

# STATE BOARD OF EDUCATION

**HEARING TYPE:**       X   INFORMATION/ACTION

**DATE:**             October 26-27, 2006

**SUBJECT:**         **COLLECTION OF EVIDENCE GUIDELINES AND  
PROTOCOLS**

**SERVICE UNIT:**    Assessment and Research  
                          Dr. Joe Willhoft, Assistant Superintendent

**PRESENTERS:**     Dr. Joe Willhoft, Assistant Superintendent  
                          Assessment and Research

                          Dr. Lesley Klenk, CAA Options Administrator

## **BACKGROUND:**

Engrossed Substitute Senate Bill 6475 authorized the use of a Collection of Evidence (COE) as an option for meeting standards necessary to obtain a Certificate of Academic Achievement (CAA). Prior to implementation, the bill requires that the State Board of Education approve the guidelines, protocols, and scoring criteria for the collection.

In making the approval decision, the board must find that the guidelines, protocols, and scoring criteria:

- 1) Meet professionally accepted standards for a valid and reliable measure of the Grade Level Expectations and the Essential Academic Learning Requirements (see attached criteria); and
- 2) Are comparable to or exceed the rigor of the skills and knowledge that a student must demonstrate on the Washington Assessment of Student Learning.

At the meeting on October 26, additional comments will be accepted from the public on the draft guidelines, protocols, and scoring. In addition, recommendations of the National Technical Advisory Committee will be presented. A summary of earlier comments and OSPI's responses are attached.

On October 27, the State Board will be asked to make a decision on whether to approve the attached:

- 1) guidelines;
- 2) principal, teacher, and student sign-off statements on the submission forms; and
- 3) scoring process and scoring criteria.

Also included, for your information, are prototype work sample templates and work samples.

## Validity and Reliability Standards for Classroom-based Assessments and Collections of Evidence

### Validity Standards

Validity Standard 1: <b>Representation and Fidelity</b>	Do the knowledge and skills required by the assessments represent the breadth of knowledge and skills defined in the standards?
Validity Standard 2: <b>Cognitive Demands</b>	Do the assessment tools and processes require students to demonstrate the targeted knowledge and skills at a cognitive level specified in the standards?
Validity Standard 3: <b>Consistency Across Assessments</b>	Do different assessments of the same knowledge and skills elicit comparable work?
Validity Standard 4: <b>Alignment with Instruction</b>	Does the assessment align with the content taught and the instructional methods used?
Validity Standard 5: <b>Enhancing Fairness and Minimizing Bias</b>	Do the assessment tools and processes provide an equal opportunity for individuals, regardless of group or setting, to demonstrate the targeted knowledge and skills?
Validity Standard 6: <b>Consequences of the Interpretation and Use of Assessment Results</b>	Are there negative consequences for students that could be prevented if assessment tools, processes, events, or decisions had been more valid?

### Reliability Standards

Reliability Standard 1: <b>Generalizability</b>	Is the work typical of what the student knows and is able to do in relation to the learning targets?
Reliability Standard 2: <b>Sufficiency of Evidence</b>	Is there sufficient evidence so that one can make a dependable judgment about what each student knows and is able to do in relation to the learning targets?
Reliability Standard 3: <b>Clarity of Directions and Expectations</b>	Do the assessment directions provide clear, unambiguous expectations so that students can dependably demonstrate what they know and are able to do in relation to the learning targets?
Reliability Standard 4: <b>Quality of Scoring</b>	Are the scoring rules and scoring processes systematic enough to ensure consistent evaluation across scorers, over time, and across diverse samples of student work that demonstrate the same learning targets?

October 10, 2006

## **Collection of Evidence Guidelines and Sign-off Forms**

Attached are the Student Information Form, the Work Sample Information Forms, and the Guidelines for assembling a sufficient Collection of Evidence for reading, writing, and mathematics.

The State Board of Education is required to approve the reading, writing, and mathematics guidelines and the principal, teacher, and student “sign-offs” on the three forms.

# Student Information Form *(One form per collection)*

Student: \_\_\_\_\_ Building: \_\_\_\_\_ District: \_\_\_\_\_

SSID: \_\_\_\_\_ Building address: \_\_\_\_\_ District address: \_\_\_\_\_

Teacher(s): \_\_\_\_\_ Principal: \_\_\_\_\_ District contact: \_\_\_\_\_

**Content area (check one):**  Mathematics  Reading  Writing

**Content guidelines reviewed?**  Yes  No **Sign-off forms completed?**  Yes  No

*With this signature, I confirm that this student collection has been produced under the direction of staff in my building.*

Signature of Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of authorizing educator/principal at program, skill center or school: \_\_\_\_\_

# Mathematics

## Work Sample Sign-Off Form *(One form for each work sample in the collection)*

Student: \_\_\_\_\_ Building: \_\_\_\_\_ District: \_\_\_\_\_

Work Sample #: \_\_\_\_\_ Work Sample Title: \_\_\_\_\_

**Indicate which content and process strand(s) are produced in this work sample:**

Content strands <i>(Check at least one)</i>		Process strands <i>(Check at least one)</i>	
<input type="checkbox"/> Number Sense	<input type="checkbox"/> Geometric Sense	<input type="checkbox"/> Solves Problems	<input type="checkbox"/> Communicates Understanding
<input type="checkbox"/> Measurement	<input type="checkbox"/> Probability and Statistics	<input type="checkbox"/> Reasons Logically	<input type="checkbox"/> Makes Connections
	<input type="checkbox"/> Algebraic Sense		

Is the assignment attached?  Yes *(required)*

*This is my work. It represents what I know and what I can do.*

Signature of Student: \_\_\_\_\_

Date: \_\_\_\_\_

*To the best of my knowledge, this is the student's work, and it represents what he/she knows and can do.*

Name of Teacher: \_\_\_\_\_

Signature of Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

## Mathematics

# Guidelines for assembling a sufficient COE

*A successfully submitted Mathematics Collection of Evidence must meet the sufficiency requirements described on this page. The student and his/her teachers should make sure that these requirements are met. Collections that do not meet the sufficiency requirements will be classified as “Insufficient” and will not be scored.*

### **The Collection must include:**

- At least eight and no more than 12 separate work samples that together demonstrate an understanding and application of the five mathematics content strands and the four process strands as described in the high school benchmarks of the Essential Academic Learning Requirements (EALRs), and as assessed on the high school Washington Assessment of Student Learning (WASL).
- The entire collection must contain work samples that demonstrate at least two (2) different targets from each content strand and each process strand (refer to pages 8-9).

### **Characteristics of the 8-12 work samples:**

- Each work sample must combine at least one content target and one process target.
- At least two (2) work samples must be produced in an “on-demand” setting (see Introduction).
- All work samples must include the assignment and/or problem(s). Please include solutions when available.
- All work samples must represent moderate to high complexity. Moderately complex items involve more flexibility of thinking and choice among alternatives than do those in the low-complexity category. High-complex items require more abstract reasoning, planning, analysis, judgment, and creative thought.<sup>1</sup>
- All samples must include evidence of student work supporting the answer or conclusion.

1. From the 2005 National Assessment of Educational Progress – Mathematical Complexity guidelines.

### **Other required documents:**

- The “Student Information Form” must be completed for the collection
  - Student and school identifying information
  - Checklist of sign-off forms
  - Principal sign off
- The “Work Sample Documentation Form” must be completed for the collection.
- A “Work Sample Sign-off Form” must be completed for each sample of work in the collection.
  - Student and work sample identifying information
  - Identification of which content and process strands are represented
  - Verification that the assignment is attached
  - Student signature verifying authenticity of work and that it represents what he/she knows and can do
  - Teacher signature supporting authenticity of work and that it represents what student knows and can do

### **The collection must not include:**

- Group response to a work sample
- Work samples that are below grade in process or content
- Tests or assignments that feature only multiple choice questions; or problems that expect single or limited response problem-solving and/or communication
- Work samples with grades displayed on them
- Scoring guides/rubrics from district or classroom assessments
- Teacher comments that are specific instructions aimed at improving the outcome of the work sample
- Work that has not been produced by student

# Reading

## Work Sample Sign-Off Form *(One form for each work sample in the collection)*

Student: \_\_\_\_\_ Building: \_\_\_\_\_ District: \_\_\_\_\_

Work Sample #: \_\_\_\_\_ Work Sample Title: \_\_\_\_\_

Genre for this sample:  Literary  Informational

This work should count as the required:  Short literary paper  Short informational paper

### Student description of the text:

Is the assignment attached?  Yes *(required)*

*This is my work. It represents what I know and what I can do.*

Signature of Student: \_\_\_\_\_

Date: \_\_\_\_\_

*To the best of my knowledge, this is the student's work, and it represents what he/she knows and can do.*

Name of Teacher: \_\_\_\_\_

Signature of Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

# Reading

## Guidelines for assembling a sufficient COE

*A successfully submitted Reading Collection of Evidence must meet the sufficiency requirements described on this page. The student and his/her teachers should make sure that these requirements are met. Collections that do not meet the sufficiency requirements will be classified as “Insufficient” and will not be scored.*

### The Collection must include:

At least eight and no more than 12 separate work samples that together demonstrate an understanding of the reading process and the application of reading skills as described in the high school benchmarks of the EALRs, and as assessed on the high school WASL.

### Characteristics of the 8-12 work samples:

- All work samples must include the student’s description of the assigned text.
- Work samples must use text-based evidence support.
- The collection must contain at least four (4) work samples, each of which can each be scored for **more than one of the three literary strands**:
  - Literary Comprehension
  - Literary Analysis
  - Literary Thinking Critically
- The collection must contain at least four (4) work samples, each of which can each be scored for **more than one of the three informational strands**:
  - Informational Comprehension
  - Informational Analysis
  - Informational Thinking Critically
- Every strand must be demonstrated at least two (2) times.
- There must be at least one (1) work sample that can be scored as a **short literary paper**, which does not need to exceed three typewritten pages. This paper should feature a discussion of a novel, short story, poem, narrative essay, play, autobiography or biography.
- There must be at least one (1) work sample that can be scored as a **short informational paper**, which does not need to exceed three typewritten pages. This paper should feature a discussion of a magazine/newspaper article, a textbook section on historical events or scientific process. The use of material drawn from courses outside of language arts classes is encouraged.
- There must be at least two (2) work samples that are identified as having been produced in an “**on-demand**” setting (see Introduction).
- All work samples must represent understanding of text at a **high school level of rigor**, and should not draw upon material intended for younger readers.

### Other required documents:

- The “Student Information Form” must be completed for the collection
  - Student and school identifying information
  - Checklist of sign-off forms
  - Principal sign off
- The “Work Sample Documentation Form” must be completed for the collection.
- A “Work Sample Sign-off Form” must be completed for **each sample of work** in the collection.
  - Student and work sample identifying information
  - Identification of genre (Literary or Informational)
  - Indication of whether or not the sample should be counted as a short literary or a short informational paper
  - Student description of the assigned text
  - Student signature verifying authenticity of work and that it represents what he/she knows and can do
  - Teacher signature supporting authenticity of work and that it represents what student knows and can do

### The collection must not include:

- Group response to a work sample
- Work samples that do not reference text for support
- Pages from workbooks
- Analysis of anything other than text (e.g., a picture or work of art; a movie; a dramatic production)
- Work samples with grades displayed on them
- Scoring guides/rubrics from district or classroom assessments
- Teacher comments that are specific instructions aimed at improving the outcome of the work sample
- Work that has not been produced by student
- Copies of the text that is discussed in the work sample

# Writing

## Work Sample Sign-Off Form *(One form for each work sample in the collection)*

Student: \_\_\_\_\_ Building: \_\_\_\_\_ District: \_\_\_\_\_

Work Sample #: \_\_\_\_\_ Work Sample Title: \_\_\_\_\_

Mode for this sample:  Expository  Persuasive

Are **all prewriting and all drafts** (revisions and/or edits) attached?  Yes  No

*If not, attach an **explanation** of the process that was used (how and why the topic was selected; how you proceeded with the writing: prewriting, revising, editing and formatting).*

Is the prompt attached?  Yes (required)

Was teacher assistance provided?  Yes  No

*This is my work. It represents what I know and what I can do.*

Signature of Student: \_\_\_\_\_

Date: \_\_\_\_\_

*To the best of my knowledge, this is the student's work, and it represents what he/she knows and can do.*

Name of Teacher: \_\_\_\_\_

Signature of Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

## Writing

# Guidelines for assembling a sufficient COE

*A successfully submitted Writing Collection of Evidence must meet the sufficiency requirements described on this page. The student and his/her teachers should make sure that these requirements are met. Collections that do not meet the sufficiency requirements will be classified as “Insufficient” and will not be scored.*

### **The Collection must include:**

At least six and no more than eight separate work samples that together demonstrate an understanding of the writing process and the application of skills in idea/development, organization, style and the use of conventions as described in the high school benchmarks of the EALRs, and as assessed on the high school WASL.

### **Characteristics of the 6-8 work samples:**

- Writing samples are limited to demonstrations of expository or persuasive prose.
- All work samples must include a copy of the writing task or prompt.
- All work samples must include evidence of the student’s use of the writing process, either by submission of prewriting and drafts, or by submission of an explanation of the process used (i.e., how and why topic was selected; how student proceeded with the writing; prewriting, revising, editing, and formatting.)
- The collection must contain at least two (2) expository essays that have been written across an extended period of time (i.e., more than one sitting).
- The collection must contain at least two (2) persuasive essays that have been written across an extended period of time (i.e., more than one sitting).
- At least three (3) of the writing samples must be identified as not having included any adult assistance beyond setting the prompt and the parameters for an effective paper.
- When adult assistance is provided, it should be limited to general comments, such as: “You need to check for spelling errors.” “You should think about reworking your conclusion to wrap up your writing and to give the reader something to think about.”
- The collection must contain at least two (2) writing samples (one expository and one persuasive) that are identified as having been produced in an “on-demand” setting (see Introduction); the on-demand sample cannot include any teacher/adult assistance beyond setting the prompt and the parameters for an effective paper.

### **Other required documents:**

- The “Student Information Form” must be completed for the collection
  - Student and school identifying information
  - Checklist of sign-off forms
  - Principal sign off
- The “Work Sample Documentation Form” must be completed for the collection.
- A “Work Sample Sign-off Form” must be completed for **each sample of work** in the collection.
  - Student and work sample identifying information
  - Identification of which mode of writing for the sample
  - Description of the writing task or prompt
  - Student signature verifying authenticity of work and that it represents what he/she knows and can do
  - Teacher signature supporting authenticity of work and that it represents what student knows and can do

### **The collection must not include:**

- Group project writing assignments
- Narratives, poetry, scripts
- Writing samples with non-connected text (e.g., resumes; directions or recipes; bulleted brochures)
- Work samples with grades displayed on them
- Scoring guides/rubrics from district or classroom assessments
- Teacher comments that provide specific direction aimed at improving the outcome of the work sample
- Work that has not been produced by student
- Final drafts written in pencil; all final drafts must be written in blue or black ink or typed

**Proposed COE Scoring Process and Scoring Criteria**  
OSPI, Office of Assessment and Research  
September 14, 2006

**Introduction:**

The following description is a paper designed to present the scoring process that will be used for the first operational scoring of the COE in April 2007. The scoring process was also used in the 2005-2006 COE Pilot and has been modified in a few sections in order to reflect the lessons we learned. Each content area may have some slight variation due to the demands of the content, but all three areas share the common elements that adhere to the professionally accepted standards for reliability, validity, data collection, standard setting, and student reporting issues. The paper focuses on the following sections:

**Pre-scoring**

- notebook submission
- scanning process
- record reconciliation
- sufficiency check for administrative protocols
- notification process to the district
- rangefinding to determine scoring materials
- training of scorers using rangefinding materials

**Scoring**

- sufficiency check for content guidelines
- implementation of reliability collections
- implementation of validity collections
- double scoring of all collections
- third scoring of collections with non-adjacent scores
- back reading by table supervisors
- calibration of scorers to adhere to standards

**Post-scoring**

- reconciliation of scores with student ID number
- capture evaluative comments from scorers to inform process
- finalize data on reliability and validity
- identify collections appropriate for use in the standard-setting process
- complete the standard-setting process
- use “cut scores” to determine which collections met standard and which ones did not meet standard
- send districts, schools, and students performance reports on their COE that includes an analysis of strengths and weaknesses

## Pre-Scoring

In late March 2007, OSPI will ship student ID scan stickers to the districts. The districts will match their student files and then ship their students' COEs to a contractor site. The collections will be opened, the student ID number will be entered into a data field. Following the intake, all collections will be scanned and matched with the student ID information, the school, and the district. This scanned "copy" of the collection will allow educators and/or parents to request a copy, initiate a score appeal, or check on sufficiency components. Also, the scanned copy will protect the state from plagiarized materials and from students submitting a replicate copy of their collection in a different scoring window.

During this pre-scoring process, OSPI can follow a record reconciliation process where a "side by side" check of the names on the student collections match the names on the district registration materials. If there are discrepancies, OSPI and school districts will have time to reconcile the missing collections or add new collections with additional data.

A critical component of the pre-scoring time period is the sufficiency check. During this check, contractors, with OSPI supervision, will review each notebook and check to make sure all administrative protocols have been followed and paperwork has been signed. The collections will be reviewed for the Student Information Form and each Work Sample Form. The reviewers will also check each student, teacher, and principal signature. If any of the forms or signatures are missing, OSPI will make a courtesy call to the district, and the district will have a window of time to deliver the missing components. If the components are not provided, the collection will be returned to the district without a score. If the collection has all the required components, it will pass onto the sufficiency check for the content guidelines during the scoring phase of the assessment.

Once the set of collections has been established, a process called "blind copy" is initiated. Scoring directors select several dozen collections in a process that allows for distribution across the state. The scoring director then reviews each collection looking for different elements, such as: strengths and/or weaknesses in math or reading strands and/or writing modes; varieties of work samples that reflect traditional assignments and unusual assignments; strong collections overall; weak collections overall; mixed collections that offer the scorer challenges in scoring them accurately. Once the training collections are identified, the scoring director will develop a skeleton of annotations (descriptions of skills) that will help lead rangefinding.

Rangefinding is about developing the range of papers that fall within a given score point. During the rangefinding process, Washington state teachers will review the Grade Level Expectations, the strands and targets for reading and mathematics, and the mode-specific checklists for writing. The group will review each collection, weighing its strengths and weaknesses against the scoring criteria and the state standards in each content area. Together, as a group, the teachers critique each collection and assign it a score. The annotation for that collection is "fleshed out" and the score is entered as the final score

for that collection. It is a long and valuable process; the collection scores produced in rangefinding become the training materials for scorers.

The last step in the pre-scoring process is scorer training. Scorers from all over the state have applied and been accepted to score the COEs. They must meet the criteria of being a full-time teacher, of providing teacher leadership at the building and/or district level, and of working with high school students in the content area in which they teach. The scoring director leads the training, and rangefinding team members serve as table leaders to guide training of a group of five to seven scorers. The scorers are trained on the set of collections that the rangefinding team has agreed upon annotations and scorers. At the end of the training, scorers must “qualify” to score by scoring some additional collections independently and demonstrating the ability to score the pre-scored collections accurately. If the scorers are within a certain range they qualify to score. If they are not they have the opportunity to receive more training. If they do not qualify to score following the scoring training, they will not be able to participate in scoring.

## **Scoring**

The first step in the actual scoring of the collections is a sufficiency review of the content guidelines. It is not possible for the contractor staff to complete this part of the sufficiency check; only scorers who have been trained in the coverage of the standards, the variety and number of work samples, and the subtleties of the skills stated in the Work Documentation Form are able to discern whether the content has been covered or not. The scorers will determine if there is enough breadth and depth of the standards to warrant scoring the collection. If there is not enough material, the collection will be returned to the district accompanied by a report that states which standards were missing.

After the sufficiency review, the collections that remain are the ones that met all of the administrative protocols and content guidelines. By weeding out the collections that do not meet the requirements, scorers will now have a set of collections that can be scored fairly because they all met the same elements for submission.

During scoring, scoring directors implement a set of reliability collections and a set of validity collections to assess the accuracy of the scoring process and the scorers’ ability to score accurately. Reliability collections come to the scorer once every ten collections. They are pre-scored, and the scorers’ scores are matched against the scoring director’s scores as well as other scorers. Since the data is entered constantly, the scoring director can determine who is in need of calibration, which is re-training. Validity collections are implemented at even junctures throughout the scoring. Scorers are tested for not only their reliability in awarding scores, but they are also evaluated on their ability to recognize the content within collections. For example, in reading, if a scorer got a validity collection that was heavy in literary analysis, the scorer would reflect that on his or her score card. It is this process that establishes the validity of the scoring. Essentially, scorers are recognizing the state standards and are scoring them reliably.

All collections are double scored. Each scorer submits a scoring sheet to the data desk. The scores are entered as well as the content standards described in the collections. Each collection will have two sets of scores. If all of the scores are right next to each other, eg: 1-2, 3-4 etc., the two scores suffice. However, if there are non-adjacent scores, eg: 1-3, 2-4, the collection will go through a third score where the non-adjacent scores are reconciled. The third scorer will be the scoring director or a table leader with extremely high reliability and validity statistics.

Throughout the scoring process, table supervisors are constantly back reading collections. By “back reading,” they are checking the scoring patterns of the scorers at their table. All scores for collections are reported to the table supervisor before being entered at the data desk. This enables a table supervisor to assess if an individual scorer has a tendency to score easier or harder. The table leader can partner score with a scorer for a while until the scorer and the table supervisor feel the scoring criteria are being applied fairly to all collections.

Lastly during the scoring process is calibration. Calibration is simply re-training or reminder training. A scoring director will distribute the same collection to all of the scorers. They will score it, and then everyone will discuss the collection. The scoring director selects a collection that will help scorers see parts of collections that may not be clear at first. The calibration set also demonstrates a point—if the scorers are producing some non-adjacent scores around a certain point on the scoring criteria, the scoring director can “draw the line” for the scorers and guide them towards the correct part of the scoring guide.

### **Post-Scoring**

After all of the collections have been scored in all three content areas, the scores awarded to each collection are reconciled with their student ID number. This process is complex; data entry staff will also enter all scorer comments regarding the different standards demonstrated in the collection. This is important; for the collections which do not meet standard, students will have a chance to augment their collection for the next scoring window. This means they will keep the work samples that met the scoring criteria while they will have to create new work samples that will meet the expectations for the other standards.

A final meeting will take place for the scoring directors and the scorers. Scorers will have an opportunity to provide evaluative feedback designed to get their comments about the scoring process. All of their comments and ideas will be recorded in order to inform future scoring sessions.

A final analysis of the data is also an objective measure of the success of the scoring. Final reliability and validity statistics will emerge as well as the number of third scores necessary to reconcile non-adjacent. All numbers will be evaluated, and OSPI staff will review the information and make modifications to the process as necessary.

In spring 2007, standard setting for the COE will take place. The process of standard setting happens only a few times in the life of a testing program, so this process will be reviewed by our CAA Options national experts and others before implementation. As of this date, the plan is to collect representative collections from the April 2007 scoring in each of the content areas. The collections will represent different elements, such as: strengths and/or weaknesses in math or reading strands and/or writing modes; varieties of work samples that reflect traditional assignments and unusual assignments; strong collections overall; weak collections overall; mixed collections that represent validity issues. The collections will be sorted from highest score to lowest score. The standard setting team will receive training in GLEs, strands and targets, and writing modes as well as sample collections from the rangefinding selections. Team members will receive training on the scoring criteria and will follow a process of scoring several collections. Using a common methodology, team members will apply a checklist of “must have” elements for meeting proficiency. As the team works through the collections, they will study the scored collections, review the relationship between the standards and their scoring patterns, and examine the transparency of the validity elements. The team will then work with the standard setting staff to establish the cut scores for proficiency. The standard setting process will happen in May 2007 and those cut scores will serve as the proficient mark for all scoring windows in the future.

Following the standard setting, the data will be run to establish which student collections met standard and which did not. Also, collections that did not meet standard but were close, are identified as collections that may be augmented for the next scoring window—in this case, October 2007.

Reports will be sent to students, buildings, and districts in the same time frame as the WASL scores. They will contain information about strengths and weaknesses beyond an overall statement about meeting or not meeting standard. In writing, students will receive information about persuasive and informational writing; in mathematics, they will receive information about the five content strands and four process strands; in reading, they will receive information about performance on literary and informational texts.

## **Conclusion**

The scoring process for the COE closely follows the scoring process used for the WASL with a few important exceptions. The collections will be scored holistically—a single score will be generated to represent the entire collection as opposed to a series of scores that represent a student’s WASL test. The collection will be comprised of classroom assignments instead of multiple choice and limited constructed response items. Due to the added complexity of the classroom component, the scoring criteria is more global and tied to a range of standards in a content area. However, with these few differences, the COE scoring process described will produce very strong reliability and validity numbers due to the organization of the scoring. It combines the framework of a large-scale system with the specificity necessary to recognize the same standards in different assignments.

**Appendix A: Reading Scoring Criteria for Literary Text**

Reading Strands and Target	Evidence of Skill			
	4	3	2	1
<u>Literary Comprehension</u>				
<b>Theme</b>	<ul style="list-style-type: none"> <li>Identifies the main theme and uses evidence to demonstrate an overall understanding of the text</li> </ul>	<ul style="list-style-type: none"> <li>Identifies a theme and uses supporting details as evidence</li> </ul>	<ul style="list-style-type: none"> <li>Identifies a theme and includes details</li> </ul>	<ul style="list-style-type: none"> <li>Lists a theme or a detail</li> </ul>
<b>Summary</b>	<ul style="list-style-type: none"> <li>Summarizes by providing an overarching statement about the text that connects to at least three events from the beginning, middle and end of text</li> </ul>	<ul style="list-style-type: none"> <li>Summarizes by including information from the beginning, middle, and end of the text</li> </ul>	<ul style="list-style-type: none"> <li>Retells by including details or events</li> </ul>	<ul style="list-style-type: none"> <li>Lists events and/or details</li> </ul>
<b>Inference / Prediction</b>	<ul style="list-style-type: none"> <li>Infers and/or predicts about key elements of the text making connections with evidence</li> </ul>	<ul style="list-style-type: none"> <li>Makes inferences and/or predictions based on information in the text</li> </ul>	<ul style="list-style-type: none"> <li>Infers or makes a prediction about the text</li> </ul>	<ul style="list-style-type: none"> <li>Infers or predicts about an idea</li> </ul>
<b>Literary Vocabulary</b>	<ul style="list-style-type: none"> <li>Explains key vocabulary with both denotative and connotative definitions by linking them to the text</li> </ul>	<ul style="list-style-type: none"> <li>Applies denotative definitions to explicate text</li> </ul>	<ul style="list-style-type: none"> <li>Identifies key vocabulary in the text</li> </ul>	<ul style="list-style-type: none"> <li>Lists vocabulary in the text</li> </ul>

<p><b><u>Literary Analysis</u></b></p> <p><b>Literary Elements</b></p> <p><b>Compare / Contrast</b></p> <p><b>Cause / Effect</b></p>	<ul style="list-style-type: none"> <li>• Applies knowledge of key literary elements to enhance and expand understanding of text</li> <li>• Compares and contrasts ideas to explain concepts within or between text</li> <li>• Analyzes text to explain the relationship between cause(s) and effect(s) and links it back to the theme or main idea</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes major literary elements to support understanding of text</li> <li>• Compares and contrasts ideas within or between the text(s)</li> <li>• Analyzes text to show the cause(s) in relation to the effect(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies literary elements to support understanding</li> <li>• Compares <u>or</u> contrasts ideas within the text</li> <li>• Identifies cause(s) and effect(s) in the text</li> </ul>	<ul style="list-style-type: none"> <li>• Locates literary elements</li> <li>• Lists single details about a compare or contrast idea</li> <li>• Lists cause(s) and/or effect(s)</li> </ul>
<p><b><u>Literary Evaluation</u></b></p> <p><b>Author's Purpose</b></p> <p><b>Evaluates Reasoning</b></p> <p><b>Extends Beyond the Text</b></p>	<ul style="list-style-type: none"> <li>• Evaluate author's/ text's purpose and/or in order to judge effectiveness on intended audience</li> <li>• Evaluates reasoning of ideas / themes within the text and makes connections with evidence</li> <li>• Synthesizes information beyond the text by making generalizations, drawing conclusions, or applying information to evaluate a new text or context</li> </ul>	<ul style="list-style-type: none"> <li>• Examines author's / text's purpose and/or identifies intended audience</li> <li>• Evaluate reasoning of author's ideas / text's themes within the text</li> <li>• Extends information beyond the text by making generalizations, drawing conclusions, or applying information to a new text or context</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies the author's/ text's purpose and/or target audience</li> <li>• Evaluates text based on personal feelings, beliefs, and/or experiences</li> <li>• Uses understanding of the text to make general statements about a new text or context</li> </ul>	<ul style="list-style-type: none"> <li>• States author's purpose or audience</li> <li>• States an opinion, personal feeling, or belief</li> <li>• Makes general statements about a new context</li> </ul>

**Appendix B: Reading Scoring Criteria for Informational Text**

Reading	Evidence of Skill			
	4	3	2	1
<b><u>Informational Comprehension</u></b>				
<b>Main Idea</b>	<ul style="list-style-type: none"> <li>Identifies the main idea and uses supporting details to demonstrate an overall understanding</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the main idea and uses supporting details as evidence</li> </ul>	<ul style="list-style-type: none"> <li>Identifies a main idea and includes details</li> </ul>	<ul style="list-style-type: none"> <li>Identifies an idea or a detail</li> </ul>
<b>Summary</b>	<ul style="list-style-type: none"> <li>Summarizes by conceptually connecting details, facts, or information from sections of the text</li> </ul>	<ul style="list-style-type: none"> <li>Summarizes by including key information from sections of the text</li> </ul>	<ul style="list-style-type: none"> <li>Retells by including details, facts, or information</li> </ul>	<ul style="list-style-type: none"> <li>Lists details, facts, or information</li> </ul>
<b>Inference / Prediction</b>	<ul style="list-style-type: none"> <li>Infers and/or predicts about subject by using text-based evidence to make connections between ideas</li> </ul>	<ul style="list-style-type: none"> <li>Infers or predicts about subject using evidence from the text</li> </ul>	<ul style="list-style-type: none"> <li>Infers or predicts about the text</li> </ul>	<ul style="list-style-type: none"> <li>Infers or predicts about an idea</li> </ul>
<b>Informational Vocabulary</b>	<ul style="list-style-type: none"> <li>Explains key vocabulary with both denotative and connotative definitions from examples within the text</li> </ul>	<ul style="list-style-type: none"> <li>Uses denotative definitions of key vocabulary in context of text</li> </ul>	<ul style="list-style-type: none"> <li>Identifies key vocabulary in the text</li> </ul>	<ul style="list-style-type: none"> <li>Locates vocabulary in the text</li> </ul>
<b><u>Informational Analysis</u></b>				
<b>Text Features</b>	<ul style="list-style-type: none"> <li>Applies knowledge of text features to enhance and expand understanding of text</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes text features to support understanding of the text</li> </ul>	<ul style="list-style-type: none"> <li>Identifies key text features</li> </ul>	<ul style="list-style-type: none"> <li>Locates text features</li> </ul>
<b>Compare / Contrast</b>	<ul style="list-style-type: none"> <li>Compares and contrasts ideas to explain concepts within the text</li> </ul>	<ul style="list-style-type: none"> <li>Compares and contrasts ideas within the text</li> </ul>	<ul style="list-style-type: none"> <li>Compares or contrasts ideas within the text</li> </ul>	<ul style="list-style-type: none"> <li>Provides detail(s) about ideas within text</li> </ul>
<b>Cause / Effect</b>	<ul style="list-style-type: none"> <li>Analyzes text to explain the relationship between key examples of cause(s) and effect(s) within the text's subject</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes text to demonstrate understanding of cause and effect within a text</li> </ul>	<ul style="list-style-type: none"> <li>Identifies cause(s) and effect(s) in a text</li> </ul>	<ul style="list-style-type: none"> <li>Lists cause(s) and effect(s)</li> </ul>

<p><b><u>Informational Evaluation</u></b></p> <p><b>Author's / Text's Purpose</b></p>	<ul style="list-style-type: none"> <li>Evaluate author's / text's purpose and/or distinguishes between fact and opinion</li> </ul>	<ul style="list-style-type: none"> <li>Judges author's / text's purpose and/or distinguishes between fact and opinion</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the author's / text's purpose and/or states fact or opinion</li> </ul>	<ul style="list-style-type: none"> <li>States purpose, a fact, or an opinion</li> </ul>
<p><b>Evaluation</b></p>	<ul style="list-style-type: none"> <li>Evaluate reasoning of ideas / themes within the text and make connections to larger concepts</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate reasoning of ideas / themes within the text</li> </ul>	<ul style="list-style-type: none"> <li>Evaluates text based on personal feelings, beliefs, and/or experiences</li> </ul>	<ul style="list-style-type: none"> <li>States an opinion, personal feeling, or belief</li> </ul>
<p><b>Extends Beyond the Text</b></p>	<ul style="list-style-type: none"> <li>Extends information beyond the text by making generalizations, drawing conclusions, or applying information to evaluate a new subject or context</li> </ul>	<ul style="list-style-type: none"> <li>Extends information beyond the text by making generalizations, drawing conclusions, or applying information to a new subject or context</li> </ul>	<ul style="list-style-type: none"> <li>Uses information from the text to make general statements about a new subject or context</li> </ul>	<ul style="list-style-type: none"> <li>Makes general statements about a new subject or context</li> </ul>

## Appendix C: Writing Content, Organization, Style (COS) Scoring Criteria

Writing	Evidence of Skill			
	4	3	2	1
	<ul style="list-style-type: none"> <li>Has clear, focused main ideas or positions</li> <li>Elaborates by using reasons/arguments, well-chosen and specific details, examples, anecdotes, facts and/or statistics as evidence to support ideas or position</li> <li>Includes information that is thoughtful and useful for audience to know</li> <li>Organizes writing to make the best cases to explain ideas or support a position</li> <li>Introductions engage reader's attention</li> <li>Writes conclusions that leave the reader with something to think about</li> <li>Organizes writing into effective, cohesive paragraphs</li> <li>Provides transitions which clearly serve to connect ideas</li> <li>Uses language effectively by exhibiting word choices that are effective and appropriate for intended audience and purpose</li> <li>Writes (where appropriate) sentences or phrases that are varied in length and structure</li> <li>Provides the reader with a sense of the person behind the words.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains adequate focused main ideas or positions</li> <li>Elaborates by using reasons/arguments, adequate details, examples, anecdotes, facts and/or statistics as evidence to support ideas or position</li> <li>Includes some information that is thoughtful and useful for the audience to know</li> <li>Has logical organizational patterns, although some lapses may occur</li> <li>Introductions sometimes draw the reader into the main idea or position</li> <li>Sometimes writes conclusions that leave the reader with something to think about</li> <li>Organizes writing into meaningful paragraphs</li> <li>Provides adequate transitions which serve to connect ideas</li> <li>Uses adequate language and appropriate word choices for intended audience and purpose</li> <li>Writes sentences or phrases that are somewhat varied in length and structure</li> <li>Provides the reader with some sense of the person behind the words.</li> </ul>	<ul style="list-style-type: none"> <li>Has a broad or inconsistent focus on main ideas or positions</li> <li>Includes some supporting details and may include listed, extraneous and/or loosely related material</li> <li>Sometimes includes information that is thoughtful and useful for the audience to know</li> <li>Shows attempts at organizational patterns</li> <li>Introductions are often formulaic, predictable</li> <li>Conclusions are often repetitious</li> <li>Organizes writing into loosely structured and/or unfocused paragraphs</li> <li>Provides transitions which are formulaic, weak or inconsistent</li> <li>Uses common, limited and/or predictable vocabulary which may be inappropriate for intended audience, purpose, and form</li> <li>Shows limited variety in sentence length and structures</li> <li>Provides the reader with a limited sense of the person behind the words.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates little or no focus</li> <li>Provides few supporting details which may be inconsistent or interfere with the meaning of the text</li> <li>Rarely includes information that is thoughtful and useful for the audience to know</li> <li>Has little evidence of organizational patterns</li> <li>Introductions are lacking or undeveloped</li> <li>Conclusions are lacking or undeveloped</li> <li>Often only one paragraph that demonstrates a lack of organizing ideas into paragraphs</li> <li>Provides transitions that are poorly used or fails to provide transitions</li> <li>Has limited or inappropriate vocabulary for intended audience, purpose, and form</li> <li>Has little or no variety in sentence length or structures</li> <li>Provides the reader with little sense of the person behind the words</li> </ul>

**Appendix D: Writing Conventions Scoring Criteria**

Writing	Evidence of Skill			
	3	2	1	0
	<p>Follows the rules of Standard English <b>with few exceptions</b>:</p> <ul style="list-style-type: none"> <li>• usage</li> <li>• spelling of commonly used words</li> <li>• capitalization</li> <li>• punctuation</li> <li>• exhibits the use of complete sentences except where purposeful phrases or clauses are used for effect</li> <li>• indicates paragraphs consistently</li> </ul>	<p>Consistently follows the rules of Standard English for:</p> <ul style="list-style-type: none"> <li>• usage</li> <li>• spelling of commonly used words</li> <li>• capitalization</li> <li>• punctuation</li> <li>• exhibits the use of complete sentences except where purposeful phrases or clauses are used for effect</li> <li>• indicates paragraphs consistently</li> </ul>	<p>Generally follows the rules of Standard English for:</p> <ul style="list-style-type: none"> <li>• usage</li> <li>• spelling of commonly used words</li> <li>• capitalization</li> <li>• punctuation</li> <li>• exhibits the use of complete sentences except where purposeful phrases are used for effect</li> <li>• indicates paragraphs for the most part</li> </ul>	<p>Mostly does not follow the rules for Standard English for:</p> <ul style="list-style-type: none"> <li>• usage</li> <li>• spelling of commonly used words</li> <li>• capitalization</li> <li>• punctuation</li> <li>• exhibits errors in sentence structure that impede communication</li> <li>• mostly does not indicate paragraphs</li> </ul>

## Appendix E: Mathematics Scoring Criteria

Strand	EALR*	Evidence of Skill			
		4	3	2	1
NS*: ME*: GS*: PS*: AS*:	<b>EALR I: Content- Skills and Knowledge</b>	<ul style="list-style-type: none"> <li>Uses high school content knowledge and procedures with supporting work in:                             <ol style="list-style-type: none"> <li>Number Sense (NS)</li> <li>Measurement (ME)</li> <li>Geometric Sense (GS)</li> <li>Probability &amp; Statistics (PS)</li> <li>Algebraic Sense (AS)</li> </ol> </li> <li>Applies one or more strategies that lead to the answer</li> <li>Determines the answer to the problem</li> </ul>	<ul style="list-style-type: none"> <li>Uses high school content knowledge and procedures with supporting work but with a calculation error in:                             <ol style="list-style-type: none"> <li>Number Sense (NS)</li> <li>Measurement (ME)</li> <li>Geometric Sense (GS)</li> <li>Probability &amp; Statistics (PS)</li> <li>Algebraic Sense (AS)</li> </ol> </li> <li>Applies one or more strategies that could lead to the answer but has a calculation error</li> <li>Determines an answer to the problem that follows from a calculation error</li> </ul>	<ul style="list-style-type: none"> <li>Uses high school content knowledge and procedures with supporting work but with a conceptual error in:                             <ol style="list-style-type: none"> <li>Number Sense (NS)</li> <li>Measurement (ME)</li> <li>Geometric Sense (GS)</li> <li>Probability &amp; Statistics (PS)</li> <li>Algebraic Sense (AS)</li> </ol> </li> <li>Applies one or more strategies that could lead to the answer but has a conceptual error</li> <li>Determines an answer to the problem that follows from a conceptual error</li> </ul>	<ul style="list-style-type: none"> <li>Uses high school content knowledge and procedures that have very little or no supporting work in:                             <ol style="list-style-type: none"> <li>Number Sense (NS)</li> <li>Measurement (ME)</li> <li>Geometric Sense (GS)</li> <li>Probability &amp; Statistics (PS)</li> <li>Algebraic Sense (AS)</li> </ol> </li> <li>Provides no evidence of applying a strategy</li> <li>Determines an answer to the problem that follows from calculation and conceptual errors</li> </ul>
SP(a): SP(b):	<b>EALR II: Process- Solves Problems</b>	<ul style="list-style-type: none"> <li>Justifies conclusions, results, and/or answers by addressing the conditions and/or constraints in the problem</li> <li>Gathers, represents, and/or shares mathematical information using clear mathematical language and organization</li> <li>Uses and relates different mathematical models and representations of the same situation using clear mathematical language and organization</li> </ul>	<ul style="list-style-type: none"> <li>Justifies conclusions, results, and/or answers but may omit one of the conditions or constraints in the problem</li> <li>Gathers, represents, and/or shares mathematical information using some mathematical language and organization</li> <li>Uses and relates different mathematical models and representations of the same situation using some mathematical language and organization</li> </ul>	<ul style="list-style-type: none"> <li>Justifies conclusions, results, and/or answers but may omit two or more of the conditions or constraints in the problem</li> <li>Gathers, represents, and/or shares mathematical information but lacks mathematical language or organization</li> <li>Uses and relates different mathematical models and representations of the same situation but lacks mathematical language or organization</li> </ul>	<ul style="list-style-type: none"> <li>Justifies a conclusion, result, and/or answer but the justification is not relevant to the conditions or constraints of the problem</li> <li>Gathers, represents, and/or shares mathematical information but lacks mathematical language and organization</li> <li>Uses and relates different mathematical models and representations of the same situation but lacks mathematical language and organization</li> </ul>
RL: CU: MC:	<b>EALR III: Process- Reasons Logically</b>  <b>EALR IV: Process- Communicates Understanding</b>  <b>EALR V: Process- Makes Connections</b>	<ul style="list-style-type: none"> <li>Justifies conclusions, results, and/or answers by addressing the conditions and/or constraints in the problem</li> <li>Gathers, represents, and/or shares mathematical information using clear mathematical language and organization</li> <li>Uses and relates different mathematical models and representations of the same situation using clear mathematical language and organization</li> </ul>	<ul style="list-style-type: none"> <li>Justifies conclusions, results, and/or answers but may omit one of the conditions or constraints in the problem</li> <li>Gathers, represents, and/or shares mathematical information using some mathematical language and organization</li> <li>Uses and relates different mathematical models and representations of the same situation using some mathematical language and organization</li> </ul>	<ul style="list-style-type: none"> <li>Justifies conclusions, results, and/or answers but may omit two or more of the conditions or constraints in the problem</li> <li>Gathers, represents, and/or shares mathematical information but lacks mathematical language or organization</li> <li>Uses and relates different mathematical models and representations of the same situation but lacks mathematical language or organization</li> </ul>	<ul style="list-style-type: none"> <li>Justifies a conclusion, result, and/or answer but the justification is not relevant to the conditions or constraints of the problem</li> <li>Gathers, represents, and/or shares mathematical information but lacks mathematical language and organization</li> <li>Uses and relates different mathematical models and representations of the same situation but lacks mathematical language and organization</li> </ul>

\*NS = Number Sense, ME = Measurement, GS = Geometric Sense, PS = Probability and Statistics, AS = Algebraic Sense

# OSPI Response to Public Feedback Regarding the Content Guidelines and Administrative Protocols for the Collection of Evidence

August 18, 2006

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The Collection of Evidence (COE) has been in development since September 2005, and it continues to go through revisions and review. The State Board of Education for the State of Washington was directed by the Washington State Legislature to oversee the process of developing content guidelines, administrative protocols, and professionally accepted standards for reliability and validity for the COE. Additionally, the Board was asked to review the scoring criteria and scoring process for the COE. The Legislature requested that the review process be completed by December 1, 2006. It is with this goal in mind that OSPI staff is charged with the opportunity and responsibility to respond to all public feedback regarding the content guidelines and administrative protocols in order to implement the COE by December 31, 2006.

There were nine responses from the public that were either presented at the July 28, 2006, meeting or were sent electronically to the Board's office. From the public responses, 11 issues emerged:

- Equity of opportunity.
- Student eligibility and likely success.
- Integrity of the assessment.
- Authenticity of the COE.
  - Including teacher/principal sign-off concerns.
- Complexity of the guidelines.
  - Including student response to the Work Sample Sign-Off Forms.
  - Including requirements vs. recommendations.
- Community college concerns.
- Teacher training concerns.
- Teacher work load.
- Cultural appropriateness.
- Electronic submission of COEs.
- Short timeline for submission.
- Implementation process and Washington Administrative Code (WAC) rule-making.

In order to respond to each issue with clarity and conciseness, it seems appropriate to construct a two-columned table whereby readers can locate issues of interest and read the OSPI response directly. The table is organized so that on the left side the public feedback is stated in the form of a question. On the right side, OSPI has responded to the feedback with examples of changes made and/or analysis of the issue from a reliability and validity perspective.

Public Feedback Issues	OSPI Response
<p><b>How can we make the COE available and equitable to all eligible students in every school district in Washington State?</b></p>	<p>OSPI plans to address this issue by:</p> <ul style="list-style-type: none"> <li>• Sending State materials to districts regarding COE eligibility and registration, training opportunities, publications, community meetings, and parent information.</li> <li>• Receiving special education services, who wish to earn a CAA inviting students, to participate in this assessment option by communicating with special education parent networks, teachers, and administrators.</li> <li>• Continuing work with the OSPI Migrant/Bilingual department to (1) communicate this option to teachers and administrators who work with English Language Learners (ELLs) and (2) to incorporate the COE into content-based ELL and Migrant high school completion programs.</li> <li>• Implementing a calendar of trainings from OSPI, ESDs, districts, and organizations designed specifically for school staff working with eligible students.</li> <li>• Identifying and training regional experts who will be funded by OSPI to travel to districts to offer assistance in training teachers and tracking mobile students.</li> <li>• Populating a webpage that includes power point presentations, exemplar work samples, sample tasks, and instructions for building tasks, scoring guides and a Frequently Asked Questions section that is updated regularly.</li> <li>• Providing funding to schools based on an equitable funding formula to reimburse schools for costs associated with COEs.</li> </ul>
<p><b>How do schools identify students most likely to succeed with the COE?</b></p>	<p>OSPI plans to address this issue by:</p> <ul style="list-style-type: none"> <li>• Informing the general public and education community that the COE is available to all eligible students; however, it is intended for students who have the skills to meet standard but have not been able to</li> </ul>

	<p>demonstrate their skills in a large-scale testing setting.</p> <ul style="list-style-type: none"> <li>• Developing a policy statement that guides buildings and districts in selecting students most likely to fit the above criteria.</li> <li>• Reviewing the remediation and attendance plan in each student's Student Learning Plan (ESSB6475, Sec (1) (2)).</li> <li>• Recommending remediation and intervention programs that will help students gain knowledge and skills in preparation for the COE and/or the WASL.</li> </ul>
<p><b>How can educators be adequately informed and trained in order to assist students in submitting a sufficient COE by the spring of 2007?</b></p>	<p>OSPI plans to address this issue by:</p> <ul style="list-style-type: none"> <li>• Following the same high professional standards in guideline and protocol development, scoring criteria and scoring processes as the WASL.</li> <li>• Collaborating with districts to identify a building-level sponsor who will oversee the COE process and convey all important training, information and updates to teachers.</li> <li>• Ensuring the building-level sponsor will have access to the District Assessment Coordinator in order to complete all COE paperwork and registration responsibilities.</li> <li>• Facilitating on-going trainings and informational workshops beyond the 2006-07 school year for staff involved with the COE.</li> </ul>
<p><b>How can educators be assured that the student's work is authentic?</b></p>	<p>OSPI plans to address this issue by:</p> <ul style="list-style-type: none"> <li>• Training--both on-line and at the building, district, and regional level--on the sufficiency implications of the student and teacher sign-off sections of the individual COEs.</li> <li>• Incorporating the sign-off process on individual work sample forms by the teacher and the student with the understanding that a sign-off guarantees two things: one, the student has completed the work as his/her own, and two, it represents the typical skills and knowledge the student usually demonstrates. (Note: If in doubt about either of these areas, teachers should not sign the Work Sample Sign-Off Form until the issues have been resolved.)</li> <li>• Emphasizing to educators that part of the sufficiency guidelines involves creating work samples that meet "high school level of work." In order to meet this requirement, OSPI suggests that teachers review each others' assignments, study the sample assignments on the CAA Options website, and attend training on the development of student tasks that match the rigor level</li> </ul>

	<p>of high school work.</p> <ul style="list-style-type: none"> <li>• Including more than one “on-demand” work sample in the collection will add additional authenticity to the collection as a whole. For example, in writing there will be an on-demand persuasive as well as an on-demand expository writing sample. In reading, there will be on-demand samples for both literary and informational text types. In mathematics, there will be an on-demand work sample that demonstrates a different set of content and process skills from the other on-demand task.</li> <li>• Training and informing the field that on-demand work samples “anchor” the collection by authenticating it for the Scoring Board. The on-demand demonstration of skill is a point of reference for the scorer that is used for reliability purposes. The other work samples in the collection are scored in reference to what each student “knows and is able to do.”</li> <li>• Conveying that the teacher and/or principal’s signature is not a legally binding authorization or statement that verifies whether the student’s COE meets standard. Rather, it is an acknowledgement that building staff have monitored the student’s progress and believe, to the best of their knowledge, that the work is an authentic representation of typical work, skill and knowledge of the student.</li> <li>• Implementing the necessary signature process is mandatory to the overall success of the COE; without it, the Scoring Board is unable to score each collection’s reliability.</li> </ul>
<p><b>How can OSPI make the content guidelines more understandable for the educational community, parents/guardians and students?</b></p>	<p>OSPI plans to address this issue by:</p> <ul style="list-style-type: none"> <li>• Revising the content guidelines for simplicity. Most revisions suggested by the State Board have already been implemented; e.g., rewriting sentences for clarity, substituting the term “must” as opposed to “should” to indicate requirements as opposed to recommendations.</li> <li>• Creating a Student Information Form for inclusion in the COE booklet. This form shows the administrative approval process for principals to follow prior to submitting the COE.</li> <li>• Writing a COE handbook for parents/guardians and family-based organizations to educate and inform people of alternative pathways for students and garner community support and collaboration.</li> <li>• Training educators on the links between the guidelines and the strands, targets, and checklists. With greater</li> </ul>

	<p>understanding of the standards, the content guidelines become instructions for merging the expectations for passing the COE with state standards deeply imbedded in the work samples.</p> <ul style="list-style-type: none"> <li>• Including three “practice” Work Sample Documentation Forms in the COE booklet to enhance educators’ understanding of the content guidelines of the COE.</li> <li>• Changing the Work Sample Sign-Off Form so the expectations for the student are much clearer. The revised forms ask students to describe the assignment; teachers no longer have to provide written documentation and only need to attach copies of the assignments.</li> </ul>
<p><b>How can OSPI best integrate the community and technical college community in the COE processes?</b></p>	<p>OSPI plans to address these issues by:</p> <ul style="list-style-type: none"> <li>• Working with the Community and Technical Colleges to develop a plan to “carry beyond” work samples that completed the sign-off process during high school.</li> <li>• Involving local district staff who will be responsible for partnering with community and technical colleges to assist in the registration and submission process of the COE during the scoring windows.</li> <li>• Inviting community and technical college staff members to participate in training, serve on committees, and be scorers on the Scoring Board. The COEs will only be scored at the state level in order to meet the highest levels of reliability</li> <li>• Meeting with a representative group of community and technical college staff to share the psychometric background of building a performance-based assessment. Due to its high-stakes nature, it is not possible to reduce the number of work samples submitted or the sign-off requirements as they had suggested. The changes would cause enormous validity and reliability error, and the assessment would not be reliable for graduation purposes.</li> </ul>
<p><b>How can OSPI best meet the needs of educators and prepare them for immediate implementation of COE in 2006-07?</b></p>	<p>OSPI plans to address this issue by:</p> <ul style="list-style-type: none"> <li>• Delivering state, regional, local, building, and classroom training to all teachers working with COE students.</li> <li>• Building a statewide cadre of trainers.</li> <li>• Training will take place in September 2006 to train regional staff experts in reading, writing, mathematics, and CTE COE work.</li> <li>• Training will take place in October 2006 in nine areas</li> </ul>

	<p>of the state in order to help schools identify teachers most likely to work with COE students and provide them with content-specific information on the COE.</p> <ul style="list-style-type: none"> <li>• Training will take place in November 2006 in nine parts of the state for district assessment directors to inform them about the registration timeline and administrative protocol process for submitting COEs with the deadline for submission.</li> <li>• Training in December 2006 at the State WERA Conference on both overall information regarding the COE, but also content-specific guideline training for all conference attendees.</li> <li>• Training at the January 2007 Conference on the content-specific scoring guides, exemplar tasks, and sample tasks.</li> <li>• Training in February 2007 on east/west side of the state for all teachers working with students on the COE. Teachers will: (1) learn how to develop a work sample; (2) align it with standards; (3) provide instructions for students; (4) collect the signed work sample forms; (5) complete the work sample documentation form; and (6) prepare the COE for submission.</li> </ul>
<p><b>What does OSPI plan to do to address additional teacher workload associated with COE?</b></p>	<p>OSPI plans to address this issue by:</p> <ul style="list-style-type: none"> <li>• Meeting with the Legislature after COE registrations have occurred. At that point, OSPI can make a recommendation regarding additional funding needs.</li> <li>• Publishing support materials that describe ways of reducing teacher workload in the creation of COEs. Some ideas include: (1) beginning in ninth grade, constructing class assignments so they fit within the COE Work Sample model; (2) immediately have students and teachers sign the Work Sample Sign-Off Form and have the student material stored in a secure filing system; and (3) use sample tasks from the CAA Options web page for assistance in modifying assignments to fit the COE model.</li> <li>• Enlisting the support of principals and administrators at state conferences to provide COE training and share with educators their key role to support staff with the COE in an effort to lessen the additional workload placed on teachers.</li> <li>• Encouraging districts and/or buildings to hire a staff member who organizes and supports the content teachers' work with the COE students.</li> </ul>

<p><b>How can OSPI effectively support Career and Technical Education (CTE) students and teachers in the COE process?</b></p>	<p>OSPI will address this issue by:</p> <ul style="list-style-type: none"> <li>• Working with the State Superintendent of Public Instruction to finalize the list of approved industry certificates/credentials to be used in conjunction with the COE.</li> <li>• Providing presentations and workshops specific to CTE teachers.</li> <li>• Working with an expert group of CTE educators who can build career and technical work samples that authentically address CTE coursework.</li> <li>• Hiring a .25 CTE expert to serve on staff at OSPI as a content expert to: (1) serve as a liaison between OSPI and the field; (2) have training/presenting responsibilities as well as communicating with reading, writing, and mathematics content staff.</li> <li>• Involving all CTE teachers and administrators in training, presenting, scoring, and setting standards for the COE.</li> </ul>
<p><b>How will OSPI integrate culturally relevancy and appropriateness into the COE process?</b></p>	<p>OSPI will address this issue by:</p> <ul style="list-style-type: none"> <li>• Continuing work already initiated with Dr. Michael Pavel, a tenured faculty member at Washington State University. Dr. Pavel is leading a group of educators on the inclusion of Native American curriculum and assessment materials (also known as the WSU Native American Clearinghouse) into the construction of COE work samples.</li> <li>• Continuing work already initiated with Dr. Andy Griffin, Assistant Superintendent for Higher Education at OSPI, regarding the intersection of higher education faculty at state colleges and universities, and the creation of culturally appropriate work samples for the COE.</li> <li>• Seeking a diverse group of scorers that represent many backgrounds represented by the students who submit COEs.</li> </ul>
<p><b>Is it possible to have electronic submission of COEs?</b></p>	<p>OSPI plans to address this issue by:</p> <ul style="list-style-type: none"> <li>• Meeting with Dana Anderson from ESD #113 and Scott Porrier from WEA to further discuss the applicability of electronic portfolios.</li> <li>• Communicating with the field that electronic portfolios are the direction in which the COE is heading; however, it is an equity issue at this time. Until all buildings and districts have the capacity to fully support the work of COE electronically, we need</li> </ul>

	<p>to continue to gather information.</p> <ul style="list-style-type: none"> <li>• Scanning all COEs during each scoring window. The state will keep an electronic copy of each COE so that if a student resubmits an “augmented” COE (a COE that just missed passing during the last scoring), the State will have record of it and can maintain reliability and validity standards when it is scored a second time.</li> </ul>
<p><b>What can be done to address the short timeline for the spring scoring?</b></p>	<p>OSPI plans to address this issue by:</p> <ul style="list-style-type: none"> <li>• Providing as much material and training as possible between September 2006 and April 2007. Trainings will take place every month, and the CAA Options web page will continuously add new material as it is developed.</li> <li>• Learning from the pilot. Much of the pilot involved learning, revising, presenting and then completing the whole cycle again. With a solid registration and submission schedule, teachers and administrators can focus on the clear guidelines and specific administrative protocols.</li> </ul>
<p><b>Will rule-making take place for the COE and other alternative assessments?</b></p>	<p>OSPI plans to address this issue by:</p> <ul style="list-style-type: none"> <li>• Continuing to meet with the Assistant Attorney General for OSPI and the State Board and working out the potential legal issues.</li> </ul>

S:Assessment/CollectionofEvidence/Aug17-OSPIResponsetoPublicFeedback



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## SUPERINTENDENT OF PUBLIC INSTRUCTION

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Dear Chair Ryan and Members of the State Board of Education:

We are looking forward to our meeting with you October 26-27, 2006. The content guidelines and administrative protocols have been revised again based on insightful review by an ESD and district training of trainers group of 69 educators September 18-19, 2006. They did a great job giving us thoughtful feedback that we used to make purposeful revisions that improved the document.

The scoring criteria and scoring process materials have been sent you in the format they were presented in September, 2006. OSPI follows the standards for reliability and validity, and we will be providing a National Technical Advisory Committee member for testimony on our program.

We have attached new materials that are going forward to the field beginning on October 5, 2006. The CAA Options staff will travel to nine different regions of the state to spend a day in training with teachers and administrators on the core components of the Collection of Evidence (COE). We believe the materials will be of high interest to the State Board; they are prototype work samples and student work samples developed by students and teachers from the 2006 pilot.

In order to support your reading of the student work, we want to provide you with a few definitions of key terms that will ground your understanding of the student work.

**Prototype Work Sample Template:** a blank document that teachers can fill out when they are planning their classroom assignments. The form prompts them to identify the targeted skills, align them with state content standards, and determine if the work sample will be on-demand or independent.

**Student Work Sample Template:** a blank document that teachers can fill out when they are evaluating their student's work. The form is downloadable from the CAA Options website, and teachers can insert student work sample and use the scoring criteria to evaluate.

**Prototype Work Sample:** similar to the template, the prototype is an example of a classroom assignment teachers can follow in creating their own work samples.

**Student Work Sample:** similar to the template, the student work sample is "filled in" with both student work and annotated comments about the performance of the work sample.

We hope that you will enjoy reviewing the work samples produced by students in the State of Washington. We have included many different types of assignments and student work for you.

Sincerely Yours,

  
Lesley Klenk, Ph.D.  
CAA Options Administrator  
Office of the Superintendent of Public Instruction



*CAA Options Collection of Evidence*

Prototype Work Sample - Writing

Mode/Purpose:

Form:

Teacher Assistance:

On-demand

Extended Time

Student Explanation:

Prompt or classroom assignment:

*CAA Options Collection of Evidence*

Student Work Sample - Writing

Mode/Purpose:

Form:

Teacher Assistance:

On-demand

Extended Time

Student Explanation:

Prompt or classroom assignment:

Student Work:

Annotations:

*CAA Options Collection of Evidence*

Student Work Sample Writing  
*The Thing I Carry*

<b>Mode/Purpose:</b> The purpose is to explain.	<b>Form:</b> Reflective Essay	<b>Teacher Assistance:</b> Yes
<b>On Demand:</b> No	<b>Extended Time:</b> Yes—Multiple Drafts	<b>Student Explanation:</b> Paper written before explanation required

**Classroom Assignment:** Write a personal essay entitled “The Things I Carry”. You must show the reader what you carry and why you carry it. Your only requirement is to use “SHOW” writing and to be as honest as possible (without having to reveal anything that might make you uncomfortable. Write about the “stuff” you lug around with you in your life.

**Student Work:**

*This paper was written by a Washington State 10<sup>th</sup> grade student and appears exactly as it was written.*

**The Thing I Carry**

Some people carry guilt. Some people carry envy. Some people carry sorrow and pain and sickness and hatred. I carry a secret. I carry a secret that no one should have to bear.

Most people would tell you about the loving, meaningful relationships that they share with their fathers. I listen to the stories of deep conversation and heartfelt, tender moments with no picture in my mind of what that would be like. My father terrified me

as a child. He never hit me. He never so much as raised a hand to me, but yet, I did everything in my power to avoid him. Nothing ever pleases my father. I doubt anything ever will.

“Why aren’t you first on the batting list?”

“Why don’t you do what I tell you to do?”

“Do things the right way! The way I tell you!”

At first, I would cry when he raised his voice to yell at me for trivial things like forgetting to bring a scrunchie to softball practice or not using my napkin during dinner. Eventually, I learned to shut off my emotions during this, to become a doll, letting the hurtful words wash over me. It was the only way I could stand being in the same room with him.

Even after the divorce, my dad didn’t change much. I was the one who changed. I had hardened into something unrecognizable by my parents, by my friends, by me. I no longer feared my father’s wrath, I scorned it. Instead of sitting passively on the couch while he screamed my failures for the world to hear, I would lash back. Defending whatever self-esteem I had left by that point. To escape my brother and sister and I, my father would often retreat into his bedroom to play his guitar. The soft chords wafting through the walls almost made me feel welcome. I believe I liked my father best during this time. But my new hostile attitude wouldn’t let me go further.

I remember that day quite clearly. I remember the smooth, cool touch of the kitchen counter under my shaking fingers in the dimly lit dining room at my step dad’s house. I remember the darkness outside the window as the night devoured the day-blue sky. I remember the grief-tinged voice of my mother saying, “He’s been doing marijuana ever since you were born.” My heart collapsed. While I never dreamed that my dad and I

could ever repair our broken relationship, I still felt blackness in the part of me that still loved him. The part of me that felt betrayed, abandoned, ripped open and left bleeding. I lost all respect for him. The trips to his room to soothe himself with music were really drug trips. The parties and BBQ/s with his friends were really excuses to drink and get high. I couldn't even cry. I felt empty. I hated my father for keeping this from me. I loved him for the few memories of happiness he'd given me, where'd I'd actually felt like his daughter. A secret reservoir of strength, stored, perhaps, for just this moment, was tapped into. I would never tell him that I knew. I would simply love him. Love him until he sees that drugs can't solve problems, drugs can't mend relationships, and drugs can't erase the look on your daughters face every time you make her cry. I would pray. I would try. I would change again. But this time, I wouldn't change out of anger and resentment; I would change to save my father,

I won't pretend that things are magically better. I've run away twice from his house when it was too apparent that drugs and alcohol were going to turn our father into something we didn't want to see. But I have tried to make a difference. I look him in the eye when he talks to me. I answer when he asks me a question. When he says, "I love you," I say, "I love you too Dad." This secret I will carry with me for as long as my life allows it. But I also carry new hope and a new peace that not all is lost. And someday, maybe, I will carry the love and acceptance for my father that I know he carries for me.

### **Annotations:**

#### **Content, Organization, Style (COS)**

- This response demonstrates a strong ability to explain effectively. The focus is consistent, and ample supporting details are provided to explain why the

student carries "a secret that no one should have to bear." In the introduction, the student, rather than listing three things to explain the secret she bears, begins by using repetition to mark the intense emotions that other people might carry with them (*Some people carry guilt. Some people carry envy. Some people carry sorrow and pain and sickness and hatred*). In contrast, she effectively uses repetition again to lead the reader toward feeling the intensity of what she carries (*I carry a secret. I carry a secret that no one should have to bear*). This use of repetition and the incorporation of intense, conflicting emotions (*My father terrified me as a child...He never so much as raised a hand to me, but yet...*) serve to lead the reader into the speaker's private memories and thoughts. The writer continues to use repetition throughout the piece to emphasize and enlarge her central ideas (*I was the one who changed. I had hardened...I no longer feared...I scorned it...I would lash back...*). In addition, the writer weaves a rich sequence of details and imagery (*soft chords wafting through the walls...*) in support of both theme and tone.

- The writer maintains control of her topic, beginning by illustrating the secret as she contrasts others' experiences with her own (*Most people would tell you about the loving, meaningful relationships they share with their fathers...My father terrified me as a child*). The writer continues to elaborate, incorporating elements of dialogue that bring her father's abusive voice directly to readers' ears (*"Why aren't you first on the batting list?" "Why don't you do what I tell you to do?" "Do things the right way! The way I tell you!"*).

- The following three paragraphs move smoothly into the writer's reaction to this abuse (*At first I would cry...I was the one who changed. I had hardened into something unrecognizable to my parents, by my friends, by me... The part of me that felt betrayed, abandoned, ripped open and left bleeding*). The cohesive structure of this essay—this is what happened, this is how I reacted, and this is where I am now—is supported by relevant details and anecdotal evidence (*I remember the grief-tinged voice of my mother saying, "He's been doing marijuana ever since you were born." My heart collapsed*). This layered elaboration engages the reader and underscores the response's central theme. The concluding paragraph portrays the writer as remaining in control—staying true to her ideas as she references her understandings of and responses to her "secret" (*I won't pretend that things are magically better... This secret I will carry with me for as long as my life allows it*).

- The writer is careful to provide transitional words and phrases between and within paragraphs that guide the reader through the text (*At first, Eventually, Even after the divorce, To escape, I remember that day quite clearly, While I never dreamed, And someday*).

- Word choice and images are engaging (*Eventually, I learned to shut off my emotions during this, to become a doll, letting the hurtful words wash over me*). Strong verbs and use of the active voice add power to the writing (*hardened, feared, scorned, screamed retreat, devoured, tapped, pretend*).

- An inviting introduction and a conclusion that echoes its theme and tone (*I carry a secret that no one should have to bear,... This secret I will carry with me for as long as my life allows it*), in addition to a well-elaborated and organized

response, provides a sense of completeness and wholeness.

- The best-fit **Content, Organization, and Style** score for this piece of writing is a 4.

### **Conventions (CONV)**

- This piece of writing consistently follows the rules of Standard English:
- The student has spelled commonly-used as well as somewhat more challenging words (*trivial, reservoir, magically*) correctly.
- Capitalization rules, including titles, proper names, sentence beginnings, are followed.
- Punctuation rules are followed, with a few exceptions: an incorrect plural indicator (*BBQ/s*) and a missing apostrophe to indicate the possessive (*your daughters face*).
- Some usage problems occur, including an object of the preposition error (*To escape my brother and sister and I...*).
- Sentences are complete and correctly punctuated, with two exceptions (*Defending whatever self-esteem I had left by that point. I no longer feared my father's wrath, I scorned it*).
- Paragraphs are consistently and appropriately indicated.

The best-fit Conventions score for this paper is a 2.

*CAA Options Collection of Evidence*

Student Work Sample Writing  
*Constitutional Issues: Civics*

<b>Mode/Purpose:</b> The purpose is to persuade.	<b>Form:</b> Essay	<b>Teacher Assistance:</b> Yes
<b>On Demand:</b> No	<b>Extended Time:</b> Yes—Multiple Drafts	<b>Student Explanation:</b> Paper written before explanation required

**Classroom Assignment:** Citizens in a democracy have the right and responsibility to make informed decisions. You will make an informed decision on a public issue after researching and discussing different perspectives in this issue.

Directions to Students

In a persuasive paper or presentation, you will:

- 1) Select an issue and explain how the issue connects with democratic ideals and/or constitutional principles.
- 2) Evaluate other points of view on this issue.
- 3) Explain how court cases and/or government policies affect the interpretation of rights involved with this issue using specific references.
- 4) Develop a position on the issue that analyzes how individual rights and the common good can be balanced in relation to the issue.
- 5) Provide accurate reasons to support your position.

**Student Work:**

*This paper was written by a Washington State 10<sup>th</sup> grade student and appears exactly as it was written.*

**Constitutional Issues: Civics**

More likely than not you have heard of California's three-strike law. Though more than half the states have developed some form of the three-strikes method, California's law is particularly strict in that although the first two strikes must qualify as serious felonies, the crime that triggers the 25 years to life sentencing can be any felony, even a non-violent one. Additionally, prosecutors possess the power to consider a crime that would normally be a misdemeanor as a felony, depending on the suspect's prior record. Are punishments bearing a realistic relationship to the seriousness of the actual crime? As a result, are offenses being judged too harsh or severe? Talk to some people and they may argue that this is the toughest criminal law of the land and violates our rights as American citizens. Others firmly support it and claim that this system is establishing justice reasonably and fairly and has been nothing but effective and beneficial to our country. Simply put, the answers will vary depending on whom you ask. The three-strike law of California is justified because it stops career criminals, recognizes the severity of a nonviolent offense, and reduces crime.

If you take a look at the individuals serving time under the three-strike law, you will notice an evident pattern – a long and violent previous record. Even in the cases in which a nonviolent felony triggered a 25-year-to-life sentence, 95 percent of the convicts had previously committed various violent acts. Their rap sheet consisted of assaults, rapes, serial burglaries, robberies, and sexual molestations. Opponents of the law hold up examples of low-level felonies that have triggered lengthy sentences and argue that courts are violating the Eighth Amendment which prohibits "cruel and unusual punishment." California attorney, George Kennedy, points to the case of John Bunyard. In 1995, he was arrested for attempting to pick up a 14 year-old girl. In most states, Bunyard would have received a three year sentence, considering the crime never became violent. Authorities in California pushed for the three-strike conviction after they examined his

criminal record, which included two murders, a robbery, kidnapping, and assault on a police officer. In another instance, Gary Ewing, a long-time felon, was imprisoned for life after stealing three golf clubs. Critics of the three-strike law imply that such a sentencing is neither rational nor proportional, but what they fail to mention or acknowledge is that Gary Ewing had been convicted for four previous, serious felonies prior to his final conviction. People need to be held accountable for their relentless illegal behavior. Though there will always be those people who choose crime as a career, it is up to us to put an end to such an option.

With all of the commotion and controversy regarding what qualifies as a third strike, nonviolent felonies have a tendency to be pushed aside. "I'm not a killer. I'm not a rapist. I should be doing three years for a petty theft...because I didn't kill anybody. I didn't hurt anybody," says Leandro Andrade, a 44 year-old man who was given two life-sentences for stealing nine children's video tapes from K-MART. His prior offenses include marijuana dealing, escaping from prison, and two home burglaries. Though none of Andrade's prior run-ins with the law involved violence, they affected the lives of innocent individuals. It is certainly true courts should take into consideration the severity of the crime, but they should not base it simply on whether it was violent or nonviolent. Ask any victim who has had their home or shop broken into and ransacked – they feel violated and disrespected, regardless of whether or not a weapon was used. Small businesses are constant victims of "nonviolent" shoplifters, but this does not change the fact that they lose thousands of dollars yearly. Should these sufferers pay a higher price, merely because there was no weapon or force used in the crime? The three-strike law acknowledges the impact of these nonviolent offenses, demands accountability, and reflects common sense. Those who want to stay out of jail should stay out of trouble.

Two hundred years ago, Thomas Jefferson said the first duty of the government is the protection of its people. Even today, political leaders declare the government's main objective is to "protect our citizens from all enemies, both foreign and domestic." In order for children to learn, families to reside, and business to thrive, the environment must be free from fear and anxiety. In 1994, when Californians overwhelmingly passed the three-strike law, the theory was plain and simple. If the small percentage of criminals who commit the vast majority of crimes were locked up, the crime rate could be

effectively lowered and thousands of lives could be saved. California's system may be the most unyielding, but they are the only state that has seen such a drastic outcome. Ten years later, the results show a successful 42% crime reduction. Clearly, the three-strike law has been effective when it comes to diminishing crime and producing safer streets.

Criminal acts throughout the United States have been escalating with the hassles, stress, and hectic nature of our daily demanding lives. When crime rates go up, people move to safer places, taking their families and their jobs with them. Business fail to stay open when they are being vandalized and raided on a weekly basis and their customers are being intimidated and attacked. Crime is destructive, and if left overlooked, will corrupt every town in America. With California's three-strike law, we can virtually eliminate repeat criminal offenders and, as proven in recent studies, drastically reduce crime and violence. Those who feel that their privacy or safety has been violated will finally be taken seriously. The law is clear and straightforward: commit three felonies and spend 25 years to life in prison. That should be enough motivation for people to change their destructive lifestyles. To me, the only thing more alarming than a 25-year old serving a life sentence under the three-strike law is to know that there are people out there who actually feel sorry for him.

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## Annotations:

### Content, Organization, Style (COS)

- This response demonstrates a strong ability to persuade the reader that the “three-strike law” in California should remain on the books. The introduction begins by presenting background evidence and information about California’s law (*...the first two strikes must qualify as serious felonies, the crime that triggers the 25 years to life sentencing can be any felony, even a non-violent one...*). The writer is also careful to point out different points of view concerning this law. (*As a result, are offenses being judged too harsh or severe? Talk to some people and they may argue that this is the toughest criminal law of the land and violates our rights...Others firmly support it and claim that this system is establishing justice...*). The final sentence clearly states the writer’s position (*The three-strike law of California is justified because it stops career criminals, recognizes, the severity of a nonviolent offense, and reduces crime*).
- The second paragraph provides support for the law “stop[ping] career criminals.” Elaboration of this point is done with facts (*If you look at individuals serving time under the three-strike law, you will notice an evident pattern – a long and violent previous record*). Before he presents anecdotal support/evidence, he effectively allows for the opposition’s point of view (*Opponents of the law hold up examples of low-level felonies that have triggered lengthy sentences and argue that courts are violating the Eighth Amendment which prohibits “cruel and unusual punishment”*). The anecdotal support describes the controversial case of John Bunyard and the case of Gary Ewing, a “long-time felon...imprisoned for life after stealing three golf clubs [who had also been] convicted of four previous, serious felonies prior to his final conviction.” Paragraph 3 offers support for the law in regard to “the severity of a nonviolent offense.” He again provides anecdotal support (*Leandro Andrade*) and allows for the opposition in the form of a concession and rebuttal strategy (*It is certainly true courts should take into consideration the severity of the crime, but they should not base it simply on whether it was violent or nonviolent*). The elaboration continues with examples that present specific information about “nonviolent offenses” (*Small businesses are constant victims of ‘nonviolent’ shoplifters...*) and the need for these criminals to be made accountable.
- Paragraph 4 offers support for the position that (*...the three-strike law has been effective when it comes to diminishing crime and producing safer streets*). The support offered includes ideas from Thomas Jefferson, quotations from the Constitution of the United States, and facts and results concerning California’s law. The conclusion includes cause/effect, the writer’s stance restated, and a final statement that leaves the reader with ideas to think about and consider.
- Fairly sophisticated transitions move the reader through this piece both between and within paragraphs (*Additionally, As a result, Others firmly support,*

*in another instance...).*

- The words chosen have a consistent persuasive tone (*this system is establishing justice because it stops career criminals, recognizes the severity of nonviolent offense, and reduces crime. Though there will always be those people who choose crime as a career, it is up to us to put an end to such an option, Those who want to stay out of jail should stay out of trouble, Clearly the three-strike law has been effective when it comes to diminishing crime and producing safer streets, To me, the only thing more alarming than a 25-year old serving a life sentence under the three-strike law is to know that there are people out there who actually feel sorry for him).*

- Sentences are varied in length and style. Simple, compound, and complex sentences are well mixed.

- Combining word choice, well-written elaboration, and a clear organizational pattern, the person behind the words is clearly seen. The final sentence (*To me, the only thing more alarming...*) directly appeals to the reader and makes the author's position crystal clear.

- The best-fit **Content, Organization, and Style** score for this piece of writing is a 4.

### **Conventions (CONV)**

- This response consistently follows the rules of Standard English for usage:

- With the exception of *prosecutors* and *marijuana*, all words are spelled correctly.

- Capitalization rules are followed throughout.

- Usage rules, with the exception of one incidence of a pronoun-antecedent error (*Ask any victim who has had their home or shop ransacked...*), along with a part of speech error (*In 1994, when Californians overwhelming[ly] passed the three-strikes law...*), are generally followed.

- Punctuation is consistently correct, with the exception of the need to indicate hyphenation (*14 year-old, three year sentence*).

- The paper exhibits the use of complete sentences throughout.

- The best-fit Conventions score for this piece of writing is a 2.

*CAA Options Collection of Evidence*

Prototype Work Sample – Mathematics

Content Target(s):

Process Target(s):

On-demand: Yes  No

Prompt or classroom assignment:

*CAA Options Collection of Evidence*

Student Work Sample – Mathematics

Content Target(s):

Process Target(s):

On-demand: Yes  No

Prompt or classroom assignment:

Student Work:

Annotations:

CAA Options Collection of Evidence

Prototype Work Sample – Mathematics

Content Target(s):

This prompt covers the entire *Attributes and Dimensions* content target. (ME01) The prompt provides an opportunity to demonstrate understanding of how a change in one linear dimension affects surface area and volume.

Process Target(s):

This prompt covers the entire *Organize, Represent and Share Information* process target. (CU02) The prompt provides an opportunity for students to communicate understanding using clear mathematical language and organization.

On-demand: Yes  No

Assignment:

### Clay Cylinders

A sculptor uses clay cylinders to create statues. All the cylinders she currently has are special; the height of the cylinder is equal to the base radius of the cylinder. The sculptor wants to buy different sized cylinders for a project. She wants to know the different volumes and surface areas of the cylinders. Here are two cylinders she can choose from.

1. One type of clay cylinder she could buy is Cylinder A. Cylinder A has the same base radius as the cylinders she currently has. The height of Cylinder A is four times the height of the cylinders she currently has.
  - a. How does the difference in the height between the two sizes of cylinders affect the volume? Explain how you know your answer is correct.
  - b. How does the difference in the height between the two sizes of cylinders affect the surface area? Explain how you know your answer is correct.
2. Another type of cylinder she could buy is Cylinder Z. Cylinder Z has the same height as the cylinders she currently has. The base radius of Cylinder Z is three times the base radius of the cylinders she currently has.
  - a. How does the difference in the base radius between the two sizes of cylinders affect the volume? Explain how you know your answer is correct.
  - b. How does the difference in the base radius between the two sizes of cylinders affect the surface area? Explain how you know your answer is correct.
3. The sculptor wants to see scale drawings of how the three cylinders relate before she buys anything.

Create scale drawings of the three types of cylinders: the original cylinder, Cylinder A, and Cylinder Z. Be sure to label the type of cylinder, base radius, and height of each cylinder.

## CAA Options Collection of Evidence

### Student Work Samples – Mathematics

**Content Target(s):**

This prompt covers the entire *Attributes and Dimensions* content target. (ME01) The prompt provides an opportunity to demonstrate understanding of how a change in one linear dimension affects surface area and volume.

**Process Target(s):**

This prompt covers the entire *Organize, Represent and Share Information* process target. (CU02) The prompt provides an opportunity for students to communicate understanding using clear mathematical language and organization.

On-demand: Yes  No

**Assignment:**

### Clay Cylinders

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1. One type of clay cylinder she could buy is Cylinder A. Cylinder A has the same base radius as the cylinders she currently has. The height of Cylinder A is four times the height of the cylinders she currently has.
  - a. How does the difference in the height between the two sizes of cylinders affect the volume? Explain how you know your answer is correct.
  - b. How does the difference in the height between the two sizes of cylinders affect the surface area? Explain how you know your answer is correct.
2. Another type of cylinder she could buy is Cylinder Z. Cylinder Z has the same height as the cylinders she currently has. The base radius of Cylinder Z is three times the base radius of the cylinders she currently has.
  - a. How does the difference in the base radius between the two sizes of cylinders affect the volume? Explain how you know your answer is correct.
  - b. How does the difference in the base radius between the two sizes of cylinders affect the surface area? Explain how you know your answer is correct.
3. The sculptor wants to see scale drawings of how the three cylinders relate before she buys anything.

Create scale drawings of the three types of cylinders: the original cylinder,

Cylinder A, and Cylinder Z. Be sure to label the type of cylinder, base radius, and height of each cylinder.

Student Work:

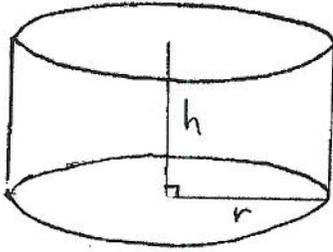
1a. The volume formula for a cylinder is  $\pi r^2 h$  and cylinder A is 4 times taller. It makes  $\pi r^2 (4h)$  and so cylinder A is 4 times bigger than the original cylinder she had.

1b. The surface area is  $\pi r^2 + 2\pi r h + \pi r^2$  for the top and the side and the bottom.  $h = r$  so  $\pi r^2 + 2\pi r \cdot r + \pi r^2$  and that's  $4\pi r^2$ . When the height is 4 times, it makes  $\pi r^2 + 10\pi r r + \pi r^2$  and that makes  $12\pi r^2$  so it's 3 times the surface area.

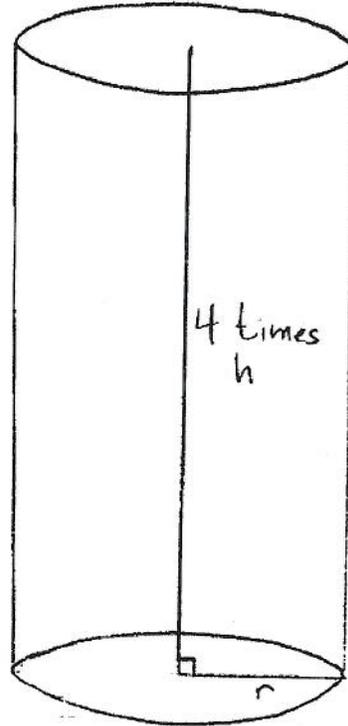
2a. Again the volume is  $\pi r^2 h$  and as cylinder Z has a radius 3 times the original radius. So cylinder Z is  $\pi (3r)^2 h = \pi 9r^2 h$  so it's 9 times bigger than the original cylinder.

2b. Surface area was  $\pi r^2 + 2\pi r h + \pi r^2$  which makes  $4\pi r^2$  and when the radius is 3 times it makes  $\pi (3r)^2 + 2\pi (3r)r + \pi (3r)^2$  or  $9\pi r^2 + 6\pi r \cdot r + 9\pi r^2$  and that's  $24\pi r^2$  so it's 6 times bigger.

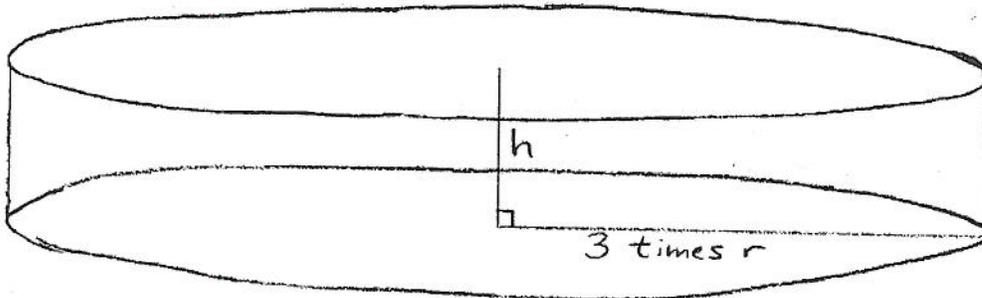
Original cylinder



Cylinder A



Cylinder Z



**Annotation:**

The student shows understanding of how a change in one linear dimension affects volume and surface area by writing the volume of Cylinder A is *4 times bigger* than the original cylinder. The student makes a computation error and writes the surface area of Cylinder A is *3 times* the surface area original cylinder. The student writes the volume of Cylinder Z is *9 times* the volume of the original cylinder and the surface area is *6 times bigger* than the original cylinder. The student gathers, represents, and shares mathematical information by drawing and labeling the three cylinders, *Original cylinder*, *Cylinder A*, and *Cylinder Z*. The drawings include the base radii,  $r$ ,  $r$ , and  $3 \text{ times } r$ , and the heights,  $h$ ,  $4 \text{ times } h$ , and  $h$ , of each cylinder. The drawing is to scale.

## CAA Options Collection of Evidence

### Prototype Work Sample – Mathematics

**Content Target(s):**

This prompt covers the entire *Patterns and Function* content target. (AS01) The prompt provides an opportunity to demonstrate understanding of recognizing and extending a non-linear pattern, writing a rule to describe a pattern, and creating a pattern or sequence of pairs of numbers representing a linear function.

**Process Target(s):**

This prompt covers the entire *Construct Solutions and Verify Results* process target. (SR05) This prompt provides an opportunity to apply strategies to determine a solution to a problem and justify results by addressing the conditions in the problem.

On-demand: Yes  No

**Assignment:**

### Books from Andonov

While on vacation in Andonov, an American tourist couple decided to send home various books they had bought there to be included in their private library. When entering the post office in a small Andonov town, they saw the following chart of postage rates:

**Cost by Weight to Send Packages**

Weight in tallos	Price in ords
Under 5	1
5 or more and less than 10	4
10 or more and less than 15	9
15 or more and less than 20	16
20 or more and less than 25	
25 or more and less than 30	36
30 or more and less than 35	49

1. One of the postage rates was apparently omitted from the chart. How would you fill in the missing value? What is the price in ords for a package that weighs 20 or more tallos and less than 25 tallos?
2. If you were to extend this chart of postage rates beyond a weight of 35 tallos, what would be the next two lines of the chart?
3. What do you think would be the cost in ords for sending a package weighing 62 tallos?
4. Write a rule for the pattern you used to answer questions 1 through 3. Give enough details so that someone could figure out postage costs from your description, without seeing the chart.
5. The tourist couple has 11 books they are sending home. There are 5 of them that weigh 12 tallos each, 3 of them that weigh 2.5 tallos each, 2 of them that weigh 6 tallos each, and 1 of them that weighs 3.5 tallos. How would you recommend they package the books in order to minimize the shipping cost? Explain how you know this way of packaging the books minimizes the shipping cost.
6. The post office in Andonov wants to change the postage rate to a linear function of weight in tallos and cost in ords. They want the cost of a package that weighs 10 or more tallos and less

tallos and cost in ords. They want the cost of a package that weighs 10 or more tallos and less than 15 tallos to stay the same (9 ords).

Create a new "Cost by Weight to Send Packages" chart that uses a linear function to determine the price in ords to send a package.

Student Work:

1. I would put a 25 because  
the pattern goes  $1+3=4$   
 $4+5=9$   
 $9+7=16$

$$\boxed{16+9=25}$$

so its just adding the odd numbers.

2.

35 or more and less than 40	64
40 or more and less than 45	81

$$49 + 15 = 64$$

$$64 + 17 = 81$$

3. It would be like  $81+19=100$  for  
45 to 50 and  $100+21=121$  for  
50 to 55 and  $121+23=144$  for  
55 to 60 and  $144+25=169$  for  
60 to 65 so it would cost  
169 ords.

4. I used adding the odd numbers  
but I also saw that if I  
divided the weight by 5 and  
then rounded the number up,  
I could square the number to  
get my answer. Like for 62  
it would be  $62 \div 5 = 12.4$   
rounded up to 13 and  
 $13^2 = 169$ .

5. If they were all together they would weigh 83 and  $83 \div 5 = 16.6$  rounded to 17 and  $17^2 = 289$ . If they sent all of them one at a time it would be  $9 \times 5$  for the 12 tallos books,  $3 \times 1$  for the 2.5 books,  $2 \times 4$  for the 6 books and  $1 \times 1$  for the 3.5 tallos book and would be  $45 + 3 + 8 + 1 = 57$  ords, which is way less than 289. So I looked for ways to get less than 57 by putting books together, like the 12 and 2.5 book

$$12 + 2.5 = 14.5 \text{ (9 ords) save 1 ords}$$

$$12 + 2.5 = 14.5 \text{ (9 ords) save 1 ords}$$

$$12 + 2.5 = 14.5 \text{ (9 ords) save 1 ords}$$

$$6 + 3.5 = 9.5 \text{ (4 ords) save 1 ords}$$

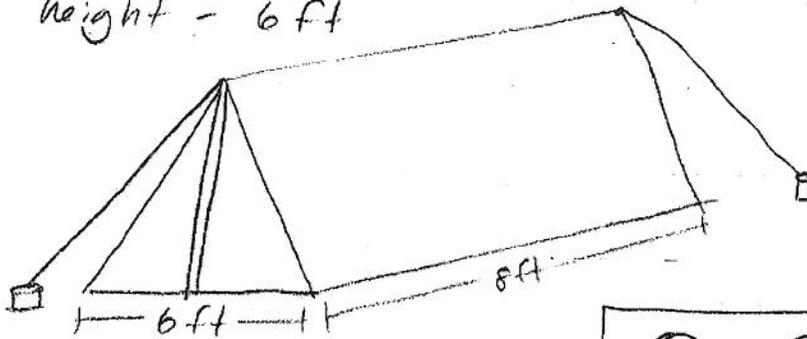
I only used these because they cost less than the books by themselves, like normally the 12 and 2.5 books would be 9 and 1 which makes 10 ords, but together they cost only 9 ords because they weigh less than 15. And these were the only way to combine the books that's cheaper than sending them one at a time. So it costs  $57 - 4$  save ords = 53 ords to send them like this 12 and 2.5, 12 and 2.5, 12 and 2.5, 6 and 3.5, 12, 12, 6 (7 groups of books)

**Annotation:**

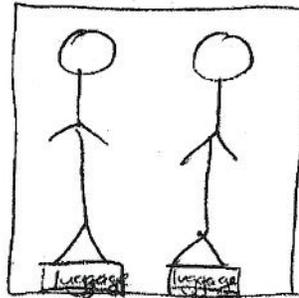
This response shows understanding of recognizing and extending a pattern, using exponents, writing a rule to describe a pattern, applying strategies to determine a solution to a problem, and justifying results by addressing the conditions in the problem. The student extends the pattern, 64 and 81. The student writes a rule for the pattern, *divided the weight by 5 and rounded and square the number*. The student applies a strategy to determine the configuration that costs the least and justifies the results, *save 1 ords, only used these because they cost less than the books by themselves, and only ways to combine books that's cheaper*. As there is no attempt to answer question #6, this response shows little or no understanding of creating a pattern or sequence of pairs of numbers representing a linear function.

Student Work with Annotations:

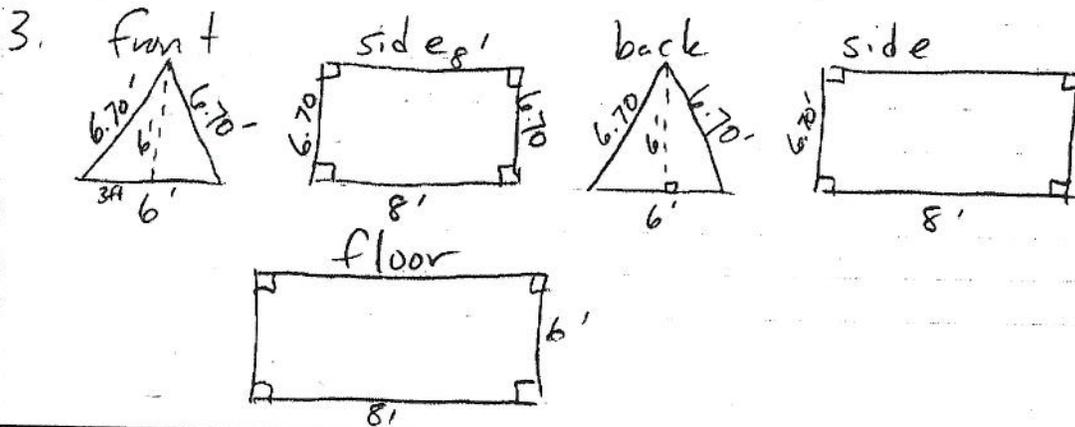
1. healing height - 4ft.  
width - 2ft  
height - 6ft



2. base =  $6 \times 8 \text{ ft}^2$   
pole = 6ft



I estimated the average male is 6ft, so I figured they needed 2ft for their luggage. At a healing height they would be about 4ft, so I figured they needed 2' extra feet to have more area to move. Therefore the pole would have to be 6ft.



$$a^2 + b^2 = c^2$$

$$3^2 + 6^2 = c^2$$

$$9 + 36 = c^2$$

$$45 = c^2$$

$$\sqrt{45} = c$$

$$\boxed{6.70 \approx c}$$

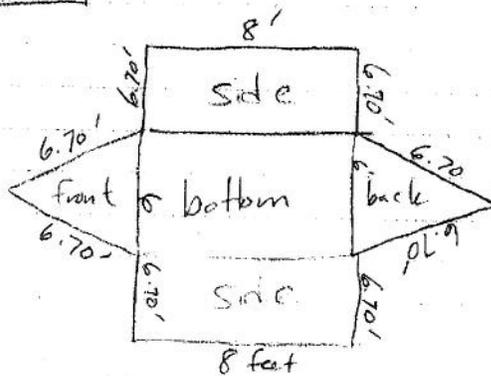
$$11^2 + 8^2 = c^2$$

$$16 + 64 = c^2$$

$$80 = c^2$$

$$\sqrt{80} = c$$

$$\boxed{8.94 \approx c}$$



4. The canvas would be bottom + 2 x back + 2 x side because the back and front are the same.

$$\begin{array}{l} \text{side} \\ l \times w = \text{Area} \\ 6.70 \times 8 = \text{Area} \\ 53.6 \text{ ft}^2 \end{array}$$

$$\begin{array}{l} \text{bottom} \\ l \times w = \text{Area} \\ 6 \times 8 = \text{Area} \\ 48 \text{ ft}^2 \end{array}$$

$$\begin{array}{l} \text{back} \\ \frac{1}{2}(b \times h) = \text{Area} \\ \frac{1}{2}(6 \times 6) = \text{Area} \\ \frac{1}{2}(36) = \text{Area} \\ 18 \text{ ft}^2 \end{array}$$

$$\text{Surface area} = 48 + 2 \times 53.6 + 2 \times 18$$

$$\text{Surface area} = 48 + 107.2 + 36$$

$$\boxed{\text{Surface area} = 191.2 \text{ ft}^2}$$

Annotation:

This response shows understanding of using formulas, including the Pythagorean Theorem, to determine measurements of triangles and prisms and communicating understanding. The student uses the Pythagorean Theorem to determine missing lengths of the tent,  $3^2 + 6^2 = c^2$ ,  $9 + 36 = c^2$ ,  $45 = c^2$ ,  $\sqrt{45} = c$ ,  $6.70 \approx c$ . The student uses a formula to determine the canvas needed (surface area) to make the tent,  $6.70 \times 8 = \text{Area}$ ,  $6 \times 8 = \text{Area}$ ,  $\frac{1}{2}(6 \times 6) = \text{Area}$ ,  $\text{Surface area} = 48 + 2 \times 53.6 + 2 \times 18$ , and 191.2 square feet. The student represents and shares mathematical information using clear mathematical language and organization through their description of the numbers chosen and labeled pictures of the tent sections.



*CAA Options Collection of Evidence*

Prototype Work Sample - Reading

Text Type: Literary <input type="checkbox"/> Informational <input type="checkbox"/>	Short Paper: Yes <input type="checkbox"/> No <input type="checkbox"/>  Literature <input type="checkbox"/> Informational <input type="checkbox"/>	Strand/Target(s):
On-demand <input type="checkbox"/>	Independent <input type="checkbox"/>	Modified <input type="checkbox"/>

Description of Assignment (statement of reading question(s)):

*CAA Options Collection of Evidence*

Student Work Sample - Reading

Text Type: Literary <input type="checkbox"/> Informational <input type="checkbox"/>	Short Paper: Yes <input type="checkbox"/> No <input type="checkbox"/>  Literature <input type="checkbox"/> Informational <input type="checkbox"/>	Strand/Target(s):
On-demand <input type="checkbox"/>	Independent <input type="checkbox"/>	Modified <input type="checkbox"/>

Description of Assignment (statement of reading question(s)):

Student Work:

Annotations:

*CAA Options Collection of Evidence*

Prototype Work Sample – Reading – Family Rivals

Text Type: Literary X Informational	Short Paper: Yes X  Literature X Informational	Strand/Targets(s): LA 05(demonstrate understanding of literary elements); LT09(evaluate ideas/themes related to the text); IT 10(extend information beyond the text, make generalizations)
On-demand <input type="checkbox"/>	Independent X	Modified <input type="checkbox"/>

Description of Assignment (statement of reading question(s):

1) Please write a short (1-3 pages) evaluative essay in which you focus on a central theme in a play or a novel. You should include an introduction to the essay in which you set up your evaluation and analysis. In the body of your essay include several points to support your essay's topic. Use text-based evidence throughout your essay to support each of your points. Lastly, finish your essay with a generalization that links your chosen theme to the common issues individuals or the larger world faces.

## CAA Options Collection of Evidence

### Student Work Sample – Reading – Family Rivals

Text Type: Literary X Informational	Short Paper: Yes X  Literature X Informational	Strand/Targets(s): LA 05(demonstrate understanding of literary elements); LT09(evaluate ideas/themes related to the text); IT 10(extend information beyond the text, make generalizations)
On-demand <input type="checkbox"/>	Independent X	Modified <input type="checkbox"/>

Description of Assignment (statement of reading question(s):

1) Please write a short (1-3 pages) evaluative essay in which you focus on a central theme in a play or a novel. You should include an introduction to the essay in which you set up your evaluation and analysis. In the body of your essay include several points to support your essay's topic. Use text-based evidence throughout your essay to support each of your points. Lastly, finish your essay with a generalization that links your chosen theme to the common issues individuals or the larger world faces.

Student Work:

Have you ever wondered what it is like to be in a family that's rivals to another family? Usually during family rivalries, families tend to argue a whole lot. Also during family rivalries, families tend to think of each other as enemies. In the play *Romeo and Juliet*, the Montagues and the Capulets had a grudge against one another.

Family rivalries often involve families arguing. For example, when Sampson and Gregory are walking they run into two kinsmen from the house of Montagues, "Tis well thou art not fish; if you hadst been poor John. Draw thy tool! Here comes two of the house of Montagues." (Shakespeare, pg. 736) These two families, the Capulets and the Montagues, didn't get along too well when it came to working together or socializing for that matter. The Capulets and the Montagues have a family grudge against each other and they don't even know why. In addition, when Benvolio tries to keep the peace amongst the two families Tybalt starts to talk more trash, "What, drawn, and talk of peace? I hate the word as I hate hell, all Montagues, and the. Have at thee, Coward!" (Shakespeare, page 737) NO matter how hard one of the families tried, the other side would not accept peace. Their grudge against one another was very tense. The two families kept fighting one another and hating each other.

Family rivalries of ten involve families to think of each other as an enemy. For example, when Juliet was talking of how stupid she thought these family rivalries were she said

herself that they were her enemies," Tis but thy name that is thy enemy. Thou art thyself, though not a Montague, What's Montague? It is not had, nor foot, nor arm, nor face. O, be some other name belonging to a man." (Shakespeare, page 768) Juliet doesn't understand why the Montague family is her families' enemy. The families' must have been arguing for hundreds of years. In addition, when Tybalt met up with Romeo the next day after the party he also said that Romeo is just a villain, which is also an enemy, "Romeo, the love I bear thee can afford no better term than this: thou art a villain." (Shakespeare, page 791) Tybalt didn't like Romeo that much if he tried to kill him. Tybalt was really mad at Romeo because Romeo and his friends went to one of the Capulets parties. Mercutio was killed by Tybalt, and Tybalt was killed by Romeo.

Since the Capulets and the Montagues have a family grudge against one another, bad things always happen between them. An important lesson I learned about family rivalries is that it is stupid and does nothing but cause trouble and death. The important thing we have to remember about family rivalries is that nothing good comes out of them.

Annotations:

Work sample fulfills descriptor of an "average to high" overall by evaluating the reasoning of the text's theme regarding feuds in the play "Romeo and Juliet." (IT19) Each new paragraph sets up a new evaluation with a statement followed by evidence from the text. The student work sample does an excellent job of setting up the "theme" of not understanding the ideas and values by others. (LA05) The student work sample also extends beyond the text by drawing conclusions and applying the information from the text to a new context – i.e.: modern families. (IT20)

*CAA Options Collection of Evidence*

Prototype Work Sample – Reading – Web Site Evaluation

Text Type: Literary Informational X	Short Paper: Yes No X  Literature <input type="checkbox"/> Informational <input type="checkbox"/>	Strand/Target(s): IA15(demonstrate understanding of text features); IT19(evaluate reasoning ideas/themes related to text); IT20(draw conclusions, apply information to other situations)
On-demand <input type="checkbox"/>	Independent <input type="checkbox"/>	Modified X

Description of Assignment (statement of reading question(s)):

Please write a short review of a website in which you evaluate its effectiveness for an audience. Provide concrete, web-based statements for support of your evaluation. Provide specific examples of the “products” or “information” the web site enables you to understand on a deeper level. Provide multiple examples of how the web site conveys its message with your own analysis.

## CAA Options Collection of Evidence

### Student Work Sample – Reading – Web Site Evaluation

Text Type: Literary Informational <input checked="" type="checkbox"/>	Short Paper: Yes No <input checked="" type="checkbox"/>  Literature <input type="checkbox"/> Informational <input type="checkbox"/>	Strand/Target(s): IA15(demonstrate understanding of text features); IT19(evaluate reasoning ideas/themes related to text); IT20(draw conclusions, apply information to other situations)
On-demand <input type="checkbox"/>	Independent <input type="checkbox"/>	Modified <input checked="" type="checkbox"/>

Description of Assignment (statement of reading question(s)):

Please write a short review of a website in which you evaluate its effectiveness for an audience. Provide concrete, web-based statements for support of your evaluation. Provide specific examples of the “products” or “information” the web site enables you to understand on a deeper level. Provide multiple examples of how the web site conveys its message with your own analysis.

Student Work:

The skills program that I'm in is Advanced Computer Education, and this site has been help in class, at home, and even as a business. The site is an online computer parts store that has helped me in a few different ways, one is that while in class we were in the hardware course, and had to build a computer system that would cost under a thousand dollars, and have all of its components compatible. Another way this site is relevant to me and the skills program I'm in, is that a couple of years ago I built a computer system off the site and then sold it for a thousand dollars. With the money I got my first car. Since then I have built other computers off the site for a couple friends, and even one for myself, that currently would cost about two thousand dollars to replace. The website is very easy to navigate through, because it has tabs that list all of the products on the site when you roll your mouse over them. And every day on their home page there are always four pages of deals for the day, these deals range from cases, to processors, to SATA cables, and these deals change everyday. And on some of the deals, shipping is also included, in the deal, or they cut the price of the shipping. Another cool feature of the site is that if someone is using dial up, there is a link to a text only site, so it won't take a long time to load all of the pictures. This site is very useful to anyone who builds computers as a business because it is so easy to navigate, and their service is great. The times that I have ordered something from them, I have never had a problem with getting it on time, and I have never had a produce be defective. I would recommend this site to anyone who wants to order computer parts over the internet.

Here is what the site navigations looks like, as you can see its set up is very easy to find anything you want in.

Shop all categories	
Shop all Brands	
Computer Hardware	Computer Hardware deals
Software	Accessories
Games	Backup Devices & Media
PCs & Notebooks	Barebone & Accessories
Digital Cameras	Cases & External Enclosures
Networking Products	Cooling Devices
Home Electronics	Hard Drives
TVs & displays	Input Devices
DVD Movie store	Memory & Flash Memory
	Motherboards

Annotations:

Work sample fulfills the descriptor of a "high" overall by evaluating and analyzing a website. The student provides concrete examples of the "usefulness of the site" by stating that the training helped him learn enough skills that he was able to purchase a new car and a new computer. (IT20). He provided a pop up menu for an example of the organization of the web site, (IA15) and he also stated a recommendation for buyers to consider the site for learning new skills and purchasing individual computer parts. (IT19) Throughout his analysis, the student takes specific information and links it to strong evaluation.