Kentucky Occupational Skills Standards Assessment
KOSSA Scenario Benchmark Papers
Released 2008

EVERY CHILD
PROFICIENT & PREPARED FOR SUCCESS
KENTUCKY DEPARTMENT OF EDUCATION

Kentucky Department of Education
Division of Career and Technical Education

KENTUCKY CAREER & TECHNICAL EDUCATION
LIFELONG LEARNING IN A GLOBAL SOCIETY

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
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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

KOSSA – 2007
Financial Services

SCENARIO B

STANDARDS
AB003 Use correct spelling, punctuation and grammar.
AC003 Use ideas and procedures to communicate, reason, and solve problems.
EA004 Maintain confidentiality and sensitivity of company information.
EB007 Adhere to established company rules, regulations, and policies.

SCENARIO
At the salon, Lauren, a part time teller at USA Bank, tells her stylist that she saw a check for $30,000 that Mrs. Smith (a bank customer) wrote to pay for her new car. A relative of Mrs. Smith is in the salon and overhears the conversation.

TASKS
A. Identify bank policies and procedures that Lauren has disregarded in the scenario.
B. Formulate in writing 3 consequences of Lauren's actions that could impact the reputation of USA Bank.

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

SCORING RUBRIC
4
- Thoroughly identifies bank policies and procedures that Lauren has disregarded in the scenario.
- Thoroughly formulates in writing 3 consequences of Lauren's actions that could impact the reputation of USA Bank.
- Well organized and communicates effectively.
- Few grammatical and spelling errors but they do not distract the reader.

3
- Adequately identifies bank policies and procedures that Lauren has disregarded in the scenario.
- Adequately formulates in writing 2-3 consequences of Lauren's actions that could impact the reputation of USA Bank.
- Mostly well organized and communicates effectively.
- Some grammatical and spelling errors but they do not distract the reader.

2
- Limited identification of bank policies and procedures that Lauren has disregarded in the scenario.
- Limited explanation of 1-2 consequences of Lauren's actions that could impact the reputation of USA Bank.
- Some organization and some parts are communicated effectively.
- Some grammatical and spelling errors that distract the reader.

1
- Little or no identification of bank policies and procedures that Lauren has disregarded in the scenario.
- Little or no explanation of consequences of Lauren's actions that could impact the reputation of USA Bank.
- Limited organization and limited effective communication.
- Many grammatical and spelling errors that distract the reader.

KOSSA Benchmark Sample Discussion

Program Area: Financial Services

Score Point 4
Sample 1

Score Rationale

This response scored a 4 because the student clearly identifies and thoroughly discusses confidentiality as policy and procedure breached by Lauren's conversation at the salon. The student organizes this response well using bullet points to denote potential negative consequences to the bank (e.g., loss of customers, negative publicity, negative reputation). Though a word is misspelled (e.g., neglegence), the student demonstrates an overall control of spelling and grammar.

Teaching Points

Teachers may use this sample during instruction to:

- discuss policy and procedure expectations in a professional setting.
- show students how effective responses may be organized (use of letters [A., B.]) and bullet points). Teachers may contrast this organization of the response with a response that is organized differently but equally effectively.
- point out areas where student identifies consequences and supports each bullet point with further explanation
- discuss with students the differences between "thorough" explanation (score point 4) and "adequate" (score point 3) by comparing samples.

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

STATE STUDENT ID# _____

ASSESSMENT NAME Financial Services Scenario B

(A) Lauren, as a teller at USA Bank, should understand and have complete knowledge of the mandatory confidentiality agreements. This agreement is usually signed and processed at the time of hiring. These agreements have been violated due to Lauren's conversation with her stylist at the salon concerning a local resident's personal banking decision.

(B) Due to the neglegence of Lauren, 3 consequences that could impact the reputation of USA Bank are:

- loss of customers (ie. Mrs. Smith, the relative of Mrs. Smith, and the stylist.)

These bystanders may loose interest in USA Bank due to lack of confidentiality.

- Negative Publicity (i.e. word of mouth.)

Mrs. Smith's relative, Mrs. Smith, and the stylist could inform other customers, as well as potential customers, of Lauren's mistake of revealing private information.

- Negative Reputation

As a result of Lauren's conversation the three main parties impacted have the potential of declining the positive reputation USA Bank upholds. With negative publicity and complaints from reliable customers, USA Bank's reputation will fall. This will cause fewer transactions to be processed due to lack of customers, and therefore possibly result in USA Bank making a public apology, and the cancellation of Lauren's employment.

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

Thoroughly explains and identifies bank policy that Lauren has disregarded in this scenario

STATE STUDENT ID# _____

ASSESSMENT NAME Financial Services Scenario B

(A) Lauren, as a teller at USA Bank, should understand and have complete knowledge of the mandatory confidentiality agreements. This agreement is usually signed and processed at the time of hiring. These agreements have been violated due to Lauren's conversation with her stylist at the salon concerning a local resident's personal banking decision.

Misspelled word does not detact from quality of responce.

(B) Due to the neglegence of Lauren, 3 consequences that could impact the reputation of USA Bank are:

Describes three consequences that may negatively affect bank

1. • loss of customers (ie. Mrs. Smith, the relative of Mrs. Smith, and the stylist.) These bystanders may loose interest in USA Bank due to lack of confidentiality.

2. • Negative Publicity (i.e. word of mouth.) Mrs. Smith's relative, Mrs. Smith, and the stylist could inform other customers, as well as potential customers, of Lauren's mistake of revealing private information.

3. • Negative Reputation

As a result of Lauren's conversation the three main parties impacted have the potential of declining the positive reputation USA Bank upholds. With negative publicity and complaints from reliable customers, USA Bank's reputation will fall. This will cause fewer transactions to be processed, due to lack of customers, and therefore possibly result in USA Bank making a public apology, and the cancellation of Lauren's employment.

Suppor With Further explantio

Presents well-organized responses by dividing task into parts (A+B) and bulleting key points. Students shows Control of grammar and spelling (Few errors that do not distract reader)

KOSSA Benchmark Sample Discussion

Program Area: Financial Services

Score Point 3
Sample 1

Score Rationale

This response scored a 3 because the student adequately identifies 3 bank policies but only described 2 consequences of Lauren's action. The student listed 3 consequences but 2 are the same. The student organizes this response by dividing task into an A & B format and bullets key points. Though there was a grammatical error (employers instead of employees) it did not distract the reader.

Teaching Points

Teachers may use this sample during instruction to:

- discuss policy and procedure expectations in a professional setting.
- show students how effective responses may be organized (use of letters {A., B.} and bullet points). Teachers may contrast this organization of the response with a response that is organized differently but equally effectively.
- discuss the consequences listed and explain why 2 of the consequences are the same.
- discuss with students the differences between "thorough" explanation (sore point 4) and "adequate" (score point 2) by comparing samples.
- discuss with the students the difference between the meaning of employers and employees.

3

3

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

STATE STUDENT ID# _____

ASSESSMENT NAME Financial Services (B)

A.) Bank policies that Lauren disregarded are:

1.) Never discuss another person's financial situation with ANYONE!

2.) All information must be kept confidential.

3.) Have good work ethic and behavior.

B.) 3 consequences are:

1.) Mrs. Smith's relative, who overheard the conversation will tell Mrs. Smith, probably ending her service there.

2.) Word of mouth will spread that USA Bank does not have good employers that can follow the rules. Many people will discontinue their business there because they don't want to be part of a bank that has a bad reputation.

3.) The stylist could very well tell her co-workers what Lauren said and advise them not to go to USA Bank for service because of employees that talk about others, ruining their reputation even more.

3

3

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

STATE STUDENT ID# _____

ASSESSMENT NAME Financial Services (B)

A.) Bank policies that Lauren disregarded are:

1.) Never discuss another persons financial situation with ANYONE!

2.) All information must be kept confidential.

3.) Have good work ethic and behavior.

adequately identifies bank policies

B.) 3 consequences are:

1.) Mrs. Smith's relative, who overheard the conversation will tell Mrs. Smith, probably ending her service there. (1)

2.) Word of mouth will spread that USA Bank does not have good employers that can follow the rules. Many people will discontinue their business there because they don't want to be part of a bank that has a bad reputation. (2)

3.) The stylist could very well tell her co-workers what Lauren said and advise them not to go to USA Bank for service because of employees that talk about others, ruining their reputation even more. (3)

grammatical error but does not distrait reader

describes the same consequence therefore answer is a 3 based on rubic

Student organizes responce by dividing tasks into A&B and bullets key points.

Discusses 3 consequences but 2 are the same. Therefore, only 2 are correct.

KOSSA Benchmark Sample Discussion

Program Area: Financial Services

Score Point 2
Sample 1

Score Rationale

This response scored a 2 because the student listed consequences that affected Lauren and not the reputation of the bank even though he adequately described the bank policies. The student did demonstrate some organization by dividing the task into an A & B format. There were several grammatical errors and misspelled words that could distract the reader.

Teaching Points

Teachers may use this sample during instruction to:

- discuss what the student needed to do to improve the score of this paper from a 2 to a 3 (list consequences that affected the bank not Lauren; correct grammatical and spelling errors).
- discuss specific examples of consequences of Lauren's actions and how they could impact the reputation of the bank.
- discuss how the grammatical and spelling errors could distract the reader.

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

STATE STUDENT ID# ___

ASSESSMENT NAME Scenario B -

A1. As Lauren told her stylist that information, she broke the confidentiality of the customers private information. She didn't respect the customer by not considering her sensitivity of her information or the information that was for the company. Telling the stylist who wrote the check and also telling the amount in which the check was written was breaking the confidentiality of Mrs. Smiths information.

B1. The first consequence of Lauren's actions should be a written statement of apology to Mrs. Smith, where she is to explain exactly what she did and what policy she notices that she has broken.

B2. The second consequence should be a probation period given to Lauren to show the seriousness of her actions and to comfort the customer until the situation is completely reviewed.

B3. The third consequence should be for lauren to have an employee evaluation, where she is to be evaluated on her job performance, punctuality, and any other job policies and procedures that she may have broken and have striked against her to show the seriousness of her breaking company policy.

2
2

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

STATE STUDENT ID# __ . _____

ASSESSMENT NAME Scenario B -

adequetely describes bank policy.

A1. As Lauren told her stylist that information, she broke the confidentiality of the customers (Grammatical) private information. She didn't respect the customer by not considering her sensitivity of her information or the information that was for the company. Telling the stylist who wrote the check and also telling the amount in which the check was written was breaking the confidentiality of Mrs. Smiths (grammatical) information.

B1. The first consequence of Laurens' (grammatical) actions should be (1) a written statement of apology to Mrs. Smith, where she is to explain exactly what she did and what policy she notices that she has broken.

B2. The second consequence should be a (2) probation period given to Lauren to show the seriousness of her actions and to comfort the customer until the situation is completly reviewed.

B3. The third consequence should be for lauren to (3) have an employee evaluation, where she is to be evaluated on her job performation, punctuality, and any other job policies and procedures that she may have broken and have striked against her to show the seriousness of her breaking company policy.

Several misspelled words that could distract the reader.

Answer states 3 consequences that relate to Lauren - and not how they would impact the reputation of the bank.

Student shows some organization by dividing tasks into A&B and numbering consequences.

KOSSA Benchmark Sample Discussion

Program Area: Financial Services

Score Point 1
Sample 1

Score Rationale

This response scored a 1 because the student didn't list any consequences that might of affected the banks reputation. The student did adequately describe the importance of the bank policy on confidentiality. The organization was limited and the writing became more creative than including the necessary technical content to answer the requirements of the rubric. There were many grammatical and spelling errors that distracted the reader.

Teaching Points

Teachers may use this sample during instruction to:

- discuss what the student needed to do to improve the score of this paper from a 1 to a 3 (list consequences that affected the bank not Lauren; correct grammatical and spelling errors).
- discuss specific examples of consequences of Lauren's actions and how it could impact the reputation of the bank.
- discuss how using creative writing does not always follow the requirements of the scoring rubric.
- discuss how the grammatical and spelling errors could distract the reader.

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

STATE STUDENT ID# _____

ASSESSMENT NAME Scenario B Financial Services

When giving out confidencial information, that is not supposed to be told, things could get ugly, especially if a teller gives out confidencial information. A bank teller is not supposed to give out any information regarding their customers, Lauren, a teller did. Lauren is supposed to be under customer and teller confidencialify, which states that the transactions are between the teller and the customer only. The teller is not alloud to speak of this.

Lauren, after breaching the customer and teller confidencialityy, may now loose her job. The bank doesn't want tellers that go out and gossip. Lauren may have also made one of Mrs. Smith's relatives mad. Her relative may think that she is rich and now becomes jealous, or want to borrow money from her now. There could have also been someone in the salon that overheard this, and now they wonder how much money that Mrs. Smith has at her house, and plan on robbing her. Which ever way you look at it, Lauren has done something wrong, very wrong.

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

STATE STUDENT ID# _____

ASSESSMENT NAME Scenario B Financial Services

When giving out confidencial information, that is not supposed to be told, things could get ugly, especially if a teller gives out confidencial information. A bank teller is not supposed to give out any information regarding their customers, Lauren, a teller did. Lauren is supposed to be under customer and teller confidenciality, which states that the transactions are between the teller and the customer only. The teller is not alloud to speak of this.

Lauren, after breaching the customer and teller confidencial:ty (1) may now loose her job. The bank doesn't want tellers that go out and gossip. Lauren may have also made one of Mrs. Smith's relatives mad. Her relative may think that she is rich and now becomes jealous, or (2) want to borrow money from her now. There could have also been someone in the salon that overheard this, and now they wonder how much money that Mrs. Smith has at her house, and (3) plan on robbing her. Which ever way you look at it, Lauren has done something wrong, very wrong.

Adequately describes bank policy

Spelling error

Spelling error

Spelling error

Spelling & Grammatical errors. answer is difficult to read.

indicates 3 consequences that do not have relevance to Lauren's actions that coud impact the reputation of the bank. Creative story does not relate to the app. technical content. Lack organization and limited effective communication.