Kentucky Occupational Skills Standards Assessment
KOSSA Scenario Benchmark Papers
Released 2008

Kentucky Department of Education
Division of Career and Technical Education

Introduction

The Kentucky Occupational Skill Standards Scenario Assessment assesses students' content and technical understanding of their program area. This type of writing assessment asks students to demonstrate their learning and accomplishment in their skill area. This type of writing assessment is different from other forms of writing assessed in Kentucky (e.g., writing for publication [portfolio writing] and on-demand writing). Writing for the KOSSA scenarios is more comparable to open-response assessment than any other type of writing that is formally assessed in Kentucky.

Background

During 2007-2008, Kentucky career and technical education teachers representing different program areas met with CTE consultants at the Kentucky Department of Education to benchmark student samples of skill standards scenarios at each level of KOSSA performance (4, 3, 2, 1). During the benchmarking process, CTE consultants and CTE teachers reviewed different prompts from past years of KOSSA and selected student scenario responses from the chosen program area prompts to determine a "benchmark" or model example, for each of the score points possible. A benchmark identifies a model response for a score point

For example, CTE teachers reviewed all of the student samples that scored "4" during the skill standard assessment to determine the best example or examples of responses that demonstrate the expectations of the prompt for that score point. When selected, that "4" benchmark becomes the standard by which other responses are scored. Responses that demonstrate the expectations similar to the "4," should score a "4" during the skill standard assessment. Likewise, teachers may use these benchmarks during instruction to help students improve so that they may perform better during the actual assessment. The process was repeated for all four score points.

It is the hope of the Kentucky Department of Education, the Division of Career and Technical Education, and the benchmark selection committee that these samples will provide CTE teachers resources to encourage even greater student achievement in the skill standards program areas.

Purpose of this document

The benchmarks selected for each score point and for each program area are intended to answer these questions:

- How are the prompts organized (so teachers may use them as a model for their own)?
- What are the standards by which student responses are scored?
- What do the responses look like at each of the score points?

- How can teachers help students improve their responses to better communicate their understanding of the content?
- How is this type of writing important to help scaffold instruction toward other important kinds of writing? (e.g., writing for publication)

Contents of this document

For each program area represented, teachers will find:

- Rubric for each scenario
- An unannotated copy of each benchmark
- An annotated copy of each benchmark
- A rationale for the score of the benchmark
- Instructional strategies to utilize when using the benchmarks for instruction (included on the rationale page)

How to use this document

Because the prompts for the different program areas identify specific expectations for student performance (4, 3, 2, 1) benchmarks are used to exemplify the standard for each of the scoring points.

By modeling the structure and organization of the prompts and scoring criteria, teachers may develop their own from their units of study. By using the benchmarks as instructional samples, teachers may better understand the expectations of the assessment to promote learning within their classrooms. This benchmark set will show teachers sample prompts for the different program areas and sample responses to use with students.

After asking students to write to a prompt, teachers may analyze their students' responses at the different score points to measure student learning during class and to gauge where their students may perform during the actual assessment.

It is important that teachers understand that the responses generated during the Skill Standards assessment is writing to demonstrate learning and it NOT the same as writing for publication (portfolio writing). These types of writing have different purpose. However, they are connected. Teachers should recognize how this type of writing may be scaffolded to help students eventually write for publication.

KOSSA Scenario Benchmark Paper
Programs' Selection Committee

Thank you to the following Educators who made the Benchmark Paper project a reality.

Allied Health
Tammy Geary, Oldham County Career and Technical Center
Ellen Osborn, Scott County High School

Child Development
Marilyn Bailey, Barren County High School
Kimberlea Embry, Butler County High School
Melanie Franks, East Carter High School
Debbie Isaacs, Campbell County High School
April Roberts, Western Hills High School
Stacy Skaggs, Green County High School

Culinary Arts
CheyAnne Fant, Barren County High School
BonnieTurner, Hart county High School
Sandy Johnson, Bryan Station High School
Veronica Carmical, Whitley County High School

Financial Services
Janie Proffitt, Henderson County High School
Aimee Wilson, Western Hills High School
Janie Pennington, Elizabethtown High School

Horticulture
Christi Hack- Jessamine County
Regina Fritsch- Scott County
Camille Rice- Wolfe County

Live Stock
Kenny Brammell, East Carter High School
Doug Wilson, Jackson County High School
Donna Remington, Washington County High School

Marketing
David Silver, Madison Central High School
Patty Evans, Taylor County High School
Jane Harris, Retired Teacher, Hopkins County Central High School

SCENARIO A

STANDARDS

OC002 Implement learning activities in all curriculum areas that meet the developmental needs of children
OC003 Implement an integrated curriculum that incorporates a child's language, learning styles, home experiences, and cultural values
OC004 Demonstrate a variety of teaching methods to meet individual needs of children
AA003 Demonstrate competence in writing and editing documents, using correct grammar and punctuation

SCENARIO

Ms. Jackson has a group of 3-4 year olds with diverse backgrounds. Her classroom is set up with the following learning centers: reading/language arts, math & science, art and music.

TASK

Develop one activity in each of the four learning centers relating to the theme, family. Support how each activity addresses the needs of her diverse students.

EVALUATION CRITERIA

You must score a 3 or 4 on the scenario in order to pass this portion of the assessment.

SCORING RUBRIC

4

- Develops one age appropriate activity for each of the four centers relating to the theme of family
- Thoroughly supports each activity in regards to diversity
- Well organized and communicates effectively
- Few grammar and spelling errors but they do not distract the reader

3

- Develops one age appropriate activity for three of the four centers relating to the theme of family
- Adequately supports three activities in regards to diversity
- Mostly organized and communicates effectively
- Some grammar and spelling errors but they do not distract the reader

2

- Develops one age appropriate activity for two of the four centers relating to the theme of family
- Somewhat supports two activities in regards to diversity
- Somewhat organized
- Several grammar and spelling errors but they do not distract the reader

1

- Develops one age appropriate activity for one of the four centers relating to the theme of family
- Little or no explanation in regards to diversity
- Limited organization and limited effective communication
- Many grammatical and spelling errors that distract the reader

KOSSA Benchmark Sample Discussion

Program Area: Child Development
Score Point 4
Sample 1

Score Rationale

This response scored a 4 because the student developed one activity for each of the 4 learning centers. All activities clearly related to the theme of family and supported the topic of diversity. The student's response is well-organized with effective communication. The student demonstrates control of spelling and grammar errors.

Teaching Points

Teachers may use this sample during instruction to:

- Discuss learning centers within a classroom set-up that relate to an overall theme.
- Show students how effective responses may be organized. May use different examples with the same score to show various ways to organize your response while continuing to remain effective.
- Point out how student identifies appropriate activities, relates them to the overall theme while using effectively organization and communication skills. (Answering all parts of each question.)
- Discuss with students the differences between "thorough" explanation (score point 4) and "adequate" (score point 3) by comparing samples.

Scenario A

45w

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

STATE STUDENT ID# 1955432727

ASSESSMENT NAME Child Development

Mrs. Jackson's 3-4 year old classroom has diverse backgrounds. Her classroom has four different learning centers. The centers include Reading/lang. arts, Math and Science, art and music. Here is an activity for each of the four learning centers that relate to the theme, family.

* Reading/lang. arts - For this activity, Mrs. Jackson could read a book to the children about a family. After the book is read to the children, Mrs. Jackson can then go around to each child and ask that child how their family is similar to the family in the book.

* Math/Science - For this activity, Mrs. Jackson could ask each child to go home and count all the people who live in their house. When the children come the next day with that number, then Mrs. Jackson can make a chart to show the children who has the smallest family and also, who has the largest family.

* Art - For this activity, Mrs. Jackson could give the children markers, crayons, and paper. Next, Mrs. Jackson could ask the children to draw and color a picture of their family.

* Music - For this activity, Mrs. Jackson could ask the children to go home and with their family, choose just one of their family favorite songs. The next day the children can listen to all the different songs from each different family.

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

Child Development Assessment Scenario: A ID: 1955432727

The Reading/lang. arts activity addresses the needs of her diverse students because, this activity shows how similar and different that each family can be.
The Math/Science activity addresses the needs of her diverse students because, this activity shows that all families are very different when it comes to size.
The Art activity addresses the needs of her diverse students because, this activity shows how each family is very different when it comes to race, age, origin and much more.
The Music activity addresses the needs of her diverse students because, this activity can show how different that each family can be in terms of music.

091182

Scenario A

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

STATE STUDENT ID# ___

ASSESSMENT NAME Child Development

Mrs. Jackson's 3-4 year old classroom has diverse backgrounds. Her classroom has four different learning centers. The centers include Reading/lang. arts, Math and Science, art and music. Here is an activity for each of the four learning centers that relate to the theme, family.

1 * Reading/lang. arts - For this activity, Mrs. Jackson could read a book to the children about a family. After the book is read to the children, Mrs. Jackson can then go around to each child and ask that child how their family is similar to the family in the book.

2 * Math/Science - For this activity, Mrs. Jackson could ask each child to go home and count all the people who live in their house. When the children come the next day with that number, then Mrs. Jackson can make a chart to show the children who has the smallest family and also who has the largest family.

3 * Art - For this activity, Mrs. Jackson could give the children markers, crayons, and paper. Next, Mrs. Jackson could ask the children to draw and color a picture of their family.

4 * Music - For this activity, Mrs. Jackson could ask the children to go home and with their family, choose just one of their family favorite songs. The next day the children can listen to all the different songs from each different family.

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

Child Development Assessment Scenario: A ID: 1955432727

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The Art activity addresses the needs of her diverse students because, this activity shows how each family is very different when it comes to race, age, origin and much more.
The Music activity addresses the needs of her diverse students because, this activity can show how different that each family can be in terms of music.

-All learning activities related to family and there is one from each learning center.
~~-Considered Diversity~~
-Well organized

-Developed 4 activites - one in each of the 4 learning centers(reading/language arts,
2 math & Science
3 Art and music
-all 4 learning activites relate

to the family; Diversity is considered in each learning activities Response is well

Organized; Learning activities are effectively communicated. Few if any grammar and/or spelling errors.

091182

KOSSA Benchmark Sample Discussion

Program Area: Child Development
Score Point 3
Sample 1

Score Rationale

This response scored a 3 because the student developed one activity for 3 of the 4 learning centers. All activities clearly related to the theme of family. The student's response is well- organized and adequately considered diversity among the activities listed. The student demonstrates control of spelling and grammar errors.

Teaching Points

Teachers may use this sample during instruction to:

- Discuss learning centers within a classroom set-up.
- Discuss how to incorporate a theme within the learning centers and show how to provide examples of support with a diversified group.
- Point out how student identifies appropriate activities, relates them to the overall theme while using effectively organization and communication skills.
- Discuss with students the differences between providing "adequate" information (score point 3) and "thorough" (score point 4) information by comparing samples.

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

STATE STUDENT ID# ___

ASSESSMENT NAME Scenario A

Ms. Jackson's group of 3-4 year olds have lots of learning centers they could choose from in the family theme. During Reading time, Ms. Jackson could read a book called It's Not Easy Being a Bunny. Afterwards, she can move on to math and science as a follow-up activity to diverse families using a simple match-up game. Finally, Ms. Jackson could finish up with her art and music making puppets while "we are family" is playing in the background.

The book, It's Not Easy Being a Bunny is about a bunny named P.J. Funnybunny who is not happy with his very large family. P.J. packs his bag to find a family that he likes. He lives with bears, muskrats, possums, skunks, pigs, and even some birds. Once P.J. realizes he likes being a bunny and being apart of his enormous family, he comes home to greet his worried mother. The book provides a sense of diversity among animals which the children can relate to their own family. It's the perfect reading activity for Ms. Jackson's family unit.

During Ms. Jackson's math and science match-up follow-up, she could use a felt board to also include sensory objectives. For an example, she could make felt board pieces of different ethnic and types of families. Then, she could use words to be placed on before so the children can match them up themselves. Each family could be captioned as; caucasion, african-american, hispanic, mommy and children, grandparents, parents, couple, single father, or even big, small, tall, and short. All different families at least some of the children could recognize.

The last activities chosen for Ms. Jackson is the most

popular family puppets - Using ethnic-proper construction paper, Ms. Jackson could cut out basic ginger bread prints for the children to decorate as a family member. While the song "we are family" is playing softly in the back ground, Ms. Jackson could be setting out materials the child could use such as paint, googlic eyes, pipe cleaners, felt, string, glue, paint, and more sensory materials. It would give the children a choice of what color their puppet would be, whether it's their own color or someone else's color.

Ms. Jackson has so many choices of what she could teach the children. The choices I've given her are just an example of the many wonderful things a teacher could come up with.

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

STATE STUDENT ID# __

ASSESSMENT NAME Scenario A

Ms. Jackson's group of 3-4 year olds have lots of learning centers they could choose from in the family theme. During Reading time, Ms. Jackson could read a book called It's Not Easy Being a Bunny. Afterwards, she can move on to math and science as a follow-up activity to diverse families using a simple match-up game. Finally, Ms. Jackson could finish up with her art and music making puppets while "we are family" is playing in the background.

1 The book, It's Not Easy Being a Bunny is about a bunny named P.J. Funnybunny who is not happy with his very large family. P.J. packs his bag to find a family that he likes. He lives with bears, muskrats, possums, skunks, pigs, and even some birds. Once P.J. realizes he likes being a bunny and being apart of his enormous family, he comes home to greet his worried mother. The book provides a sense of diversity among animals which the children can relate to their own family. It's the perfect reading activity for Ms. Jackson's family unit.

2 During Ms. Jackson's math and science match-up follow-up, she could use a felt board to also include sensory objectives. For an example, she could make felt board pieces of different ethnic and types of families. Then, she could use words to be placed on before so the children can match them up themselves. Each family could be captioned as; Caucasion, African-american, hispanic, Mommy and children, grandparents, Parents, couple, single father, or even Big, Small, tall, and short. All different families at least some of the children could recognize.

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KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

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Ms. Jackson has so many choices of what she could teach the children. The choices I've given her are just an example of the many wonderful things a teacher could come up with.

-Develops 1 appropriate activity for 3 centers related to family theme
-Considers Diversity
- Well organized communicates well
~~-Few Grammar errors~~
-Needed more than playing music during art to be considered a 4th activity for music center.

094031

KOSSA Benchmark Sample Discussion

Program Area: Child Development
Score Point 2
Sample 1

Score Rationale

Even though this response provided many learning activities for all four centers, this response scored a 2 because they did not relate them to the theme of family. The student never discussed or supported how their activities addressed the topic of diversity. The answer is somewhat organized and contains several grammatical and spelling errors.

Teaching Points

Teachers may use this sample during instruction to:

- Discuss learning centers within a classroom set-up.
- Discuss how to incorporate a theme within the learning centers and show how to provide examples of support with a diversified group.
- Point out how student identifies activities but declines to show support and organization.
- Discuss with students the differences between providing "somewhat" information (score point 2) and "adequate" (score point 3) by comparing samples.

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

STATE STUDENT ID#

ASSESSMENT NAME 2007 Child Develop Assessment 3003

"Scenario A"

Ms. Jackson and her diversed 3 & 4 year old would have to set up her activities in such a fashion that has to relate to the four learning centers (relating to the theme, family)

→ Reading an activity that might be right for it would be ... for the teacher (Mrs. Jackson) to read to them, but not only that but to make the story or article very dramatic and interesting, and place kids in center of large area around you.

→ Launagage art an activity similar to that and have kids tell you about story or article well you are reading it to them. For Example: The bunny was _____." Hopping." (Kids reply)

→ Math & Science an great activites would be a bingo game to play, and have different backgrounds of animals and place around the world and add or subtract the animals or place together. Also you could have a matching game with the subject you are teaching the kids.

→ Art & Music having the children play a varity of instrutments and asking them about it and what's it like, thing like that. Art, having them draw there family and letting them tell a little bit about there lives outside of school.

→ Reading it would addresses the needs of her diversed students cause they would all fill the some and have more feelings with reading period, and communicating with others

→ Launagage art would be the same as above

→ Math & Science it would be good for the child cause of there memory and response to using all senses → on the back . . . . . .

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

→ art & math also show a big impact on there communication to make a sing or sing it. Or either paint a poster to create art, So you must have a large impact of communication with other.

094249

2

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

2

STATE STUDENT ID# _____

ASSESSMENT NAME 2007 Child develop assessment 3003

"Scenario A"

Ms. Jackson and her diversed 3 & 4 year old would have to set up her activities in such a fashion that has to relate to the four learning centers (relating to the theme, family)

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KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

→ art & math also show a big impact on have communication to make a sing or sing it, or either paint a poster to create art, so you must have a large impact of communication with other.

- Several Grammar & Spelling Errors
- Not Divided into Requested learning centers
-Many learning activites developed, but do not relate to the theme of the family

-Learning activities do not support the concept of diversity

- activites should address the 4 learning activites identified & should address Family theme
-Response is somewhat organized, but not divided into requested learning centers ; few grammar/spelling errors

094249

KOSSA Benchmark Sample Discussion

Program Area: Child Development
Score Point 1
Sample 1

Score Rationale

This response scored a 1 due to a lack of overall focus and explanation. Even though the student addresses each learning center with an activity, there is no explanation of how each activity relates to the theme of family. The student also neglects to show how each activity addresses the topic of diversity. There is an attempt to have the answer organized but the lack of effective communication and appropriate information out weighs the attempt.

Teaching Points

Teachers may use this sample during instruction to:

- Discuss learning centers within a classroom set-up.
- Discuss how to incorporate a theme within the learning centers and provide examples of appropriate activities for each center
- Show students how providing only part of the answer does not comply with the task being asked (being organized is only a small portion of your answer as you must answer all parts of the question(s) to score well).
- Discuss with students the differences between providing "limited" information (score point 1) and "adequate" (score point 3) by comparing samples.

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT \
SCENARIO RESPONSE SHEET

STATE STUDENT ID# _____

ASSESSMENT NAME Child development

Scenario a

Reading/Language Arts:

• Story time with books such as the Berotain Bears and Dr. Suess. This helps with Childrens everyday problems.

Math:

• There could be such things as flash cards with problems like 2+2 and have them try to answer.

Science:

• We could have a fish tank and show them how such things like an ecosystem works.

Art:

• Things as paint, crayons, markers, and things to draw with, and have them do crafts.

Music:

• Have little keyboards, and bells, and things.

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

STATE STUDENT ID# _____

ASSESSMENT NAME Child development

Scenario a

Reading/Language arts:

• Story time with books such as the Bearstain Bears and Dr. Suess. This helps with Childrens everyday problems.

Math:

Has Centers but not Family Theme

• There could be such things as flash cards with problems like 2+2 and have them try to answer.

Science: How? Need more explanation does not provided Family theme

• We could have a fish tank and show them how such things like an ecosystem works.

Art: What type of crafts?

• Things as paint, crayons, markers, and things to draw with, and have them do crafts.

Music: No explanation to Diversity

• Have little Keyboards, and bells, and things.

Activities are not centered around the theme of Family

Little or no explanation in Regards to diversity.

KOSSA Benchmark Sample Discussion

Program Area: Child Development
Score Point 1
Sample 2

Score Rationale

This response scored a 1 because they only listed one age appropriate activity for only one of the four centers relating to the theme of family. In addition, the student never discussed how their activity addresses the topic of diversity. There is limited organization and several grammatical and spelling errors that distract the reader.

Teaching Points

Teachers may use this sample during instruction to:

- Discuss learning centers within a classroom set-up.
- Discuss how to incorporate a theme within the learning centers and provide examples of appropriate activities for each center.
- Show students how answering only part of the scenario does not grant them a passing score. They may want to help students identify all questions they are being asked to answer within the scenario.
- Discuss with students the differences between providing "little or limited" information (score point 1) and "adequate" (score point 3) by comparing samples.

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

STATE STUDENT ID#

ASSESSMENT NAME child Development care - Scenario A

In ms. Jackson class, some activities of the four learning centers would be for reading/language arts. I would read the book "Goldilocks and the Three Bears" to the children because it deals with family when the three bears sit down and eating their poorage and go on a walk as a family. Then after reading the book to the children I would then ask them to count the bears, the beds, and the chairs that is in the story. In the story the mother bear made a nutrice bowel of poorage, I would then make some bowels of poorage for the children to eat. After that I would make the children draw a picture of the three bears as a family. Lastly I would make up a song that is involving goldilocks and the three bears. so that the kids can go home and teach the song to their family.

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

STATE STUDENT ID# _____

ASSESSMENT NAME child Development care - Scenario A

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- Develops one age appropriate activity for one of the four centers relating to the theme of family
- one age oppropriate activity related to family
- No explanation of diversity
- Spelling & Grammer errors
- Limited organization and effective communication
- Little or no explanation in regards to diversity