

**Greater Albany SD 8J**  
Administrative Regulation

Code: **IKF-AR(7)**  
Adopted: 1/12/11

**Guidelines for Using Work Samples to Meet Essential Skills**

	<b>Essential Skills Work Sample procedures</b>
<b>Work sample development</b>	<p>1. Only <b>district approved teachers</b> may individually or collaboratively <b>develop</b> secure work sample prompts that will be used to meet the Essential Skills requirements. To be <b>approved</b>, a teacher must:</p> <ol style="list-style-type: none"> <li>a. Complete a district-hosted training on developing and scoring work samples. The training sign-in sheet will serve as verification of attendance.</li> <li>b. Follow the State guidelines and recommendations for work samples and any additional district requirements. Teachers will be provided clear instruction in these guidelines through the district training.</li> <li>c. Submit work samples to the Director of Secondary Curriculum and Instruction.</li> </ol> <p style="margin-left: 40px;">Reading work sample submissions must include:</p> <ul style="list-style-type: none"> <li>• the reading passage and the questions for each reading trait.</li> <li>• the number of words in the reading passage,</li> <li>• the Lexile level or the reading passage, and</li> <li>• the source of reading passage.</li> </ul> <p style="margin-left: 40px;">Writing work sample submissions will include the writing prompt and genre being assessed (expository, persuasive, narrative).</p> <p style="margin-left: 40px;">Math work sample submissions will include the math problem/prompt and the math strand being assessed (geometry, algebraic relationships, statistics/probability).</p> <ol style="list-style-type: none"> <li>d. Agree to have their work sample prompts posted on the district’s secure website.</li> </ol> <p>2. The district Instruction Department will provide the list of <b>approved</b> teachers to the building principal after the required training has been completed.</p> <p><i>Note: <b>Any</b> teacher may develop ‘practice’ work samples that will not be used as secure, documented Essential Skills assessments.</i></p>

<p><b>Work sample development</b></p>	<ol style="list-style-type: none"> <li>1. Teachers may administer secure Essential Skills work samples that have been developed by <b>district approved teachers</b> or have been provided through Linn Benton Lincoln ESD’s secure work sample bank.</li> <li>2. Essential Skills secure work samples may be administered only to students enrolled in high school. It is recommended that students be given several practice work samples prior to being given the secure work samples used to meet the Essential Skills requirements. <i>(Note: Students who have not passed the OAKS reading, writing, or mathematics tests must take the tests in the 11th grade. The Essential Skills work sample does not replace the OAKS requirement.)</i></li> <li>3. Essential Skills work samples will be administered according to state and district security requirements: <ol style="list-style-type: none"> <li>a. Teachers who have not signed the annual state OAKS Test Administrator Assurance of Test Security must sign a district security agreement prior to administering work samples used for the Essential Skills requirement.</li> <li>b. Teachers must store the Essential Skills assessment material in a secure location before and after administering the work sample. This includes the reading passage, the writing prompt, or math problem, the questions, and the student responses.</li> <li>c. Teachers must ensure the Essential Skills work sample is the student’s independent and individual work.</li> <li>d. Students must complete the work sample under teacher supervision. The work sample should not leave the classroom or assessment site.</li> <li>e. The selected reading passage, writing prompt, or math problem may not be discussed in class prior to or during administration or revision.</li> <li>f. Work samples may be completed using word processing.</li> <li>g. Work sample questions may be administered in a written or oral manner. If done orally, the questions and student responses must be captured in an audio recording for scoring and documentation purposes.</li> <li>h. Students whose first attempt is a nearly meets (3's and 4's), may be given the opportunity to revise their work sample. No direct feedback or instruction may be provided to the individual student between the original attempt and the revision.</li> <li>i. Students may be given ONLY their scores, the ODE scoring guide, and the ODE feedback form if the sample will be revised and resubmitted.</li> <li>j. When submitting revisions, the student must staple the revision to the top of the original work sample and scoring form.</li> <li>k. Secure work samples used to meet the Essential Skills requirement may not be returned to students after the revisions have been completed.</li> </ol> </li> </ol>
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<p><b>Work sample scoring</b></p>	<ol style="list-style-type: none"> <li>1. Work samples must be scored by a <b>district approved scorer</b>. To be approved, the teacher or scorer must: <ol style="list-style-type: none"> <li>a. Attend an initial district-hosted training and successfully complete the district scoring calibration packet. Sign-in sheets and calibration scores will provide verification of attendance and scoring proficiency.</li> <li>b. Attend an annual district re-calibration scoring session and successfully complete the calibration packet. Sign-in sheets and calibration scores will provide verification of attendance and scoring proficiency.</li> </ol> </li> <li>2. The district Instruction Department will provide the list of teachers approved as scorers to the building principal after the required training has been completed.</li> <li>3. Essential Skills work samples will be double-scored. The first scoring may be done by the teacher or building level staff. The second scoring will be done through the district Scoring Center. If there is discrepancy in the pass/no pass rating for the work sample, a third scoring may be done.</li> </ol>
<p><b>Documentation and management</b></p>	<ol style="list-style-type: none"> <li>1. Buildings must retain student work samples used to determine the ‘Meets’ or ‘Does Not Meet’ status for individual students.</li> <li>2. At the end of the year, each high school will provide the following data to the Director of Secondary Curriculum and Instruction: <ol style="list-style-type: none"> <li>a. the total number of students in the graduating class</li> <li>b. the number of students in the class who met the Essential Skills requirement through the OAKS testing, and</li> <li>c. the number of students in the class who met the Essential Skills requirements using the work sample option.</li> </ol> </li> </ol>
<p><b>Practice opportunities</b></p>	<ol style="list-style-type: none"> <li>1. Buildings must retain student work samples used to determine the ‘Meets’ or ‘Does Not Meet’ status for individual students.</li> <li>2. At the end of the year, each high school will provide the following data to the Director of Secondary Curriculum and Instruction: <ol style="list-style-type: none"> <li>a. the total number of students in the graduating class</li> <li>b. the number of students in the class who met the Essential Skills requirement through the OAKS testing, and</li> <li>c. the number of students in the class who met the Essential Skills requirements using the work sample option.</li> </ol> </li> </ol>
<p><b>Practice opportunities</b></p>	<ol style="list-style-type: none"> <li>1. Buildings are encouraged to create a system of interventions and support for students whose reading, writing, or math problem-solving skills put them at risk of not meeting the Essential Skills requirements.</li> </ol>
<p><b>Appeals policy</b></p>	<p>Students who are being denied a high school diploma based solely on failure to meet the Essential Skills graduation requirements will have access to an appeals process.</p>