

## Legal Reasons for a Scoring Guide Summary

### What is a work sample?

**Definition:** A Mathematics Work Sample is individual student work used to provide students with the opportunity to demonstrate problem-solving skills and/or to demonstrate proficiency in the Essential Skill of Applying Mathematics.

OAR 581-022-0615: Assessment of Essential Skills (OAR—Oregon Administrative Regulations)

One or more local performance assessments for grades 3 through 8 and one for high school are required.

The Work Sample is one option for districts to use to meet the local performance assessment math requirement.

### Diploma requirements:

1. 3 years of high school math
2. Math Essential Skill Requirement: One of several ways to meet this requirement is the successful completion of two work samples scored with the state scoring guide.

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. Note: State board adopted the CCSS on Oct. 28. Notice that math problem solving is still part of these standards.

An important document for reference is Oregon Department of Education’s **Test Administration Manual** (tam) which is updated annually with the changes in how to administer the tests as well as Essential Skills assessment options (Appendix N).

[www.ode.state.or.us/go/tam](http://www.ode.state.or.us/go/tam) (All Appendix references come from tam)

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### Retention of Student Work Samples:

Appendix M, p. M-9: “School districts may adopt a policy to either retain work samples or return them to students after scores have been entered in the school or school district’s record-keeping system.

Documentation of scores relating to the Assessment of Essential Skills should be retained through the time a student exits the public school system.”

For work samples used to meet the Essential Skills requirement, scores should be retained until the student graduates.

Districts can decide how to retain scores (e.g., electronic database)

### **Work Samples as Local Performance Assessments**

OAR 581-022-0615 (2) School districts and public charter schools that offer grades 3 through 8 or high school shall administer local performance assessments for students in grades 3 through 8 and at least once in high school. For each skill area which has been phased in for local performance assessments, the assessments shall consist of:

- (a) One work sample per grade scored using official state scoring guides; or
- (b) Comparable measures adopted by the district.

Appendix L, p. L-1: “Over time, districts may build banks of local performance assessments for future use and to ensure flexibility for students with different interests.

Districts may also share local performance assessments with other districts to increase the number and variety of local performance assessments available for use.”

### **Achievement Standards for Essential Skills Work Samples**

Page M-7: “In order to use a work sample to meet the Essential Skills requirement, it must meet the achievement standard approved by the State Board. A work sample is considered to meet the achievement standard if it receives a score of 4 in each of the required traits on the appropriate official scoring guide. Students must score a 4 in each required trait for each individual work sample. A student may not meet the achievement standard by combining scores of 4 for different traits from two separate work samples.”

For the Scientific Inquiry local performance assessments, students may combine scores from multiple work samples. However, this may be subject to change in the future if scientific inquiry work samples become an assessment option for an Essential Skill.

### **Revising Work Samples**

p. M – 8: “Districts may adopt policies to allow students to revise their work, especially when a work sample is close to meeting the achievement standard. As long as the work sample remains the product of the student’s independent efforts, revision is a reasonable alternative to starting over again, particularly for longer projects.”

p. M-7: “Except for ODE-provided feedback forms, no teacher or peer feedback may be given for work samples used to meet the Essential Skills graduation requirement...For work samples applied toward the Essential Skill graduation requirement, all revisions must be completed under the direct supervision of a teacher or administrator.”

Student feedback form and problem solving tips can be found at:

<http://www.ode.state.or.us/search/page/?=2666>

### **Scoring Work Samples**

M-7: Although each work sample is required to be scored by only one rater, districts may choose to double-score a certain percentage of work samples to help ensure reliability among raters. It is helpful to conduct such a scoring in a group setting so that discrepant scores can be discussed and resolved, allowing raters to refine their understanding of the scoring guides in the process. Districts may also choose to conduct scoring in a group setting to provide anonymity for individual raters or to allow for consensus decisions for work samples on the borderline between two scores.

### **Requirements for Scoring Assessments for Essential Skills for Mathematics 2011-2012**

P. K-1: "As of June 2009, the graduating class of 2014 will be the first students required to demonstrate proficiency in the Essential Skill of "Apply Mathematics in a Variety of Settings" for the purpose of receiving a high school diploma. The State Board of Education has cautioned districts to **continue assessing** student proficiency in this Essential Skill in the 2009-10 school year."

### **ODE's script:**

Districts must administer one **local performance assessment** in mathematical problem-solving each year – for every student in 3rd to 8th grade and also at least once for every high school student.

Reality is **this year's 9th grade students** will be accountable to demonstrate proficiency in problem solving.

Districts **should continue assessing students in the Essential Skill of Mathematics**. It will be necessary for this year's 8th graders to demonstrate proficiency in math before graduating from high school – the work sample is one option.