2019 – 20 Essential Skills and Local Performance Assessment Manual

Updated

2019 – 2020 Changes	Date: 12/15/19
• Updated guidance on the use of out-of-state Statewide Summative Assessment results (Smarter Balanced) for demonstrating Essential Skills (Section 4).	• pgs. 8 - 9
• Updated information about Essential Skills for English Learner policy (Section 5).	• pg. 28
• Updated guidance on the use of out-of-state Statewide Summative Assessment results (Smarter Balanced) for Students Seeking Modified Diploma (Section 6).	• pgs. 30 - 32

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Information about policy updates and new releases of the Essential Skills and Local Performance Assesmsent Manual are communicated through the Assessment and Accountability Update available on the Oregon Department of Education (ODE)'s Web site at http://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-and-Accountability-Update.aspx.

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1.0 INTRODUCTION TO THE ESSENTIAL SKILLS & LOCAL PERFORMANCE ASSESSMENT REQUIREMENTS

1.1 Essential Skills and Local Performance Assessment Manual Use

Requirement Summary

Oregon Administrative Rule (OAR) 581-022-2115: Assessment of Essential Skills (revised in June 2011) includes two requirements:

1. Students who are receiving a Regular or Modified Diploma are required to demonstrate proficiency in the Essential Skills.
2. Districts are required to administer local performance assessments.

This OAR is available at:
https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=145251

The Essential Skill graduation requirement and the local performance assessment requirement are governed by the *Essential Skills and Local Performance Assessment Manual* (this 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 Section 4.5: *Category 3: Work Samples* regarding Work Sample development, administration, and scoring. These requirements help 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 access Work Samples, districts must adhere to the security requirements described in *Appendix D: ODE Secure Access Work Sample Prompt Security.*

2.0 LOCAL PERFORMANCE ASSESSMENT REQUIREMENT

2.1 Local Performance Assessment Overview

Requirement Summary

Districts must annually administer a Local Performance Assessment for students in grades 3 through 8 and at least once in high school in the following skill areas:

- Mathematics
- Scientific Inquiry
- Speaking
- Writing

The Local Performance Assessment must:

1. 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);
2. Be embedded in the school curriculum; and
3. Evaluate the application of students' knowledge and skills.

Compliance with the Local Performance Assessment requirement is reported through Division 22 Assurances in Indistar in the OAR 581-022-2115, Assessment of Essential Skills section.

The scoring guide makes the performance assessment standardized even if the task content is different. A common scoring instrument must be adopted by the district if other than the official state scoring guide. The Local Performance Assessment activity, exercise, or problem can and should be developed locally as this will better equip a school to meet the second criterion above. Local Performance Assessment development should emphasize building activities, exercises, or problems that get at higher depth of knowledge and cognitive complexity, as the tasks must evaluate the student's ability to apply their knowledge, rather than just recall or demonstrate (third criterion).

Work Sample Use

Work Samples, which are performance assessments scored using an official state scoring guide, are one way that districts can satisfy the Local Performance Assessment requirement. Work Samples must be embedded in the curriculum and provide students an opportunity to apply what they know and can do. The Prompt Administration section in *Section 4.5 Category 3. Work Samples* provides guidance on how to embed Essential Skill Work Samples in the curriculum.

Resources

Resources and requirements associated with the Local Performance Assessment requirement are listed on the ODE webpage: http://www.oregon.gov/ode/educator-resources/assessment/Pages/Local-Performance-Assessment-Requirement.aspx.

Recommendations

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.

Districts are encouraged, though not required, to use official state scoring guides to score local performance assessments.

Scientific Inquiry

Districts may choose one of the official scoring guides (science inquiry or science engineering), or may create or select their own. Both engineering and inquiry are components of the 2014 Oregon State Science Standards (NGSS) and appear throughout the Science and Engineering Processes. Appendix F of the Next Generation Science Standards addresses inquiry. According to NGSS Appendix F (2013) the term “practices” is used instead of “inquiry” to emphasize “that engaging in scientific investigation requires not only skill but also knowledge that is specific to each practice.”

ODE is working towards full implementation of the Next Generation Science Standards. While our current scoring guides only partially address the richness of the new standards, they can still serve as valuable local assessment tools to help evaluate the student skills found in the science and engineering practices of NGSS.

3.0 ESSENTIAL SKILLS OVERVIEW

3.1 Essential Skill Graduation Requirements

The Essential Skills are process skills that cut across 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.* There are nine Essential Skills; the first three are already incorporated into the graduation requirements.

Table 1. Essential Skills Definitions and Graduation Requirements Cohort Year

Essential Skill Definitions
A. Read and comprehend a variety of text* • Demonstrate the ability to read and understand text.* • Summarize and critically analyze key points of text,* events, issues, phenomena or problems, distinguishing factual from non-factual and literal from inferential elements. • Interpret significant ideas and themes, including those conveyed through figurative language and use o f symbols. • Follow instructions from informational or technical text* to perform a task, answer questions, and solve problems. **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.*
B. Write clearly and accurately • Adapt writing to different audiences, purposes, and contexts in a variety of formats and media, using appropriate technology. • Develop organized, well-reasoned, supported, and focused communications. • Write to explain, summarize, inform, and persuade, including business, professional, technical, and personal communications. • Use appropriate conventions to write clearly and coherently, including correct use of grammar, punctuation, capitalization, spelling, sentence construction, and formatting.
C. Apply mathematics in a variety of settings • Interpret a situation and apply workable mathematical concepts and strategies, using appropriate technologies where applicable. • Produce evidence, such as graphs, data, or mathematical models, to obtain and verify a solution. • Communicate and defend the verified process and solution, using pictures, symbols, models, narrative or other methods.

3.2 Remaining Essential Skills

Students entering high school after 2019-2020 may also be accountable for the additional Essential Skills described in *Table 2. Remaining Essential Skills and Definitions.*

Adequate Notice of Essential Skills Requirements

Any additional Essential Skills requirements (such as the addition of requirements associated with Essentials Skills D-I) 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 1st of the student's 8th grade year. In other words, students cannot be held to a higher achievement standard or have additional expectations than were in place by March 1st of the student's 8th grade year.

Table 2. Remaining Essential Skills and Definitions

Essential Skill Definitions
D. Listen actively and speak clearly and coherently • Listen actively to understand verbal and non-verbal communication. • Give and follow spoken instructions to perform a task, ask and answer questions, and solve problems. • Present or discuss ideas clearly, effectively, and coherently, using both verbal and nonverbal techniques. • Use language appropriate to particular audiences and contexts.
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.*

Essential Skill Definitions
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.
I. Demonstrate personal management and teamwork skills. • Participate cooperatively and productively in work teams to identify and solve problems. • Display initiative and demonstrate respect for other team members to complete tasks. • Plan, organize, and complete assigned tasks accurately and on time. • Exhibit work ethic and performance, including the ability to be responsible and dependable.

4.0 ESSENTIAL SKILLS REQUIREMENTS

4.1 Appeals Process

Requirement Summary

Districts must 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 include:

- Whether to establish a set window of time in which a student may appeal
- How to notify students of the appeals process
- 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
- Eligibility criteria (e.g., grade of enrollment, other available assessment options)

4.2 Assessment Categories

Requirement Summary

To receive a Regular or Modified Diploma, students are required to demonstrate proficiency in the Essential Skills. 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 (minimum scores) to pass.

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

1. Oregon Statewide Summative 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 assessment category and the corresponding achievement standard 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 category per Essential Skill. For instance, if a student meets the Math Essential Skills achievement standard on the Oregon Statewide Summative Assessment, that student has fulfilled the requirement and does not also need evidence from another assessment option, such as Work Samples.

Districts must retain the following documentation for each student through the time the student exits the public school system:

- Whether the student is pursuing a Regular or Modified Diploma;
- Which assessment option was used;
- What score was earned;
- Who scored it (someone from the school district or outside of the school district);
- Whether it was completed in English or another language; and
- *(for Modified Diplomas only)* Whether there were modifications.

If a student transferred in, the school district must obtain this information from the sending district. Districts are encouraged to keep copies of the student work from Work Samples as this information can provide helpful information about the student's writing, reading, and math skills.

Choosing the Appropriate Assessment Category

All students will have an opportunity to demonstrate proficiency on the Oregon Statewide Summative 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 a student is enrolled in algebra and is 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.

4.3 Category 1: Oregon Statewide Summative Assessment

Requirement Summary

The Oregon Statewide Summative Assessment high school achievement standards for the Essential Skills are included in *Table 3. Statewide Summative Assessment Achievement Standards and Expectations for Essential Skills.* Accessibility supports for the Oregon Statewide Summative Assessment are governed by the *Oregon Administrative Manual* available for download at http://www.oregon.gov/ode/educator-resources/assessment/Documents/accessibility_manual.pdf. Administration of Oregon's Statewide Summative Assessments is governed by the *Test Administration Manual* at http://www.oregon.gov/ode/educator-resources/assessment/Documents/test_admin_manual.pdf

Table 3. Statewide Summative Assessment Achievement Standards and Expectations for Essential Skills

Assessment	Reading Essential Skill	Writing Essential Skill	Math Essential Skill
OAKS[1]	236	40	236
Oregon Statewide Summative Assessment	High school reading claim score: 2515	High school writing claim score: 2583	High school math composite score: 2543

Administration

All students will have one opportunity in grade 11 to complete the Oregon Statewide Summative Assessments in English language arts and Mathematics. ODE will provide a Grade 12 Oregon Statewide Summative Assessment 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.

Students who opt out of the Oregon Statewide Summative Assessments in English language arts and Mathematics in high school still need to meet the Essential Skills graduation requirement using another approved assessment option.

Claim scores are only available for Oregon Statewide Summative Assessments in English language arts and Mathematics for which the student completed all items in the computer adaptive section. Students should be aware of this when they begin their test administration.

Scores from Other States

Out-of-state Smarter Balanced high school math composite scores, reading claim scores, and writing claim scores may be accepted as evidence of demonstrating proficiency on the Essential Skills. Districts must obtain an official copy of the score report from either the state agency or student's originating district. 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 out-of-state Smarter Balanced scores as the source of evidence for Essential Skills in ADM, districts should use code 1, irrespective of in which state the test was administered.

4.4 Category 2: Other Standardized Assessments

Requirement Summary

The achievement standards for the Essential Skills on each of the approved standardized assessments are included in *Table 4. Other Standardized Assessment Achievement Standards and*

[1] As of 2015-16, OAKS Reading, Writing, and Mathematics are no longer operational; however, banked scores from earlier administrations may still be used as evidence of proficiency in the Essential Skills.

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.

If a student chooses to take one of the Other Standardized Assessments listed in Table 4 and meets the achievement standard, the district must accept an official score for that assessment option, even if it is not offered by the district. A student may demonstrate proficiency on separate Essential Skill areas on separate administrations of a test.

Table 4. Other Standardized Assessment Achievement Standards for Essential Skills

Assessment	Reading Essential Skill	Writing Essential Skill	Math Essential Skill
ACT	**18**	Administered *prior to* 9/2015: **19**[2] Administered *9/2015 or later*: See Table 5	**19**
ACT Aspire[3]	**425**	N/A	**431**
Accuplacer	**86**[4]	N/A	N/A
AP (Math Exams) • Statistics • Calculus AB • Calculus BC	N/A	N/A	**3**
AP (Reading Exams) • European History • English Literature & Composition • Macroeconomics • Microeconomics • Psychology • United States History • World History • United States Government & Politics • Comparative Government & Politics	**3**	N/A	N/A
Asset	**42**	N/A	**41**[5]
Compass[6]	**81**	N/A	**66**[7]

[2] This score was derived from the Combined English/Writing test (75 selected response questions and a timed, 30-minute essay).
[3] Early High School Summative Aspire assessment.
[4] This score is derived from Accuplacer Reading Comprehension Placement test.
[5] Refers to Intermediate Algebra test.
[6] Banked scores still allowed, but assessment no longer operational.
[7] Refers to Intermediate Algebra test.

Assessment	Reading Essential Skill	Writing Essential Skill	Math Essential Skill
GED	N/A	N/A	**156**
IB (Math Exams) • Mathematics SL • Mathematics HL • Math Studies	N/A	N/A	**4**
IB (Reading Exams) • English Language • History of Americas • History of Europe • 20th Century Topics • Economics • Psychology • Social Anthropology	**4**	N/A	N/A
Plan[8]	**18**	N/A	**19**
PSAT	Administered *prior to* 10/2015: **44** Administered *10/2015 or later*: **24**[9]	N/A	Administered *prior to* 10/2015: **45** Administered *10/2015 or later*: **24.5**[10]
SAT	Administered prior to 3/2016: **440** Administered 3/2016 or later: **24**[11]	Administered prior to 3/2016: **460**[12] Administered 3/2016 or later: **27**[13]	Administered prior to 3/2016: **450** Administered 3/2016 or later: **24.5**[14]
WorkKeys 1.0 [15]	**5**	N/A	**5**

[8] Banked scores still allowed, but assessment no longer operational.
[9] Refers to Test Score (Reading, Writing and Language, and Math), not Total Score. See also Appendix I: Annotated Example PSAT Score Report. PSAT 10 is not approved for use in demonstrating the Essential Skills.
[10] Refers to Test Score (Reading, Writing and Language, and Math), not Total Score. See also Appendix I: Annotated Example PSAT Score Report. PSAT 10 is not approved for use in demonstrating the Essential Skills.
[11] Refers to Test Score (Reading, Writing and Language, and Math), not Total Score. See also Appendix J: Annotated Example SAT Score Report.
[12] Refers to the writing section of the past version of the SAT (49 selected response questions and a timed, 25-minute essay).
[13] Refers to Test Score (Reading, Writing and Language, and Math), not Total Score. See also Appendix J: Annotated Example SAT Score Report.
[14] Refers to Test Score (Reading, Writing and Language, and Math), not Total Score. See also Appendix J: Annotated Example SAT Score Report.
[15] WorkKeys 1.0 began phasing out in June 2017. To satisfy the Reading Essential Skills requirements a student must earn a level 5 or better on the WorkKeys "Reading for Information," assessment. To satisfy the Mathematics Essential Skills requirements a student must earn a level 5 or better on the WorkKeys "Applied Math" assessment. Spanish forms of WorkKeys are not approved for use in demonstrating the Essential Skills.

Assessment	Reading Essential Skill	Writing Essential Skill	Math Essential Skill
WorkKeys 2.0[16][17][18]	**79**		**79**

Table 5 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.

	ACT English score		Minimum ACT Writing score (reported in 16-17 or later[19])	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

[16] To satisfy the Reading Essential Skills requirements a student must earn a scale score of 79 or better on the WorkKeys "Workplace Documents," assessment. To satisfy the Mathematics Essential Skills requirements a student must earn a scale score of 79 or better on the WorkKeys "Applied Math" assessment.
[17] To confirm that the assessment is WorkKeys 2.0 rather than 1.0 check to see if the Reading WorkKeys assessment is WorkPlace Documents.
[18] Spanish forms of WorkKeys are not approved for use in demonstrating the Essential Skills.
[19] The ACT reported writing scores on a 1-36 scale in 2015-16 and on a 1-12 scale starting in 2016-17)

	ACT English score		Minimum ACT Writing score (reported in 16-17 or later[19])	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). AESRP 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.

When teams or individuals identify an assessment that is not currently listed as approved in the Essential Skills and Local Performance Assessment Manual but deserves further consideration, they must complete *Appendix G: Recommendation for Essential Skills Other Standardized Assessment Form* (which represents the first step in the process) and submit it to ODE for AESRP to review.

For more information about 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.

4.5 Category 3: Work Samples

Requirement Summary

Work Samples are comprised of three parts: (1) one or more assessment prompts that a student responds to, (2) the student work produced in response to the prompt, and (3) the the official state scoring guides. Work Samples must be scored against the official state scoring guides.

The Work Sample achievement standards for the Essential Skills are included in *Table 6. Work Sample Achievement Standards and Requirements for Essential Skills.*

Table 6. Work Sample Achievement Standards and Requirements for Essential Skills

Assessment	Reading Essential Skill	Writing Essential Skill	Math Essential Skill
Required Number of Work Samples	2 Total: • One of which must be informational	2 Total: • One must be informative/explanatory or argumentative • One in any of the approved types and purposes: informative /explanatory, argumentative, or narratives (real or imagined)	2 Total: • One each for any two of the required content strands (algebra, geometry, or statistics)
Required Score Categories from Official State Scoring Guide	Traits: • Demonstrate General Understanding • Develop an Interpretation • Analyze Text	Traits: • Ideas/Content • Organization • Sentence Fluency • Conventions	Process Dimensions: • Making Sense of the Task • Representing and Solving the Task • Communicating Reasoning • Accuracy • Reflecting and Evaluating
Work Sample Achievement Standard	The three trait scores add up to a total score of at least 12; no individual trait score less than a "3."	Minimum score of 4 in all Traits.	Minimum score of 4 in all Process Dimensions.

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.

A student may not meet the achievement standard by combining scores for different traits from two separate Work Samples. Work Samples must be scored by a scorer who has been trained to a high degree of proficiency in using the official state scoring guides. Work Samples are not required to be scored by school or district staff. The Work Sample scorers must possess a strong grasp of the specific state 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 they do not have sufficient content knowledge in statistics to score the statistics Work Sample.

Appendix B: Accessibility Supports for Work Samples lists Work Sample allowable accessibility supports for a Regular Diploma. Students must have access to any accessibility support that: (1) was available in the student's IEP or 504 Plan AND (2) is not a modification of the assessment.

Any other supports beyond those in *Appendix B: Accessibility Supports for Work Samples* must be evaluated against *Appendix A. Accommodation or Modified Work Sample Decision Tree* to determine whether the supports are actually modifying and thus compromising the assessment (e.g., adjusting the expectations, content, or structure of the assessment). Modifications include 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.

The evidence the student uses to demonstrate proficiency in the Essential Skill must be a valid representation of what the student independently knows and can do.

Work Sample prompts must align with the state 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 state standards.

Students must complete their Work Samples independently with no inappropriate feedback, coaching, or editing from anyone, including educators, parents, or peers. Work Samples must reflect independent, individual student work only (see *Table 7. Appropriate and Inappropriate Feedback*). Students must not have access to outside resources that compromise the learning expectations, construct, or measured outcome of the assessment. Feedback may only be provided after the Work Sample has been completed and scored.

If the student is planning to revise and resubmit the Work Sample, the official state scoring guides and accompanying official scoring feedback forms are the only means that districts may use to communicate feedback. The 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. At the completion of the revision cycle, as with the completion of the original version, the teacher will verify that, to the best of their knowledge, the Work Sample is the product of the student's independent work.

Districts must develop a policy for preventing student-initiated improprieties and responding to student-initiated improprieties on Work Samples.

Table 7. Appropriate and Inappropriate Feedback For A Work Sample That Will Be Revised and Resubmitted

Appropriate feedback	Inappropriate feedback
• Providing students with their scores and a copy of the official state scoring guide (after the Work Sample has been scored). • Checking off or highlighting certain phrases on the scoring guide or form to indicate to students what they should work on (after the Work Sample has been scored).	• Providing any feedback prior to scoring. • Pointing out any specific errors or places in the Work Sample that need attention. • 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.

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.

Accessibility Supports

ODE recognizes that the validity of assessment results depends on each and every student having appropriate accessibility supports 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 8. Definitions for Various Accessibility Supports*. Implemented appropriately, supports do not reduce learning expectations, nor do they give a student an unfair advantage over their classmates.

Table 8. Definitions for Various Accessibility Supports

Type	Definition
Universal Tools	Tools are available to all students based on student preference and selection.
Designated Supports	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.
Accommodations	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 providing evidence of Essential Skills for students obtaining a Regular Diploma. For information about Modified Diplomas, see Section 6.0: *Students Seeking Modified Diplomas*.

Guidance around Implementing Requirements

Accessing Work Sample Prompts

Work Sample prompts may be locally developed, obtained from the ODE-developed bank of prompts, or obtained from an Education Service District or other sources. Information about how to access the ODE-developed bank of prompts is included in *Appendix C: ODE Secure Access Work Sample Prompt Bank Overview*.

Prompt Administration

Prior to completing Work Samples, students should have opportunities to become familiar with the scoring expectations and to discuss their performance in relation to these expectations. The official state scoring guides can be incorporated into instructional experiences so that students receive formative feedback in relation to the scoring guides throughout the course. Incorporating the official state scoring guides 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 guide and has received feedback on their 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. Following this recommendation increases the likelihood that the teacher responsible for selecting, administering and scoring the Work Samples

will have a firm grasp of the content and will 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 a Work Sample is administered too long after relevant instruction, the student may be less prepared for success 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, they 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 maintain the rigor of the Work Sample prompt, educators focus on developing skills that can later be applied to Work Sample completion rather than directly referencing upcoming Work Sample content. Examples of appropriate instructional activities follow.

- 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 concerning a novel, educators might engage students in 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 practice 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.

Test materials and student level testing information related to administering an Essential Skills assessment option must be handled in a secure manner. Although the Work Sample security guidelines described in *Appendix D: ODE Secure Access Work Sample Prompt Security* are only required for ODE secure access Work Sample prompts, these guidelines can help ensure that a locally developed Work Sample represents independent student work.

Individual student Work Samples may grow out of preliminary group work or collaborative group projects, but the Work Sample prompt must be completed independently. For example:

- A writing Work Sample 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.

- A reading Work Sample may follow a novel but the prompts should consist of questions that the students have not seen before.
- A math Work Sample prompt which follows an activity or project should not have been previously included in instruction and the student should not have received feedback on work in relation to this prompt.

There is no 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

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 **is able to** 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.

If a district **is not able to** monitor the use of outside resources, they should change the administration conditions and only allow Work Samples to be completed in a secure setting. Alternatives to outside resources may include 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.

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.

Scoring Guidance

It also recommended that scorers refresh their scoring training after a prolonged lapse in using the scoring guide. Raters should use professional judgment to determine the predominant score or composite score for each trait.

In general, 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 other, objective third party provides a second score (anywhere from 5% to 100% of the submitted student Work Samples); discrepancies may be managed in a variety of ways, including discussion between raters or a third review by an additional trained 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.

Regardless of how many raters score each student response, 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.

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 C: ODE Secure 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.

For scoring reading Work Samples, use of margin notes may be utilized and can significantly aid scoring for all three of the traits. Each individual question adds more evidence toward determining a score so it is very important to NOT to score each individual question. It is also very likely that a response to a question intended to elicit evidence for one trait could actually provide evidence to support a score in a different trait (e.g., a response to a question meant to measure Develop an Interpretation could easily give evidence for a student's score on Demonstrate Understanding).

Revision

Beyond the requirements of student independence, guidelines and policies about student revision are local decisions, including but 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 are available to help with district-level training.

4.6 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 so long as it satisfies the requirements listed in OAR 581-022-2115: Assessment of Essential Skills. Oregon Administrative Rule 581-22-2115 established requirements for the assessment of Essential Skills by school districts and public charter schools.[20] School districts may "develop and administer a local assessment option," as described in section (15) of the rule:

> **(15)** Districts may develop and administer a local assessment option for students to demonstrate proficiency in the Essential Skills, using established professional and technical standards in place of the assessment options adopted by the State Board of Education as described in section 14 of this rule. Districts that choose this option are required to publish:
> **(A)** A communication strategy to ensure stakeholders are notified of the district's approach to the local assessment option; and
> **(B)** Materials written in plain language that contain descriptions of the
> a. Purpose of the assessment;
> b. Scoring methodology;
> c. Method by which students and parents will receive results from the assessment;

[20] The full text of OAR 581-22-2115 is available at: http://www.oregon.gov/ode/educator-resources/essentialskills/Documents/es_oar_581-022-2115_assessment.pdf

d. Criteria for determining student proficiency using the assessment; and
e. Criteria for determining which students will have access to the assessment.

The purpose of this guidance document is to assist school districts in the implementation of the local assessment option by:

- describing the "established professional and technical standards" that are referenced in section (15) and
- describing examples of evidence that demonstrate the use of professional and technical standards in assessment development and administration

As such, this guidance document is advisory and is not intended to require districts to seek approval of specific local assessment options from the state Board of Education or Department of Education.

Established Professional and Technical Standards

Beginning in the 1950s, three professional organizations have published guidelines for the development and use of tests.[21] The current edition of *Standards for Educational and Psychological Testing* was published in 2014 under joint sponsorship. Known as the *Standards*, the document is endorsed by a variety of test publishers, state departments of education, and the US Department of Education as the authoritative source of guidance on educational testing.[22]

The Standards are organized in three parts, with chapters focusing on major categories of standards under each part. The structure is:

Part I: Foundations
1. Validity
2. Reliability/Precision and Errors of Measurement
3. Fairness in Testing

Part II: Operations
4. Test Design and Development
5. Scores, Scales, Norms, Score Linking, and Cut Scores
6. Test Administration, Scoring, Reporting, and Interpretation
7. Supporting Documentation for Tests
8. The Rights and Responsibilities of Test Takers
9. The Rights and Responsibilities of Test Users

[21] The three organizations are the American Educational Research Association (AERA), American Psychological Association (APA), and the National Council on Measurement in Education (NCME).
[22] U. S. Department of Education Peer Review of State Assessment Systems Non-Regulatory Guidance for States for Meeting Requirements of the Elementary and Secondary Education Act of 1965, as amended. The document is available at: https://www2.ed.gov/policy/elsec/guid/assessguid15.pdf

Part III: Testing Applications
10. Psychological Testing and Assessment
11. Workplace Testing and Credentialing
12. Educational Testing and Assessment
13. Uses of Tests for Program Evaluation, Policy Studies, and Accountability

This guidance document will focus on the standards under Part 1: Foundations and the Score Linking section of Chapter 5. They form the cornerstone for evaluating the appropriateness of a specific local assessment option for certifying student proficiency in the Essential Skills for the purpose of awarding the Oregon high school diploma. Examples of evidence supporting the intended interpretation are provided in *Table 9. Professional and Technical Standards for Standardized, Objectively Scored Assessments.*

TABLE 9. PROFESSIONAL AND TECHNICAL STANDARDS FOR STANDARDIZED, OBJECTIVELY SCORED[23] ASSESSMENTS

Standard	Definition	Examples of Evidence
1. Validity	The validity standard is defined as "a coherent account of the degree to which existing evidence and theory support the intended interpretation of test scores for specific uses." (*Standards*, p.21)	<u>Content-Oriented Evidence</u> "Standard 1.11 When the rationale for test score interpretation for a given use rests in part on the appropriateness of test content, the procedures followed in specifying and generating test content should be described and justified with reference to the intended population to be tested and the construct the test is intended for represent. If the definition of the content sampled incorporates criteria such as importance, frequency, or criticality, these criteria should also be clearly explained and justified." (*Standards*, p. 26) Typical evidence provided by a test developer consists of a mapping of each item to the content specifications, including any content elements that are not covered by the test. In addition, a test blueprint document describes the number of items designated to measure each content element. It is highly desirable to conduct an *independent* alignment study to verify the claims of the test developer. There are many was of conducting alignment studies (provide citations to literature on content-oriented evidence and sample study reports that would be most relevant).

[23] The scope of this guidance is limited to standardized assessments that are objectively scored (i.e., not hand-scored).

		School districts may wish to conduct their own alignment study or enlist the assistance of educators in neighboring districts or ESDs who are familiar with the Essential Skills definitions. The Department of Education may also be able to recommend organizations offering assistance in conducting alignment studies (e.g., Education Northwest, WestEd). The Essential Skills definitions listed in the Essential Skills manual cited earlier are fairly broad, process-oriented skills. In the reading domain, the definitions are: A. Read and comprehend a variety of text* • Demonstrate the ability to read and understand text.* • Summarize and critically analyze key points of text,* events, issues, phenomena or problems, distinguishing factual from non-factual and literal from inferential elements. • Interpret significant ideas and themes, including those conveyed through figurative language and use of symbols. • Follow instructions from informational or technical text* to perform a task, answer questions, and solve problems. **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.*
2. Reliability	Reliability refers "to the consistency of scores across replications of a testing procedure…" (*Standards*, p. 33)	<u>Evidence of Score Consistency</u> Conceptually, the reliability of a score is a function of how the scores vary across replications of a testing procedure. For an individual test-taker it is impractical to re-administer a test to establish the reliability of scores. As stated in the Standards (p. 34), "In practice, the reliability/precision of the scores is typically evaluated in terms of various coefficients, including reliability coefficients, generalizability coefficients, and IRT information functions… The coefficients tend to have high values when the variability associated with error is small compared with the observed variation in the scores…to be estimated." A second type of indicator of precision is the standard error of measurement (SEM), for which smaller values indicate higher reliability. The SEM may be estimated at a specific score value (e.g., a cut score), and is termed the "conditional standard error of measurement." The overarching standard for reliability evidence is stated in Standard 2.0 (p. 42): "Appropriate evidence of reliability/precision should be provided for the interpretation for each intended score use." The Standards further elaborate this requirement, stating that "A higher degree of reliability/precision is required for score uses that have more significant consequences for test takers. Conversely, a lower

		degree may be acceptable where a decision based on the test score is reversible or dependent on corroboration from other sources of information." In one sense, the measures used for certification of the Essential Skills have significant consequences. However, this is tempered by the availability of multiple measures of the Essential Skills and the opportunity to re-take most tests.
3. Fairness	According to the *Standards* (p. 50), "A test that is fair … reflects the same construct(s) for all test takers, and scores from it have the same meaning for all individuals in the intended population: a fair test does not advantage or disadvantage some individuals because of characteristics irrelevant to the intended construct."	<u>Evidence of Fairness</u> The overarching standard for fairness is that "[a]ll steps in the testing process, including test design, validation, development, administration, and scoring procedures, should be designed in such a manner as to minimize construct-irrelevant variance and to promote valid score interpretations for the intended uses for all examinees in the intended population." (*Standards*, p. 63) Examples of factors that tend to produce construct-irrelevant variance include " inappropriate sampling of test content, aspects of the test context such as lack of clarity in test instructions, item complexities that are unrelated to the construct being measures, and/or test response expectations or scoring criteria that may favor one group over another." (*Standards*, p. 54) A fundamental requirement for fairness is expressed in Standard 3.9: "Test developers and/or test users are responsible for developing and providing test accommodations, when appropriate and feasible, to remove construct-irrelevant barriers that otherwise would interfere with examinees' ability to demonstrate their standing on the target constructs." (*Standards*, p. 67) Documentation of accommodations and supports that are designed to remove construct-irrelevant variance as well as bias and sensitivity review procedures are to be expected of test developers.

4. Score Linking	Implicit in the local assessment option is the expectation that cut scores on locally developed assessments are comparable to the assessments approved by the AESRP.	<u>Evidence of Comparable Performance Standards</u> Standard 5.18 is relevant in this context: "When linking procedures are used to relate scores on tests or test forms that are not closely parallel, the construction, intended interpretation, and limitations of those linkings should be described clearly." (*Standard*s, p. 107) Linking studies are typically are conducted to relate scores on different tests which may be designed to measure the same general construct, but differ in difficulty and detailed content specifications. For example, a linking study may consist of the administration of the local assessment option to the same students who take the statewide summative assessment, to establish a statistical link (or concordance) of the two scales. The local assessment cut score would be set at the same level of rigor as that on the statewide summative assessment for use in the Essential Skills determination.

5.0 SPECIAL POPULATIONS SEEKING REGULAR DIPLOMAS

5.1 English Learners

Districts may choose to support Work Sample administration and scoring in a language other than English. This option is available exclusively to current English Learners[24].

- If they choose to, they must establish the following policies:
  - Development of a procedure to provide Work Samples that are of equal rigor to those in English.
  - Development of a procedure to ensure that Work Samples are scored by a qualified rater.
- A bilingual test administrator who is endorsed by a district in the language must score the student work. The person scoring the Work Sample should be firmly grounded in the specific content elicited by the Work Sample; this content knowledge along with training on the scoring guide, including calibration with other scorers, is necessary for valid scoring decisions.

In districts that have the appropriate policies and supports, current English Learners may:

- Receive a Reading Work Sample in a language other than English
  - Translations of texts for Reading Work Samples are strongly discouraged. Instead, choose texts originally written in the language of the Work Sample.
- Write their response in a language other than English

In addition, any student for whom an adult or team working with the parent/guardian and student has documented the need, may receive the following designated supports:

- written translations of oral directions.
- 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.)

Policy Transitions

In May of 2019, the State Board of Education adopted an an amendment to *OAR 581-022-2120: Essential Skill Assessments for English Language Learners* removing the student-level criteria that had previously been in place. This amendment establishes that current English Learners in districts with the appropriate policies are eligible to receive the supports described above.

Available Resources

The ORSkills online system described in Appendix C includes both free Work Samples and Work Samples available for a per-student price. The free Work Samples were developed in 2017 through special funding from the legislature. They are labeled in the ORSkills online system as "ODE-Secure." *Table 10. Work Samples Languages Available for Free* lists the languages in which prompts are

[24] The federal definition of an English Learner can be found in ESEA section 8101(20).

available. Multnomah ESD also provides scoring service for student work in languages other than English. For the price and languages available, contact orskillshelp@wesd.org.

Table 10. Work Samples Languages Available for Free

	Math Work Samples	Reading Work Samples	Writing Work Samples
English	Yes	English	English
Amharic	Yes	Amharic (*3 available*)	Amharic
Japanese	Yes	Japanese *(1 available)*	Japanese
Russian	Yes	Russian *(1 available)*	Russian
Simplified Chinese	Yes	Simplified Chinese	Simplified Chinese
Spanish	Yes	Spanish	Spanish
Tagalog	Yes	Tagalog	Tagalog
Thai	Yes	Thai *(3 available)*	Thai
Tongan	Yes	Tongan *(2 available)*	Tongan
Ukrainian	Yes	Yes	Ukrainian
Vietnamese	Yes	Yes	Vietnamese
Traditional Chinese	Yes	Yes	No
Farsi	No	No	Yes

6.0 STUDENTS SEEKING MODIFIED DIPLOMAS

Requirements Summary

A Modified Diploma may only 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.

Allowable Assessments

An eligible student seeking a Modified Diploma may use evidence from the Oregon Statewide Summative Assessment, Work Samples, or the Extended Assessment to demonstrate their Essential Skills. The requirement for each of these follow.

Evidence from Other Standardized Assessments may only be used to demonstrate Essential Skills if the student meets the achievement standards in *Table 4. Other Standardized Assessment Achievement Standards for Essential Skills.* Modified Achievement standards are not allowed on Other Standardized Assessments as there is no means of considering past performance and percentiles on the assessment in order to set a defensible modified achievement standard.

Modifications must be in accordance with the decisions made by the student's IEP or 504 team and documented in the IEP or 504 Plan prior to assessment administration. For students **not** on a IEP or 504 Plan, the modifications must be in accordance with decisions made by the team responsible for documenting the student's progress. Student proficiency on the Essential Skills for a Modified Diploma must be substantially similar to Essential Skills proficiency for a Regular Diploma as the Modified Diploma is the recognized equivalent of the regular high school diploma and both are eligible for federal financial aid.

Oregon Statewide Summative Assessment Modified Achievement Standard Process

For students using the Oregon Statewide Summative Assessment or out-of-state Smarter Balanced assessment with a modified achievement standard to demonstrate proficiency, the following steps are required.

Percentile webpage: http://www.oregon.gov/ode/educator-resources/assessment/Pages/assessment-percentile-tables.aspx

1. Go to the Percentile webpage listed above and identify the student's percentile based on their 8th grade Statewide Summative Assessment administration.

- Look up the student's 8th grade Statewide Summative Assessment administration in the appropriate content area. Determine which content area assessment the student took, which year, and what score the student earned.
- On the Percentile webpage (listed above) open the Percentile Table spreadsheet for the appropriate test, year, and content area.
- Within the Percentile Table spreadsheet, find the student's score in the Score column.
- Based on the student's score, identify the student's percentile in the Percentile column.

2. From the student's percentile, identify the range of scores on the high school summative assessment that could be used as a modified achievement standard.

    - From the Percentile webpage open the high school percentile table for the same content area as the 8th grade score.
    - Using the student's percentile from the 8th grade Statewide Summative Assessment administration, find that same percentile in the Percentile column in the high school percentile table.
    - Identify the range of scores in the Score column that all have this same percentile in the Percentile column. (There will be multiple rows with the same percentile listed in the Percentile Column. The number of rows corresponds to the number of scores that are included in the same percentile.)

    Note: The scores matched with the student's percentile from their 8th grade state summative assessment administration are the only scores that may be used as a modified achievement standard for this student.

3. Choose the specific score from within this score range that will be the student's modified Essential Skills achievement standard.

    - Using the district's protocol, identify the specific modified achievement standard from within the range of scores matched with the student's percentile from their 8th grade Statewide Summative Assessment administration and put this score on the Statewide Assessment page of the student's IEP, cumulative file for English Learners, or other relevant documentation for students on 504 Plans or not on a specific plan.

Note:

- Repeat this process separately for each applicable content area assessment.
- Modified achievement standard may only be set for a student who has an 8th grade Oregon Statewide Summative Assessment score or an 8th grade out-of-state Smarter Balanced score in that content area. If this process does not work for a student, due to missing information or unattainable score information, the district must use another option, such as modified Work Samples, for that student.

Work Sample Modifications

For students using Work Samples to demonstrate proficiency, two Work Samples are required. Modified Essential Skills Work Samples must be aligned to high school content standards *and* the criteria in the official state scoring. Modifications are student-specific and may include modifications 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). Work Sample modifications must 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(s) are administered.

Extended Assessment Achievement Standards

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 listed in *Table 11. Extended Assessment Achievement Standards and Expectations for Essential Skills* and may not be modified.

Table 11. Extended Assessment Achievement Standards for Essential Skills

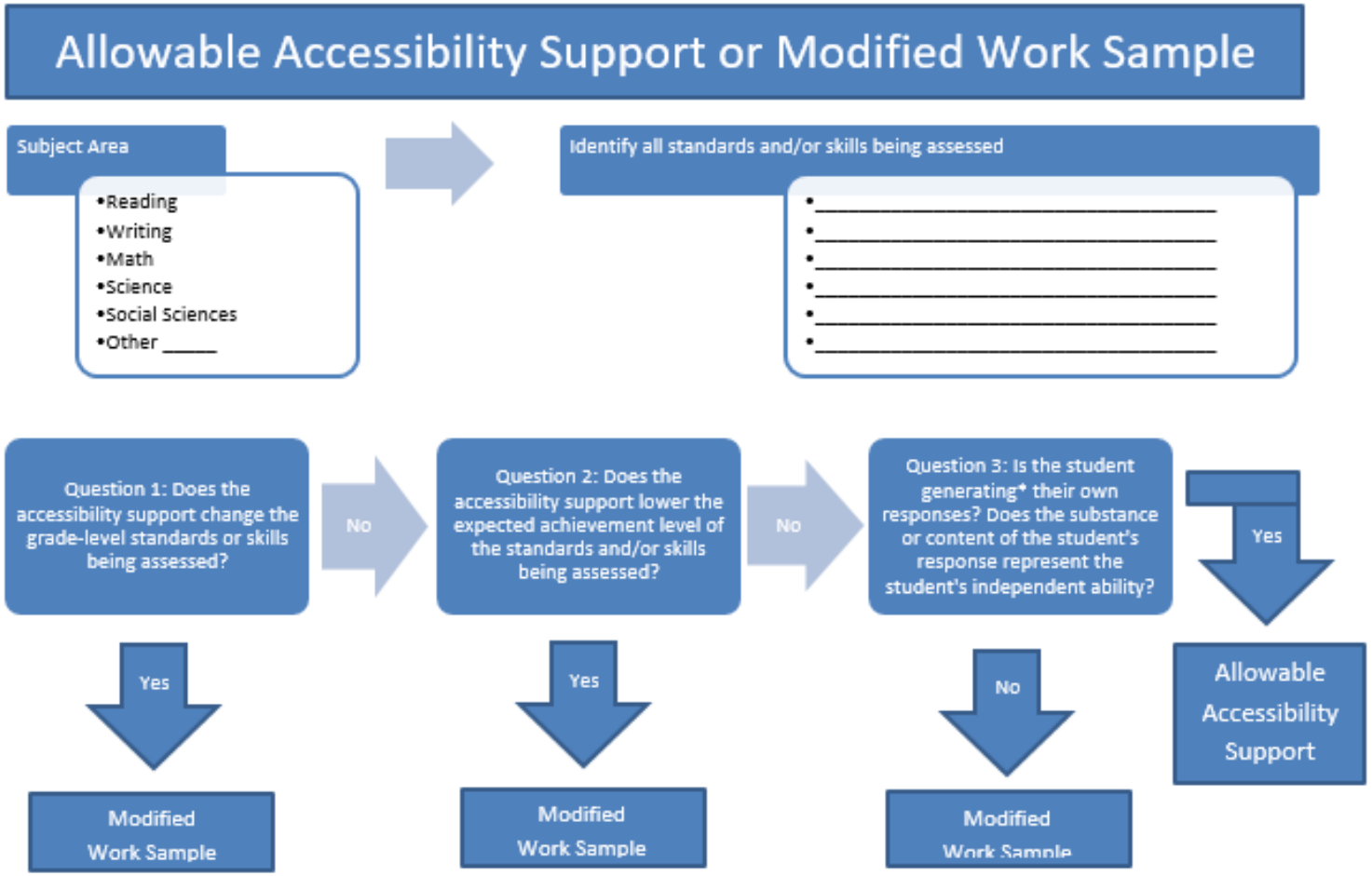
Assessment	Reading Essential Skill	Writing Essential Skill	Math Essential Skill
Extended Assessment	High school reading sub-score: ≥ 914	High school writing sub-score: ≥ 909	High school math total score: ≥ 907

Guidance around Implementing Requirements

Appendix A. Allowable Accessibility Support or *Modified Work Sample Decision Tree* can be used to determine whether the support provided is an allowable accessibility support or a modification.

Guidance on how to reduce the depth, breadth, and complexity of standards is available here: http://www.brtprojects.org/publications/training-modules/.

APPENDIX A: ALLOWABLE ACCESSIBILITY SUPPORT OR MODIFIED WORK SAMPLE 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 support.

APPENDIX B: ACCESSIBILITY SUPPORTS FOR WORK SAMPLES

Table B1. Universal Tools for Work Samples with Security Considerations Noted

Universal Tool Area[25]	Examples, Descriptions, and Security Considerations
Braille tools	• **Braille versions of test** • **Respond in Braille** • **Abacus** • **Tactile/Embossed graphics**
Electronic and other tools	• **Computer word processor with spelling and grammar check enabled**[26] • **Electronic spellchecker** • **Calculators, including scientific calculators** (Calculators with QWERTY keyboards, communication functionality, and/or symbolic algebra functionality or programs are **NOT** allowed; calculators **cannot** be shared between students during testing.) • **Thermometers with numbers on scale** • **Rulers** • **Yard sticks** • **Meter sticks** • **Tape measures** • **Protractors** • **Compasses** • **Masks/markers** (A tool to limit distractions)
Instructional Activity Preparation	• 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.
Sound tools	• **Auditory amplification devices** • **Hearing aids** • **Noise buffers** • **Record and play-back think-aloud or written responses** (A student may record their response to the prompt into a recording device and play it back as 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.)

[25] Universal tools are tools are available to all students based on student preference and selection.

[26] 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[25]	Examples, Descriptions, and Security Considerations

Printed resources	• **Scoring guide** (Only the official state scoring guide or the grade-specific student language versions of the scoring guide found online at: http://www.oregon.gov/ode/educator-resources/essentialskills/Pages/Scoring-Guides.aspx)
	• **Graphic organizers**: 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.
	  • **Guide to revision** (Only the ODE-provided Guide to Revision found online at http://www.oregon.gov/ode/educator-resources/essentialskills/Pages/Writing-Work-Sample-Tasks.aspx is allowed.
	  • **Formula and conversion sheets** (Only the formulas and conversion sheets are posted online at http://www.oregon.gov/ode/educator-resources/essentialskills/Pages/Math-Work-Sample-Tasks.aspx are allowed.
	• **Math problem solving tips** (Only those posted online at http://www.oregon.gov/ode/educator-resources/essentialskills/Pages/Math-Work-Sample-Tasks.aspx are allowed.)
	• **Spelling list** (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 [**Not** allowable for Reading]. Once an assessment has begun, test administrators may not advise students to add specific words.)
	• **List of transitions/transitional phrases** (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"].)
	• **Hundreds chart**
	• 100s Number Table
	• **Number line** (May be unmarked or with integers)
	• **Multiplication table** (Up to 12 x 12)
	• **Instructional clocks with numbers**
	• **Templates with unlabeled shapes**

Manipulatives	• **Algebra tiles** • **Balance, including "Hands-on-Math Algebra" balance** • **Base-ten blocks** • **Beans, bean sticks, popsicle sticks, or similar objects including bundles of ten** • **Colored chips, including positive and negative chips** • **Color tiles** • **Cubes** • **Cuisenaire rods** • **Dice** • **Dominoes or checkers**

Universal Tool Area[25]	Examples, Descriptions, and Security Considerations
	• **Dot paper (square or hex)** • **Egg cartons of various sizes** • **Fraction strips or fraction pieces** • **Geoboard and rubber bands** • **Geometric shapes – 2D and 3D** • **Interlocking cubes** • **Legos** • **Marbles or colored cubes and containers** • **Measuring cups and spoons with marks and text** • **Pattern blocks** • **Patty paper (small square sheets)** • **Play money** • **Playing cards or numbered cards** • **Scissors** • **Spinners** • **Stopwatch** • **String** • **Tangrams** • **Tiles** • **Touch math cards** • **Transparent sheets, mirrors, MIRATM -- symmetry tools** • **2-D nets** 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.
Posters	• **Encouragement or inspiration**, e.g., o "Believe in Yourself" o "Set your dreams high" • **Definitions of the writing and/or reading traits or math process dimensions** (must only include definitions and must not include specific examples) • **Overview of writing process** • **Math problem solving tips**

Universal Tool Area[25]	Examples, Descriptions, and Security Considerations
Vocabulary tools	• **Dictionary** (**NOT** allowed for Reading) • **Thesaurus** • **Synonyms** (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.)
Response tools	• **Zoom or magnifications** • **Transparent sheets** (A clear or tinted tool to protect test materials or to improve focus) • **Color overlay** • **Response aids,** e.g., adaptive pencils, key guards, and skins • **Correction fluid or tape**, e.g., "white out" • **Scratch paper** • **Graph paper** • **Individual erasable whiteboards**
Time allowances	Work Samples may be completed over multiple periods. (Work Samples should be maintained securely between sessions.)

Table B2. Designated Supports for Work Samples

Designated Support[27]	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	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	Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the **Read Aloud Guidelines**. Readers should be provided to students on an

[27] Designated supports are accessibility features available only to students whose need has been documented by an adult or team working with the parent/guardian and student.

Designated Support[27]	Description
	individual basis – not to a group of students. A student should have the option of asking a reader to slow down or repeat text.
Human scribe	Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified, and must follow the administration guidelines provided in the **Scribing Protocol**
Interpret directions orally	Directions may be interpreted by personnel designated as competent by their district to make language interpretations for educational purposes.
Medical supports	Students may have access to medical supports for medical purposes (e.g., Glucose Monitor). The medical support may include a cell phone, and should only support the student during testing for medical reasons. Educators should follow local policies regarding medical supports and ensure students' health is the highest priority. Electronic medical support settings must restrict access to other applications or the test administrator must closely monitor the use of the medical support to maintain test security. Use of medical supports may require a separate setting to avoid distractions to other test takers and to ensure test security. Medical supports would encompass any supports that have been prescribed or recommended by a medical professional who supports the student's health. The student's health and well-being are the highest priority. Medical supports may require the use of an app on a cell phone or tablet. These supports are not exhaustive but may include: glucose monitors, durable medical equipment, hearing aids, FM systems, service animals, etc. The use of medical supports may require a separate setting or additional monitoring by the test administrator to ensure the student is not accessing the internet for any other purpose.
Point to or dictate multiple-choice responses to a test administrator	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 or 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.
Projection devices	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.

Designated Support[27]	Description
	Room security ensures that the projection screen is not visible to individuals not taking the assessment
Record/play back questions, passages, thought processes, and responses	A student may record their 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.
Retells reading passage	Student retells reading passage to test administrator or educational assistant in their 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 or correctness or incorrectness on the student's part.
Rewrite	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.
Separate setting	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 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.
Vocalize thought process	Student is allowed to vocalize their 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 or correctness or incorrectness on the student's part.
Sensory supports or interventions	Sensory techniques may not be used in response to specific items on the assessment, but should reflect the student's typical sensory routines.
Support physical position of student	For instance, preferential seating, special lighting, increased/decreased opportunity for movement, position assistance, adaptive equipment/furniture. 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.

Designated Support[27]	Description
Visual magnification devices or software	A student may use any visual magnification device that does not compromise the security of the statewide assessment.
Written translations of oral directions	Oral directions may be provided with a written translation, including Braille.
Written translation of the prompts	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.
Written version of oral directions, including Braille versions of test	

Table B3. Accommodations for Work Samples

Accommodation[28]	Description
Alternate response options	Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches. Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation.
Electronic word-for-word, text-to-voice scanning of reading passage	Any software and equipment designed to scan and read text should be administered in accordance with other read-aloud guidance. [29]
Human-based read aloud of reading passage	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.
Sign directions	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. See also *Oregon Accommodation Manual Appendix B: Guidelines for Signed Interpretation Support.*

[28] 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.

Accommodation[28]	Description
Sign prompt, reading material, or stimuli	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. See also *Oregon Accommodation Manual Appendix B: Guidelines for Signed Interpretation Support.*
Speech-to-text (STT)	Voice recognition allows students to use their voices as input devices to the computer, to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Voice recognition software generally can recognize speech up to 160 words per minute. Students may use their own assistive technology devices. Students who have motor or processing disabilities (such as dyslexia) or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce text or commands using computer keys may need alternative ways to work with computers. And, for many of these students, using voice recognition software is the only way to demonstrate their composition skills. Still, use of speech-to-text does require that students know writing conventions and that they have the review and editing skills required of students who enter text via the computer keyboard It is important that students who use speech-to-text also be able to develop planning notes via speech-to-text, and to view what they produce while composing via speech-to-text. Students will need to be familiar with the software, and have had many opportunities to use it prior to testing. Speech-to-text software requires that the student go back through all generated text to correct errors in transcription, including use of writing conventions; thus, prior experience with this accommodation is essential. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes. For many of these students, using voice recognition software is the only way to demonstrate their composition skills. Still, use of speech-to-text does require that students know writing conventions and that they have the review and editing skills required of students who enter text via the computer keyboard. It is important that students who use speech-to-text also be able to develop planning notes via speech-to-text, and to view what they produce while composing via speech-to-text.

Accommodation[28]	Description
Word Prediction	Word prediction allows students to begin writing a word and choose from a list of words that have been predicted from word frequency and syntax rules. Word prediction is delivered via a non-embedded software program. The program must use only single word prediction. Functionality such as phrase prediction, predict ahead, or next word must be deactivated. The program must have settings that allow only a basic dictionary. Expanded dictionaries, such as topic dictionaries and word banks, must be deactivated. Phonetic spelling functionality may be used, as well as speech output built into the program which reads back the information the student has written. If further supports are needed for speech output, see text-to-speech or read aloud policies. Students who use word prediction in conjunction with speech output will need headphones unless tested individually in a separate setting. Students may use their own assistive technology devices. Students who have documented motor or orthopedic impairments, which severely impairs their ability to provide written or typed responses without the use of assistive technology, may use word prediction. Students with moderate to severe learning disabilities that prevent them from recalling, processing, or expressing written language may also use word prediction. Students will need to be familiar with the software, and have had many opportunities to use it in daily instruction. Use of word prediction does require that students know writing conventions and that they have the review and editing skills required of all students. It is important that students who use word prediction also be able to develop planning notes and review their writing with or without text-to-speech. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.

APPENDIX C: ODE SECURE ACCESS WORK SAMPLE PROMPT BANK OVERVIEW

Purpose

The ODE secure 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 access Work Sample prompt bank apply only to the ODE secure access Work Sample prompts posted within the ORSkills or the Secure Work Sample Bank application and do not apply to local Work Sample practices.

Access to the ORSkills

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

Access to ODE Secure Access Work Sample Prompts

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

Security Assurances for Checking Out ODE Secure Access Work Sample Prompts

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

In order to download an ODE secure access Work Sample prompts from the ORSkills, a person must indicate that they agree to the following terms.

> ***Context: ODE Secure 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 access Work Sample prompts in a secure manner.

- ODE secure 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 access Work Sample prompts content, including student responses and scratch paper, must 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, all ODE secure access Work Sample prompts content, including student responses and scratch paper, must be collected, inventoried, and securely stored. After scoring, districts may instead choose to securely shred content to maintain test security.

- Transfer of ODE secure access Work Sample prompts must be done securely. 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 access Work Sample prompt administration. All adults who handle or administer ODE secure access Work Sample prompts must have completed the required reading and security assurances.

APPENDIX D: ODE SECURE ACCESS WORK SAMPLE PROMPT SECURITY

Test Security

All ODE secure access Work Sample prompts are secure and must be appropriately handled to maintain their integrity, validity, and confidentiality and protect 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 D1: Security Requirements of the Test Environment

Requirement	Description
BEFORE TESTING	
Distributing	Transfer of ODE secure access Work Sample prompts must be done securely; neither email nor fax is considered secure means of transfer.
Modifications	ODE secure access Work Sample prompts may be modified in accordance with the Ess*ential Skills and Local Performance Assessment Manual* for use with students seeking a Modified Diploma. Modifications are not allowable for use in obtaining a Regular Diploma.
Translating	Translations are only allowed for Math or Writing. They are NOT allowed for Reading.
Documentation	Districts will implement a system to ensure that only eligible students receive ODE secure access Work Sample prompt and that each eligible student receives no more than two in each Essential Skill area.
Instructional materials removed or covered	Instructional materials must be removed or covered, including but not 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.).
Student seating	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.

Requirement	Description
Signage	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.
DURING TESTING	
Paper Pencil Administration	Students may only receive the ODE secure 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.
Quiet environment	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).
Student supervision	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.
Access to allowable resources only	Students must only have access to and use of those accessibility supports as described in the *Essential Skills and Local Performance Assessment Manual*.
Student access to assessments	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.
DURING AND AFTER TESTING	
No access to digital, electronic, or manual devices	No digital, electronic, or manual device may be used to record or retain test items, reading passages, or writing prompts.
Multiple-day testing sessions	When the ODE secure 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 access Work Sample prompt and all student work must be collected and inventoried at the end of each test session.
No discussing, or releasing test materials	ODE secure access Work Sample prompt and descriptions of ODE secure Work Sample prompt must not be discussed with or released to anyone who has not completed the *Appendix E: Assurance of ODE Secure Access Work Sample Prompt Security.*

Requirement	Description
	ODE secure 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.
All test materials must remain secure at all times	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.
AFTER TESTING	
No test materials used for instructions	Test items, stimuli, reading passages, or writing prompts must not be used for instruction.
Store or shred test materials securely	Printed copies of the ODE secure access Work Sample prompt and student work including modified or translated versions of the ODE secure 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 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 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*

*D2: Examples of Reported Adult-Initiated Test Impropriety*s below provides examples of adult-initiated test improprieties. This list is not intended to be comprehensive.

Table D2: Examples of Reported Adult-Initiated Test Improprieties

Description
• Failing to ensure administration and supervision of an ODE secure access Work Sample prompts by qualified, trained personnel at all times.
• Sending a student's name and SSID together in an email message.
• 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.
• Providing a student access to another person's work/responses.
• Providing students with non-allowable materials or devices during test administration.
• 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.
• Modifying student responses or records at any time.
• Administering an assessment in a manner that is inconsistent with a student's IEP.
• Failing to securely store test materials, including allowing students to remove ODE secure access Work Sample prompt or scratch paper that was used during assessment from the secure test environment.
• Using ODE secure access Work Sample prompts for instructional purposes.
• Developing answer keys to test items and using them for instructional purposes or to give students input on their progress and test performance.
• Giving the media ODE secure access Work Sample prompts or providing the media access to the secure test environment.

Student-Initiated Test Improprieties

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 D3: Examples of Reported Student-Initiated Test Improprieties* provides examples of student-initiated test improprieties. This list is not intended to be comprehensive.

Table D3: Examples of Reported Student-Initiated Test Improprieties

Description
• Students cheating, including passing notes or giving help to other students during testing.
• Students talking during testing.

Description
• Having access to or using electronic equipment (e.g., cell phones, PDAs, iPods, or electronic translators) during testing.
• Accessing the internet during a testing event.
• Accessing or using non-allowable resources, including other students' work, during a test administration.
• Removing secure testing materials such as test items, stimuli, reading passages, writing prompts, or scratch paper from the testing environment.

Reporting Test Improprieties and Irregularities

All standard impropriety reporting procedures should be followed locally. Improprieties should be handled locally, unless the impropriety presents risk of substantial exposure of the ODE secure 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 access Work Sample prompt and contact the other districts who have downloaded the ODE secure access Work Sample prompt. DTCs must submit their initial report electronically using the form in *Appendix F: ODE Secure Access Work Sample Prompt Impropriety Report Form*. DTCs must e-mail the completed form to ode.testsecurity@state.or.us (503-947-2545), along with any additional documentation. Based on the initial report, ODE may request further investigation by the DTC.

APPENDIX E: ASSURANCE OF ODE SECURE ACCESS WORK SAMPLE PROMPT SECURITY

Assurance of ODE Secure Access Work Sample Prompt Security

I have read and understand Appendix D: ODE Secure Access Work Sample Prompt Security. I will adhere to security procedures, and security according to the Appendix D: ODE Secure Access Work Sample Prompt Security, including but not limited to ensuring the following:

- ODE secure 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 access Work Sample prompt content, including student responses and scratch paper, must 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 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 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 access Work Sample prompt administration. All adults who handle or administer ODE secure 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 F: ODE SECURE ACCESS WORK SAMPLE PROMPT IMPROPRIETY REPORT FORM

District Test Coordinators (DTCs) must use this form report improprieties that pose a risk of substantial exposure of the ODE secure access Work Sample prompts to ode.testsecurity@state.or.us (503-947-2545).

Your Contact Information:			
School District:		Date of Incident:	
DTC Name:			
DTC Telephone number:		DTC E-mail:	
INCIDENT INFORMATION:			
School/Institution:			
ODE Secure 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?	☐ YES ☐ NO		

APPENDIX G: RECOMMENDATION FOR ESSENTIAL SKILLS OTHER STANDARDIZED ASSESSMENT FORM

Approval Process for New "Other Standardized Assessment Option" for Essential Skills

The Other Standardized Assessments that are approved for use in demonstrating proficiency on the Essential Skills graduation requirement may change in the future if additional assessments are identified that fill a critical need or if assessments are revised. When teams or individuals identify an assessment that is not currently listed as approved in the Essential Skills and Local Performance Assessment Manual but deserves further consideration, they may complete a description of the assessment and submit it to ODE for the Assessment of Essential Skills Review Panel (AESRP) to review (cf. "Recommendation for Essential Skills Other Standardized Assessment" form below), which represents the first step in the process, with the remaining steps listed below.

When an assessment was previously approved and undergoes revision from the developer, ODE will notify AESRP that ODE will begin working Step 3.

Steps for New "Other Standardized Assessment Option" for Essential Skills

1. Assessment requests are received from districts using "Recommendation for Essential Skills Other Standardized Assessment" form.

2. ODE brings the request to scheduled **AESRP meeting**

Guiding question: Does this new assessment option provide different accessibility supports and/or language supports and/or more culturally or linguistically relevant/responsive/appropriate assessment development than the other approved assessment options? *If yes, proceed to step 3.*

3. ODE reviews technical quality of assessment and data available for establishing achievement standard.

4. ODE brings the information to scheduled **AESRP meeting for consideration**

Guiding question: Given the available information, should ODE proceed with analyses of achievement standards? If yes, proceed to step 5.

5. ODE conducts analyses of achievement standards.

6. ODE brings the results of the analysis to scheduled **AESRP meeting for review**

Guiding question: Given the available information, does AESRP recommend the assessment option to the State Board? And, if yes, what achievement standard is recommended to the State Board?

7. ODE then brings AESRP's recommendation and evidence of the process and analysis to the State Board of Education for review and potential adoption.

8. *If the State Board of Education adopts the assessment*, ODE will add it to the list of approved options in the Essential Skills Manual.

   If the State Board of Education has additional questions about the recommendation, ODE will re-engage AESRP to respond to the Board's questions.

   If the State Board of Education does not adopt the assessment, the decision will be final and not subject to appeal.

Recommendation for New Essential Skills Assessment Option

Date Submitted: Name: School District: Phone: Email:	
Recommended Assessment Name: Company that Developed the Recommended Assessment: Recommended Assessment Website: Recommended Assessment Administration cost per student:	
Brief Summary Narrative for Reasoning of Proposal *(The reason why this Other Standardized Assessment Option request is being proposed to AESRP members)*	
1.) For which Essential Skills are you recommending this Assessment be used?	☐ Reading ☐ Writing ☐ Mathematics

2.) Review the list of currently approved assessment in *Category 2: Other Standardized Assessments* in the Essential Skills and Local Performance Assessment Manual and the descriptions and check all that apply.	**Reasons to Add Another Assessment** ☐ 1. Number and quality of accessibility supports available ☐ 2. Language supports available (e.g, translations, glossaries, ability for students to respond in a language other than English) ☐ 3. Culturally or linguistically relevant/responsive/appropriate assessment development

Proposer must describe and submit evidence of the reason(s) for adding this assessment. Proposer must outline the evidence in the format provided below:

1) *Narrative: Proposer must explain how the proposed assessment is better in this area than the other approved assessments*
2) *Evidence Index: Proposer must submit evidence (technical documents) substantiating the reason to add this assessment and indicate where the evidence that addresses the reason can be found in the technical documents.*
3) *Evidence: Proposer must attach all referenced technical documents.*

Reasons to Add Another Assessment	Narrative	Evidence Index
1. Number and quality of accessibility supports available		

Reasons to Add Another Assessment	Narrative	Evidence Index
2. Language supports available (e.g. translations, glossaries, ability for students to respond in a language other than English)		

Assessment Supports and Accommodations – Oregon Summative Assessment and Other Standardized Assessment Options Crosswalk

Reasons to Add Another Assessment	Narrative	Evidence Index
3. Culturally or linguistically relevant/ responsive/ appropriate assessment development		

Please return this request to: Assessment Department, ode.asmt-team@ode.state.or.us
Fax 503-378-5156; or Mail to: ODE Assessment Department
Unit; Oregon Department of Education, 255 Capital Street NE, Salem, OR 97310

APPENDIX H: SCRIBING PROTOCOL FOR WORK SAMPLES

QUALIFICATIONS FOR SCRIBES

- The scribe should be an adult who is familiar with the student, such as the teacher or teaching assistant who is typically responsible for scribing during educational instruction and assessments.

- Scribes must have demonstrated knowledge and experience in the subject for which scribing will be provided.

PREPARATION

- Scribes are expected to familiarize themselves with the Work Sample format in advance of the scribing session. Having a working familiarity with the test environment will help facilitate the scribe's ability to record the student's answers.

- Scribes should be familiar with the Individualized Education Program (IEP) or 504 plan if the student for whom they are scribing has a disability, so that there are plans in place for providing all needed designated supports and accommodations.

- Scribes should review the Scribing Protocol with the student at least one to two days prior to the test event.

- Scribes should practice the scribing process with the student at least once prior to the scribing session

GENERAL GUIDELINES

- Scribing must be administered so that the interaction between a scribe and a student does not interrupt other test-takers, or inadvertently reveal the student's answers.

- If not in a separate setting, the scribe should be situated near enough to the student to prevent their conversations from reaching other students in the room.

- Scribes may respond to procedural questions asked by the student (e.g., test directions, etc.).

- Scribes may not respond to student questions about test items if their responses compromise validity of the test. The student must not be prompted, reminded, or otherwise assisted in formulating their response during or after the dictation to the scribe.

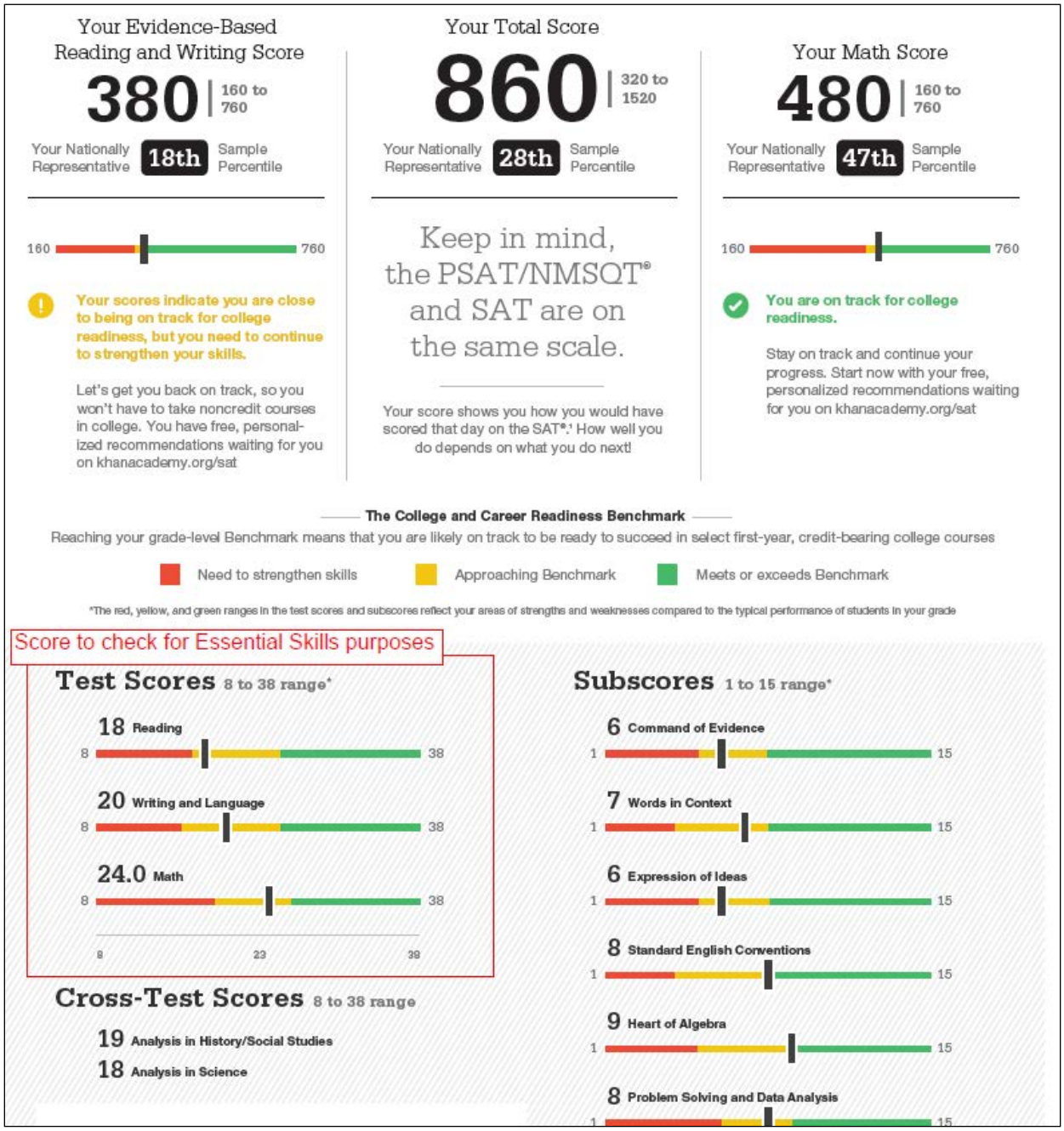
- Scribes may ask the student to restate words or parts as needed. Such requests must not be communicated in a manner suggesting that the student should make a change or correction.

- Scribes may not question or correct student choices, alert students to errors or mistakes, or prompt or influence students in any way that might compromise the integrity of student responses. A scribe may not edit or alter student work in any way, and must record exactly what the student has dictated.

- Students must be allowed to review and edit what the scribe has written. If necessary, the student can request the scribe to read aloud the completed text before final approval

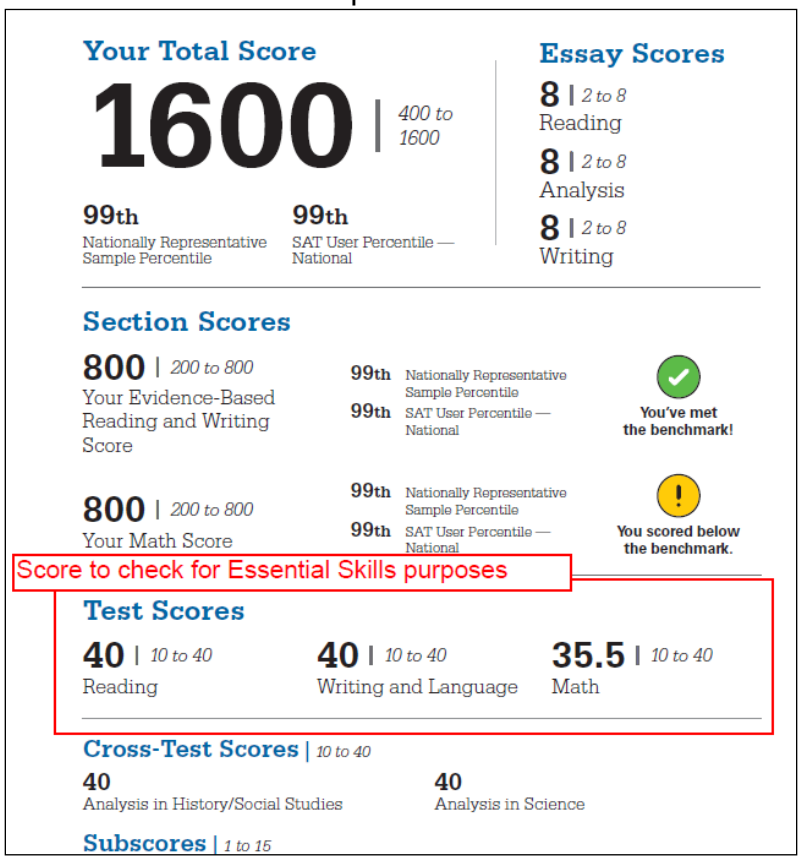
APPENDIX I: ANNOTATED EXAMPLE PSAT SCORE REPORT

PSAT Individual Score Report



APPENDIX J: ANNOTATED EXAMPLE SAT SCORE REPORT

SAT Individual Score Report



Your Total Score

1600 | *400 to 1600*

99th Nationally Representative Sample Percentile

99th SAT User Percentile — National

Essay Scores

8 | *2 to 8* Reading

8 | *2 to 8* Analysis

8 | *2 to 8* Writing

Section Scores

800 | *200 to 800* Your Evidence-Based Reading and Writing Score

99th Nationally Representative Sample Percentile

99th SAT User Percentile — National

You've met the benchmark!

800 | *200 to 800* Your Math Score

99th Nationally Representative Sample Percentile

99th SAT User Percentile — National

You scored below the benchmark.

Score to check for Essential Skills purposes

Test Scores

40 | *10 to 40* Reading

40 | *10 to 40* Writing and Language

35.5 | *10 to 40* Math

Cross-Test Scores | *10 to 40*

40 Analysis in History/Social Studies

40 Analysis in Science

Subscores | *1 to 15*