

APPENDIX N – WORK SAMPLES AND STATE SCORING GUIDES

Introduction

A work sample is a representative sample of individual student work that may be used to demonstrate proficiency in one or more skills and may be assessed using one or more of Oregon's official scoring guides. Examples of work samples are an expository essay, responses to an informative reading selection, a persuasive speaking presentation, or responses to an open-ended math problem. Other examples of work samples appear throughout this Appendix.

Student work samples serve two different but related purposes for Oregon students:

- The first purpose is to provide an option for students to fulfill the Essential Skills requirement for a high school diploma.
- The second purpose is to provide an option to fulfill the annual local performance assessment requirement that ensures that students in Grades 3 through 8 and once in high school are afforded opportunities to learn and to receive feedback regarding their progress toward meeting specific state standards throughout their years in public schools.

Please note that districts choosing to use work samples for one of these two purposes must score the work samples using an official state scoring guide and follow the guidelines described in this Appendix. While districts may refer to these guidelines when administering other locally developed assessment options, they are not required to do so.

Work Samples as an Option for Fulfilling the Essential Skills Diploma Requirement

According to OAR 581-022-0615: Assessment of Essential Skills, students must demonstrate proficiency in the Essential Skills in order to receive a high school diploma:

- Students first enrolled in Grade 9 in 2008-2009 must demonstrate proficiency in the Essential Skill of Reading;
- Students first enrolled in Grade 9 in 2009-2010 must demonstrate proficiency in the Essential Skills of Reading and Writing; and
- Students first enrolled in Grade 9 in 2010-2011 or beyond must demonstrate proficiency in the Essential Skills of Reading, Writing, and Mathematics.

As of October 2009, the State Board of Education has approved work samples scored using an official state scoring guide as one of the assessment options available for the Essential Skills of Reading, Writing, and Mathematics. The State Board will approve additional options over time. For more information, see [Appendix L – Requirements for Assessment of Essential Skills](#).

The following table summarizes the requirements for using work samples to demonstrate proficiency in the Essential Skills:

ESSENTIAL SKILL	WORK SAMPLE ASSESSMENT OPTION	ACHIEVEMENT STANDARD
Read and comprehend a variety of text	Two Reading Work Samples: at least one informational reading selection (the second reading selection may either be informational or literary)	Score: 12 across the three required traits for each work sample (each trait must receive an individual score of at least 3). (Work samples are locally scored with the Official State Reading Scoring Guide)
Write clearly and accurately* (Phases in starting with students first enrolled in Grade 9 in 2009-2010)	Three Writing Work Samples (one of each of the following): <ul style="list-style-type: none"> ▪ expository ▪ persuasive ▪ narrative 	Score: 4 on each of the four required traits for each of the three work samples. (Work samples are locally scored with the Official State Writing Scoring Guide)
Apply mathematics in a variety of settings* (Phases in starting with students first enrolled in Grade 9 in 2010-2011)	Two Mathematics Work Samples (one of each for two of the following strands): <ul style="list-style-type: none"> ▪ algebra ▪ geometry ▪ statistics 	Score: 4 on each of the four traits plus accuracy. (Work samples are locally scored with the Official State Mathematics Problem Solving Scoring Guide)

***A work sample used to demonstrate proficiency in either the Essential Skill of Writing or Mathematics may also fulfill a student’s local performance assessment requirement in that subject area at the high school level.**

Work Samples as Local Performance Assessments to Demonstrate Opportunity to Learn

OAR 581-022-0615 also requires school districts and public charter schools to provide students in Grades 3 through 8 and once in high school with annual opportunities to demonstrate their progress in the skill areas of Writing, Speaking, Mathematical Problem-Solving, and Scientific Inquiry. These opportunities must consist of annual local performance assessments.

DEVELOPMENT OF LOCAL PERFORMANCE ASSESSMENTS	<p>Over time, districts may build banks of local performance assessments for future use and to ensure flexibility for students with different interests.</p> <p>Districts may also share local performance assessments with other districts to increase the number and variety of local performance assessments available for use.</p>
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School districts and public charter schools are free to develop their own local performance assessments; however, they may choose to meet this requirement by administering work samples scored using the official state scoring guide. The following table summarizes the requirements for using work samples as local performance assessments.

SKILL AREA	GRADE	ACHIEVEMENT STANDARD	NOTES ABOUT WORK SAMPLES
Writing	Grade 3	<ul style="list-style-type: none"> ▪ Meets = Score of 3 in each required trait ▪ Exceeds = Score of 4, 5, or 6 	Grade 3 students are not held to a standard in Sentence Fluency.
	Grades 4-8 and High School	<ul style="list-style-type: none"> ▪ Meets = Score of 4 in each required trait ▪ Exceeds = Score of 5 or 6 	Voice and Word Choice may be scored but are not required traits. Exemplars reflect expectations at each grade level.
Speaking	Grade 3	<ul style="list-style-type: none"> ▪ Meets = Score of 3 in each required trait ▪ Exceeds = Score of 4, 5, or 6 	Grade 3 students are not held to a standard in the trait of Language.
	Grades 4-8 and High School	<ul style="list-style-type: none"> ▪ Meets = Score of 4 in each required trait ▪ Exceeds = Score of 5 or 6 	Exemplars reflect expectations at each grade level.
Mathematics Problem Solving	Grades 3-8 and High School	<ul style="list-style-type: none"> ▪ Meets = Score of 4 in each required trait ▪ Exceeds = Score of 5 or 6 	Exemplars reflect expectations at each grade level.
Scientific Inquiry	Grade 3-8 and High School	<ul style="list-style-type: none"> ▪ Meets = Score of 4 in each required trait ▪ Exceeds = Score of 5 or 6 	A separate official scoring guide exists for each of the four grade-bands (3, 4-5, 6-8, and High School).

Guidelines for Work Sample Design

Work samples must align with the state content standards for the skill area being assessed. For example, questions about reading selections, prompts for writing, topics for speaking, and problems for mathematics must clearly provide students with opportunities to demonstrate proficiency in the content standards being assessed in the work sample. (For examples of work samples released by ODE, see <http://www.ode.state.or.us/go/worksamples>.)

In addition, work samples must reflect independent, individual student work **only**. Collaborative group projects or products may **not** be used to demonstrate an individual student’s proficiency, although individual work samples may grow out of common learning experiences or group work. For example, a student may write in response to a school assembly, an individual student’s math or

scientific inquiry work sample may stem from group research on a local situation, or a student's speaking work sample may consist of a presentation made as part of a panel discussion.

Factors to Consider (District Options)

Minimum and maximum lengths

For work samples used to meet only the local performance assessment requirement, districts may set their own rules about length, although the work samples must be long enough and complex enough to meet the standards being assessed. For work samples used to demonstrate proficiency in the Essential Skills, see the content-specific guidance located online at <http://www.ode.state.or.us/go/worksamples>. If a work sample will be used to meet both the local performance assessment and the Essential Skills requirement, it must follow these specific guidelines for Essential Skills work samples.

Embedding work samples in the curriculum

Students, teachers, and parents will most likely experience a smoother, more integrated system when work samples are embedded in the regular curriculum and are also part of the normal, ongoing evaluation and grading process. Examples of work samples embedded in the curriculum might include a student in a health class writing a persuasive paper about a contemporary personal or community health issue, a student in a woodworking class speaking about the merits of different types of woods for different purposes, a student in physical education devising and then explaining to the class his or her own exercise or nutritional plan, or a student in music describing the historical significance of a composer or specific composition.

Student choice

Whenever possible, work samples should be designed to offer student choices among reading selections, writing prompts, speech topics, math problems, etc. Students usually perform better when they are able to exercise some choice and when they have had some experience with the subject or topic.

Multi-disciplinary work samples

An overarching, multi-disciplinary project could be used to assess more than one skill. For example, a Senior Project could provide opportunities to demonstrate reading, writing, and speaking; a rich, complex reading passage could form the basis of an assessment in reading and then be a jump-off point for a choice of writing prompts or social science analysis; the results of a group project in statistics and probability could be used as the starting point of further analysis in an individual assessment in math and also give rise to a choice of expository speaking prompts about the project.

Administration of Work Samples: Procedures and Conditions

Time Allowances

Whether used as a local performance assessment or to meet an Essential Skills requirement, work samples are not meant to be timed. Each individual student should be granted ample time to demonstrate his or her skills, and some students may require significantly more time than others. Most work samples will take more than one session for students to complete. If most students in a

class have completed their work samples, it is reasonable to move on with the curriculum, but creative ways should be sought for individual students to complete their work samples. For example, teachers may provide organized time periods for multiple students to work on a variety of assessments under supervision or allow a student to complete a work sample before or after school while supervised by a teacher.

Use of Word Processors

All work samples may be word-processed. Consistent with prior practice, ODE does not restrict the use of spell-check or grammar-check features when using a word processor for a work sample.

Guidelines for the Degree of Supervision and Use of Outside Resources

Some work samples may be longer and more complex than others, possibly requiring students to conduct research using outside resources to find supporting facts, statistics, or examples. For such work samples, ODE allows districts to retain flexibility regarding student use of outside resources and the degree of supervision.

To ensure that a work sample is a student’s own independent work, ODE has set some guidelines regarding the degree of supervision required while the student completes the work sample. For those work samples requiring research, districts may allow students to complete parts of the work sample outside of class. When this option applies, students may use computers or other resources such as printed materials to conduct research. **If districts choose to offer students this option, the student must provide additional evidence to verify that the final product is the student’s own independent work.** Examples include but are not limited to notes, outlines, data collections, attached sources of information, and lists of works cited. While these guidelines are **recommended** for work samples used as local performance assessments, they are **required** for work samples used to meet the Essential Skills requirement.

The following table summarizes the degree of supervision **recommended** for work samples used as local performance assessments.

SKILL AREA	DIRECT SUPERVISION RECOMMENDED	DISTRICT OPTION FOR WORK SAMPLES THAT INVOLVE RESEARCH
Writing	Annual work sample must be completed under direct supervision with no outside resources	ODE does <u>not</u> recommend allowing students to complete the writing work sample outside of class
Speaking	If annual work sample is an unrehearsed speech work sample, it must be completed under direct supervision with no outside resources	If annual work sample is an expository or persuasive speech, then parts of the <u>preparation</u> may be done outside of class with additional evidence; however, delivery must be directly supervised
Mathematics		Parts of annual work sample may be completed outside of class with additional evidence
Scientific Inquiry		Parts of annual work sample may be completed outside of class with additional evidence

SKILL AREA	DIRECT SUPERVISION RECOMMENDED	DISTRICT OPTION FOR WORK SAMPLES THAT INVOLVE RESEARCH
Social Science Analysis (Optional)		Parts of annual work sample may be completed outside of class with additional evidence

Ensuring Independent Student Work

Although individual student work samples may grow out of preliminary group work, students must complete their work samples independently with no inappropriate feedback, coaching, or editing suggestions from anyone, including teachers, parents, or peers. Given that work samples must reflect an individual student’s independent work, it is important that teachers understand the difference between providing acceptable levels of feedback and providing inappropriate assistance which could lead to an invalid representation of what a student can accomplish independently. After the work sample has been completed and scored, there are limited opportunities for teacher feedback and subsequent student revision. For instance, providing scores is appropriate feedback, but providing specific suggestions such as, “This paragraph contains a run-on sentence” or “Type of soil is another variable that should be considered in this investigation” are not appropriate. Additional opportunities for appropriate feedback are described on p.[N-8](#).

To help ensure that work samples consist of independent student work, districts must establish a procedure for checking student progress throughout completion of the work sample. In addition, districts may choose to require each student to sign an assurance form stating that a given work sample is his or her own work. The supervising teacher should also sign the form, attesting that the student followed appropriate guidelines and that, to the best of the teacher’s knowledge, the work sample is the student’s independent work.

Scoring Work Samples

Whether used as local performance assessments or to meet the Essential Skills requirement, work samples must be scored using Oregon’s Official Scoring Guides, available online at <http://www.ode.state.or.us/go/worksamples>.

Raters

Work samples must be scored by certified teachers, administrators, or other staff who have been trained to a high degree of proficiency in using the official scoring guides. In some cases, districts may choose to hire retired teachers who have been recently trained on the scoring guides but who are no longer certified to assist with scoring.

Districts may obtain training on official scoring guides from a variety of sources. Some ESDs and professional organizations such as the Oregon Science Teacher Association or 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. Many districts

have also developed their own group of trainers to provide training during in-service activities. For more information on training opportunities, see <http://www.ode.state.or.us/go/worksamples>.

Although each work sample is required to be scored by only one rater, districts may choose to double-score a certain percentage of work samples to help ensure reliability among raters. It is helpful to conduct such a scoring in a group setting so that discrepant scores can be discussed and resolved, allowing raters to refine their understanding of the scoring guides in the process. Districts may also choose to conduct scoring in a group setting to provide anonymity for individual raters or to allow for consensus decisions for work samples on the borderline between two scores.

Achievement Standards for Work Samples

In order to use a work sample to meet the Essential Skills requirement, it must meet the achievement standard approved by the State Board. Writing and Mathematics work samples are considered to meet the achievement standard with a score of 4 in each of the required traits on the appropriate official scoring guide. In Reading, a work sample must have a total score of 12, with no trait receiving a score lower than 3. **A student may not meet the achievement standard by combining scores for different traits from two separate work samples.**

When assigning a score, raters should be able to justify a response using the language from the official scoring guide. Raters should use professional judgment to determine the predominant score or composite score for each trait.

In addition to receiving scores based on the scoring guides, work samples may earn academic credit or grades in a class. It is important to distinguish between scoring a work sample for the traits on the Scoring Guide and assigning a traditional academic grade. In scoring, a work sample must be considered as a separate, stand-alone piece of work. As long as a work sample responds to the assigned topic and meets the standards, other factors such as neatness or handwriting must not be considered. In contrast, academic grades may reflect factors such as the extent to which a student follows directions and other legitimate factors. For example, if a student assigned to write an expository work sample instead writes a personal narrative, the work sample could still meet the achievement standards as a narrative work sample. Under academic grading criteria, however, that same work sample might earn a lower grade for failing to follow directions.

Scoring Forms

Districts may use scoring forms to provide limited feedback to students beyond that provided by the official scoring guide. ODE has developed scoring forms to accompany the official state scoring guides for Reading, Writing, Speaking, and Applying Mathematics (see <http://www.ode.state.or.us/go/worksamples>). The ODE-provided scoring forms are annotated with bullets from the official scoring guides and may be used to communicate information that students may find helpful during their revision process. **Please note, the official scoring guides and accompanying scoring forms are the only means that districts may use to communicate feedback to students if the work sample is to be revised to demonstrate proficiency in an Essential Skill (see below).**

Opportunities for Student Revision

Districts may adopt policies to allow students to revise their work samples. For work samples that are NOT being used to demonstrate proficiency on an Essential Skill, districts have wide latitude in setting revision guidelines. **For work samples being used to demonstrate proficiency in an Essential Skill, the guidelines below must be followed.** As long as the work sample remains the product of the student's independent efforts, revision is a reasonable alternative to starting over again, particularly on longer projects.

Essential Skills Work Samples that Nearly Meet the Achievement Standard

Work samples used to demonstrate proficiency in an Essential Skill that nearly meet the achievement standard (scoring a mix of 4s and 3s) may be returned to students for revision, along with the official scoring guide and optional scoring form. If districts choose to use the ODE-provided scoring forms, teachers may use the forms to indicate to students what they should work on by checking off certain phrases. **Except for the use of these forms, no teacher or peer feedback is permitted for work samples applied toward the Essential Skills requirement. Teachers may not discuss the students' work with them, make any written or oral comments, or point out any specific errors or places in the work sample that need attention.** Absolutely no coaching or prompting is allowed, since it is critical that the work sample represent the student's own, independent work. For instance, it would not be appropriate for the teacher to give a lesson or other direct input specifically addressing issues the student encounters while completing or revising the work sample. At the completion of the revision cycle, 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.

For work samples applied toward the Essential Skills requirement, all revisions must be completed under the direct supervision of a teacher or administrator. **Students may not complete revisions outside of the classroom.** In general, students should have only one opportunity to revise a work sample to be used to demonstrate proficiency in an Essential Skill, although it is up to district policy whether to allow an additional round of revision. If a revision is submitted for scoring and would require only a minimal amount of second-round revisions to meet the achievement standard, then the teacher may decide to return it to the student for one final round of revision.

The guidelines for scoring work samples also apply to scoring work sample revisions. When submitting the revision for scoring, students must staple the revision to the top of the original work sample and scoring form, and the rater must use a fresh scoring form when scoring the revision.

Essential Skills Work Samples that Clearly Do Not Meet the Achievement Standard

Work samples intended to be used to demonstrate proficiency in an Essential Skill that clearly do not meet the achievement standard (scoring 1s and 2s) may be used as an instructional opportunity for students who need additional instruction before they are ready to meet the standards independently. After agreeing with the student that the work sample will no longer be considered valid for Essential Skills proficiency, teachers may provide the student with specific feedback, pointing out specific errors and areas that need additional work. Teachers may provide specific suggestions for correcting the work, or they may provide mini-lessons in certain sub-skills. For instance, teachers may point out and explain specific grammar or punctuation errors, provide a mini-lesson in a certain math sub-skill, or encourage students to develop data analysis skills through

scaffolding questions using Bloom’s taxonomy until students get used to higher level self-reflection (e.g., What do you know about...? How can you explain...? How can you apply...? What part of this shows...?). **If a teacher chooses to follow this option, the work sample will be invalid and may not be used to meet the Essential Skills requirement, even if the work sample meets the achievement standard upon revision.**

Collecting and Managing Work Samples

Districts may adopt local policies to determine whether to retain documentation related to work samples which are administered to satisfy the annual local performance assessment requirement at Grades 3 – 8 and high school, but which are not eligible for use in meeting the Essential Skills graduation requirement. For work samples which are eligible for use in meeting the Essential Skills graduation requirement, districts must retain documentation of student scores through the time a student exits the public school system. Additional guidance on documentation of Essential Skills assessment options is included in Appendix L – Assessment of Essential Skills of the 2010-2011 Test Administration Manual.

Ensuring Consistency

To ensure that student work samples are reflective of the appropriate level of academic rigor, districts should closely match the task to the suitable grade-level content standards. In addition, districts should compare their work samples with those released by ODE through its website (see <http://www.ode.state.or.us/go/worksamples>), and if the opportunity arises, with those of other districts.

In addition, ODE has developed resource materials in most content areas that serve as grade level or benchmark “anchors” or exemplars of each of the score points for each trait of the official scoring guides. Samples of student work, scores, commentaries, and other scoring resource materials are available through the ODE website (see <http://www.ode.state.or.us/go/worksamples>). Additionally, the OPEN network has an online scoring application for writing, speaking, and mathematical problem-solving which can be used to practice scoring or to check scoring reliability (see www.openc.k12.or.us/scoring).