other standardized assessments and it is not offered by the district, the district must accept an official score for that assessment option. For instance, if a district does not offer the ACT as an option for all of its students but an individual student chooses to take the ACT, the student may still use the ACT to meet an Essential Skills requirement. Similarly, if a student takes the ASSET while enrolled in one district and then transfers to another district that does not offer the ASSET, the student may still use the ASSET to meet an Essential Skills requirement. Method of transferring student scores will be up to the district.

**Table 7. Other Standardized Assessment Achievement Standards for Essential Skills**

Assessment	Reading Essential Skill	Writing Essential Skill	Math Essential Skill
ACT	18	Administered <i>prior to</i> 9/2015: 19 <sup>2</sup> Administered 9/2015 or later: See Table 7.1	19
ACT Aspire <sup>3</sup>	425	N/A	431
Accuplacer	86 <sup>4</sup>	N/A	N/A
AP (Math Exams) <ul style="list-style-type: none"> <li>• Statistics</li> <li>• Calculus AB</li> <li>• Calculus BC</li> </ul>	N/A	N/A	3

<sup>2</sup> This score was derived from the Combined English/Writing test (75 selected response questions and a timed, 30-minute essay).

<sup>3</sup> Early High School Summative Aspire assessment.

<sup>4</sup> This score is derived from Accuplacer Reading Comprehension Placement test.

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Assessment	Reading Essential Skill	Writing Essential Skill	Math Essential Skill
<b>AP (Reading Exams)</b> <ul style="list-style-type: none"> <li>• European History</li> <li>• English Literature &amp; Composition</li> <li>• Macroeconomics</li> <li>• Microeconomics</li> <li>• Psychology</li> <li>• United States History</li> <li>• World History</li> <li>• United States Government &amp; Politics</li> <li>• Comparative Government &amp; Politics</li> </ul>	<b>3</b>	N/A	N/A
<b>Asset</b>	<b>42</b>	N/A	<b>41<sup>5</sup></b>
<b>Compass<sup>6</sup></b>	<b>81</b>	N/A	<b>66<sup>7</sup></b>
<b>IB (Math Exams)</b> <ul style="list-style-type: none"> <li>• Mathematics SL</li> <li>• Mathematics HL</li> <li>• Math Studies</li> </ul>	N/A	N/A	<b>4</b>
<b>IB (Reading Exams)</b> <ul style="list-style-type: none"> <li>• English Language</li> <li>• History of Americas</li> <li>• History of Europe</li> <li>• 20th Century Topics</li> <li>• Economics</li> <li>• Psychology</li> <li>• Social Anthropology</li> </ul>	<b>4</b>	N/A	N/A
<b>Plan<sup>8</sup></b>	<b>18</b>	N/A	<b>19</b>
<b>PSAT<sup>9</sup></b>	Administered <i>prior to</i> 10/2015: <b>44</b> Administered 10/2015 or later: <b>24</b>	N/A	Administered <i>prior to</i> 10/2015: <b>45</b> Administered 10/2015 or later: <b>24.5</b>

<sup>5</sup> Refers to Intermediate Algebra test.

<sup>6</sup> Compass test will be phased out during 2016 and no longer operational by December 31st 2016.

<sup>7</sup> Refers to Intermediate Algebra test.

<sup>8</sup> Banked scores still allowed, but assessment no longer available for purchase after June 2014.

<sup>9</sup> Refers to Test Score (Reading, Writing and Language, and Math), not Total Score; PSAT 10 is not approved for the Essential Skills as it is not a secure test.

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Assessment	Reading Essential Skill	Writing Essential Skill	Math Essential Skill
<b>SAT<sup>10</sup></b>	Administered prior to 3/2016: <b>440</b> Administered 3/2016 or later: <b>24</b>	Administered prior to 3/2016: <b>460<sup>11</sup></b> Administered 3/2016 or later: <b>27</b>	Administered prior to 3/2016: <b>450</b> Administered 3/2016 or later: <b>24.5</b>
<b>WorkKeys<sup>12</sup></b>	<b>5</b>	N/A	<b>5</b>

**Table 7.1 ACT Achievement Standards for the Writing Essential Skill**

Whether or not a student meets the requirement for the Writing Essential Skill through ACT is dependent on both the student’s ACT English score and ACT Writing score. English and Writing scores may come from separate test administrations.

	ACT English score		Minimum ACT Writing score (reported in 16-17 or later <sup>13</sup> )	Minimum ACT Writing score (reported in 15-16)
If the student received an ACT English Score of:	12	Then, the student must receive at least an ACT Writing Score of:	12	36
If the student received an ACT English Score of:	13	Then, the student must receive at least an ACT Writing Score of:	12	36
If the student received an ACT English Score of:	14	Then, the student must receive at least an ACT Writing Score of:	12	34
If the student received an ACT English Score of:	15	Then, the student must receive at least an ACT Writing Score of:	11	32
If the student received an ACT English Score of:	16	Then, the student must receive at least an ACT Writing Score of:	10	30
If the student received an ACT English Score of:	17	Then, the student must receive at least an ACT Writing Score of:	10	30
If the student received an ACT English Score of:	18	Then, the student must receive at least an ACT Writing Score of:	8	23

<sup>10</sup> Refers to Test Score (Reading, Writing and Language, and Math), not Total Score.

<sup>11</sup> Refers to the writing section of the past version of the SAT (49 selected response questions and a timed, 25-minute essay).

<sup>12</sup> To satisfy the Reading Essential Skills requirements, a student must earn a 5 or better on the WorkKeys “Reading for Information,” assessment. To satisfy the Mathematics Essential Skills requirements, a student must earn a 5 or better on the WorkKeys “Applied Mathematics” assessment. A student who earns a Gold or Platinum level on his or her National Career Readiness Certificate (NCRC) will have demonstrated proficiency in the Mathematics and Reading Essential Skills. Spanish forms of WorkKeys are not approved for use in demonstrating the Essential Skills.

<sup>13</sup> The ACT reported writing scores on a 1-36 scale in 2015-16 and on a 1-12 scale starting in 2016-17)

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	ACT English score		Minimum ACT Writing score (reported in 16-17 or later <sup>13</sup> )	Minimum ACT Writing score (reported in 15-16)
If the student received an ACT English Score of:	19	Then, the student must receive at least an ACT Writing Score of:	7	19
If the student received an ACT English Score of:	20	Then, the student must receive at least an ACT Writing Score of:	6	16
If the student received an ACT English Score of:	21	Then, the student must receive at least an ACT Writing Score of:	6	16
If the student received an ACT English Score of:	22	Then, the student must receive at least an ACT Writing Score of:	5	12
If the student received an ACT English Score of:	23	Then, the student must receive at least an ACT Writing Score of:	4	10
If the student received an ACT English Score of:	24	Then, the student must receive at least an ACT Writing Score of:	3	7
If the student received an ACT English Score of:	25	Then, the student must receive at least an ACT Writing Score of:	3	7
If the student received an ACT English Score of:	26 or greater	Then, the student must receive at least an ACT Writing Score of:	2	1

**Proposing New Assessment Options**

Districts may recommend additional assessment options for evaluation. Recommendations are made through ODE and presented to the Assessment of Essential Skills Review Panel (AESRP). The panel reviews and recommends additions or changes to the list of approved assessment options based, in part, on technical documentation for the assessment and on evaluating student score data. For more information about the AESRP, please visit: <http://www.oregon.gov/ode/educator-resources/essentialskills/Pages/default.aspx>. AESRP's recommendations are provided to the State Board of Education and must be adopted by the State Board of Education before they can be included as an approved assessment for the Essential Skills.

### 3.3 Category 3: Work Samples

Work Samples are comprised of a prompt that students respond to and the student work produced in response to the prompt. Work Samples are scored against the official state scoring guides. Work Sample prompts may be locally developed, obtained from the ODE-developed bank of prompts, or obtained from an Education Service District or other source. Information about how to access the

ODE-developed bank of prompts is included in *Appendix B: ODE Secure Restricted Access Work Sample Prompt Bank Overview*.

The Work Sample achievement standards for the Essential Skills are included in *Table 8. Work Sample Achievement Standards and Expectations for Essential Skills*. Accessibility supports for Work Samples are governed by *Appendix A: Accessibility Supports for Work Samples*, and are described in the Accessibility Supports section below.

**Table 8. Work Sample Achievement Standards and Expectations for Essential Skills**

Assessment	Reading Essential Skill	Writing Essential Skill	Math Essential Skill
<b>Number of Work Samples</b>	2 Total: <ul style="list-style-type: none"> <li>One of which must be informational</li> </ul>	2 Total: <ul style="list-style-type: none"> <li>One must be informative/explanatory or argumentative</li> <li>One in any of the approved types and purposes: informative/explanatory, argumentative, or narratives (real or imagined)</li> </ul>	2 Total: <ul style="list-style-type: none"> <li>One each for any two of the required content strands (algebra, geometry, or statistics)</li> </ul>
<b>Score Categories</b>	Traits: <ul style="list-style-type: none"> <li>Demonstrate General Understanding</li> <li>Develop an Interpretation</li> <li>Analyze Text</li> </ul>	Traits: <ul style="list-style-type: none"> <li>Ideas/Content</li> <li>Organization</li> <li>Sentence Fluency</li> <li>Conventions</li> </ul>	Process Dimensions: <ul style="list-style-type: none"> <li>Making Sense of the Task</li> <li>Representing and Solving the Task</li> <li>Communicating Reasoning</li> <li>Accuracy</li> <li>Reflecting and Evaluating</li> </ul>
<b>Work Sample Score Requirement</b>	The three trait scores add up to a total score of at least 12; with no individual trait score less than a “3.”	Minimum score of 4 in all Traits.	Minimum score of 4 in all Process Dimensions.



### **Prompt Development**

Work Sample prompts must align with the Common Core standards for the skill area being assessed. For example, prompts that include questions about texts must clearly provide students with opportunities to demonstrate proficiency in the relevant reading Common Core standards.

### **Prompt Administration**

Prior to students completing Work Samples, students should have opportunities to become familiar with the scoring expectations and to discuss their performance in relation to these expectations. Rubrics can be incorporated into instructional experiences so that students receive formative feedback in relation to the rubrics throughout the course. Incorporating the rubrics into course work will also help the teacher determine when the student is ready to complete a Work Sample and earn a passing score. Work Samples should only be administered to students if the student is familiar with the scoring rubric and has received feedback on his or her performance in relation to these expectations and if the teacher and student have confidence, based on instructional and assessment evidence, that the student will be able to meet the Essential Skills achievement standard on the Work Samples.

Work Samples prompts should be embedded throughout the curriculum and, when possible, incorporated as an assessment instrument within the curriculum to provide both evidence of student proficiency on the Essential Skills as well as to provide the teacher and student with information about the student's proficiency in the content area. When this recommendation is followed the teacher responsible for selecting, administering and scoring the Work Samples will be more likely to have a firm grasp of the content and thus will be more likely to be capable of employing the official scoring guide to make valid scoring decisions.

Administering Work Sample prompts that are not curriculum embedded and are assigned to students by someone other than the content-area teacher introduces limitations that may impact student success and validity. Notably, when there is a significant gap between when instruction occurred and when the Work Sample prompt is administered, the student may not be prepared for success on the Work Sample and thus the Work Sample administration is not a good use of instructional time. Similarly, when the person scoring the Work Sample is not firmly grounded in the specific content elicited by the Work Sample, he or she may not be as capable of making valid scoring decisions.

Instructional activities may be used prior to administering the prompt in order to increase student understanding of the vocabulary and context that students will draw upon when independently completing the Work Sample prompt. In order to ensure that the instructional activities do not reduce the rigor of the Work Sample prompt, educators should avoid making direct reference to specific content that is part of the upcoming Work Sample prompt. Instead, the focus should be on developing skills that can later be applied to Work Sample completion. Examples of appropriate instructional activities follow.

- For mathematics, for example, in advance of administering a trigonometry Work Sample prompt based on a roofing scenario, educators could include definitions and instruction on terms that will be used such as span, truss, joist, and roof pitch.

- For a reading Work Sample prompt embedded into instruction over a novel, educators might engage students in discussions involving making inferences and analyzing the text of an early chapter, saving a later chapter or section of the book for the formal Work Sample prompt administration.
- For a blended reading and writing Work Sample prompt where students are reading a series of related source documents about a central topic, a classroom discussion about that general topic could precede completion of the prompt (e.g., a discussion of social media in general could precede a prompt where students respond to multiple readings with specific arguments or data related to that topic.)
- For a writing Work Sample prompt, students could be engaged in practicing a number of activities relating to the writing process (researching, prewriting, drafting, revising, editing), then apply that practice during a formal Work Sample prompt administration.

#### *Testing Up with Work Samples Prompts*

Middle school students enrolled in a high school math course for which they are receiving high school credit may complete math Work Sample prompt(s) for demonstrating proficiency in the Essential Skill of Math. The same policy also applies to Reading and Writing Work Sample prompts, but is much rarer.

#### ***Student Independence***

Students must complete their Work Samples independently with no inappropriate feedback (see *Table 9. Appropriate and Inappropriate Feedback*) coaching, or editing from anyone, including educators, parents, or peers. Work Samples must reflect independent, individual student work only.

Although the Work Sample security guidelines described in *Appendix C: ODE Secure Restricted Access Work Sample Prompt Security* are only required for ODE secure restricted access Work Sample prompts, these guidelines could also be used for administration of locally developed Work Samples to ensure that the Work Sample represents independent student work.

Although individual student Work Samples may grow out of preliminary group work or collaborative group projects, the Work Sample prompt must be completed independently.

- For example, a writing Work Sample prompt may follow and draw upon a novel or other text that the class read together but the prompt should be new to the students and securely maintained. The students may not have received feedback on any part of the writing process in relation to this writing prompt.
- Similarly a reading Work Sample prompt may follow a novel but the prompts should be questions that the students have not seen before.
- Finally, a math Work Sample prompt may follow an activity or project, but prompt should not have been previously included in instruction and the student should not have received feedback on work in relation to this prompt.

### *Optional Script for Prompt Administration*

There is not a required script for providing directions to students. The following is an example of how an educator could introduce the Work Sample administration. “Starting today, you will take part in a mathematics Essential Skills Work Sample. Your answers need to be your own work. If needed, you may complete your work on additional paper or graph paper and staple it to the prompt. Please keep your eyes on your own paper and remember, there should be no talking. If you have a cell phone, please raise your hand and I will come and collect it before we begin.”

### *Outside Resources*

Students must not have access to outside resources that compromise the learning expectations, construct, or measured outcome of the assessment. Given this, districts must monitor the resources available to students while completing Work Samples to ensure that the finished work is a valid representation of what the student knows and can do. When students independently access outside resources, the student should provide additional evidence to verify that the final product is the student’s own independent work. Examples of evidence include, but are not limited to notes, outlines, data collections, attached sources of information, and lists of works cited.

If a district **does not** feel that it can monitor the use of outside resources, their use is not recommended. Alternatives to outside resources may include there being a pre-selected set of reference materials that the task draws upon so that the district is more easily able to monitor that the student is using the resources appropriately.

If a district **does** feel that it can monitor the use of outside resources, districts may allow students to complete research outside of class. Students may use computers or other resources such as printed materials to conduct research. The use of outside resources on Work Samples is intended to allow students to find supporting facts, statistics, or examples.

Examples of allowable outside resources include:

- **Reading:** Biographical information about the passage’s author; resources that provide additional historical, political, or cultural contextual information related to the passage
- **Writing:** Internet sites, encyclopedias, or other resources from which the student may gather quotes, statistics, or other facts on the condition that the student makes appropriate citations
- **Mathematics:** Internet sites, encyclopedias, or other resources that provide data that is used in solving the equation. For instance, the student may collect data that they input into an equation and from which they develop graphs or charts.

### **Feedback**

Feedback may only be provided after the Work Sample has been completed and scored. The official scoring guides and accompanying scoring forms are the only means that districts may use to communicate feedback.

ODE developed scoring forms to accompany the official state scoring guides; these may be used to provide limited feedback to students beyond that provided by the official scoring guide. Scoring forms are available online on the webpages for specific Essential Skills, such as the Mathematics Essential Skills page. These pages can be accessed from the Essential Skills home page <http://www.oregon.gov/ode/educator-resources/essentialskills/Pages/default.aspx>.

Given that Work Samples must reflect an individual student’s independent work, it is important that educators understand the difference between providing appropriate feedback and providing inappropriate assistance which could lead to an invalid representation of what a student can accomplish independently.

**Table 9. Appropriate and Inappropriate Feedback**

Appropriate feedback	Inappropriate feedback
Providing students with their scores and a copy of the official state scoring guide.	Pointing out any specific errors or places in the Work Sample that need attention.
Checking off or highlighting certain phrases on the scoring form to indicate to students what they should work on (after the Work Sample has been scored).	Making any written or oral comments about the work.
	Discussing the students’ work with student.
	Providing specific suggestions.
	Coaching or prompting.
	Providing a lesson or other direct input specifically addressing issues the student encounters while completing or revising the Work Sample.

**Accessibility Supports**

Accessibility supports for Work Samples are governed by *Appendix A: Accessibility Supports for Work Samples*, which lists Work Sample accessibility supports that are allowable for a Regular Diploma. Any other supports beyond those in *Appendix A: Accessibility Supports for Work Samples* must be evaluated against *Image 1. Accommodation or Modification Decision Tree* to determine whether the supports are actually modifying the assessment (e.g., adjusting the expectations, content, or structure of the assessment) and, thus, compromising the assessment. Modifications, which are defined as, practices or procedures that compromise the intent of the assessment through a change in the learning expectations, construct, or content that is to be measured, grade-level standard, or measured outcome of the assessment, are allowable only for students pursuing a Modified Diploma. Modifications are not allowable for use in obtaining a Regular Diploma.

ODE recognizes that the validity of assessment results depends on each and every student having appropriate accessibility supports when needed based on the constructs being measured by the assessment. Accessibility supports, also known as supports, include universal tools, designated supports, and accommodations and all have the purpose of providing access to the assessment without compromising the assessment; the term supports does not include modifications. A definition of these accessibility supports is available in *Table 10. Definitions for Various Accessibility Supports*. Implemented appropriately, supports do not reduce learning expectations, nor do they give a student an unfair advantage over his or her classmates.

In compliance with section 3 of House Bill 4150, on Work Samples students who have IEPs or 504 Plans must be allowed to have access to any accommodation that:

- (1) was available in the student’s IEP or 504 Plan AND
- (2) is not a modification of the assessment.

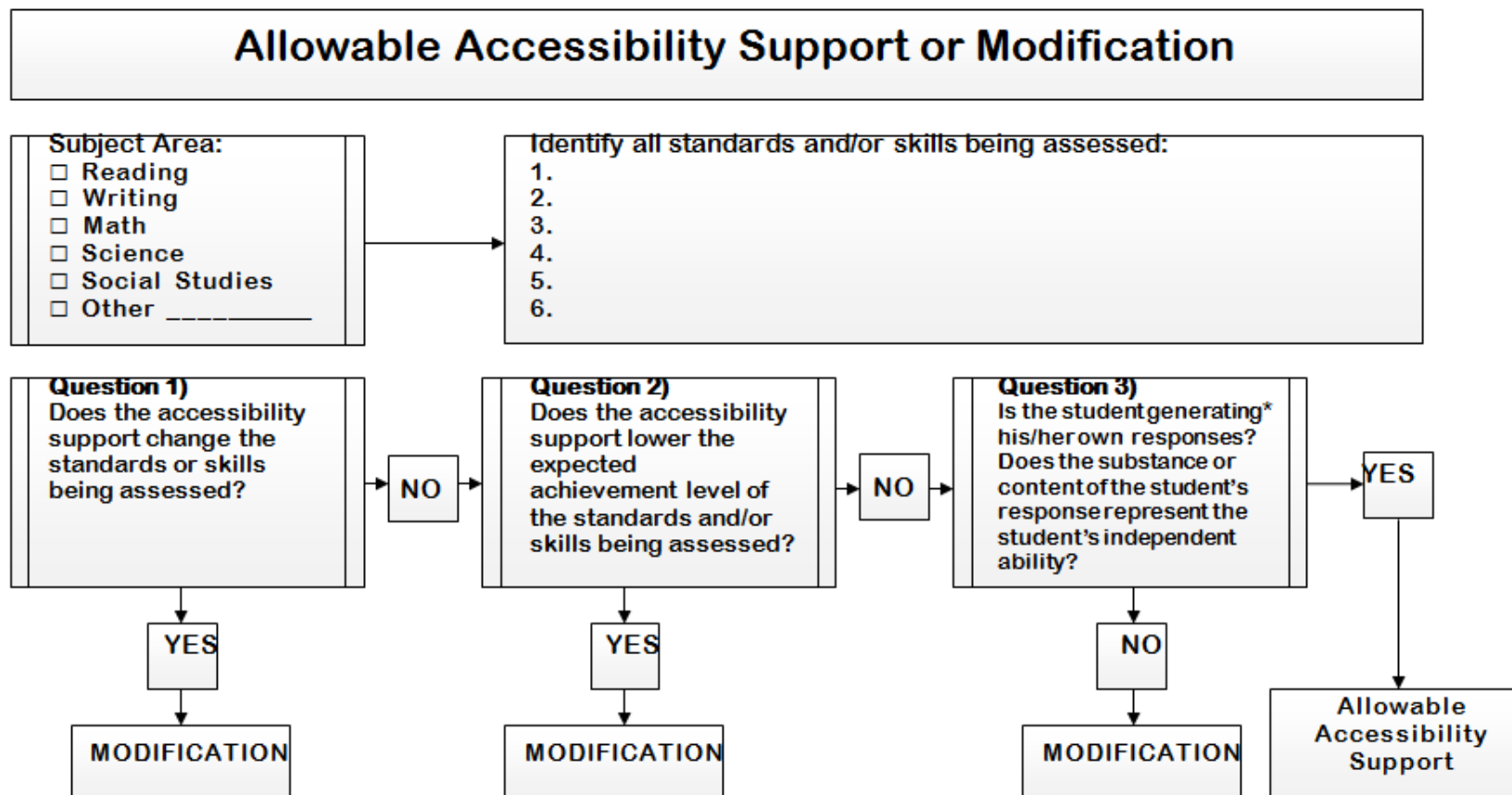
**Table 10. Definitions for Various Accessibility Supports**

Type	Definition
<b>Universal Tools</b>	Tools are available to all students based on student preference and selection.
<b>Designated Supports</b>	Accessibility features available only to students for whom an adult or team working with the parent/guardian and student has documented the need for these.
<b>Accommodations</b>	Changes in procedures or materials available only to those students with documentation of the need through a formal plan (i.e., IEP, 504 Plan) or, in the case of Essential Skills, through meeting eligibility criteria.

**Modifications**

Modified assessments are not allowable for use in obtaining a Regular Diploma and are not valid for federal school and district accountability. For information about Modified Diplomas, see the *Students Seeking Modified Diplomas* section.

Image 1. Allowable Accessibility Support or Modification Decision Tree.



\*Note: The question focuses on the content of the response and is not asking about the method of responding. Responses may be transposed, translated, or otherwise recorded for the student as a part of allowed

### Scoring Guidance

Work Samples must be scored using the official state scoring guides, available online on the webpages for specific Essential Skills, such as the Mathematics Essential Skills page. These pages can be accessed from the Essential Skills home page <http://www.oregon.gov/ode/educator-resources/essentialskills/Pages/default.aspx>. In August 2016 the State Board of Education adopted a revised version of the Official Writing Scoring Guide for use in scoring Essential Skills writing work samples. During the first year of implementation (2016-2017), schools and districts may opt to use **either** the old Official Writing Scoring Guide **or** the revised Official Writing Scoring Guide; this choice should be made based on expertise and comfort level with the selected scoring rubric. Starting with the 2017-2018 school year, the legacy writing scoring guide will sunset and the revised version becomes the only Official Writing Scoring Guide allowable for use to score work samples to demonstrate proficiency in the Essential Skill of writing.

Work Samples must be scored by at least one scorer. A student may **not** meet the achievement standard by combining scores for different traits from two separate Work Samples. The scorer may be a teacher (currently or previously certified), administrators, or other staff who have been trained to a high degree of proficiency in using the official scoring guides. Work Samples are not required to be scored by school or district staff. It is recommended that Work Samples scorers possess a strong grasp of the specific Common Core standards the Work Sample is designed to assess. For instance, a math teacher who was trained on the official math scoring guide and has a strong grasp on algebra may be qualified to score an algebra Work Sample, but upon review of the content in a statistics Work Sample may realize that he or she does not have sufficient content knowledge in statistics to score the statistics Work Sample. It also recommended that scorers refresh their scoring training if they have an extended period of not using the scoring guide. Raters should use professional judgment to determine the predominant score or composite score for each trait.

### Scoring Protocols

As general guidance, the rigor of the scoring procedure should increase in proportion to the stakes attached to the assessment and the complexity of the item. There are four main options for scoring constructed response questions, in order of rigor from lowest to highest.

- Teachers directly score their own students' work.
- Teachers score a randomized and anonymous selection of student work.
- Teachers provide the first score on student work, and a second teacher or separate, objective third party provides a second score (anywhere from 5% to 100% of the student work); discrepancies may be managed in a variety of ways, including discussion between raters or a third review by a more senior scorer.
- Teachers do not score any of their own students' work; student work is outsourced to a separate, objective third party for single or double-scoring with provisions in place for the resolution of discrepancies if a system of double-scoring is utilized.

Whether there are multiple raters on a single student response or a single rater, a process should be established for initial and ongoing calibration of scores within and across raters so that criteria for determining scores and achievement levels is applied consistently and equitably.

### Scoring Options

To provide additional options to districts, ODE has partnered with Willamette Education Service District to increase access to online scoring options for Work Samples. Willamette Education Service District has developed the ORSkills online system to offer three scoring options for districts. For more information about ORSkills, please visit, <http://orskills.wesd.org/>. Additional information is also available in *Appendix B: ODE Secure Restricted Access Work Sample Prompt Bank Overview*.

- 1) Districts may opt to have trained scorers from outside of their district score work samples using a 2+1 distributed scoring method. All samples are scored a minimum of two times, and if the first two scorers disagree whether a student has met the minimum standard, the sample is scored a third time. Note: There is cost associated with this scoring option.
- 2) Districts may also establish a scoring pool within their own district. Scoring would follow the same 2+1 distributing scoring model. A minimum of three scorers are needed for each content area in order to make use of this model.
- 3) The final option is for the home teacher to score their own student's Work Sample and submit the scores.

All options require that the student work be scanned into the system. Student Work Samples and all scores are stored securely and remain accessible to the district.

### Revision Guidance

At the completion of the revision cycle, as with the completion of the original version, the teacher should be able to verify that, to the best of his or her knowledge, the Work Sample is the product of the student's independent work. Beyond these requirements, guidelines and policies about student revision are local decisions. These local decisions include but are not limited to:

- Whether students must complete a full revision of all parts of the original Work Sample, or whether students are allowed to revise only the specific Trait or Process Dimension that did not meet the achievement standard.
- Whether to score only the Trait or Process Dimension on which the student did not meet the achievement standard or whether to score all Traits or Process Dimensions on the revision.
  - If scoring all Traits or Process Dimensions on the revision, whether to replace all original scores.
- Whether there is a limit the number of times a Work Sample may be revised.
- Whether there is a limit on the amount of time allowed between students first completing the Work Sample and completing their revision.

### Professional Development

Districts can obtain training on official state scoring guides from a variety of sources. Some education service districts and professional organizations such as the Oregon Council of Teachers of Mathematics have teams of trainers who have participated in ODE-sponsored professional development and who are available to help with district-level training.



### 3.4 Category 4: Local Assessment Option

Districts may choose to develop and administer a local assessment option for students to demonstrate proficiency in the Essential Skills. OAR 581-022-0615: Assessment of Essential Skills establishes requirements for districts that choose to develop and administer a local assessment option for students to demonstrate proficiency in the Essential Skills. These requirements are described in *Table 11. Local Assessment Option Requirements*.

**Table 11. Local Assessment Option Requirements**

DISTRICTS WHO USE THE LOCAL ASSESSMENT OPTION ARE <i>REQUIRED</i> TO:
<ol style="list-style-type: none"><li>1. Use established professional and technical standards in place of the assessment options adopted by the State Board (as described in Section 14 of OAR 581-022-0615).</li><li>2. Publish required materials on district website, including descriptions of:<ol style="list-style-type: none"><li>a. Purpose of the assessment;</li><li>b. Scoring methodology;</li><li>c. Method by which students and parents will receive results from the assessment;</li><li>d. Criteria for determining student proficiency using the assessment; and</li><li>e. Criteria for determining which students will have access to the assessment.</li></ol></li><li>3. Develop a communication strategy to ensure:<ol style="list-style-type: none"><li>a. Stakeholders are notified of the district’s approach to the local assessment option, including an awareness of published materials; and</li><li>b. All published materials are written in plain language.</li></ol></li></ol>

## 4.0 SPECIAL POPULATIONS SEEKING REGULAR DIPLOMAS

### 4.1 English Learners

Table 4. *District Policy Requirements* describes that districts are required to develop a policy about whether or not to administer Work Samples in languages other than English. For districts that have developed a policy allowing administration of Work Samples in languages other than English, OAR 581-022-0617: *Essential Skill Assessments for English Language Learners* (revised in February 2017) establishes several requirements.

First, school districts that administer Work Samples in languages other than English must develop procedures to ensure that the Work Samples are scored by a rater who is endorsed by the school district as proficient in the language and trained to a high degree of proficiency in scoring Work Samples.

Second, eligibility for language accessibility supports – including receiving readings materials in the student’s language of origin and responding in his or her language of origin – is dependent upon the student meeting specific criteria. The criteria varies based on the Essential Skill and are listed in Table 12. *Essential Skills Criteria and Supports for English Learner Students*.

**Table 12. Essential Skills Criteria and Supports for English Learner Students**

	Reading and Writing	Mathematics
<b>Work Sample Accessibility Support Criteria</b> <i>For English Learner (EL) students pursuing a diploma in the 2016-17 or 2017-18 school years</i>	<i>The EL student must:</i> <ol style="list-style-type: none"> <li>1. Be on track to meet all other graduation requirements;</li> <li>2. Be unable to demonstrate proficiency in the Essential Skills in English; and</li> <li>3. Have been enrolled in a U.S. school for five years or fewer.</li> </ol>	<i>The EL student must:</i> <ol style="list-style-type: none"> <li>1. Be on track to meet all other graduation requirements; and</li> <li>2. Unable to demonstrate proficiency in the Essential Skills in English.</li> </ol>
<b>Work Sample Accessibility Support Criteria</b> <i>For English Learner (EL) students who will be pursuing a diploma after August 31, 2018</i>	<i>The EL student must:</i> <ol style="list-style-type: none"> <li>1. Be on track to meet all other graduation requirements;</li> <li>2. Be unable to demonstrate proficiency in the Essential Skills in English;</li> <li>3. Have been enrolled in a U.S. school for five years or fewer; and</li> <li>4. Have demonstrated sufficient English language ability using the English language proficiency assessment.</li> </ol>	<i>The EL student must:</i> <ol style="list-style-type: none"> <li>1. Be on track to meet all other graduation requirements; and</li> <li>2. Unable to demonstrate proficiency in the Essential Skills in English.</li> </ol>
<b>Work Sample Language of Origin Accessibility Supports</b>	<ul style="list-style-type: none"> <li>• Receive a reading Work Sample prompt, which includes the reading text, in his or her language of origin.</li> <li>• Write his or her response in his or her language of origin.</li> </ul>	<ul style="list-style-type: none"> <li>• Write his or her response in his or her language of origin.</li> </ul>

In addition, there are also two Work Sample language of origin designated supports that are available to any student for whom an adult or team working with the parent/guardian and student has documented the need. These include that a student can:

- Receive written translations of oral directions.
- Receive written translation of the writing and/or math Work Sample prompt. (Translations must be written in advance and may be read aloud to the student.)

These accessibility supports and many others are also included in *Appendix A: Accessibility Support for Work Samples*.

Work Samples offered to eligible English Learner (EL) students in their language of origin must be equal to the rigor of Work Samples available in English. Translations of texts are strongly discouraged. Instead reading texts in other languages should be texts that were originally written in that language. Reading material in languages other than English must meet the same guidelines for content and grade level expectations as English reading material. A bilingual test administrator who is trained and endorsed by a district in the student's language of origin should provide the language of origin accessibility supports, otherwise validity of the assessment could be compromised. Students who demonstrate their Essential Skills with language of origin accessibility supports do not have to re-demonstrate their Essential Skills in English if they exit EL status.

#### *Policy Transitions*

In February of 2017 the State Board of Education adopted an amendment to *OAR 581-022-0617: Essential Skill Assessments for English Language Learners* to suspend the minimum English language proficiency criterion (criterion 4 in Table 12) for students seeking a diploma in 2016-2017 or 2017-2018 and this suspension will sunset on August 31, 2018. An Essential Skills achievement standard has not been established on the English Language Proficiency Assessment for the 21<sup>st</sup> Century (ELPA21) so there is not currently a method for students to demonstrate that they have fulfilled the minimum English language proficiency criterion. Over the next year ODE will continue to work with the Assessment of Essential Skills Review Panel, the State Board of Education, and stakeholders to review the English language proficiency criterion as a part of the Essential Skills graduation requirement to ensure there is an appropriate policy in place for students pursuing a diploma after August 31, 2018.

## 4.2 Students with Disabilities

All students receiving a Regular or Modified Diploma must fulfill the Essential Skills graduation requirement. If a student's Individualized Education Program (IEP) team determines that the nature of a student's disability prevents the student from demonstrating proficiency in an Essential Skill using one of the approved assessment options, the student's IEP team may exempt the student from that assessment and determine an appropriate replacement assessment option from the approved assessment options. Consistent with *OAR 581-022-0612: Exception of Students with Disabilities from State Assessment Testing*, a district may not exempt a student with disabilities from participating in an assessment based on the student's disability unless the student's parent requests the exemption in writing from the district. The most appropriate method for a student with disabilities to fulfill his or her Essential Skills graduation requirement is determined by the student's IEP team. Each student's needs must be considered individually and not merely on the basis of his or her disability category.

## 5.0 STUDENTS SEEKING MODIFIED DIPLOMAS

Regarding eligibility for a Modified Diploma, OAR 581-022-1134 Section 3 clarifies that eligibility for a Modified Diploma may be granted to a student who has (a) a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or (b) a documented history of a medical condition that creates a barrier to achievement. For additional information about student eligibility, including timing, and information about who is responsible for determination and what parent engagement is required, please see: <http://www.oregon.gov/ode/students-and-family/SpecialEducation/SecondaryTransition/Pages/Modified-Diploma,-Extended-Diploma-and-Alternative-Certificates.aspx>.

A student seeking a Modified Diploma must meet the Essential Skills requirement. He or she may use the Essential Skills assessment options and achievement standards described in *Section 3.0 Essential Skills Assessment Options* to demonstrate proficiency on the Essential Skills. *Table 13. Essential Skills Assessment Modifications for Students Seeking Modified Diploma* describes which of these assessments may be modified and the requirements associated with these modifications. In addition to the Essential Skills assessment options and achievement standards described in *Section 3.0 Essential Skills Assessment Options*, a student seeking a Modified Diploma may also use the Oregon Extended Assessment to demonstrate the Essential Skills. The achievement standards for the Essential Skills on the Extended Assessment are included in *Table 14. Extended Assessment Achievement Standards and Expectations for Essential Skills*. Achievement standards on the Extended Assessment may not be modified.

**Table 13. Essential Skills Assessment Modifications for Students Seeking Modified Diploma**

	Students on an IEPs or 504 Plan	Students not on an IEP or a 504 Plan
<b>Assessment Options that May be Modified</b>	<ul style="list-style-type: none"> <li>• Work Samples (two required)</li> <li>• Statewide Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Work Samples (two required)</li> </ul>
<b>Requirements</b>	<ul style="list-style-type: none"> <li>• The modifications must be in accordance with the assessment decision made by the student’s IEP or 504 team and documented in the IEP or 504 Plan.</li> <li>• Before administering an assessment using a modification, a student’s IEP or 504 team must inform the student’s parent that the use of a modification on an assessment will result in an invalid assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• The modifications must be same as the modifications the student received during instruction in the content area to be assessed and in the year in which the Work Sample is administered.</li> <li>• The modifications must be approved in advance by the student’s school team responsible for monitoring the student’s progress.</li> </ul>

For modifying cut scores on the statewide assessment, IEP teams should consider the student’s past performance on statewide assessments and the score-to-percentile conversion tables available here: <http://www.oregon.gov/ode/educator-resources/assessment/Pages/assessment-percentile-tables.aspx>.

Work Sample modifications should be the same as the modifications the student received during instruction in the content area to be assessed and in the year in which the Work Sample is administered. Two Work Samples are still required for students pursuing a Modified Diploma. *Image 1. Allowable Accessibility Support or Modification Decision Tree* can be used to determine whether the support provided is an allowable accessibility support or a modification. Modified Essential Skills Work Samples should be linked to high school content standards. It is up to the IEP team to define what this practically means for each student on an IEP as modifications are student-specific and may include changes to the construct (big idea behind the standards), the content (specific information, skills, or domains of knowledge in a content area), or the learning expectations (level of proficiency expected).

As mentioned above, the other assessment option for the Modified Diploma is the high school Oregon Extended Assessment, which is linked to essentialized high school standards (standards that were reduced in depth, breadth, and complexity). Additional information about the Essentialized Assessment Frameworks and Standards are available here: <http://www.brtprojects.org/publications/training-modules/>.

**Table 14. Extended Assessment Achievement Standards for Essential Skills**

Assessment	Reading Essential Skill	Writing Essential Skill	Math Essential Skill
Extended Assessment <sup>14</sup>	High school reading sub-score: 914	High school writing sub-score: 909	High school math total score: 907

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<sup>14</sup> Extended Assessment achievement standards may not be modified

## 6.0 LOCAL PERFORMANCE ASSESSMENT REQUIREMENT

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The purpose of the local performance assessment requirement is to ensure that Oregon students are afforded opportunities to learn and to receive feedback regarding their academic progress. The requirement is an extension of a long Oregon tradition of prioritizing time for students to engage in extended, open-ended demonstrations of their knowledge and skills. It establishes that school districts must administer one or more performance assessments each year to all students in grades 3 through 8 and in high school in:

- Mathematics
- Scientific Inquiry
- Speaking
- Writing

The performance assessments must be a standardized measure (e.g., activity, exercise, problem, or work sample scored by a common scoring instrument, such as the official state scoring guides or another scoring guide adopted by the district) that is embedded in the school curriculum and evaluates the application of students' knowledge and skills.

Districts have substantial flexibility when it comes to planning the performance assessments they will be used to fulfill this requirement. Work Samples, scored using the official state scoring guide, are just one example of acceptable performance assessments.

Notably, performance assessments should be completed as a part of the student's instructional experience and should not represent a break from teaching and learning. Through performance assessments, teachers can facilitate inter-disciplinary learning experiences where students apply their knowledge and skills to a real world scenario. For instance, as a part of a unit on inequalities and equations, students could complete a performance assessment where they apply their math and writing skills to help the principal choose the best bus company to use for a field trip. The student work from this performance assessment could be scored using a mathematics rubric and a writing rubric and thus could be used to fulfill both the mathematics and writing local performance assessment requirements.

In addition to the required areas, districts are encouraged to consider administering local performance assessments in other skill areas as appropriate to the local curriculum. For instance, districts may choose to administer local performance assessments in any of the other areas, such as Social Science Analysis.

There is a long, rich history of using the official state scoring guides to score the local performance assessments. Although not required, districts are encouraged to consider this approach. *Table 15. Official State Scoring Guide Recommended Achievement Standards* shows the recommended achievement standards for using the official state scoring guides across grades 3 through high school.

Work Samples, administered for the purposes of demonstrating proficiency in the Essential Skills, may also be used to fulfill the local performance assessment requirement as long as they are embedded in the curriculum and provide students an opportunity apply what they know and can do. The Prompt Administration section in *Section 3.3 Category 3. Work Samples* provides guidance on how to embed Essential Skill Work Samples in the curriculum.

**Table 15. Official State Scoring Guide Recommended Achievement Standards**

Skill Area	Grade	Achievement Standard for Purpose of Local Performance Assessment		Notes about Work Samples
		Meets (out of 6)	Exceeds (out of 6)	
Writing	3	3	4	Grade 3 students are not held to a standard in Sentence Fluency.
	4-8 and High School	4	5	Voice and Word Choice may be scored but are not required traits. Exemplars reflect expectations at each grade level.
Speaking	3	3	4	Grade 3 students are not held to a standard in Language.
	4-8 and High School	4	5	Exemplars reflect expectations at each grade level.
Mathematics Problem Solving	3-8 and High School	4	5	Exemplars reflect expectations at each grade level.
Scientific Inquiry	3-8 and High School	4	5	Separate Official scoring guides exist for each grade/band (Grade 3, Benchmark 2 (Grades 4-5), Benchmark 3 (Grades 6-8), and High School).

## APPENDIX A: ACCESSIBILITY SUPPORT FOR WORK SAMPLES

Table 1. Universal Tools for Work Samples with Security Considerations Noted

Universal Tool Area <sup>15</sup>	Examples, Descriptions, and Security Considerations
Braille tools	<ul style="list-style-type: none"> <li>• Braille versions of test</li> <li>• Respond in Braille</li> <li>• Abacus</li> <li>• Tactile/Embossed graphics</li> </ul>
Electronic and other tools	<ul style="list-style-type: none"> <li>• Computer word processor with spelling and grammar check enabled<sup>16</sup></li> <li>• Electronic spellchecker</li> <li>• Calculators, including scientific calculators (Calculators with QWERTY keyboards, communication functionality, and/or symbolic algebra functionality or programs are <b>NOT</b> allowed; calculators <b>cannot</b> be shared between students during testing.)</li> <li>• Thermometers with numbers on scale</li> <li>• Rulers</li> <li>• Yard sticks</li> <li>• Meter sticks</li> <li>• Tape measures</li> <li>• Protractors</li> <li>• Compasses</li> <li>• Masks/markers (A tool to limit distractions )</li> </ul>
Instructional Activity Preparation	<ul style="list-style-type: none"> <li>• Instructional activities that are used to increase student understanding of the vocabulary and skills/concepts that students will draw upon when independently completing the Work Sample prompt. Examples of appropriate instructional activities are included on page 11 of this document.</li> </ul>
Sound tools	<ul style="list-style-type: none"> <li>• Auditory amplification devices</li> <li>• Hearing aids</li> <li>• Noise buffers</li> <li>• Read prompts aloud to student (Prompts must be read word-for-word without extra explanations or interpretations that are unavailable to other students.)</li> <li>• Record and play-back think-aloud or written responses (A student may record his or her response to the prompt into a recording device and play it back as</li> </ul>

<sup>15</sup> Universal tools are tools are available to all students based on student preference and selection.

<sup>16</sup> Spell and grammar check may be used with the autocorrect feature turned on. Even though misspellings could be auto-corrected, there is no guarantee that the correct word will be chosen and students still need to come close enough to the correct spelling that the application knows what correction needs to be made. While the grammar check underlines grammatical errors, it does not suggest how to fix them or fix them automatically.



Universal Tool Area <sup>15</sup>	Examples, Descriptions, and Security Considerations
	s/he constructs her/his written text. A student may also use a recording device to read and listen to her/his completed response for editing purposes.)
Printed resources	<ul style="list-style-type: none"> <li>• <b>Scoring guide</b> (Only the official state scoring guide or the grade-specific student language versions of the scoring guide found online at: <a href="http://www.oregon.gov/ode/educator-resources/essentialskills/Pages/Scoring-Guides.aspx">http://www.oregon.gov/ode/educator-resources/essentialskills/Pages/Scoring-Guides.aspx</a>)</li> <li>• <b>Graphic organizers:</b> Students may re-create the content of a graphic organizer commonly used in their writing instruction on a blank piece of paper as long as it is done without the coaching or direction of the test administrator.</li> <li>• <b>Guide to revision</b> (Only the ODE-provided Guide to Revision found online at <a href="http://www.oregon.gov/ode/educator-resources/essentialskills/Pages/Writing-Work-Sample-Tasks.aspx">http://www.oregon.gov/ode/educator-resources/essentialskills/Pages/Writing-Work-Sample-Tasks.aspx</a> is allowed.</li> <li>• <b>Formula and conversion sheets</b> (Only the formulas and conversion sheets are posted online at <a href="http://www.oregon.gov/ode/educator-resources/essentialskills/Pages/Math-Work-Sample-Tasks.aspx">http://www.oregon.gov/ode/educator-resources/essentialskills/Pages/Math-Work-Sample-Tasks.aspx</a> are allowed.</li> <li>• <b>Math problem solving tips</b> (Only those posted online at <a href="http://www.oregon.gov/ode/educator-resources/essentialskills/Pages/Math-Work-Sample-Tasks.aspx">http://www.oregon.gov/ode/educator-resources/essentialskills/Pages/Math-Work-Sample-Tasks.aspx</a> are allowed.)</li> <li>• <b>Spelling list</b> (The list must be created before test administration begins. Once an assessment has begun, only the student may add additional words that the student looks up independently in the dictionary (<b>Not</b> allowable for Reading). Once an assessment has begun, test administrators may not advise students to add specific words.)</li> <li>• <b>List of transitions/transitional phrases</b> (The list must be created before test administration begins and must not include examples (i.e., as used in a sentence) or definitions (i.e., “These transitions show a contrast between ideas in your writing”).)</li> <li>• <b>Hundreds chart</b></li> <li>• <b>Number line</b> (May be unmarked or with integers)</li> <li>• <b>Multiplication table</b> (Up to 12 x 12)</li> <li>• <b>Instructional clocks with numbers</b></li> <li>• <b>Templates with unlabeled shapes</b></li> </ul>
Manipulatives	<ul style="list-style-type: none"> <li>• Algebra tiles</li> <li>• Balance, including “Hands-on-Math Algebra” balance</li> <li>• Base-ten blocks</li> <li>• Beans, bean sticks, popsicle sticks, or similar objects including bundles of ten</li> <li>• Colored chips, including positive and negative chips</li> <li>• Color tiles</li> <li>• Cubes</li> </ul>

Universal Tool Area <sup>15</sup>	Examples, Descriptions, and Security Considerations
	<ul style="list-style-type: none"> <li>• Cuisenaire rods</li> <li>• Dice</li> <li>• Dominoes or checkers</li> <li>• Dot paper (square or hex)</li> <li>• Egg cartons of various sizes</li> <li>• Fraction strips or fraction pieces</li> <li>• Geoboard and rubber bands</li> <li>• Geometric shapes – 2D and 3D</li> <li>• Interlocking cubes</li> <li>• Legos</li> <li>• Marbles or colored cubes and containers</li> <li>• Measuring cups and spoons with marks and text</li> <li>• Pattern blocks</li> <li>• Patty paper (small square sheets)</li> <li>• Play money</li> <li>• Playing cards or numbered cards</li> <li>• Scissors</li> <li>• Spinners</li> <li>• Stopwatch</li> <li>• String</li> <li>• Tangrams</li> <li>• Tiles</li> <li>• Touch math cards</li> <li>• Transparent sheets, mirrors, MIRATM – symmetry tools</li> <li>• 2-D nets</li> </ul> <p>Manipulatives are available to help students think, not to give them answers. Manipulatives must not either directly provide students with answers or identify the process by which students may determine the answer. Manipulatives must not be labeled (e.g., fractions, decimals, numerals, text). Students are not to be coached as to which manipulatives to use.</p>
<b>Posters</b>	<ul style="list-style-type: none"> <li>• <b>Encouragement or inspiration</b>, e.g., <ul style="list-style-type: none"> <li>○ “Believe in Yourself”</li> <li>○ “Set your dreams high”</li> </ul> </li> <li>• <b>Definitions of the writing and/or reading traits or math process dimensions</b> (must only include definitions and must not include specific examples)</li> <li>• <b>Overview of writing process</b></li> <li>• <b>Math problem solving tips</b></li> </ul>

Universal Tool Area <sup>15</sup>	Examples, Descriptions, and Security Considerations
Vocabulary tools	<ul style="list-style-type: none"> <li>• <b>Dictionary</b> (NOT allowed for Reading)</li> <li>• <b>Thesaurus</b></li> <li>• <b>Synonyms</b> (At the student’s request, a test administrator may provide a single synonym for any word in the prompt that the student does not know or recognize. A test administrator must not provide extensive definitions or extended clarifications of words. For example, the word “rug” may be substituted for “carpet”; however, further description or interpretation of the tested concept is prohibited.)</li> </ul>
Response tools	<ul style="list-style-type: none"> <li>• <b>Zoom or magnifications</b></li> <li>• <b>Transparent sheets</b> (A clear or tinted tool to protect test materials or to improve focus)</li> <li>• <b>Color overlay</b></li> <li>• <b>Response aids</b>, e.g., adaptive pencils, key guards, and skins</li> <li>• <b>Correction fluid or tape</b>, e.g., “white out”</li> <li>• <b>Scratch paper</b></li> <li>• <b>Graph paper</b></li> <li>• <b>Individual erasable whiteboards</b></li> </ul>
Time allowances	Work Samples may be completed over multiple periods. (Work Samples should be maintained securely between sessions.)

**Table 2. Designated Supports for Work Samples**

Designated Support <sup>17</sup>	Description
Assistive technology device	Students may use any assistive technology device that serves as their primary verbal or written communication mode (e.g., word processing, typewriter, adaptive keyboard, or other assistive technology).
Electronic word-for-word, text-to-voice scanning of item or prompt <sup>18</sup>	Any software and equipment designed to scan and read text should be administered in accordance with other read-aloud guidance.
Human-based read aloud of item or prompt	Readers should be provided to students on an individual basis – not to a group of students. A student should have the option of

<sup>17</sup> Designated supports are accessibility features available only to students for whom an adult or team working with the parent/guardian and student has documented the need for these.

Designated Support <sup>17</sup>	Description
	asking a reader to slow down or repeat text.
<b>Interpret directions orally</b>	Directions may be interpreted by personnel designated as competent by their district to make language interpretations for educational purposes.
<b>Point to or dictate multiple-choice responses to a test administrator</b>	A student may point to, dictate, or otherwise indicate multiple-choice responses to a test administrator. The test administrator will use a pencil, keyboard, or mouse to input those responses exactly as indicated by the student. ELs may respond in English or language of origin. Test administrators and others supporting a student's test taking must be neutral in responding to the student during the test administration. For students who are still acquiring computer skills, working with a practice test prior to operational testing may allow the student to develop the necessary skills. Students unable to manipulate the mouse or keyboard may request assistance from the test administrator.
<b>Projection devices</b>	This designated support is consistent with the existing allowance for visual magnification devices and does not compromise the security of the assessment. A secure room and the technology must be available. Room security ensures that the projection screen is not visible to individuals not taking the assessment
<b>Record/play back questions, passages, thought processes, and responses</b>	A student may record his or her responses into a recording device prior to responding to the assessment. The student should be familiar with the process of self-recording; however, if the student is not able to manage the equipment, test administrators are allowed to provide support. Following the assessment session, all tapes and materials must be securely destroyed.
<b>Retells reading passage</b>	Student retells reading passage to test administrator or educational assistant in his or her own words before responding to the multiple-choice items. When a student vocalizes to a listener, the listener is to remain neutral and may provide no feedback or indication of correctness or incorrectness on the student's part.
<b>Rewrite</b>	The test administrator may write symbols and/or numerals exactly as they appear in the assessment in order to enlarge them and make them visually accessible. The entire formula or statement should be duplicated so that the context remains intact.
<b>Separate setting</b>	In some instances, students may need to interact with Work Sample prompts in a separate setting within the school, in a setting outside of school, such as in a hospital or their home, or in an alternate testing environment. A separate setting may be helpful for a student with severe anxiety or for a student who is easily

Designated Support <sup>17</sup>	Description
	distracted (or may distract others). Some students may benefit from being in an environment that allows for movement, such as being able to walk around.
<b>Vocalize thought process</b>	Student is allowed to vocalize his or her thought process out loud to him/herself or to a neutral test administrator. When a student vocalizes to a listener, the listener is to remain neutral and may provide no feedback or indication of correctness or incorrectness on the student's part.
<b>Sensory supports or interventions</b>	Sensory techniques may not be used in response to specific items on the assessment, but should reflect the student's typical sensory routines.
<b>Support physical position of student</b>	<p>For instance, preferential seating, special lighting, increased/decreased opportunity for movement, position assistance, adaptive equipment/furniture.</p> <p>A student who needs physical support to access the computer monitor, keyboard or assessment materials may be supported either using appropriate devices or they may be provided supports by an aide/educational assistant.</p>
<b>Visual magnification devices or software</b>	A student may use any visual magnification device that does not compromise the security of the statewide assessment.
<b>Written translations of oral directions</b>	Oral directions may be provided with a written translation, including Braille.
<b>Written translation of the prompts</b>	Interpreter may provide written translation of the writing or math prompt in a student's language of origin. Consistent with any administration, the prompt may be read aloud to the student in both English and the translated language. Translations must be written in advance.
<b>Written version of oral directions, including Braille</b>	

**Table 3. Accommodations for Work Samples**

Accommodation <sup>19</sup>	Description
<b>Braille versions of test</b>	
<b>Electronic word-for-word, text-to-voice scanning of reading passage</b>	Any software and equipment designed to scan and read text should be administered in accordance with other read-aloud guidance. <sup>20</sup>
<b>Human-based read aloud of reading passage</b>	Readers should be provided to students on an individual basis – not to a group of students. A student should have the option of asking a reader to slow down or repeat text.
<b>Sign directions</b>	For all assessments, directions may be signed (by a qualified signed test interpreter) to the student using the sign modality that is most familiar to the student. <i>See also Oregon Accommodation Manual Appendix B: Guidelines for Signed Interpretation Support.</i>
<b>Sign prompt, reading material, or stimuli</b>	Sign language interpreters should review test items and content standards for information on vocabulary that is construct specific to the item so that they do not give students an unfair advantage. Not all items need to be signed; the student can request individual words or items to be signed. Sign language interpreters will need access to test items at least 48 hours prior to administration to identify specific content vocabulary that needs to be signed or finger spelled. Interpreters must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words.  <i>See also Oregon Accommodation Manual Appendix B: Guidelines for Signed Interpretation Support.</i>

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<sup>19</sup> Accommodations are changes in procedures or materials available only to those students with documentation of the need through a formal plan (i.e., IEP, 504 Plan) or, in the case of Essential Skills, through meeting eligibility criteria.

## APPENDIX B: ODE SECURE RESTRICTED ACCESS WORK SAMPLE PROMPT BANK OVERVIEW

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### Purpose

The ODE secure restricted access Work Sample prompt bank development was funded as a part of the Strategic Initiatives, through House Bill 3233. This investment is intended to supplement local Work Sample practices rather than replace them. The security protocols described for the ODE secure restricted access Work Sample prompt bank apply only to the ODE secure restricted access Work Sample prompts posted within the ORSkills or the Secure Work Sample Bank application and do not apply to local Work Sample practices.

### Eligibility

While any student is eligible to use locally-developed Work Samples to demonstrate proficiency in the Essential Skills, ODE secure restricted access Work Sample prompts may only be administered to students enrolled in grade 12 during the 2016-2017 school year who do not have a passing Essential Skills score using any of the approved assessment options. For each Essential Skills area in which the student does not have a passing Essential Skills score, the student may receive up to two ODE secure restricted access Work Sample prompts.

### Access to the ORSkills

In order to obtain access to the ODE secure restricted access Work Sample prompts which are posted within the ORSkills online system, District Test Coordinators or school administrators should email Mary White ([orskillshelp@wesd.org](mailto:orskillshelp@wesd.org)) at Willamette Educational Service to set up an ORSkills account.

### Access to ODE Secure Restricted Access Work Sample Prompts

Prior to checking out access to the ODE secure restricted access Work Sample prompts each person must read *Appendix C: ODE Secure Restricted Access Work Sample Prompt Security* and sign *Appendix D: Assurance of ODE Secure Restricted Access Work Sample Prompt Security*.

### Security Assurances for Checking Out ODE Secure Restricted Access Work Sample Prompts

Any person, including support staff, who has access to or participates in the handling of the ODE secure restricted access Work Sample prompts must read *Appendix C: ODE Secure Restricted Access Work Sample Prompt Security* and sign *Appendix D: Assurance of ODE Secure Restricted Access Work Sample Prompt Security*. This form must be kept on file in the district office prior to handling or administering ODE secure restricted access Work Sample prompts.

### Record Keeping

In order to evaluate the impact of the ODE-developed Work Sample prompts and to understand where improvements could be made to these Work Sample prompts, ODE is collecting information about ODE-developed Work Sample prompt use, including rate of students passing. This information will be collected through the Willamette Educational Service District's ORSkills online system. For each Work Sample prompt that is checked out through the ORSkills, student scores must be entered into ORSkills and student work must be scanned into the system. The student work and scores are stored securely and remain accessible to the district.

## **ODE Secure Restricted Access Work Sample Prompt Agreement**

In order to download an ODE secure restricted access Work Sample prompts from the ORSkills, a person must indicate that he or she agrees to the following terms.

**Context: ODE Secure Restricted Access** Work Sample prompts must be handled as secure content. Secure handling of these materials is necessary so that they can be used for multiple years. This is especially important since ODE is not assured of additional funding to add Work Sample prompts.

### **I agree to handle, administer, and transfer ODE secure restricted access Work Sample prompts in a secure manner.**

- ODE secure restricted access Work Sample prompts may only be administered to students in paper-pencil format; students may respond either in paper-pencil format or with word processing.
- Prior to administration and between sessions, all ODE secure restricted access Work Sample prompts content, including student responses and scratch paper, must be collected, inventoried, and securely stored. Students must not remove test materials from the test environment; word processed student responses must be saved on a flash drive that is securely stored.
- After scoring has occurred, all ODE secure restricted access Work Sample prompts content, including student responses and scratch paper, be collected, inventoried, and securely stored. After scoring, districts may choose to instead securely shred content to maintain test security.
- Transfer of ODE secure restricted access Work Sample prompts must be done securely. As a reminder, neither email nor fax is considered secure means of transfer.
- Inter-district transfer of secure Work Samples is prohibited.
- Students must be monitored during ODE secure restricted access Work Sample prompt administration. All adults who handle or administer ODE secure restricted access Work Sample prompts must have completed the required reading and security assurances.

### **I agree that ODE secure restricted access Work Sample prompts will only be made available to eligible students as described in following section.**

Only students enrolled in grade 12 during the 2016-2017 school year who do not have a passing Essential Skills score using any of the approved assessment options may receive up to two ODE secure restricted access Work Sample prompt in each Essential Skill area.



## APPENDIX C: ODE SECURE RESTRICTED ACCESS WORK SAMPLE PROMPT SECURITY

### Test Security

All ODE secure restricted access Work Sample prompts are secure and must be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of ODE secure restricted access Work Sample prompts and student information. For additional information about how to maintain security, please contact your district test coordinator or district security administrator.

### Security of the Test Environment

The test environment refers to all aspects of the testing situation while students are testing. The test environment includes what a student can see, hear, or access (including via technology). A violation of the security of the test environment may result in a test impropriety. *Table 1: Security Requirements of the Test Environment* describes security requirements for the test environment during various stages of testing.

**Table 1: Security Requirements of the Test Environment**

Requirement	Description
<b>BEFORE TESTING</b>	
<b>Eligibility</b>	While any student is eligible to use locally-developed Work Samples to demonstrate proficiency in the Essential Skills, ODE secure restricted access Work Sample prompt may only be administered to students enrolled in grade 12 during the 2016-2017 school year who do not have a passing Essential Skills score using any of the approved assessment options. For each Essential Skills area in which the student does not have a passing Essential Skills score, the student may receive up to two ODE secure restricted access Work Sample prompts.
<b>Distributing</b>	Transfer of ODE secure restricted access Work Sample prompts must be done securely; neither email nor fax is considered secure means of transfer.
<b>Modifications</b>	ODE secure restricted access Work Sample prompts may be modified in accordance with the <i>Essential Skills and Local Performance Assessment Manual</i> for use with students seeking a Modified Diploma. Modifications are not allowable for use in obtaining a Regular Diploma.
<b>Translating</b>	Translations are only allowed for Math or Writing. They are NOT allowed for Reading.
<b>Documentation</b>	Districts will implement a system to ensure that only eligible students receive ODE secure restricted access Work Sample prompt and that each eligible student receives no more than two in each Essential Skill area.
<b>Instructional</b>	Instructional materials must be removed or covered, including but not

Requirement	Description
<b>materials removed or covered</b>	limited to information that might assist students in answering questions that is displayed on bulletin boards, chalkboards or dry-erase boards, or on charts (e.g., wall charts that contain literary definitions, maps, mathematics formulas, etc.).
<b>Student seating</b>	Students must be seated so there is enough space between them to minimize opportunities to look at each other's work, or they should be provided with table-top partitions or other visual barriers.
<b>Signage</b>	If helpful, place a "TESTING—DO NOT DISTURB" sign on the door or post signs in halls and entrances rerouting hallway traffic in order to promote optimum testing conditions.
<b>DURING TESTING</b>	
<b>Paper Pencil Administration</b>	Students may only receive the ODE secure restricted access Work Sample prompt in paper-pencil format. Students may respond either in either paper-pencil format or through word processing. Word processed student responses must be saved on a flash drive that is securely stored.
<b>Quiet environment</b>	Provide a quiet environment void of talking or other distractions that might interfere with a student's ability to concentrate or might compromise the testing situation (e.g., if testing in a school library or computer lab, access should be restricted to testing students and authorized staff while testing is in progress).
<b>Student supervision</b>	Students are actively supervised by a trained TA and the students are free from access to unauthorized electronic devices that allow access to outside information, communication among students, or photographing or copying test content. This includes, but is not limited to, cell phones, personal digital assistants (PDAs), iPods, cameras, and electronic translation devices.
<b>Access to allowable resources only</b>	Students must only have access to and use of those accessibility supports as described in the <i>Essential Skills and Local Performance Assessment Manual</i> .
<b>Student access to assessments</b>	Only students who are testing can view items. Students who are not being tested or unauthorized staff or other adults must not be in the room where a test is being administered.
<b>DURING AND AFTER TESTING</b>	
<b>No access to digital, electronic, or manual devices</b>	No digital, electronic, or manual device may be used to record or retain test items, reading passages, or writing prompts.
<b>Multiple-day testing sessions</b>	When the ODE secure restricted access Work Sample prompt administration extends beyond one test session, test administrators should tell students to write their names on their work and should collect the student work and securely store it for students' use in the subsequent test session. The ODE secure restricted access Work Sample prompt and all student work must be collected and inventoried

Requirement	Description
	at the end of each test session.
<b>No discussing, or releasing test materials</b>	<p>ODE secure restricted access Work Sample prompt and descriptions of ODE secure restricted access Work Sample prompt must not be discussed with or released to anyone who has not completed the <i>Appendix D: Assurance of ODE Secure Restricted Access Work Sample Prompt Security</i>.</p> <p>ODE secure restricted access Work Sample prompt and descriptions must not be discussed with or released to anyone via any media, including fax, email, social media websites, etc.</p>
<b>All test materials must remain secure at all times</b>	Printed materials, scratch paper, and documents with student information must be kept in a securely locked room or locked cabinet that can be opened only with a key or keycard by authorized staff.
<b>AFTER TESTING</b>	
<b>No test materials used for instructions</b>	Test items, stimuli, reading passages, or writing prompts must not be used for instruction.
<b>Store or shred test materials securely</b>	Printed copies of the ODE secure restricted access Work Sample prompt and student work including modified or translated versions of the ODE secure restricted access Work Sample prompt must be collected and inventoried at the end of each test session and then immediately either securely stored or securely shredded.

### Student Confidentiality

Individual student information and test results must not be made public. Student test materials and reports must not be exposed in such a manner that student names can be identified with student results, except to authorized individuals with an educational need to know.

Secure Student Identification Numbers (SSIDs) and other confidential personally identifiable student data must remain secure at all times and must not be associated with a student's name in an unsecured place or manner. Displaying student SSIDs with student names on any non-secure materials compromises the security of confidential student information. SSIDs associated with student names or other personally identifiable student data must not be sent in an e-mail or fax. If information is to be sent via e-mail or fax, include only the SSID, not the student's name.

While ODE secure restricted access Work Sample prompts must be kept secure, the Family Educational Rights and Privacy Act (FERPA) requires that parents have the opportunity to view their student's most recent assessments. If a parent requests to view their student's ODE secure restricted access Work Sample prompts contact the DTC.

### Test Improprieties

Test security incidents, such as improprieties, are behaviors prohibited during test administration, either because they give a student an unfair advantage or because they compromise the secure administration of the assessment. Whether intentional or by accident, failure to comply with security rules, either by staff or students, constitutes a test impropriety. Test administrators and school test coordinators or other individuals who have witnessed, been informed of, or suspect the

possibility of a test impropriety could potentially affect the integrity of the tests or the data should follow local procedures to report improprieties.

### Adult-Initiated Test Improprieties

Adult-initiated test improprieties are adult behaviors prohibited during test administration because they give students an unfair advantage or otherwise compromise the assessment. *Table 2: Examples of Reported Adult-Initiated Test Improprieties* below provides examples of adult-initiated test improprieties. This list is not intended to be comprehensive.

**Table 2: Examples of Reported Adult-Initiated Test Improprieties**

Description
<ul style="list-style-type: none"> <li>• Failing to ensure administration and supervision of an ODE secure restricted access Work Sample prompts by qualified, trained personnel at all times.</li> </ul>
<ul style="list-style-type: none"> <li>• Sending a student’s name and SSID together in an email message.</li> </ul>
<ul style="list-style-type: none"> <li>• Coaching or providing any other type of assistance to students that may affect their responses. This includes both verbal cues (e.g., interpreting, explaining, or paraphrasing the test items or prompts) and nonverbal cues (e.g., voice inflection, pointing, or nodding head) to the correct answer.</li> </ul>
<ul style="list-style-type: none"> <li>• Providing a student access to another person’s work/responses.</li> </ul>
<ul style="list-style-type: none"> <li>• Providing students with non-allowable materials or devices during test administration.</li> </ul>
<ul style="list-style-type: none"> <li>• Leading students through instructional strategies such as Think Aloud, asking students to point to the correct answer or otherwise identify the source of their answer, or requiring students to show their work.</li> </ul>
<ul style="list-style-type: none"> <li>• Modifying student responses or records at any time.</li> </ul>
<ul style="list-style-type: none"> <li>• Administering an assessment in a manner that is inconsistent with a student’s IEP.</li> </ul>
<ul style="list-style-type: none"> <li>• Failing to securely store test materials, including allowing students to remove ODE secure restricted access Work Sample prompt or scratch paper that was used during assessment from the secure test environment.</li> </ul>
<ul style="list-style-type: none"> <li>• Using ODE secure restricted access Work Sample prompts for instructional purposes.</li> </ul>
<ul style="list-style-type: none"> <li>• Developing answer keys to test items and using them for instructional purposes or to give students input on their progress and test performance.</li> </ul>
<ul style="list-style-type: none"> <li>• Giving the media ODE secure restricted access Work Sample prompts or providing the media access to the secure test environment.</li> </ul>

### Student-Initiated Test Improperities

Student-initiated test improprieties are student behaviors prohibited during test administration because they can give students an unfair advantage or otherwise compromise test administration.

*Table 3: Examples of Reported Student-Initiated Test Improperities* provides examples of student-initiated test improprieties. This list is not intended to be comprehensive.

**Table 3: Examples of Reported Student-Initiated Test Improperities**

Description
<ul style="list-style-type: none"><li>• Students cheating, including passing notes or giving help to other students during testing.</li></ul>
<ul style="list-style-type: none"><li>• Students talking during testing.</li></ul>
<ul style="list-style-type: none"><li>• Having access to or using electronic equipment (e.g., cell phones, PDAs, iPods, or electronic translators) during testing.</li></ul>
<ul style="list-style-type: none"><li>• Accessing the internet during a testing event.</li></ul>
<ul style="list-style-type: none"><li>• Accessing or using non-allowable resources, including other students' work, during a test administration.</li></ul>
<ul style="list-style-type: none"><li>• Removing secure testing materials such as test items, stimuli, reading passages, writing prompts, or scratch paper from the testing environment.</li></ul>

### Reporting Test Improperities and Irregularities

All standard impropriety reporting procedures should be followed locally. Improperities should be handled locally, unless the impropriety presents risk of substantial exposure of the ODE secure restricted access Work Sample prompt. For all improprieties, staff must notify the District Test Coordinator (DTC) immediately (within 1 business day) upon learning of a potential impropriety, whether it is intentional or unintentional. If the district determines they need to escalate the impropriety to ODE, this should be done the same day the determination. ODE will then determine whether to remove the ODE secure restricted access Work Sample prompt and contact the other districts who have downloaded the ODE secure restricted access Work Sample prompt. DTCs must submit their initial report electronically using the form in *Appendix E: ODE Secure Restricted Access Work Sample Prompt Impropriety Report Form*. DTCs must e-mail the completed form to [ode.testsecurity@state.or.us](mailto:ode.testsecurity@state.or.us) (503-947-5928), along with any additional documentation. Based on the initial report, ODE may request further investigation by the DTC.

## APPENDIX D: ASSURANCE OF ODE SECURE RESTRICTED ACCESS WORK SAMPLE PROMPT SECURITY

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### Assurance of ODE Secure Restricted Access Work Sample Prompt Security

I have read and understand Appendix C: ODE Secure Restricted Access Work Sample Prompt Security.

I will adhere to security procedures, and security according to the Appendix C: ODE Secure Restricted Access Work Sample Prompt Security, including but not limited to ensuring the following:

- ODE secure restricted access Work Sample prompts may only be administered to students in paper-pencil format; students may respond either in paper-pencil format or with word processing.
- Prior to administration and between sessions, all ODE secure restricted access Work Sample prompt content, including student responses and scratch paper, must be collected, inventoried, and securely stored. Students must not remove test materials from the test environment; word processed student responses must be saved on a flash drive that is securely stored.
- After scoring has occurred, all ODE secure restricted access Work Sample prompt content, including student responses and scratch paper, be collected, inventoried, and securely stored. After scoring, districts may choose to instead securely shred content to maintain test security.
- Transfer of ODE secure restricted access Work Sample prompts must be done securely. As a reminder, neither email nor fax is considered secure means of transfer.
- Students must be monitored during ODE secure restricted access Work Sample prompt administration. All adults who handle or administer ODE secure restricted access Work Sample prompts must have completed the required reading and security assurances.

**I will investigate and notify my District Test Coordinator (DTC) immediately (within 1 business day) upon learning of a potential impropriety, whether it is intentional or unintentional.**

Name (print): \_\_\_\_\_

Signature: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

School: \_\_\_\_\_

Date: \_\_\_\_\_

*Keep on file at the district office for one year*

## APPENDIX E: ODE SECURE RESTRICTED ACCESS WORK SAMPLE PROMPT IMPROPRIETY REPORT FORM

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District Test Coordinators (DTCs) must use this form report improprieties to [ode.testsecurity@state.or.us](mailto:ode.testsecurity@state.or.us) (503-947-5928) that pose a risk of substantial exposure of the ODE secure restricted access Work Sample prompts.

Your Contact Information:			
School District:		Date of Incident:	
DTC Name:			
DTC Telephone number:		DTC E-mail:	
INCIDENT INFORMATION:			
School/Institution:			
ODE Secure Restricted Access Work Sample Prompt Title:			
Test Subject and Grade:			
Description of incident:			
Have all test administrators involved in the incident received test security training and signed a Test Administrator Assurance of Test Security form for the current school year?			<input type="checkbox"/> YES <input type="checkbox"/> NO