Essential Skills Case Study

Regarding Implementation of Work Samples in the Essential Skills Assessment System

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Executive Summary

In the summer of 2012, the Oregon Department of Education (ODE) conducted a case study of Essential Skills assessment systems currently in place in a variety of districts around the state.

**Purpose:** To collect data to inform the development of resources that districts can use in developing or refining their Essential Skills assessment systems.

**Goal:** To identify various methods and strategies that districts are using to implement the Essential Skills graduation requirement.

**Scope:** District policies in four specific areas:
- Identifying students who are good candidates for demonstrating proficiency in the Essential Skills via work samples
- Developing or obtaining work sample prompts
- Work sample professional development
- Communication strategies for discussing the Essential Skills with parents

**Participants:** Nine districts representative of districts around Oregon were selected to participate.
- Four large districts: two from the Portland metro area, one from central Oregon, and one from the I-5 corridor. (These districts all have multiple high schools and diverse populations.)
- Five smaller districts: three from central and eastern Oregon, one from the south coast, and one from the I-5 corridor. (These districts all have one high school.)

**Data Collection:** Each district completed an initial online survey and then follow-up interviews were conducted with eight of the school districts.

**Findings Summary:** This report summarizes the findings of the case study and addresses each of the four areas of study individually.

**Additional Findings:** The case study revealed that the decision-making and policy implementation process to support student success was fairly similar across all participating districts. Promising practices that emerged but were beyond the scope of this report include:
- Strong formative assessments starting in middle or elementary school
- Work samples embedded throughout the curriculum

**Appendices at the end of the report:**
- Self-evaluation to help schools identify strengths and weaknesses within their current policies
- Sample parent letter
- Glossary of terms
- List of additional resources
I. Work Sample Candidates

This section describes strategies for how to identify and support students who are eligible candidates to use work samples to meet the Essential Skills graduation requirement. To identify students, schools described their use of data monitoring systems (in a variety of forms) and to support students, schools described their efforts to develop intervention classes.

A. Data Monitoring System

One of the biggest challenges for districts across the state is to identify students who are appropriate candidates to demonstrate proficiency using work samples at an early enough stage for intervention classes to make a difference. A data monitoring system can create efficiencies in scheduling, testing, and ultimately further student learning. A vertically integrated data monitoring system allows for data to be shared between grade levels and used to drive curriculum decisions for the individual student.

**Promising Practices:** Data to include in data monitoring systems:

- Formative, interim, and summative assessments, including OAKS
- Other academic performance (coursework, grades, projects, etc.)
- Specific instructional supports provided
- Attendance/behavioral referral data (as applicable)

Taken together, these data points need to be viewed as building blocks to student success across curriculum areas.

Using a data monitoring system with integrated formative assessments tied to content standards, especially in reading, writing, and math, can allow districts to use this data to drive their decisions and identify students who are candidates to demonstrate proficiency using work samples. An effective data monitoring system allows the district to track student learning gains and deficiencies across curriculum areas. As students move between grades, the district needs to be able to quantify how students are progressing.

**Note:** districts should not rely solely on OAKS scores to drive these decisions about identifying work sample candidates.

Ideally, schools should develop a vertically integrated system between 8th and 9th grade to identify which students may need intervention or other supports as students transition to high school. These systems should provide data and analysis tools to support student curriculum decisions at the earliest possible point.

**Recommendations for Developing a Data Monitoring System**

- Designate a person responsible for data. Several larger districts indicated a .5 FTE or 1.0 FTE dedicated personnel responsible for monitoring student data across grade
levels. For smaller districts, responsibility for monitoring student data may fall to a principal or vice-principal instead. In either system, having one person in charge of monitoring student data for the district and using that data to evaluate instructional decisions is beneficial.

- **Establish a shared vision and collaborative creation.** One principal interviewed stressed that for vertical data sharing to work, building principals and district staff first need to arrive at a common understanding of the goals of the system, and then work with teacher-leaders and department heads across and within schools to create and implement the system.

**Benefits of Early Identification**

By identifying gaps in student knowledge earlier in their high school careers or in 8th grade, schools are able to better inform the provision of instructional services across a student’s high school transition. Those instructional services may include placement in specific classes and additional work sample opportunities, including opportunities to practice completing formative work samples. Districts that waited until after a student’s junior year when OAKS tests had been scored could inadvertently place a significant amount of stress on the student and created a very high stakes teaching and testing environment.

**B. Intervention Classes**

<table>
<thead>
<tr>
<th><strong>School Vignette: Identifying work sample candidates early</strong></th>
</tr>
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<tbody>
<tr>
<td>This sample high school has a large number of incoming freshmen from multiple middle schools. The high school has worked with the middle school guidance counselors to examine 8th grade OAKS scores to determine which students need to be placed into an intervention class. This district created a policy that students need to remain in the intervention class until they can demonstrate proficiency using a work sample or pass the high school OAKS test. This district recognized that students who are not able to read, write, and do math at grade level are likely to have trouble in all of their courses. They invested time and resources to create room in their master schedule to include intervention classes. <strong>Take away:</strong> This approach allowed the district to identify students at an early stage in their high school education and provide them with the intervention and support they need to be successful in high school. To further strengthen this approach, districts should examine multiple data sources as described on p. 2 when identifying students who would benefit from placement in an intervention class.</td>
</tr>
</tbody>
</table>

**Logistics**

For districts that incorporate intervention classes into their Essential Skills assessment system, three strategies were identified for scheduling the intervention class.

- Require students to give up an elective in their schedule for this class, as the district in this case study did. This option may not be effective for all students, however. For some students, taking away a hands-on elective opportunity could have the
unintended consequence of disengaging students academically, at least to some extent.

- Offer intervention classes as a before- or after-school program. Note: This option helps mitigate the elimination of electives for students.
- Other creative solutions such as training teachers on flexible grouping or in-class interventions. This option is especially helpful when there are staffing limitations.

**Promising Practices:** Schools familiarizing students with the state-scoring guide(s) in order to help them gain a clear understanding of the learning and performance expectations.

**Considerations for Special Populations**

*Special Education Students*

The decision-making process for Special Education students differs greatly compared to that for general education students. For Special Education students, the data monitoring system should largely reflect the input of the student’s Individualized Education Plan (IEP) team, including the student’s parents. IEP teams are well suited to monitor student progress since meetings occur at least yearly, if not more frequently. Based on a student’s IEP, in addition to identifying the most appropriate assessment option for the student, the student’s IEP team might make determinations about whether a student will pursue a regular high school diploma or a modified diploma. In cases where the team and parents determine that a student will be pursuing a modified diploma, the student’s IEP team would also identify any modifications that the student needs in order to access the chosen assessment option, including modified achievement levels. Eligibility criteria for students pursuing the modified diploma are described in [Oregon Administrative Rule (OAR) 581-22-1134](https://www.oregonlegislature.gov/). 

*English Language Learners (ELLs)*

**School Vignette: Providing additional supports to ELL students**

This sample high school has a large ELL population and has begun to combine intervention classes with the already existing ELL classes. As a smaller school, this school does not have room in its schedule to add dedicated intervention classes because of staffing but was able to provide additional support for students to help them successfully demonstrate proficiency using work samples. **Points to consider:** Are there creative ways to integrate work sample instruction into your curriculum?
Promising Practices: Some schools with large populations of ELL students found that providing a math class in the student’s native language was a successful strategy for preparing students for the Essential Skill of mathematical problem-solving.

II. Work Sample Development and Maintenance

This section describes approaches to policy development regarding whether to develop or obtain work samples for the Essential Skills graduation requirement.

Work samples are an approved assessment option for the Essential Skills graduation option. It is the individual district’s decision whether to offer work samples and, if offering them, how to develop and score work samples. Recognizing that development of work sample prompts can represent a significant cost for districts in terms of teacher time and actual dollar expenditures, this section provides an overview of options districts have considered to make work sample development more cost-efficient.

Promising Practices: Districts primarily conducted three tasks before deciding whether to obtain existing work sample prompts from another district or educational service district (ESD) or develop prompts internally.

- Estimate how many students are anticipated to use work samples by content area to demonstrate proficiency in the Essential Skills.
- Identify whether their local or regional ESD offers or is planning to offer assistance developing work sample prompts.
- Evaluate their resources and capacity to develop, score, and securely maintain work samples internally.

A. Work Sample Prompt Development

The case study identified three primary approaches to the question of whether to internally develop or obtain work sample prompts from an external source:

- Develop and score work samples internally.
- Collaborate with an ESD to develop and score work samples.
- Obtain existing work sample prompts from another district or ESD and score them internally.
Developing and Scoring Work Samples Internally

Developing and scoring work samples internally are time-intensive activities largely accomplished by classroom teachers.

*Larger districts have several advantages* in terms of work sample development and scoring. They can:

- Use economies of scale to spread the workload to multiple teachers throughout the district. Due to the large number of students who may use the work samples in these districts, internally developing work sample prompts may provide a more cost effective approach than purchasing work samples from an outside source.

- Create well-balanced teams comprised of content area teachers, teachers trained on the official state-scoring guide with a clear understanding of the local schools, and intervention teachers from multiple schools to develop work sample prompts.

- Use teams to double-blind score work samples, which helps mitigate potential bias and ensure the validity of the scores.

*Small, rural districts may also choose to* invest in training just a few teachers on the state scoring guide and prompt development. In such districts where each teacher tends to wear multiple hats, teachers may be positioned to create work sample prompts and score student work (for other than their own students) by rotating scoring. However, this approach can represent a significant time investment on the part of those few teachers to develop and score all work samples in their school.

Collaborating with an ESD to Develop and Score Work Samples

The case study revealed that rather than developing work samples internally, some districts instead rely heavily on collaboration with their ESD to develop work sample prompts and score student responses. This approach was most effective for *mid-sized districts.*

These districts purchase existing work samples through another district or ESD or receive training from the ESD on how to develop work sample prompts. The training is a great use of resources as the ESD can facilitate trainings for multiple districts with each school sending one to three personnel to the trainings. At the trainings, personnel collectively develop work sample prompts.

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**Note...**ODE has posted a list of districts and ESDs who have work sample resources available to share with other districts.

[http://www.ode.state.or.us/search/page/?id=2710](http://www.ode.state.or.us/search/page/?id=2710)

The decision on how to score the work samples varies by ESD and the member districts. Some ESDs hire retired teachers to score the work samples, while other ESDs use the same group of personnel who developed the work sample prompts to score them.

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**Note...**ESDs typically provided training in work sample development as a free service but may charge for scoring services.
Obtaining Existing Work Samples from another District or ESD

Many small or remote districts have elected to purchase work sample prompts through another district or ESD. The advantage of this approach is that it takes minimal coordination and time on the part of district staff, and districts can make an accurate prediction of how much funding to allocate to purchasing work sample prompts based on the number of students who will need work samples. The drawback is that teachers within the district still need training on scoring the work samples using the state scoring guide, and districts need to determine how to complete this training.

Small districts that do not already have personnel trained in the state scoring guide and work sample prompt development may find that purchasing work sample prompts and scoring services from another district or ESD may represent a more efficient approach.

B. Work Sample Maintenance

The total number of work sample prompts required annually will vary based on the number of students producing work samples and the timing of administration. Districts included in the case study reported developing between twelve and thirty prompts each year.

Work Samples and Schedule of Administration

Note…it is vital that districts take steps to ensure the validity of the work samples; districts should avoid allowing multiple students to respond to the same work sample prompt at different times in the same school year.

Many of the large districts included in the case study administer work samples at set times throughout the school year. This strategy has the advantage of limiting the total number of prompts that need to be developed within a district, as well as the additional benefit of allowing the district to more easily coordinate a scoring schedule. Other districts in the case study allow students to take the work samples whenever the student and teacher believe the student is ready.

Promising Practices: Having one central person to collect and analyze student data, including assessment results, academic performance, and interventions or instructional supports. This person then uses this data to identify students who are good candidates to demonstrate proficiency through work samples, reviews the work sample scoring process to ensure appropriate rigor and validity, and identifies the appropriate life cycle of work sample prompts.
Prompt Security

Because work samples will be used to satisfy the Essential Skills graduation requirement(s), most districts included in the case study have elected to securely store the work sample prompts at the district office in a locked cabinet.

**School Vignette: Administering work samples securely**

A district developed twelve prompts and allowed students up to three opportunities to demonstrate proficiency on the work samples, with all students taking the same work sample on the same day. With a total of twelve prompts, this ensures that each individual prompt is only being used once every four years, creates a secure system, and allows the prompts to be re-used, representing a greater return on the district’s investment. **Take away:** With careful planning, a few prompts can be sufficient.

The considerations for collaborative prompt development largely mirror the considerations for districts developing their own prompts internally. However, in collaborative arrangements between districts and an ESD, the ESD generally manages the process, including secure storage of prompts.

### III. Professional Development

*This section describes the professional development needs that a district should plan for around work sample development and scoring for the Essential Skills graduation requirement.*

The case study revealed that there are two distinct areas where professional development may be needed:

A. Prompt development training

B. Scoring guide training

The professional development needed to ensure work sample validity will depend on the approach that the district takes to develop or obtain work sample prompts and scoring services.

- **Districts that develop their own prompts and score work samples internally.** Districts that develop their own prompts may need to allocate significant resources to professional development depending on the degree to which the district already has an infrastructure in place to support work sample development. If a district already has personnel trained to develop work sample prompts and use the state scoring guide(s), they may need as little as one to two in-service days each year to provide ongoing “refresher” training. However, if a district does not have personnel trained in these areas, the district should be prepared to invest additional resources to provide initial training for staff.

- **Districts that collaborate with an ESD to develop prompts and score work samples.** For districts that work with their regional ESD to develop work sample prompts, the ESD typically provides someone who is proficient in prompt development and
scoring using the state scoring guides to lead prompt development efforts. These districts typically send one to three teachers to the ESD during an in-service day to develop prompts and receive scoring calibration training on the state scoring guide.

- **Districts that obtain prompts and scoring from another district or ESD.** For districts that elect to purchase work sample prompts and scoring services from another district or ESD, the main consideration around professional development is when to administer work samples. Based on the case study results, districts that take this approach tend to be small enough that finding time in the schedule for individual students to complete a work sample is not difficult.

  Note...to assist with professional development needs, ODE provides state scoring guide training resources which may be used at the discretion of districts and ESDs.

  For teachers: [http://discs.orvsd.org/](http://discs.orvsd.org/)

  For trainers: [http://www.ode.state.or.us/search/page/?=3623](http://www.ode.state.or.us/search/page/?=3623)

### A. Prompt Development

**Considerations about Rigor**

When developing work samples, it is essential to first ensure the tasks are representative of the appropriate level of rigor, therefore creating an alternative means for students to demonstrate Essential Skills proficiencies, not an easier means. There are a number of issues to deal with when considering appropriate levels of rigor. For example, in the case of reading, appropriate rigor is largely defined by the level of complexity (Lexile level) and volume (word count) of the text/article to which students are responding. Well-designed questions based on the text are also an important component of appropriately rigorous work sample tasks.

In addition to conducting a thorough review of the work sample prompt to ensure appropriate rigor prior to administering the work sample, the district should also implement a process to confirm that the projected rigor and Lexile score proved accurate after students have taken the work sample.

**Considerations for Each Skill Area**

There are unique skills required for work sample development in each Essential Skill.

- **Reading.** Results of the case study indicate that developing reading work sample prompts is time intensive. The developer must consider whether the informative or literary texts meet complexity and volume requirements, defined by Lexile level and word count, and must design questions that provide students with multiple opportunities to demonstrate their ability to read and comprehend. The questions must be clearly worded and open-ended (questions that allow some degree of “mental elbow room” for students to think and for raters to “see” the covert activity of reading). Reading work sample questions may also include scaffolding and graphical organizers as appropriate. Taken together, the development of a reading work sample
prompt requires a high degree of technical expertise and substantial time. Reading work sample prompts for literary texts must be designed in a way that elicits student responses which can be scored on all dimensions of the official state scoring guide for Reading Literary Texts and for informational text work sample prompts, they must be designed to be scored on all dimensions of the scoring guide for Reading Informational Texts. For full details on the reading work sample requirements, visit: http://www.ode.state.or.us/search/page/?id=2703

- **Writing.** Results of the case study indicate that developing writing work sample prompts based on the state scoring guide and administering them as formative assessments is a relatively simple task for teachers in all subject areas. Writing work samples must be designed in a way that solicits student responses which can be scored on all dimensions of the official state scoring guide for Writing. For full details on the writing work sample requirements, visit: http://www.ode.state.or.us/search/page/?id=2704

- **Math.** Results of the case study indicate that developing math work sample prompts is time intensive. Math work samples allow students to connect with the mathematical concepts and problem-solving strategies differently than they would via a standardized, multiple-choice test. These work samples are tied to grade level content standards, and should be thought-provoking, open-ended, not immediately solvable, and clearly worded. In addition, math work samples must be designed in a way that solicits student responses which can be scored on all dimensions of the official state scoring guide for Mathematics Problem Solving. For full details on the math work sample requirements, visit: http://www.ode.state.or.us/search/page/?id=2707

**B. Scoring Training and Calibration**

Districts across the state have trained personnel on the state scoring guides; for instance, many districts have taken between a half-day to two days of professional development each year to train teachers on the state-scoring guide. Training teachers on using the state scoring guide can be done at individual schools during a half day of in-service or during Professional Learning Community time (as available).

**Promising Practices:** Some districts provide professional development opportunities, such as in-service days, for the team to review work sample prompts and participate in calibration exercises to ensure high levels of scoring proficiency.
**School Vignette: Calibrating work sample development and scoring**

One approach to mitigating the risk of insufficient work sample rigor described by a participating district included assembling a team to review the work sample prompts and rater reliability. The team should be led by a staff person who is highly proficient in scoring work samples using the state scoring guide and should consist of members from the curriculum areas that will be administering the work samples. **Take away:** This professional development ensures that teachers are developing prompts at the appropriate level of rigor and that all teachers are using the state scoring guide in a reliable manner.

**Promising Practices:** Districts that score work samples anonymously, by two raters, and/or by someone other than the student’s teacher to increase score validity and to reduce bias.

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**School Vignette: One person monitoring all work samples**

In one large district that participated in this study, a single staff person is responsible for reviewing all of the student scores for each of the work samples that are administered in the district. The staff person also monitors rater reliability by reviewing and comparing rater scoring patterns to determine the need for additional scoring guide training/calibration activities. If it appears that one rater is scoring too hard or too easy, then the district can work with the rater to become more proficient in using the state scoring guide. **Take away:** Although potentially costly in terms of FTE, this approach provides a means to ensure that all prompts are at the same level of rigor and that the raters are all scoring in a consistent manner.

**Promising Practices:** Schools that train teachers across content areas to use the official state scoring guides to increase opportunities for cross-disciplinary work samples.
### IV. Policy Decisions

*This section describes the range of district policy decisions surrounding use of work samples for the Essential Skills graduation requirement.*

#### Responsibilities and Policy Decisions

<table>
<thead>
<tr>
<th>State</th>
<th>District</th>
</tr>
</thead>
</table>
| Develops work sample resources | Develops district policy about:  
  - Whether to administer work samples.  
    - How to develop work sample prompts.  
    - Whether to share work sample prompts with other districts.  
    - Whether to purchase work sample prompts or scoring services from ESDs or other districts.  
    - Whether to administer work samples at fixed times throughout the year or on an as-needed basis whether students must attain a district-determined minimum score on OAKS to be eligible to demonstrate proficiency via work samples. |
| Coordinates information about districts and ESDs willing to share work sample resources | |
| Develops the Test Administration Manual with guidance on work samples (Appendix M and K) | Develops district policy about:  
  - Whether to allow students to revise or retake work samples.  
  - Whether students must attain a minimum score on a work sample to be eligible to revise and resubmit the work sample. |
| Develops scoring guide and achievement standard for work samples | |
| Develops state-level eligibility requirements for ELL students to demonstrate proficiency in their language of origin | Develops district policy about:  
  - Whether to develop and administer work samples in languages other than English for students who meet state-level eligibility requirements. |
| Develops the Test Administration Manual with guidance on work samples (Appendix K) | Develops district policy about:  
  - How students can appeal a district decision to deny a high school diploma based on the Essential Skills graduation requirement.  
  *(Required policy)* |
Note...if a student is allowed to revise his/her work, the district must follow the requirements described in Appendix M of the Test Administration Manual. http://www.ode.state.or.us/wma/teachlearn/testing/admin/2012-13_appendix_m.pdf

Note...for setting policies, including the student appeal policy, it may be helpful to make decisions about:

- 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)

Based on the case study, it appears that districts have largely taken an ad hoc approach in identifying which students may revise their work samples. Generally, districts have allowed students who score a mix of 3s and 4s to complete one round of revision, with the revised work sample counting toward the Essential Skills graduation requirement.

Promising Practices: For students who score mostly 2s and 3s, some districts allow work sample revision as a formative assessment rather than as a summative assessment. While this approach does not allow the student to use the final work sample for Essential Skills purposes it can be a valuable teaching tool to help inform those areas where the student needs additional instruction before attempting a new work sample.
V. Parent Communication

This section describes the importance and consideration around communicating with parents about the Essential Skills graduation requirement.

The importance of communicating with parents regarding the new diploma requirements and student progress toward meeting the applicable Essential Skills graduation requirements cannot be overstated.

**Promising Practices:** Some districts communicated frequently with parents regarding Essential Skills graduation requirements, including providing an accurate and timely description of:

- Student progress toward meeting the achievement standards
- Assessment results
- Instructional strategies implemented to address knowledge/skill gaps
- Options for extended services (such as summer sessions or 5th year of high school etc.), as necessary

Districts should make a concerted effort to communicate with parents regarding local policies. It is critically important that both students and parents be well informed regarding progress toward meeting graduation requirements—last second surprises (late in a senior year, for example) can be extremely detrimental to the student, and can negatively impact the credibility of the school and district. These issues can be mitigated with a clear, effective, and continuously maintained communication strategy. Several schools have created letters that are sent home to the parents of students who are administered work samples in order to meet graduation requirements (see Appendix B for a sample parent letter).
Appendix A: Self-Evaluation of Essential Skills Assessment System

Every district will have slightly different needs and requirements for deciding how to best implement an Essential Skills assessment system for their students. The following checklist is a quick tool to enable districts to self-evaluate where they currently are and to guide decisions on how to move forward. This self-evaluation is not intended to be an instruction manual or a comprehensive step-by-step guide.

Basic Policies:

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<thead>
<tr>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td></td>
<td>Has your school board passed policies on who can use work samples to meet the Essential Skills graduation requirement?</td>
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<tr>
<td></td>
<td>Does your district have a stated policy on student revision of work samples?</td>
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</tbody>
</table>

If you answered yes to both of these questions, find your district policy and review it. The language your district adopted should be similar to the ODE language, but may include additional requirements.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td></td>
<td>Has your district adopted an appeals process for students who are denied a diploma due to the Essential Skills graduation requirement?</td>
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Your district must have an appeals process in place for students who are not awarded a diploma. Understanding how and which scored work samples will be retained and kept on file is essential to avoid conflicting policies with regards to appeals.

Monitoring of student progress:

Efficient monitoring of student progress improves education for all students. Identifying students who may have trouble passing the OAKS at an early stage is the key for schools to help students succeed. Schools should start early and develop systems to share assessment data between grades levels.

Monitoring at the District Level:

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td></td>
<td>Within your district, is there a central staff person in charge of collecting and monitoring student assessment data?</td>
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<tr>
<td></td>
<td>Does this person communicate with the principals, teachers, and student to identify the appropriate support structures to help the student?</td>
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</tbody>
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### Monitoring at the High School Level:

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Are there systems in place to identify students who are falling behind in each subject area, at each grade level?</td>
<td></td>
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<tr>
<td>Do your schools currently monitor student academic progress at the high school level?</td>
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### Monitoring Middle and Elementary School Transition:

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Is there a system in place to share assessment information between elementary and middle school?</td>
<td></td>
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<tr>
<td>Is there a system in place to share student assessment data between the middle and the high school?</td>
<td></td>
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<tr>
<td>Is there a review process in place which informs high school and district staff regarding student achievement and potential support service needs for those students articulating from 8th to 9th grade?</td>
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### Intervention Classes:

*Intervention classes may be a cost to schools but are essential to consider in the monitoring process. Intervention classes should be an action that occurs as a result of comprehensive monitoring.*

<table>
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<tr>
<th>Yes</th>
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<tr>
<td>Are students screened and identified as needing additional support prior to the first high school OAKS assessment?</td>
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<tr>
<td>Are there intervention classes in place to help students in 9th or 10th grade who are not on track to pass the OAKS as 11th graders?</td>
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<tr>
<td>Are there intervention classes in place for 11th or 12th graders who have not passed the OAKS?</td>
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<tr>
<td>Are intervention classes already in place for those students who have been identified as likely candidates for using work samples to meet the Essential Skills?</td>
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<tr>
<td>Are intervention classes for reading, writing, and math already being planned or used?</td>
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<tr>
<td>Is there room in the current schedule to create intervention classes, including before- or after-school programs?</td>
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</table>
**Cost Considerations and Resources:**

*District costs may vary widely based on the number of students needing work samples, student demographics, and geographical location. Larger districts with multiple high schools may want to develop their own prompts and train scorers. In general, rural and smaller districts may benefit by collaborating with their ESD and other districts to develop prompts and mitigate the cost of scoring and training scorers.*

**Basic Cost Evaluations:**

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<tbody>
<tr>
<td><strong>Yes</strong></td>
<td><strong>No</strong></td>
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<tr>
<td>Has your district already started developing prompts on your own?</td>
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<tr>
<td>Does your local ESD currently have a system in place to design and score work sample prompts?</td>
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</table>

Has the district used previous years’ data to determine how many students will likely need to use work samples to demonstrate proficiency in the Essential Skills for each area: Reading, Writing, and Math?

**Prompt Development:**

*Developing prompts takes teacher time – typically in-service days, resources and evaluation – to ensure the prompts are at the appropriate rigor and are being scored correctly. The benefit to schools that develop their own prompts is that the investment of time and money makes it much easier to integrate work samples into the school’s curriculum. Particularly for the OAKS writing, development of the prompts and training on the state scoring guide for teachers is likely to pay off with higher student test scores.*

**Local Prompt Development:**

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<tbody>
<tr>
<td><strong>Yes</strong></td>
<td><strong>No</strong></td>
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<tr>
<td>Are there in-service days available for teachers to develop prompts and get trained on the scoring guides?</td>
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</table>
**ESD Collaboration:**

<table>
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<tr>
<th>Yes</th>
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<tbody>
<tr>
<td></td>
<td>Does the ESD have a policy on scoring, retaining, and revision of work samples that is consistent with your district’s policies on revision and appeals?</td>
</tr>
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</table>

Compare costs between purchasing prompts from an ESD versus developing them within the district.
Appendix B: Parent Communication Sample Letter

Dear Parent/Guardian,

This letter is to inform you that your student, XXX, has not yet met the Oregon State Diploma requirement for the Essential Skill of Reading as outlined in OAR 581-022-1134. More information about the Essential Skills graduation requirements can be found at the website provide below.

http://www.ode.state.or.us/search/page/?id=1684

Your student will have an opportunity to retest for Reading next school year. If your student is unable to meet this requirement through the State online OAKS (Oregon Assessment of Knowledge and Skills) testing or other approved standardized assessments, then Reading Work Samples will be offered as an alternative way to demonstrate proficiency in the Essential Skill of Reading. Your student must complete and pass two Reading Work Samples to meet this requirement. The work samples will be offered to your student during regularly scheduled classes, as well as special work sample sessions that will be made available throughout the year.

Please do not hesitate to contact XXX should you have any questions regarding the diploma requirements.

Sincerely,
Appendix C: Glossary of Terms

**Assessment Option**: An assessment approved to assess proficiency in the Essential Skills for the purpose of earning a regular or a modified high school diploma.

**Essential Skills**: Process skills that cross academic disciplines and are embedded in the content standards. The skills are not content specific and can be applied in a variety of courses, subjects, and settings.

**Official State Scoring Guide**: An evaluation tool designed for scoring student work that includes specific, consistent assessment criteria for student performance and a 1 – 6 point scale to help rate student work. It is used by Oregon teachers to evaluate student work samples.

**Work Sample**: A representative sample of individual student work (e.g., research papers, statistical experiments, speaking presentations, theatrical performances, work experience) that may cover one or more content areas and therefore may be scored using one or more official state scoring guide(s). At the high school level, a work sample can be used to fulfill both the local performance assessment “opportunity to learn” requirement and the Essential Skills graduation requirement.
Appendix D: Additional Resources

Assessment of Essential Skills
http://www.ode.state.or.us/search/page/?id=2042

Assessment of Essential Skills Toolkit
http://estoolkit.orvsd.org/

Work Samples
http://www.ode.state.or.us/search/page/?id=219

The Oregon Diploma
http://www.ode.state.or.us/search/results/?id=368

Test Administration Manual, Appendix K—Requirements for Assessment of Essential Skills
http://www.ode.state.or.us/wma/teachlearn/testing/admin/2011-12_appendix-k.pdf

Test Administration Manual, Appendix M—Work Samples and State Scoring Guides
http://www.ode.state.or.us/wma/teachlearn/testing/admin/2012-13_appendix_m.pdf

Scoring Guide Training Modules
http://www.ode.state.or.us/search/page/?=3623

DISCS
http://discs.orvsd.org/