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 B

STANDARDS

AC003 Understand the reproductive processes of plants
AC004 Investigate sexual and asexual reproduction of plants including tissue culture.
AA003 Use correct terminology.
AA004 Use correct spelling, grammar, and punctuation.
AA005 Write with accuracy, brevity, and clarity.
OD003 Schedule production and harvest for given crop.

SCENARIO

You need to produce 10,000 geraniums for your greenhouse. You have options of growing from seed (sexual) or purchasing rooted cuttings (asexual).

TASK

You have 6 months to produce this crop. Select which method (sexual or asexual) you will use. Support your selected method with 3 advantages why you chose this method.

EVALUATION CRITERIA

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

SCORING RUBRIC

4

- Select the method you will use
- Support your selected method by providing 3 advantages for choosing this method
- Well organized and communicates effectively
- Few grammatical and spelling errors, but they do not distract the reader

3

- Select the method you will use
- Support your selected method by providing 2 advantages for choosing this method
- Mostly well organized and communicates effectively
- Some grammatical and spelling errors, but they do not distract the reader

2

- Select the method you will use
- Support your selected method by providing 1 advantage for choosing this method
- Some organization and some parts are communicated effectively
- Some grammatical and spelling errors that distract the reader

1

- Select the method you will use
- Fails to support an advantage for choosing this method
- Limited organization and limited effective communication
- Many grammatical and spelling errors that distract the reader

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

4

STATE STUDENT ID# _

ASSESSMENT NAME Scenario B Horticulture

I have decided to grow 10,000 geraniums by purchasing rooted cuttings due to the fact that I only have six months to successfully reach this goal. The first, and most obvious, reason that I chose this method is that rooted cuttings already have a scheduled growth timeline. Since they have begun to sprout, their point of maturity has been predicted and I have a better chance at growing the 10,000 geraniums within the given time period. The second advantage of this method is that I am gauranteed a specific amount of geraniums. If I were to use seed, I would not be sure that all the seeds would survive germination and I may not produce the 10,000 geraniums that I need in a six month time period. By purchasing rooted cuttings I am assured that I will receive 10,000 started geraniums. There is less risk for failure. My final reason for choosing this growth method is that once I have recieved my rooted cuttings, they do not require as much attention as seed. After transplanting the plugs into new soil and nourishing their growth with water and fertilizer, there is little else required of me. However, if I were to purchase seed, I would be responsible for germination, and their first growth. Overall, rooted cuttings would be the easiest and most time efficient method of growing 10,000 geraniums in six months.

identifies 3 advantages for closing the method and support with relevant details

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

4

STATE STUDENT ID# _____

ASSESSMENT NAME Scenario B Horticulture

Method has been identified, but student should use the terminology of the task (ex: a sexual)

I have decided to grow 10,000 geraniums by purchasing rooted cuttings due to the fact that I only have six months to successfully reach this goal. 1 The first, and most obvious, reason that I chose this method is that rooted cuttings already have a scheduled growth timeline. Since they have begun to sprout, their point of maturity has been predicted and I have a better chance at growing the 10,000 geraniums within the given time period. 2. The second advantage of this method is that I am gauranteed a specific amount of geraniums. If I were to use seed, I would not be sure that all the seeds would survive germination and I may not produce the 10,000 geraniums that I need in a six month time period. By purchasing rooted cuttings I am assured that I will receive 10,000 started geraniums. There is less risk for failure. 3. My final reason for choosing this growth method is that once I have recieved my rooted cuttings, they do not require as much attention as seed. After transplanting the plugs into new soil and nourishing their growth with water and fertilizer, there is little else required of me. However, if I were to purchase seed, I would be responsible for germination, and their first growth. Overall, rooted cuttings would be the easiest and most time efficient method of growing 10,000 geraniums in six months.

Few spelling errors but do not distract the reade

Well Organized in narrative form

*student presents well organized responce through the use of transitions (ex:"the first", "the second", my final")

* To improve readability, student might choose to utilize paragraphs or bulleting.

*Student shows control of grammar and spelling (does not distrat the reader)

KOSSA Benchmark Sample Discussion

Program Area: Horticulture

Score Point 4

Sample Narrative: Scenario B

Score Rationale

Student selected the method to use, although it would have been preferred that they would have used the terminology of the task (use the term "asexual" instead of or in addition to "purchasing rooted cuttings"). The student also supported their selected method by providing three advantages for choosing their method ("rooted cuttings already have a scheduled timeline", "guaranteed a specific amount of geraniums" and "do not require as much attention as seed") and supported them with relevant details. The piece was well organized with few grammatical and spelling errors. Clear, effective communication that did not deviate from the scenario and task.

Teaching Points

Teachers may use this sample during instruction to:

- Demonstrate restating scenario and task to be performed
- Encourage students to strengthen introduction and conclusion
- Increase readability of responses by easily identifying key points (Ex: Advantages)
    - Bullet key points
    - Utilize paragraphs
- Demonstrate effective use of transitions ("the first", "the second", and "my final")

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT 3
SCENARIO RESPONSE SHEET
3

STATE STUDENT ID# _____

ASSESSMENT NAME Horticulture Scenario B

Greenhouse production for the horticulture industry is a great way to increase production throughout the year. Whether or not your growing plants during the winter, summer, fall or spring, a greenhouse maintains a constant temperature. Greenhouses also hold a significant amount of plants, mainly depending on what or how much you need to grow. I prefer using rooted cuttings (asexual) for several reasons the plant has already germinated and a shorter time period is required for growing. With only six months to produce ten thousand geraniums. I truly believe that purchasing rooted cuttings (asexual) can be beneficial over growing from seeds (sexual).

With rooted cuttings you have plants that have been already germinated from a seed. There are several advantages to this, one being your roots are already established for a healthy growing season. Secondly with rooted cuttings transplanting is now only needed to insure all ten thousand plants are growing successfully.

Another advantage to using rooted cuttings, there is a shorter time period it takes to grow. The reason being you dont have to wait several weeks for your seeds to germinate. Especially as seeing how your roots are already established. This goes to say that you now have time to focus on the way a plant may look, weeding the plants and cutting off blooms for a more fuller plant.

As you can see, rooted cuttings (asexual) can be very beneficial to producers in the horticulture industry. With two advantages being a shorter time period needed for growing and the seed has already germinated.

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

3
3

STATE STUDENT ID# _____

ASSESSMENT NAME Horticulture Scenario B

Greenhouse production for the horticulture industry is a great way to increase production throughout the year. Whether or not your growing plants during the winter, summer, fall or spring, a greenhouse maintains a constant temperature. Greenhouses also hold a significant amount of plants, mainly depending on what or how much you need to grow. I prefer using rooted cuttings (asexual) for several reasons the plant has already germinated and a shorter time period is required for growing. With only six months to produce ten thousand geraniums. I truly believe that purchasing rooted cuttings (asexual) can be beneficial over growing from seeds (sexual).

Excellent intro-duction with method identified.

With rooted cuttings you have plants that have been already germinated from a seed. There are several advantages to this, one being your roots are already established for a healthy growing season. Secondly with rooted cuttings transplanting is now only needed to insure all ten thousand plants are growing successfully.

→ Does not communicate effectively*

?contradicts with organiz statement at end.

Another advantage to using rooted cuttings, there is a shorter time period it takes to grow. The reason being you dont have to wait several weeks for your seeds to germinate. Especially as seeing how your roots are already established. This goes to say that you now have time to focus on the way a plant may look, weeding the plants and cutting off blooms for a more fuller plant.

only listed two advantages for choosing this method

advantages were supported with explanation

As you can see, rooted cuttings (asexual) can be very beneficial to producers in the horticulture industry. With two advantages being a shorter time period needed for growing and the seed has already germinated.

*Some grammatical errors ("Especially as seeing how...") but did not distract the reader

* Student presents well organized responce

KOSSA Benchmark Sample Discussion

Program Area: Horticulture

Score Point 3

Sample Narrative: Scenario B

Score Rationale

Student selected the method to use. The student only supported their selected method by providing two advantages for choosing their method and supported them with relevant details. It appears that a third advantage was attempted, but it was not communicated effectively. The piece was well organized with few grammatical and spelling errors. Clear, effective communication that did not deviate from the scenario and task.

Teaching Points

Teachers may use this sample during instruction to:

- Demonstrate restating scenario and task to be performed
- Encourage students to strengthen introduction and conclusion
- Increase readability of responses by easily identifying key points (Ex: Advantages)
    - Bullet key points
    - Utilize paragraphs
- Demonstrate more effective use of transitions

2

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

2

2

STATE STUDENT ID# _____

ASSESSMENT NAME Scenario B

If I had to produce all of these plants in 6 months, the quickest way would be asexual reproduction. Using the asexual reproduction process would be easier because you don't have to wait for the plant to germenate and get large enough in size to transplant. Using asexual reproduction doesn't take as long, because you do not have to wait for the plant to mature. when taking cuttings you can get more out of one plant than just planting one seed and only getting one plant. You can get anywhere from 3-8 cuttings off of one plant and plus the plant you took the cuttings off of.

2

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

2

2

STATE STUDENT ID# _____

ASSESSMENT NAME Scenario B

If I had to produce all of these plants in 6 months, the quickest way would be asexual reproduction. Using the asexual reproduction process would be easier because you don't have to wait for the plant to germenate and get large enough in size to transplant. Using asexual reproduction doesn't take as long, because you do not have to wait for the plant to mature. When taking cuttings you can get more out of one plant than just planting one seed and only getting one plant. You can get anywhere from 3-8 cuttings off of one plant and plus the plant you took the cuttings off of.

Selects method to use

Provides one advantage for selected method

taking cuttings is irrelevant because the scenario states that you will purchase rooted cuttings.

*Some grammatical and spelling errors that distract the reader

*Some evidence of organization and some parts communicate effectively.

KOSSA Benchmark Sample Discussion

Program Area: Horticulture

Score Point 2

Sample Narrative: Scenario B

Score Rationale

Student selected the method to use. The student only supported their selected method by providing one advantage for choosing their method and supported it with vague details. It appears that a second advantage was attempted, but it was irrelevant, as the scenario specified that rooted cuttings would be purchased, not rooted by the student. The piece showed some evidence of organization and communication, but was unclear. There were some grammatical and spelling errors that distract the reader.

Teaching Points

Teachers may use this sample during instruction to:

- Encourage students to read the prompt and rubric so that all parts of the rubric are met correctly by interpreting scenario correctly
- Demonstrate restating scenario and task to be performed
- Encourage students to strengthen introduction and conclusion
- Increase readability of responses by easily identifying key points (Ex: Advantages)
    - Bullet key points
    - Utilize paragraphs
- Demonstrate more effective use of transitions

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

STATE STUDENT ID# _____

ASSESSMENT NAME Scenario B

If I Had 6 months to produce 10,000 geranium I would use (asexual) The Root cutting Because the Plant is alreadi there and ca Root so it can take to the soil an enuirment Quicker an Grow Faster

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

STATE STUDENT ID# _____

ASSESSMENT NAME Scenario B

Method was selected does not support W/an advantage to ~~that method~~.

If I had 6 months to produce 10,000 geranium I would use (asexual) The Root cutting Because the Plant is already there and as Root so it can take to the soil an envirment Quicker an Grow faster

*Many grammatical and spelling errors that distract the reader to the extent that support that was unclear

*Limited organization

*Ineffective communication

KOSSA Benchmark Sample Discussion

Program Area: Horticulture

Score Point 1

Sample Narrative: Scenario B

Score Rationale

Student selected the method to use. However, there were many grammatical and spelling errors that distract the reader to the extent that the support that was attempted was unclear. The piece showed limited organization and communication and was unclear.

Teaching Points

Teachers may use this sample during instruction to:

- Encourage students to read the prompt and rubric so that all parts of the rubric are met correctly by interpreting scenario correctly
- Demonstrate restating scenario and task to be performed
- Encourage students to strengthen introduction and conclusion
- Increase readability of responses by easily identifying key points (Ex: Advantages)
    - Bullet key points
    - Utilize paragraphs
- Demonstrate more effective use of transitions