

Guidelines for Local High School Reading Work Samples

The purpose of a local reading work sample is to allow students who have not met the standard of 236 on the OAKS Reading Assessment to demonstrate proficiency on the Essential Skill of Reading for an Oregon High School Diploma. In general, a student who attempts the reading work sample should be in the “nearly meets” category: that is, the student’s score on the OAKS assessment indicates that she/he may have the necessary skills, but for some reason is not demonstrating those skills on the OAKS assessment. It is unlikely that students whose OAKS scores and classroom performance indicate that additional reading skill instruction is needed will benefit from attempting a reading work sample.

Requirements:

1. Students must complete two reading work samples, at least one of which must be informational.
2. Students must score a minimum of a 12 on three traits on a 6 point scale (Demonstrate Understanding, Develop Interpretation, Text Analysis) for each work sample on the Official Reading Scoring Guide. No score lower than 3 on any trait is allowed.

Recommendations for Developing Local Reading Work Samples

- Prose selections for reading work samples should be approximately 1000 - 2000 words. Poetry and dramatic selections should be appropriate in length and complexity to allow for responses that can meet standard on all traits of the scoring guide.
- All passages used for reading work samples should be at high school level. The recommended Lexile® level for informational selections is around 1070 but could be between 950 and 1200. Literary selections may be prose, poetry or drama. (Note: Lexile scores for literary selections are less accurate than those for informational text, because the scoring system relies on sentence length and word difficulty in establishing a score, which does not account for content or concept complexity.)
- A single reading work sample using two related passages may be used as the entire measure for purposes of essential skill certification. This format automatically creates an opportunity for students to draw comparisons between passages. This is a common experience for many HS students. If this format is used, the work sample should be approximately 2000 to 4000 words with additional prompts/questions and a specific focus on comparing/contrasting the passages.
- Reading work samples may be on-demand or curriculum-embedded. Some on-demand tasks should be available for students who are close to graduation and need to demonstrate mastery of the Reading Essential Skill. However, teachers may wish to have students respond to reading selections in the regular curriculum in a manner that can be scored using the Reading Scoring Guide and then keep those work samples for future use in certifying essential skill proficiency. (Note: Responses to curriculum-embedded texts should not be permanently returned to students if the school intends to repeat the same work sample in subsequent terms or years.)
- Reading work samples should allow for marginal notes, highlighting, graphic organizers, drawing, etc. in addition to written responses to questions. Scores on each trait take into account all student work.
- Students should respond to approximately 5 to 8 prompts/questions per reading work sample. More prompts/questions would be required if two related passages are used for a single reading work sample.

- Multiple reading tasks should be used within a school to prevent students from sharing information about reading selections between testing sessions.

Recommendations for Administering Local Reading Performance Assessments

- Allow adequate time. Each reading work sample may take more than one session to complete. These are not timed tests. Session length may be at the school's or student's preference. Student work still in progress should be collected and kept secure between testing sessions.
- Students may be allowed some choice among reading selections or types of reading selections (e.g. topic choice, genre choice, etc.).
- Assessments may be administered in the following ways: written (including visual and graphic representations) or dictated by the student into an electronic device or to a test administrator who acts as a scribe. The transcript of the student responses is scored; do not score traits while student is speaking.
- Students must complete the entire work sample before any feedback occurs.
- Work samples that nearly meet the achievement standard (scoring a mix of 4s and 3s) may be returned to students for revision, along with the official scoring guide and an optional scoring form. If districts choose to use the ODE-provided scoring forms, teachers may mark the forms to indicate to students what they should work on by checking off certain phrases. This could also be done on a copy of the scoring guide. Additional comments or instructions for revision are not permitted.