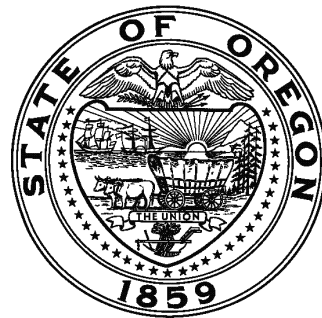


2022 – 2023 Essential Skills and Local Performance Assessment Manual



Updated

2022 – 2023 Changes	Date: 8/17/22
• Reminder of 2021 Legislative Update (SB 744) on the Essential Skills and Local Performance Assessment requirements	• Pgs. 1 & 4

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This document is available for download from the Oregon Department of Education (ODE)'s Web site at <http://www.oregon.gov/ode/educator-resources/essentialskills/Pages/default.aspx>.

Information about policy updates and new releases of the Essential Skills and Local Performance Assessment Manual are communicated through the Assessment and Accountability Update available on the Oregon Department of Education (ODE)'s Web site at <http://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-and-Accountability-Update.aspx>.

TABLE OF CONTENTS

Table of Contents	ii
1.0 Introduction to the Essential Skills & Local Performance Assessment Requirements	1
1.1 Essential Skills and Local Performance Assessment Manual Use	1
Requirement Summary.....	1
2021 Legislative Requirement Update	1
2.0 Local Performance Assessment Requirement	2
2.1 Local Performance Assessment Overview	2
Requirement Summary.....	2
Work Sample Use.....	2
Resources.....	2
Recommendations.....	2
Scientific Inquiry.....	3
3.0 Essential Skills Overview	4
3.1 Essential Skill Graduation Requirements.....	4
3.2 Essential Skills Definitions.....	4

1.0 INTRODUCTION TO THE ESSENTIAL SKILLS & LOCAL PERFORMANCE ASSESSMENT REQUIREMENTS

1.1 Essential Skills and Local Performance Assessment Manual Use

Requirement Summary

Oregon Administrative Rule (OAR) 581-022-2115: Assessment of Essential Skills (revised in June 2011) includes two requirements:

1. Students who are receiving a Regular or Modified Diploma are required to demonstrate proficiency in the Essential Skills.
2. Districts are required to administer local performance assessments.

This OAR is available at:

<https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=145251>

The Essential Skill graduation requirement and the local performance assessment requirement are governed by the *Essential Skills and Local Performance Assessment Manual* (this manual). The *Essential Skills and Local Performance Assessment Manual* is an extension of the *Test Administration Manual* and is required reading for District Test Coordinators.

2021 Legislative Reminder

The Oregon Legislative Assembly passed [SB 744](#) which directs the Oregon Department of Education to review state requirements for high school diploma options, as well as to review state requirements related to demonstrations of proficiency in Essential Skills. Allowing for this review, students will not be required to show proficiency in Essential Skills as a condition of receiving a high school diploma during the 2021-2022, 2022-2023, and 2023-2024 school years.

Note: SB 744 applies only to the suspension of the assessment of Essential Skills requirements for receiving a Regular or Modified Diploma and ***does not*** suspend the local performance assessment requirements for students in grades 3 through 8 and at least once in high school. Though not related directly to assessment, it is important to note that the education plan, education profile, and extended application graduation requirements remain in place, as well.

2.0 LOCAL PERFORMANCE ASSESSMENT REQUIREMENT

2.1 Local Performance Assessment Overview

Requirement Summary

Districts must annually administer a Local Performance Assessment for students in grades 3 through 8 and at least once in high school in the following skill areas:

- Mathematics
- Scientific Inquiry
- Speaking
- Writing

The Local Performance Assessment must:

1. Be a standardized measure (e.g., activity, exercise, problem, or Work Sample scored by a common scoring instrument, such as the official state scoring guides or another scoring guide adopted by the district);
2. Be embedded in the school curriculum; and
3. Evaluate the application of students' knowledge and skills.

Compliance with the Local Performance Assessment requirement is reported through OAR 581-022-2115 Division 22 Assurances: Assessment of Essential Skills section.

The scoring guide makes the performance assessment standardized even if the task content is different. A common scoring instrument must be adopted by the district if other than the official state scoring guide. The Local Performance Assessment activity, exercise, or problem can and should be developed locally as this will better equip a school to meet the second criterion above. Local Performance Assessment development should emphasize building activities, exercises, or problems that get at higher depth of knowledge and cognitive complexity, as the tasks must evaluate the student's ability to apply their knowledge, rather than just recall or demonstrate (third criterion).

Work Sample Use

Work Samples, which are performance assessments scored using an official state scoring guide, are one way that districts can satisfy the Local Performance Assessment requirement. Work Samples must be embedded in the curriculum and provide students an opportunity to apply what they know and can do.

Resources

Resources and requirements associated with the Local Performance Assessment requirement are listed on the ODE webpage: <http://www.oregon.gov/ode/educator-resources/assessment/Pages/Local-Performance-Assessment-Requirement.aspx>.

Recommendations

Performance assessments should be completed as a part of the student's instructional experience and should not represent a break from teaching and learning. Through performance assessments, teachers can facilitate inter-disciplinary learning experiences where students apply their knowledge and skills to a real-world scenario. For instance, as a part of a unit on inequalities and equations, students could complete a performance assessment where they apply their math and writing skills to help the principal choose the best bus company to

use for a field trip. The student work from this performance assessment could be scored using a mathematics rubric and a writing rubric and thus could be used to fulfill both the mathematics and writing local performance assessment requirements.

In addition to the required areas, districts are encouraged to consider administering local performance assessments 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.

Districts are encouraged, though not required, to use official state scoring guides to score local performance assessments.

Scientific Inquiry

Districts may choose one of the official scoring guides (science inquiry or science engineering), or may create or select their own. Both engineering and inquiry are components of the 2014 Oregon State Science Standards (NGSS) and appear throughout the Science and Engineering Processes. Appendix F of the Next Generation Science Standards addresses inquiry. According to NGSS Appendix F (2013) the term “practices” is used instead of “inquiry” to emphasize “that engaging in scientific investigation requires not only skill but also knowledge that is specific to each practice.”

While the ODE official scoring guides only partially address the richness of the Next Generation Science Standards, they can still serve as valuable local assessment tools to help evaluate the student skills found in the science and engineering practices of NGSS.

3.0 ESSENTIAL SKILLS OVERVIEW

3.1 Essential Skill Graduation Requirements

During the 2021 legislative session, the Oregon Legislative Assembly passed [SB 744](#) which directs the Oregon Department of Education to review state requirements for high school diploma options, as well as to review state requirements related to demonstrations of proficiency in Essential Skills. Allowing for this review, students will not be required to show proficiency in Essential Skills as a condition of receiving a high school diploma during the 2021-2022, 2022-2023, and 2023-2024 school years.

The legislature is requiring a final report, with recommendations, by September of 2022. ODE will provide additional information of Essential Skills to Oregon districts and educators, including when the expectations would be implemented, after reviewing the recommendations in that report with a legislative subcommittee in the fall of 2022.

3.2 Essential Skills Definitions

The nine Essential Skills, as defined by the State Board of Education, are defined in Table 1. The Essential Skills are valuable process skills for preparing Oregon students to meet their postsecondary goals. These skills cut across academic disciplines and are embedded in the content standards. The skills are not intended to be content-specific but rather to be applied in a variety of courses, subjects, and settings.

Table 1. Essential Skills Definitions

Essential Skill Definitions
A. Read and comprehend a variety of text* • Demonstrate the ability to read and understand text.* • Summarize and critically analyze key points of text,* events, issues, phenomena or problems, distinguishing factual from non-factual and literal from inferential elements. • Interpret significant ideas and themes, including those conveyed through figurative language and use of symbols. • Follow instructions from informational or technical text* to perform a task, answer questions, and solve problems. <i>*Text includes but is not limited to all forms of written material, communications, media, and other representations in words, numbers, and graphics and visual displays using traditional and technological formats.</i>

Essential Skill Definitions
B. Write clearly and accurately • Adapt writing to different audiences, purposes, and contexts in a variety of formats and media, using appropriate technology. • Develop organized, well-reasoned, supported, and focused communications. • Write to explain, summarize, inform, and persuade, including business, professional, technical, and personal communications. • Use appropriate conventions to write clearly and coherently, including correct use of grammar, punctuation, capitalization, spelling, sentence construction, and formatting.
C. Apply mathematics in a variety of settings • Interpret a situation and apply workable mathematical concepts and strategies, using appropriate technologies where applicable. • Produce evidence, such as graphs, data, or mathematical models, to obtain and verify a solution. • Communicate and defend the verified process and solution, using pictures, symbols, models, narrative or other methods.
D. Listen actively and speak clearly and coherently • Listen actively to understand verbal and non-verbal communication. • Give and follow spoken instructions to perform a task, ask and answer questions, and solve problems. • Present or discuss ideas clearly, effectively, and coherently, using both verbal and nonverbal techniques. • Use language appropriate to particular audiences and contexts.
E. Think critically and analytically • Identify and explain the key elements of a complex event, text*, issue, problem or phenomenon. • Develop a method to explore the relationships between the key elements of a complex event, text*, issue, problem or phenomenon. • Gather, question and evaluate the quality of information from multiple primary and secondary sources. • Propose defensible conclusions that address multiple and diverse perspectives. • Evaluate the strength of conclusions, differentiating reasoning based on facts from reasoning based on opinions. <i>*Text includes but is not limited to all forms of written material, communications, media, and other representations in words, numbers, and graphics and visual displays using traditional and technological formats.</i>

Essential Skill Definitions
F. Use technology to learn, live, and work • Use creativity and innovation to generate ideas, products, or processes using current technology. • Use technology to participate in a broader community through networking, collaboration and learning. • Recognize and practice legal and responsible behavior in the use and access of information and technology. • Use technology as a tool to access, research, manage, integrate, and communicate ideas and information.
G. Demonstrate civic and community engagement • Apply knowledge of local, state, and U.S. history and government to explain current social and political issues. • Perform the civic and community responsibilities essential to living in a representative democracy.
H. Demonstrate global literacy • Demonstrate knowledge of diverse cultural, linguistic, and artistic expressions. • Apply a global perspective to analyze contemporary and historical issues.
I. Demonstrate personal management and teamwork skills. • Participate cooperatively and productively in work teams to identify and solve problems. • Display initiative and demonstrate respect for other team members to complete tasks. • Plan, organize, and complete assigned tasks accurately and on time. • Exhibit work ethic and performance, including the ability to be responsible and dependable.