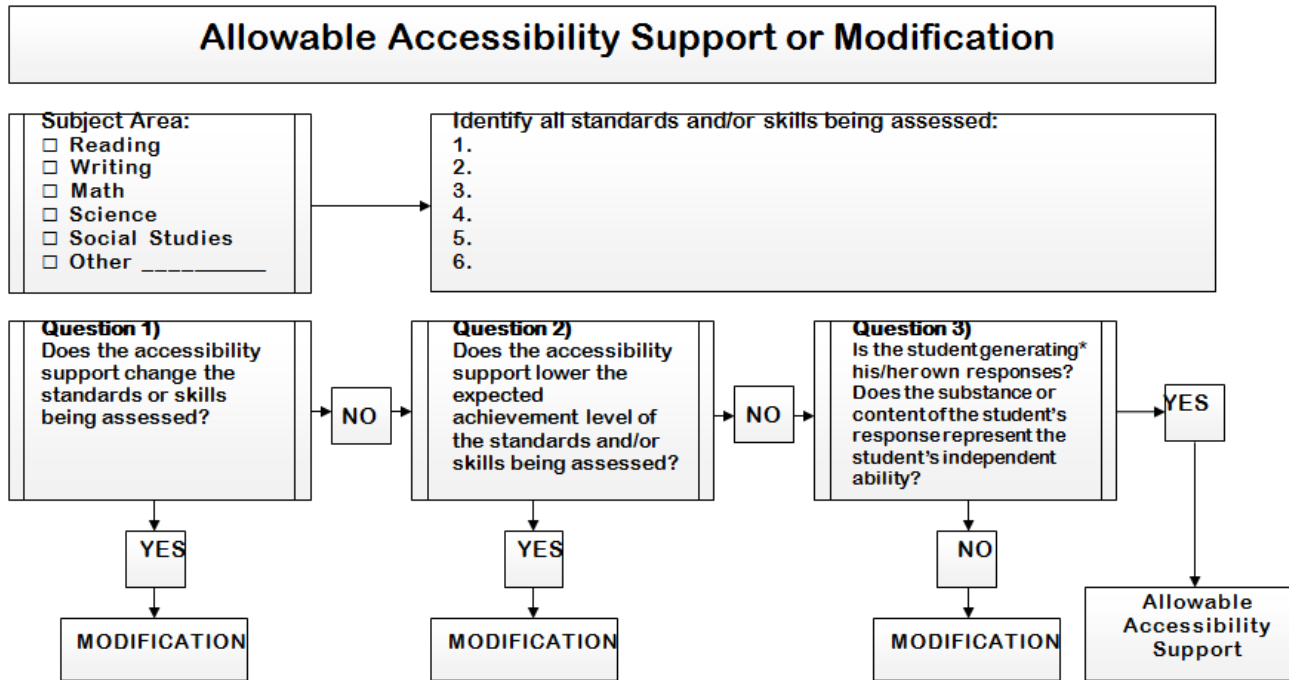


Image 1. Allowable Accessibility Support or Modification Decision Tree.



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

Work Sample Scoring Guidance

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

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

Scoring Protocols

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

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

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

Scoring Options

To provide additional options to districts, ODE has partnered with Willamette Education Service District to increase access to online scoring options for Work Samples. Willamette Education Service District has developed the ORSkills online system to offer three scoring options for districts. For more

information about ORSkills, please visit, <http://orskills.wesd.org/>. Additional information is also available in *Appendix B: ODE Secure Restricted Access Work Sample Prompt Bank Overview*.

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

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

Work Sample Revision Guidance

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

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

Work Sample Professional Development

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

Official state scoring guide training modules are available for download and use from the ODE website. These materials have been designed as “train-the-trainer” sessions, and provide various levels of training for each of the three Essential Skills content areas. For each module, an Overview, Facilitator's Packet, Participant Packet, and PowerPoint have been provided in order to allow local education entities to facilitate scoring guide and task development training. To view and download these training modules, please see: <http://www.ode.state.or.us/search/page/?=3623>. Many districts have used one or both of the above methods to develop their own group of trainers to provide training during in-service activities.

3.4 Assessment Category 4: Local Assessment Option

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

Table 11. Local Assessment Option Requirements

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

4.0 SPECIAL POPULATIONS SEEKING REGULAR DIPLOMAS

4.1 English Learners

Table 4. District Policy Requirements describes that districts are required to develop a policy about whether or not to administer Work Samples in languages other than English. For districts that have developed a policy allowing administration of Work Samples in languages other than English, *OAR 581-022-0617: Essential Skill Assessments for English Language Learners* (revised in January 2016) establishes several requirements.

First, the rigor of Essential Skills assessments offered to eligible English Learner students in their language of origin must be equal to the rigor of assessment options available in the English language. A bilingual test administrator who is trained and endorsed by a district in Spanish or the student's language of origin should provide any bilingual accommodations as listed in this document, otherwise validity of the assessment could be compromised. All reading Work Samples should be based on texts originally written in that language they are presented in; translations of English texts into another language are strongly discouraged.

Second, eligibility for language of origin accommodations, including language of origin readings materials and students responding in their language of origin, is dependent upon students meeting specific criteria. The criteria varies based on the Essential Skill and are listed in *Table 12. Language of Origin Criteria and Accommodations for Work Samples*. During 2015-16 Oregon transitioned to the new English Language Proficiency Assessment for the 21st Century (ELPA21), which replaced the previous Oregon ELPA. The ELPA21 standards setting (achievement standards) event occurred in fall 2016 and will be reviewed by the State Board of Education late fall 2016. Students who were pursuing a diploma in the 2015-16 school year were exempt from criteria 4 in Table 12; this exemption sunset on August 31st of 2016 so the proficiency eligibility requirement is back in place, but there is not yet an achievement standard set for how to meet this requirement. After standards have been set with the ELPA21, ODE will work with the State Board of Education in winter 2016 to review proficiency criteria.

Students who demonstrate their Essential Skills with language of origin accommodations do not have to re-demonstrate in English if they exit EL status.

Table 12. Language of Origin Criteria and Accommodations for Work Samples

	Math	Reading and Writing
<p>Criteria for Accessing Accommodations</p> <p>Students must meet the following criteria by the end of high school.</p>	<ol style="list-style-type: none"> 1. Be on track to meet all other graduation requirements 2. Unable to demonstrate proficiency in the Essential Skills in English 	<ol style="list-style-type: none"> 1. Be on track to meet all other graduation requirements 2. Unable to demonstrate proficiency in the Essential Skills in English 3. Have been enrolled in a U.S. schools for five years or less 4. Received at least a 3 or greater on the ELPA¹⁵ (did not apply to students pursuing a diploma in 2015-16 school year¹⁶)
<p>Accommodations available to students who meet the criteria.</p>	<ul style="list-style-type: none"> • Write his or her response in his or her language of origin 	<ul style="list-style-type: none"> • Receive reading material in his or her language of origin • Write his or her response in his or her language of origin

Beyond the accommodations listed in *Table 12. Language of Origin Criteria and Accommodations for Work Samples* there are several designated supports that may be helpful for English Learners and these are not subject to the eligibility criteria for accommodations. Designated supports may be made available to students for whom an adult or team working with the parent/guardian and student has documented the need for these. Designated supports are described in more detail in the *Accessibility Supports for Work Samples* section and in *Appendix A: Accessibility Supports for Work Samples*. *Table 13. Excerpt from Designated Supports for Work Samples* is an excerpt of the designated supports table showing two that specifically focus on language.

Table 13. Excerpt from Designated Supports for Work Samples

Designated Support	Description
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.

¹⁵ Districts may offer the Essential Skills assessment option in the student’s language of origin prior to a student fulfilling criteria 4.

¹⁶ This exemption sunsets on August 31st of 2016, so the minimum English proficiency eligibility requirement will be back in place for students graduating in the 2016-17 school year. After standards have been set with the ELPA21, ODE will work with the State Board of Education to review proficiency criteria.

4.2 Students with Disabilities

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

4.3 Students Seeking Modified Diplomas

Regarding eligibility for a Modified Diploma, *OAR 581-022-1134* Section 3 clarifies that eligibility for a Modified Diploma may be granted to a student who has (a) a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or (b) a documented history of a medical condition that creates a barrier to achievement. For additional information about student eligibility, including timing, and information about who is responsible for determination and what parent engagement is required, please see:

<http://www.ode.state.or.us/gradelevel/hs/transition/moddipoar012012.doc>

Modifications

A student seeking a Modified Diploma must meet the Essential Skills requirement, although he or she may use modified Work Samples or a modified achievement standard on the state test (for modifying cut scores for applicable state tests see score-to-percentile conversion tables <http://www.ode.state.or.us/search/page/?id=5446>) in order to do so. Two Work Samples are still required for students pursuing a Modified Diploma.

Modifications, if used, should be the same as the modifications the student received during instruction in the content area to be assessed and in the year in which the Work Sample is administered. A modification is a practice or procedure that compromises 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. *Table 14. Essential Skills Assessment Modifications for Students Seeking Modified Diploma* describes which assessments may be modified and the requirements and recommendations associated with these modifications. *Image 1. Accommodation or Modification Decision Tree* (page 15) can be used to determine whether the support provided on an assessment is an accommodation or a modification.

Table 14. Essential Skills Assessment Modifications for Students Seeking Modified Diploma

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

Extended Assessment

The Extended Assessment may be used to demonstrate the Essential Skills for students pursuing a Modified Diploma. The achievement standards for the Essential Skills on the Extended Assessment are included in *Table 15. Extended Assessment Achievement Standards and Expectations for Essential Skills*. Achievement standards on the Extended Assessment may not be modified.

Table 15. Extended Assessment Achievement Standards for Essential Skills

Assessment	Reading Essential Skill	Writing Essential Skill	Math Essential Skill
Extended Assessment ¹⁷	High school reading sub-score: 914	High school writing sub-score: 909	High school math total score: 907

¹⁷ Extended Assessment achievement standards may not be modified

5.0 LOCAL PERFORMANCE ASSESSMENT REQUIREMENT

The purpose of the local performance assessment requirement is to ensure that Oregon students are afforded opportunities to learn and to receive feedback regarding their academic progress.

Local performance assessments must be:

- A standardized measure (e.g. activity, exercise, problem, or work sample scored using the official state scoring guide) embedded within the curriculum that evaluates the application of knowledge and skills.
- Either one work sample per grade scored using official state scoring guides or comparable measures adopted by the district.
- Administered once a year to all students at grades 3 through 8 and once in high school.
- Administered in:
 - Writing
 - Speaking
 - Mathematical Problem-Solving
 - Scientific Inquiry

Local performance assessments should be:

- Administered 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
 - Reading
 - Engineering
 - World Languages
 - Career and Technical Education
 - Health
 - Physical Education

5.1 Official State Scoring Guide Use

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

Table 16. Official State Scoring Guide Recommended Achievement Standards

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

As for meeting the local performance assessment in Scientific Inquiry, there has been some confusion on whether or not Engineering Design assessments can “replace” Scientific Inquiry assessments in order to fulfill this requirement. Engineering Design assessments cannot currently replace Scientific Inquiry work samples unless the Engineering Design assessment can be scored in all four dimensions with the Scientific Inquiry scoring guide.

APPENDIX A: ACCESSIBILITY SUPPORT FOR WORK SAMPLES

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

Universal Tool Area ¹⁸	Examples, Descriptions, and Security Considerations
Braille tools	<ul style="list-style-type: none"> • Braille versions of test • Respond in Braille • Abacus • Tactile/Embossed graphics
Electronic and other tools	<ul style="list-style-type: none"> • Computer word processor with spelling and grammar check enabled¹⁹ • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Auditory amplification devices • Hearing aids • Noise buffers • Read prompts aloud to student (Prompts must be read word-for-word without extra explanations or interpretations that are unavailable to other students.) • Record and play-back think-aloud or written responses (A student may record his or her response to the prompt into a recording device and play it back as

¹⁸ Universal tools are tools are available to all students based on student preference and selection.

¹⁹ 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 ¹⁸	Examples, Descriptions, and Security Considerations
	s/he constructs her/his written text. A student may also use a recording device to read and listen to her/his completed response for editing purposes.)
Printed resources	<ul style="list-style-type: none"> • Scoring guide (Only the official state scoring guide or the grade-specific student language versions of the scoring guide found online at: <ul style="list-style-type: none"> ○ Math Problem Solving: http://www.ode.state.or.us/search/page/?id=2707 ○ Reading: http://www.ode.state.or.us/search/page/?id=2703 ○ Writing: http://www.ode.state.or.us/search/page/?id=2704) • Graphic organizers (Only the ODE-provided graphic organizers found online at http://www.ode.state.or.us/search/page/?id=2704 are allowed. They should be made available to students at any grade in printed form, if requested. 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.ode.state.or.us/search/page/?id=2704 is allowed. • Formula and conversion sheets (Only the formulas and conversion sheets are posted online at http://www.ode.state.or.us/search/page/?id=2707 are allowed. • Math problem solving tips (Only those posted online at http://www.ode.state.or.us/search/page/?id=2707 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 • Number line (May be unmarked or with integers) • Multiplication table (Up to 12 x 12) • Instructional clocks with numbers • Templates with unlabeled shapes
Manipulatives	<ul style="list-style-type: none"> • 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

Universal Tool Area ¹⁸	Examples, Descriptions, and Security Considerations
	<ul style="list-style-type: none"> • Color tiles • Cubes • Cuisenaire rods • Dice • Dominoes or checkers • 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 <p>Manipulatives are available to help students think, not to give them answers. Manipulatives must not either directly provide students with answers or identify the process by which students may determine the answer. Manipulatives must not be labeled (e.g., fractions, decimals, numerals, text). Students are not to be coached as to which manipulatives to use.</p>
Posters	<ul style="list-style-type: none"> • Encouragement or inspiration, e.g., <ul style="list-style-type: none"> ○ “Believe in Yourself” ○ “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

Universal Tool Area ¹⁸	Examples, Descriptions, and Security Considerations
	<ul style="list-style-type: none"> • Math problem solving tips
Vocabulary tools	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 2. Designated Supports for Work Samples

Designated Support ²⁰	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.

²⁰ Designated supports are accessibility features available only to students for whom an adult or team working with the parent/guardian and student has documented the need for these.

Designated Support ²⁰	Description
Human-based read aloud of item or prompt	Readers should be provided to students on an individual basis – not to a group of students. A student should have the option of asking a reader to slow down or repeat text.
Interpret directions orally	Directions may be interpreted by personnel designated as competent by their district to make language interpretations for educational purposes.
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 of origin. Test administrators and others supporting a student’s test taking must be neutral in responding to the student during the test administration. For students who are still acquiring computer skills, working with a practice test prior to operational testing may allow the student to develop the necessary skills. Students unable to manipulate the mouse or keyboard may request assistance from the test administrator.
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. 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 his or her responses into a recording device prior to responding to the assessment. The student should be familiar with the process of self-recording; however, if the student is not able to manage the equipment, test administrators are allowed to provide support. Following the assessment session, all tapes and materials must be securely destroyed.
Retells reading passage	Student retells reading passage to test administrator or educational assistant in his or her own words before responding to the multiple-choice items. When a student vocalizes to a listener, the listener is to remain neutral and may provide no feedback or indication of correctness or incorrectness on the student’s part.
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

Designated Support ²⁰	Description
	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 his or her thought process out loud to him/herself or to a neutral test administrator. When a student vocalizes to a listener, the listener is to remain neutral and may provide no feedback or indication of correctness or incorrectness on the student's part.
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	<p>For instance, preferential seating, special lighting, increased/decreased opportunity for movement, position assistance, adaptive equipment/furniture.</p> <p>A student who needs physical support to access the computer monitor, keyboard or assessment materials may be supported either using appropriate devices or they may be provided supports by an aide/educational assistant.</p>
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	

Table 3. Accommodations for Work Samples

Accommodation ²¹	Description
Braille versions of test	
Language of origin reading material or stimuli²²	Reading material may be written in a language other than English. Translations of texts are strongly discouraged. Instead reading texts in other languages should be texts that were originally written in that language. Reading material in language other than English must meet the same guidelines for content and grade level expectations as English reading material.
Language of origin student response²³	Student responds to the Work Sample in his or her language of origin.
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.
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. <i>See also Oregon Accommodation Manual Appendix B: Guidelines for Signed Interpretation Support.</i>
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. <i>See also Oregon Accommodation Manual Appendix B: Guidelines for Signed Interpretation Support.</i>

²¹ 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.

²² Student must meet the criteria described in *Table 12. Language of Origin Language Criteria and Accommodations for Work Samples.*

²³ Student must meet the criteria described in *Table 12. Language of Origin Language Criteria and Accommodations for Work Samples.*

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

Purpose

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

Eligibility

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

Access to the ORSkills

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

Access to ODE Secure Restricted Access Work Sample Prompts

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

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

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

Record Keeping

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

ODE Secure Restricted Access Work Sample Prompt Agreement

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

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

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

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

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

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

APPENDIX C: ODE SECURE RESTRICTED ACCESS WORK SAMPLE PROMPT SECURITY

Test Security

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

Security of the Test Environment

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

Table 1: Security Requirements of the Test Environment

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

Requirement	Description
materials removed or covered	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.
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 restricted access Work Sample prompt in paper-pencil format. Students may respond either in either paper-pencil format or through word processing. Word processed student responses must be saved on a flash drive that is securely stored.
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 <i>Essential Skills and Local Performance Assessment Manual</i> .
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 restricted access Work Sample prompt administration extends beyond one test session, test administrators should tell students to write their names on their work and should collect the student work and securely store it for students' use in the subsequent test session. The ODE secure restricted access Work Sample prompt and all student work must be collected and inventoried

Requirement	Description
	at the end of each test session.
No discussing, or releasing test materials	<p>ODE secure restricted access Work Sample prompt and descriptions of ODE secure restricted access Work Sample prompt must not be discussed with or released to anyone who has not completed the <i>Appendix D: Assurance of ODE Secure Restricted Access Work Sample Prompt Security</i>.</p> <p>ODE secure restricted access Work Sample prompt and descriptions must not be discussed with or released to anyone via any media, including fax, email, social media websites, etc.</p>
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 restricted access Work Sample prompt and student work including modified or translated versions of the ODE secure restricted access Work Sample prompt must be collected and inventoried at the end of each test session and then immediately either securely stored or securely shredded.

Student Confidentiality

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

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

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

Test Improprieties

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

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

Adult-Initiated Test Improprieties

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

Table 2: Examples of Reported Adult-Initiated Test Improprieties

Description
<ul style="list-style-type: none"> • Failing to ensure administration and supervision of an ODE secure restricted access Work Sample prompts by qualified, trained personnel at all times.
<ul style="list-style-type: none"> • Sending a student’s name and SSID together in an email message.
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • Providing a student access to another person’s work/responses.
<ul style="list-style-type: none"> • Providing students with non-allowable materials or devices during test administration.
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • Modifying student responses or records at any time.
<ul style="list-style-type: none"> • Administering an assessment in a manner that is inconsistent with a student’s IEP.
<ul style="list-style-type: none"> • Failing to securely store test materials, including allowing students to remove ODE secure restricted access Work Sample prompt or scratch paper that was used during assessment from the secure test environment.
<ul style="list-style-type: none"> • Using ODE secure restricted access Work Sample prompts for instructional purposes.
<ul style="list-style-type: none"> • Developing answer keys to test items and using them for instructional purposes or to give students input on their progress and test performance.
<ul style="list-style-type: none"> • Giving the media ODE secure restricted 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 3: *Examples of Reported Student-Initiated Test Improprieties* provides examples of student-initiated test improprieties. This list is not intended to be comprehensive.

Table 3: Examples of Reported Student-Initiated Test Improprieties

Description
<ul style="list-style-type: none"> • Students cheating, including passing notes or giving help to other students during testing.
<ul style="list-style-type: none"> • Students talking during testing.
<ul style="list-style-type: none"> • Having access to or using electronic equipment (e.g., cell phones, PDAs, iPods, or electronic translators) during testing.
<ul style="list-style-type: none"> • Accessing the internet during a testing event.
<ul style="list-style-type: none"> • Accessing or using non-allowable resources, including other students' work, during a test administration.
<ul style="list-style-type: none"> • 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 restricted access Work Sample prompt. For all improprieties, staff must notify the District Test Coordinator (DTC) immediately (within 1 business day) upon learning of a potential impropriety, whether it is intentional or unintentional. If the district determines they need to escalate the impropriety to ODE, this should be done the same day the determination. ODE will then determine whether to remove the ODE secure restricted access Work Sample prompt and contact the other districts who have downloaded the ODE secure restricted access Work Sample prompt. DTCs must submit their initial report electronically using the form in *Appendix E: ODE Secure Restricted Access Work Sample Prompt Impropriety Report Form*. DTCs must e-mail the completed form to ode.testsecurity@state.or.us (503-947-5928), along with any additional documentation. Based on the initial report, ODE may request further investigation by the DTC.

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

Assurance of ODE Secure Restricted Access Work Sample Prompt Security

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

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

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

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

Name (print): _____

Signature: _____

E-mail Address: _____

School: _____

Date: _____

Keep on file at the district office for one year

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

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

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