

Essential Skills

Work Sample Administration: Guidelines/Requirements

Including content from Appendix K of the Test Administration Manual

Work Sample Time Allowances

Work Samples may not be timed. Each individual student must be granted sufficient time to demonstrate his or her skills. Each reading Work Sample may take more than one session to complete. These are not timed tests. Session length may be at the school's or student's preference.

Use of Word Processors on Work Samples

All Work Samples may be word-processed. ODE does not restrict the use of spell-check or grammar-check features when using a word processor for a Work Sample.

Use of Outside Resources on Work Samples

Districts may allow students to complete the parts of the Work Samples that require research outside of class. Students may use computers or other resources such as printed materials to conduct research. The student is required to provide additional evidence to verify that the final product is the student's own independent work. Examples of evidence include, but are not limited to notes, outlines, data collections, attached sources of information, and lists of works cited.

For Work Samples, ODE does not restrict student access to a list of explicitly identified allowable resources. However, districts must still monitor the resources available to students while completing Work Samples to ensure that the finished work is a valid representation of what the student knows and can do. The use of outside resources on Work Samples is intended to allow students to find supporting facts, statistics, or examples.

Students must not have access to outside resources that compromise the learning expectations, construct, or measured outcome of the assessment. The table below provides examples for each skill area of appropriate outside resources and non-allowable outside resources. This list is not intended to be comprehensive. To help ensure that Work Samples consist of independent student work, districts are strongly encouraged to establish a procedure for checking student progress throughout completion of the Work Sample.

SKILL AREA	EXAMPLES OF APPROPRIATE OUTSIDE RESOURCES	EXAMPLES OF NON-ALLOWABLE OUTSIDE RESOURCES
READ	<ul style="list-style-type: none"> Biographical information about the passage's author Resources that provide additional historical, political, or cultural contextual information related to the passage 	<ul style="list-style-type: none"> Dictionary Cliff's Notes or other commercial outlines Electronic translation devices or internet sites
WRITE	<ul style="list-style-type: none"> Internet sites, encyclopedias, or other resources from which the student may gather quotes, statistics, or other facts on the condition that the student makes appropriate citations Spell Check Dictionary (includes non-English language and picture dictionaries) Thesaurus 	<ul style="list-style-type: none"> Electronic translation devices
APPLY MATHEMATICS	Internet sites, encyclopedias, or other resources that provide data that is used in the solving the equation. For instance, the student may collect data to that they input into an equation and from which they develop graphs or charts.	Internet sites, calculators, or computer software which have the ability to solve some or all of the equation.

Independence on Work Samples

Although individual student Work Samples may grow out of preliminary group work, students must complete their Work Samples independently with no inappropriate feedback, coaching, or editing suggestions from anyone, including teachers, parents, or peers.

Collaboration on Work Samples

Work Samples must reflect independent, individual student work only. Collaborative group projects or products may not be used to demonstrate an individual student's proficiency, although individual Work Samples may grow out of common learning experiences or group work. For example, a student may write in response to a school assembly, an individual student's math Work Sample may stem from group research on a local situation.

Feedback on Work Samples

Feedback may only be provided after the work sample has been completed and scored. The official scoring guides and accompanying scoring forms are the only means that districts may use to communicate feedback. ODE developed the scoring forms (feedback forms) to accompany the official state scoring guides and they may be used to provide limited feedback to students beyond that provided by the official scoring guide. If districts choose to use the ODE-provided scoring forms, teachers may mark the forms to indicate to students what they should work on by checking off certain phrases. This could also be done on a copy of the scoring guide. Additional comments or instructions for revision are not permitted.

APPROPRIATE FEEDBACK	INAPPROPRIATE FEEDBACK
Providing students with their scores and a copy of the state scoring guide.	Pointing out any specific errors or places in the work sample that need attention.
Checking off certain phrases on the scoring form to indicate to students what they should work on (after the work sample has been scored).	Making any written or oral comments about the work.
	Discussing the students' work with student.
	Providing specific suggestions.
	Coaching or prompting.
	Providing a lesson or other direct input specifically addressing issues the student encounters while completing or revising the work sample.

Given that work samples must reflect an individual student's independent work, it is important that teachers understand the difference between providing appropriate feedback and providing inappropriate assistance which could lead to an invalid representation of what a student can accomplish independently.

Student Revision on Work Samples

All revisions must be completed under the direct supervision of a teacher or administrator. Students may not complete revisions outside of the classroom. At the completion of the revision cycle, 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.