

## How do students meet the graduation requirements?

Students prove that they have mastered these Essential Skills by earning at or above an achievement standard on an assessment from one of the approved categories within their district.

### **2016-17 Essential Skills and Local Performance Assessment Manual**

The Essential Skills graduation requirements are governed by the *Essential Skills and Local Performance Assessment Manual*, which is available for download at:  
[http://www.ode.state.or.us/wma/teachlearn/testing/resources/es\\_localperformanceasmt\\_manual.pdf](http://www.ode.state.or.us/wma/teachlearn/testing/resources/es_localperformanceasmt_manual.pdf)

# Oregon's Statewide Assessment

All students will have one opportunity in grade 11 to complete the Smarter Balanced assessments.

For information about the administration of Oregon's statewide assessments, refer to the *Test Administration Manual* at <http://www.ode.state.or.us/go/tam>. Accessibility supports for the statewide assessment are governed by the *Oregon Administrative Manual* available for download at <http://www.ode.state.or.us/search/page/?=487>.

Smarter Balanced high school math composite scores, reading claim scores, and writing claim scores from other states may be accepted as evidence of demonstrating proficiency on the Essential Skills. Some states do not report a numeric scores for the reading and writing claims, instead reporting the following claim score categories: *Above Standard*, *At/Near Standard* (or *At or Near Standard*), *Below Standard*. When claim scores are reported in this way, only *Above Standard* is acceptable evidence that the achievement standard has been met. The method of transferring student scores will be up to the district. For examples of individual student score reports from nearby states, see *Appendix A: Annotated Example Smarter Balanced Individual Score Report from Other States*.

**Table 1. Oregon's Statewide Assessment**

Assessment	Reading Essential Skill	Writing Essential Skill	Math Essential Skill
OAKS <sup>1</sup>	236	40	236
Smarter Balanced	Reading claim score: <b>2515</b>	Writing claim score: <b>2583</b>	Math composite score: <b>2543</b>

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<sup>1</sup> Starting 2015-16, OAKS Reading, Writing, and Mathematics are no longer operational; banked scores from earlier administrations may still be used, though, as evidence of proficiency in the Essential Skills.

## Other Standardized Assessments

There are numerous standardized assessments that have been approved by the State Board and that may be offered by districts and/or independently accessed by students.

Accessibility supports for the other standardized assessments are governed by test developer. Students may use any accessibility supports available as a part of a standard administration of the assessment, i.e., an administration of the assessment that produces a standard score report.

**Table 2. Other Standardized Assessments**

Assessment	Reading Essential Skill	Writing Essential Skill	Math Essential Skill
ACT	18	Administered <i>prior</i> to 9/2015: 19 <sup>2</sup> Administered 9/2015 or later: See Table 3	19
ACT Aspire <sup>3</sup>	425	N/A	431
Accuplacer	86 <sup>4</sup>	N/A	N/A
AP (Math Exams) <ul style="list-style-type: none"> <li>Statistics</li> <li>Calculus AB</li> <li>Calculus BC</li> </ul>	N/A	N/A	3
AP (Reading Exams) <ul style="list-style-type: none"> <li>European History</li> <li>English Literature &amp; Composition</li> <li>Macroeconomics</li> <li>Microeconomics</li> <li>Psychology</li> <li>United States History</li> <li>World History</li> <li>United States Government &amp;</li> </ul>	3	N/A	N/A

<sup>2</sup> This score was derived from the Combined English/Writing test (75 selected response questions and a timed, 30-minute essay).

<sup>3</sup> Early High School Summative Aspire assessment.

<sup>4</sup> This score is derived from Accuplacer Reading Comprehension Placement test.

Assessment	Reading Essential Skill	Writing Essential Skill	Math Essential Skill
Politics <ul style="list-style-type: none"> <li>Comparative Government &amp; Politics</li> </ul>			
<b>Asset</b>	<b>42</b>	N/A	<b>41<sup>5</sup></b>
<b>Compass<sup>6</sup></b>	<b>81</b>	N/A	<b>66<sup>7</sup></b>
<b>IB (Math Exams)</b> <ul style="list-style-type: none"> <li>Mathematics SL</li> <li>Mathematics HL</li> <li>Math Studies</li> </ul>	N/A	N/A	<b>4</b>
<b>IB (Reading Exams)</b> <ul style="list-style-type: none"> <li>English Language</li> <li>History of Americas</li> <li>History of Europe</li> <li>20th Century Topics</li> <li>Economics</li> <li>Psychology</li> <li>Social Anthropology</li> </ul>	<b>4</b>	N/A	N/A
<b>Plan<sup>8</sup></b>	<b>18</b>	N/A	<b>19</b>
<b>PSAT<sup>9</sup></b>	Administered <i>prior to 10/2015</i> : <b>44</b> Administered <i>10/2015 or later</i> : <b>24</b>	N/A	Administered <i>prior to 10/2015</i> : <b>45</b> Administered <i>10/2015 or later</i> : <b>24.5<sup>10</sup></b>
<b>SAT<sup>11</sup></b>	Administered prior to 3/2016: <b>440</b>	Administered prior to 3/2016: <b>460<sup>12</sup></b>	Administered prior to 3/2016: <b>450</b>

<sup>5</sup> Refers to Intermediate Algebra test.

<sup>6</sup> Compass test will be phased out during 2016 and no longer operational by December 31st 2016.

<sup>7</sup> Refers to Intermediate Algebra test.

<sup>8</sup> Banked scores still allowed, but assessment no longer available for purchase after June 2014.

<sup>9</sup> Refers to Test Score (Reading, Writing and Language, and Math), not Total Score; see *Appendix B: Annotated Example PSAT Score Report* for an example.

<sup>10</sup> For students pursuing graduation in 2016 where the test was administered 10/2015 or later, the score is 24

<sup>11</sup> Refers to Test Score (Reading, Writing and Language, and Math), not Total Score; see *Appendix G: Annotated Example SAT Score Report*; see *Appendix C: Annotated Example SAT Score Report* for an example.

Assessment	Reading Essential Skill	Writing Essential Skill	Math Essential Skill
	Administered 3/2016 or later: <b>24</b>	Administered 3/2016 or later: <b>27</b>	Administered 3/2016 or later: <b>24.5</b>
<b>WorkKeys<sup>13</sup></b>	<b>5</b>	N/A	<b>5</b>

**Table 3. ACT Achievement Standards for the Writing Essential Skill**

Whether or not a student meets the requirement for the Writing Essential Skill through ACT is dependent on both the student's ACT English score and ACT Writing score. English and Writing scores may come from separate test administrations.

	ACT English score		Minimum ACT Writing score (reported in 16-17 or later <sup>14</sup> )	Minimum ACT Writing score (reported in 15-16)
If the student received an ACT English Score of:	12	Then, the student must receive at least an ACT Writing Score of:	12	36
If the student received an ACT English Score of:	13	Then, the student must receive at least an ACT Writing Score of:	12	36
If the student received an ACT English Score of:	14	Then, the student must receive at least an ACT Writing Score of:	12	34
If the student received an ACT English Score of:	15	Then, the student must receive at least an ACT Writing Score of:	11	32
If the student received an ACT English Score of:	16	Then, the student must receive at least an ACT Writing Score of:	10	30
If the student received an ACT English Score of:	17	Then, the student must receive at least an ACT Writing Score of:	10	30
If the student received an ACT English Score of:	18	Then, the student must receive at least an ACT Writing Score of:	8	23
If the student received an ACT English Score of:	19	Then, the student must receive at least an ACT Writing Score of:	7	19
If the student received an ACT English Score of:	20	Then, the student must receive at least an ACT Writing Score of:	6	16

<sup>12</sup> Refers to the writing section of the past version of the SAT (49 selected response questions and a timed, 25-minute essay).

<sup>13</sup> To satisfy the Reading Essential Skills requirements, a student must earn a 5 or better on the WorkKeys "Reading for Information," assessment. To satisfy the Mathematics Essential Skills requirements, a student must earn a 5 or better on the WorkKeys "Applied Mathematics" assessment. A student who earns a Gold or Platinum level on his or her National Career Readiness Certificate (NCRC) will have demonstrated proficiency in the Mathematics and Reading Essential Skills.

<sup>14</sup> The ACT reported writing scores on a 1-36 scale in 2015-16 and on a 1-12 scale starting in 2016-17)

	ACT English score		Minimum ACT Writing score (reported in 16-17 or later <sup>14</sup> )	Minimum ACT Writing score (reported in 15-16)
If the student received an ACT English Score of:	21	Then, the student must receive at least an ACT Writing Score of:	6	16
If the student received an ACT English Score of:	22	Then, the student must receive at least an ACT Writing Score of:	5	12
If the student received an ACT English Score of:	23	Then, the student must receive at least an ACT Writing Score of:	4	10
If the student received an ACT English Score of:	24	Then, the student must receive at least an ACT Writing Score of:	3	7
If the student received an ACT English Score of:	25	Then, the student must receive at least an ACT Writing Score of:	3	7
If the student received an ACT English Score of:	26	Then, the student must receive at least an ACT Writing Score of:	2	1

## Work Samples

Work Samples are comprised of a prompt that students respond to and the student work produced in response to the prompt. Work Samples are scored against the official state scoring guides.

Should districts choose to offer Work Samples as an Essential Skill assessment option, districts must follow the requirements described in the *Essential Skills and Local Performance Assessment Manual*<sup>15</sup>. Within the *Manual*, Work Sample development, administration, and scoring are described in the *Assessment Category 3: Work Samples* section. Accessibility supports for Work Samples are governed by *Essential Skills and Local Performance Assessment Manual Appendix A: Accessibility Supports for Work Samples*, which lists Work Sample accessibility supports that are allowable for a Regular Diploma.

**Table 4. Work Samples**

Assessment	Reading Essential Skill	Writing Essential Skill	Math Essential Skill
<b>Number of Work Samples</b>	2 Total: <ul style="list-style-type: none"> <li>One of which must be informational</li> </ul>	2 Total: <ul style="list-style-type: none"> <li>One must be informative/explanatory or persuasive</li> <li>One in any of the approved types and purposes: informative/explanatory, persuasive, narratives (real or imagined)</li> </ul>	2 Total: <ul style="list-style-type: none"> <li>One each for any two of the required content strands (algebra, geometry, or statistics)</li> </ul>
<b>Score Categories</b>	Traits: <ul style="list-style-type: none"> <li>Demonstrate General Understanding</li> <li>Develop an Interpretation</li> <li>Analyze Text</li> </ul>	Traits: <ul style="list-style-type: none"> <li>Ideas/Content</li> <li>Organization</li> <li>Sentence Fluency</li> <li>Conventions</li> </ul>	Process Dimensions: <ul style="list-style-type: none"> <li>Making Sense of the Task</li> <li>Representing and Solving the Task</li> <li>Communicating Reasoning</li> <li>Accuracy</li> <li>Reflecting and Evaluating</li> </ul>
<b>Work Sample Score Requirement</b>	The three trait scores add up to a total score of at least 12; with no individual trait score less than a “3.”	Minimum score of 4 in all Traits.	Minimum score of 4 in all Process Dimensions.

<sup>15</sup> Available for download at:  
[http://www.ode.state.or.us/wma/teachlearn/testing/resources/es\\_localperformanceasmt\\_manual.pdf](http://www.ode.state.or.us/wma/teachlearn/testing/resources/es_localperformanceasmt_manual.pdf)

## Where do I find additional information?

For general information, please visit the *Essential Skills Home* page:  
<http://www.ode.state.or.us/search/page/?=2042>.

For policy-related information, please visit the *Essential Skills District Policy Resources* page: <http://www.ode.state.or.us/search/page/?id=3963>.

For information about specific Essential Skills, please visit the appropriate page:

- Reading: <http://www.ode.state.or.us/search/page/?id=2703>;
- Writing: <http://www.ode.state.or.us/search/page/?id=2704>; or
- Mathematics: <http://www.ode.state.or.us/search/page/?id=2707>.



## Appendix A: Annotated Example Smarter Balanced Individual Score Report from Other States

### Page 2 of Smarter Balanced Individual Score Report from California

#### A New Kind of Test for Emily; a New Kind of Report for You

The CAASPP English language arts/literacy (ELA) and mathematics tests that Emily took in the spring more broadly reflect California's state content standards than California's old tests, with content that will be needed to prepare students for college and the 21st century job market. The new tests contain a wider variety of questions than traditional multiple-choice tests and include tasks and test items that require students to demonstrate analytical writing, critical thinking, and problem solving skills along with knowledge of facts in ELA and mathematics.

These new tests in ELA and mathematics also have a different scoring scale. Because they are based on different academic standards, the scores cannot be compared with scores from the Standardized Testing and Reporting (STAR) Program tests in ELA and mathematics.

These results are one measure of Emily's academic performance and provide limited information. Like any important measure of your child's performance, they should be viewed with other available information—such as classroom tests, assignments, and grades—and they may help guide a conversation with Emily's teacher about how to progress in ELA and mathematics.

During this time of transition to new assessments, you will see additional changes in this report next year. California may also develop new assessments in other subjects, including, but not limited to science and history and social science aligned to state-adopted content standards.

#### Emily's Results on California's Assessments

Score to check for Mathematics  
Essential Skills purposes

The following chart provides a further breakdown of Emily's overall scores, represented on the front of this report. Each of the following areas will be represented as Above Standard, At or Near Standard, or Below Standard. To learn more about these tests, visit CAASPP Summative Assessments Web page at <http://www.cde.ca.gov/ta/tg/sa/sbacsummative.asp>.

##### ENGLISH LANGUAGE ARTS/LITERACY

Score to check for Reading and Writing Essential Skills purposes

AREA	PERFORMANCE
<b>Reading</b> <i>Demonstrating understanding of literary and non-fiction texts</i>	<b>Above Standard</b>
<b>Writing</b> <i>Producing clear and purposeful writing</i>	<b>Above Standard</b>
<b>Listening</b> <i>Demonstrating effective communication skills</i>	<b>At or Near Standard</b>
<b>Research/Inquiry</b> <i>Investigating, analyzing and presenting information</i>	<b>Above Standard</b>

##### MATHEMATICS

Emily's overall score is: 2279

AREA	PERFORMANCE
<b>Problem Solving &amp; Modeling/Data Analysis</b> <i>Using appropriate tools and strategies to solve real world and mathematical problems</i>	<b>Below Standard</b>
<b>Concepts &amp; Procedures</b> <i>Applying mathematical concepts and procedures</i>	<b>Below Standard</b>
<b>Communicating Reasoning</b> <i>Demonstrating ability to support mathematical conclusions</i>	<b>Below Standard</b>

# Smarter Balanced ELA/Literacy Individual Score Report from Washington

Student Name: **Jane S. Doe**  
 State Student ID: **9999 123 456**  
 Grade: **8**  
 Test Date: **Spring 2016**

School: **Demo School**  
 District: **Demo District**

State of Washington  
**Office of Superintendent of Public Instruction**  
**OSPI**

Family Report

Smarter Balanced ELA/Literacy Assessment Results

**1 Jane's ELA/Literacy Score**

2680

**How does this compare?**  
 Jane's ELA/Literacy scale score is 2680. This score is higher than the average score of eighth graders in her school, higher than that of eighth graders in her district, and higher than that of eighth graders statewide.

A student's test score can vary if the test is taken several times. If your child was tested again, it is likely that Jane would receive a score between 2670 and 2690.

**2**

Jane's Score: **2680±10**

**Level 4** The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after high school.

**Level 3** The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after high school.

**Level 2** The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after high school.

**Level 1** The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after high school.

School Average: 2605  
 District Average: 2588  
 State Average: 2571

**FAQs**

**What is the Smarter Balanced ELA/Literacy Assessment?**  
 This assessment is aligned to the academic standards for ELA/literacy. These standards identify what students should know and be able to do to graduate high school ready for college and the workplace. They challenge students to develop a deeper understanding of subject matter, learn how to think critically, and apply what they are learning to the real world.

**What is a claim?**  
 ELA claims are broad statements that identify the knowledge and skills students should know and be able to do as they progress toward college and career readiness. How your child performed on each claim is found in the columns to the right.

**How did Jane perform on the different claims of the test?**

Claim 1: Reading	Claim 2: Writing	Claim 3: Listening	Claim 4: Research/Inquiry
Below Standard	Above Standard	Above Standard	At/Near Standard
Student has difficulty reading closely and analytically to comprehend a range of increasingly complex literary and informational texts.	Student can produce effective and well-grounded writing for a range of purposes and audiences.	Student can employ effective listening skills for a range of purposes and audiences.	Student may be able to engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.

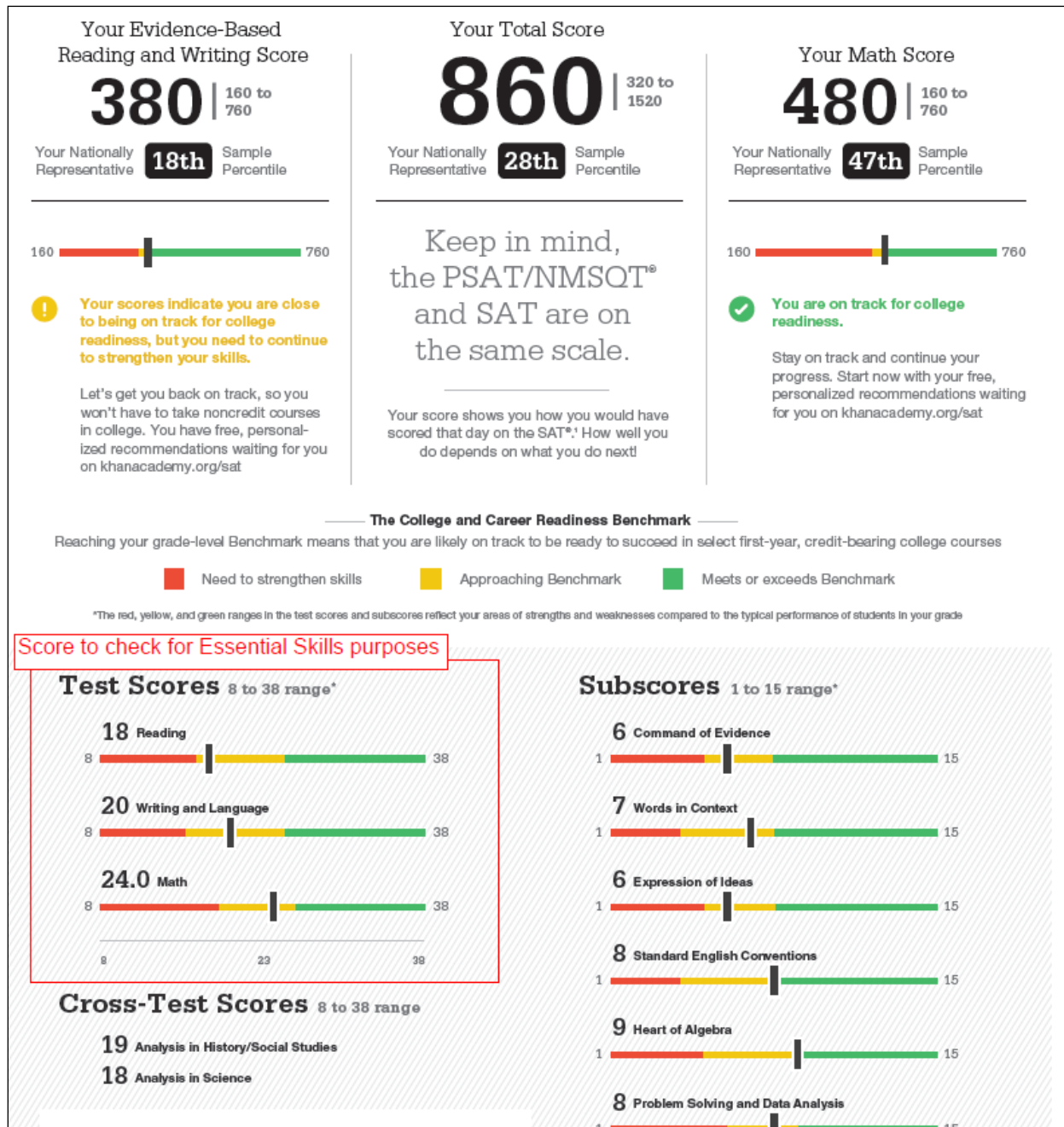
Score to check for Reading and Writing Essential Skills purposes

Page 1 of 2

State of Washington  
 Office of Superintendent of Public Instruction

## Appendix B: Annotated Example PSAT Score Report

### PSAT Individual Score Report





## Appendix C: Annotated Example SAT Score Report

### SAT Individual Score Report

