

## OSD District Level Writing Assessment Expectations

This document outlines the current baseline requirements and procedures for writing assessment within the Ontario School District. Further adjustments may be implemented in the future in anticipation of key shifts contained within the new Common Core State Standards.

### Work Sample Collection

In accordance with OAR 581-022-0615, a scored writing work sample will be collected yearly from each student in grades 3-8 and once during the high school tenure of each student in grades 9-12. Elementary students (grades K-6) may complete work samples within a broad framework of grade level studies, while secondary students (grades 7-12) will generally complete work samples as part of the normal routines of their English Language Arts (ELA) classes. Procedure for completion of work samples by all 3<sup>rd</sup> – 12<sup>th</sup> grade students shall include:

- **quarterly collection** of samples according to building-established timelines,
- use of the latest **ODE Official Writing Scoring Guide** for grades 3-12,
- administration procedures consistent with **Appendix M** (“Work Samples and State Scoring Guides”) of the 2012-2013 ODE OSA Test Administration Manual, available at <http://www.ode.state.or.us/search/page/?=486>,
- review of current [Achievement Standards](#) regarding work samples,
- the securing of **one work sample for portfolio inclusion that includes scores for each of six traits**
  - from either a **persuasive or expository** genre,\*
  - (NOTE: The scored traits must reflect the same piece of work, not a compilation of “best scores” from multiple pieces),
- use of a district-wide writing **prompt schedule** to encourage systematic measurement of growth,
- **multiple (at least two) choices of prompts** at one sitting,
- **routine scoring systems** established at the building level (for example, grade level meetings devoted to scoring), and
- timely compilation of scores from all collected samples using a **building Excel template** (to be forwarded for entry into a district template).

If desired, buildings may use decimals (.2, .5, and .7) between original rubric scores as a means of more precisely gauging growth, provided this practice is well-calibrated among all scorers.

Additionally, it is highly recommended, though not required, that samples also be collected from K-2 students as a means of informing student and program decisions. The above procedures may be modified to accommodate this practice. Use of a scoring guide built upon key features of primary writing is encouraged (example: [Education Northwest's 5-Point Beginning Writer's Rubric](#)).

### Resources

Scoring guides, sample prompts, and scored student work suitable for training and calibration are available at <http://www.ode.state.or.us/search/results/?id=238>.

\*Graduation requirements for high school students will require an additional work sample in one of three modes: persuasive, expository, or narrative ([see ODE Update](#)).