

Oregon

Oregon State Assessment System (OSAS)

Part I: Policy Trends

Type of test	Multiple assessment options are available to students, including the Oregon Assessment of Knowledge and Skills (OAKS), a comprehensive standards-based exam; other approved standardized tests (PSAT, ACT, PLAN, Work Keys, Compass, ASSET, or SAT); and samples of student work.
Purpose	Assess proficiency in the Essential Skills for the purpose of earning a regular or modified high school diploma. OAKS is also used for federal accountability purposes under No Child Left Behind.
Major changes in exit exam policy since the 2007-08 school year or any pending changes	<p>In January 2007 the Oregon State Board of Education voted to adopt new high school graduation requirements. A phase-in schedule was created for the 2007-14 school years. To earn a diploma, students will need to successfully complete the credit requirements, demonstrate proficiency in the Essential Skills, and meet personalized learning requirements. Beginning in 2012, the Essential Skills component of the new graduation requirements becomes effective, meaning that Oregon public school students will be required to demonstrate proficiency in certain Essential Skills (in addition to credit and personalized learning requirements) in order to be awarded the high school diploma.</p> <p>Students will have multiple options and opportunities to demonstrate their proficiency in the Essential Skills by meeting state standards through Oregon Assessment of Knowledge and Skills, samples of student work scored by trained teachers, or additional standardized assessments (such as the SAT and ACT). As such, students will not be required to take a singular, stand-alone assessment to demonstrate proficiency in the Essential Skills, but rather will have multiple options and mechanisms through which they may do so.</p>
Status of state’s decision regarding the Common Core State Standards and the impact of that decision on exit exam policies	The Oregon State Board of Education adopted the Common Core State Standards on October 28 th , 2010 in both English language arts and math. The impact of the new standards on exit exam policies is currently under consideration by the Oregon Department of Education.
Test used by colleges or universities for undergraduate placement?	No
Year first administered	The Oregon State Board of Education adopted the following

	<p>implementation timeline for the first three Essential Skills in August 2009 (the remaining Essential Skills will be phased in over subsequent years, with the timeline to be determined):</p> <p>2012: Read and comprehend a variety of text 2013: Write clearly and accurately 2014: Apply mathematics in a variety of settings</p>
Year diplomas first potentially withheld	Spring 2012
Subjects required	Reading (2012), Reading and Writing (2013), and Reading, Writing and Mathematics (2014). The remaining Essential Skills will be phased-in over subsequent years, with the timeline to be determined.
Types of questions	OAKS reading and mathematics: multiple choice and machine-scored graphic response. OAKS writing: human scored constructed response.
Grade first administered	OAKS is administered beginning in the 3 rd grade
Grade(s) exam aligned to	OAKS is aligned to 11 th grade.
Number of retakes allowed before end of grade 12	Students may take up to 12 OAKS reading and mathematics assessments before the end of grade 12 (maximum of 3 per school year). They may also take up to 4 OAKS writing assessments before the end of grade 12 (maximum of 1 per school year).
Retakes after grade 12	The response listed above describes the number of tests available per school year. Students are able to receive free and appropriate public education up to age 19 or when they receive a regular diploma, to include a maximum of 3 OAKS tests per school year. Districts must also admit persons up to age 21 receiving special education who have not received a regular diploma.
Does the state have reciprocity with other states?	No
Exit exam used for No Child Left Behind?	One of the assessment options available to students is the Oregon Assessment of Knowledge and Skills (OAKS), which is also used for No Child Left Behind accountability purposes.
Same cut score for graduation and NCLB?	Yes, for Oregon Assessment of Knowledge and Skills.
Has the state considered raising the cut score needed to pass the exam for graduation purposes? If so, please explain.	Higher mathematics cut scores have been proposed to the state board of education based on recently revised academic content standards. However, the state board will consider a variety of pieces of information, including the potential effect on graduation rates, as

Evaluations of state assessment system.

part of its deliberation process.

ODE convenes multiple stakeholder groups that provide input for the continued improvement and enhancement of the statewide assessment system. The peer review process and annual updates to technical documentation, as well as ad hoc analysis and surveys, are used to develop an ongoing collection of evidence.

State test contractor

American Institutes for Research is the contractor for the Oregon Assessment of Knowledge and Skills.

Does the state provide students with alternate paths to graduation?

There are multiple options for students to demonstrate proficiency in the Essential Skills, including the statewide assessment (OAKS), other approved standardized tests, and local performance assessment (work samples). Students are required to take the statewide assessment for purposes of state and federal accountability and may use a passing score on the statewide assessment or the approved options to meet Essential Skills proficiency. Students may also submit samples of student work or a body of evidence as one of their multiple options to demonstrate their proficiency in the Oregon Essential Skills.

Work Samples

Students may meet essential skill requirements using work samples scored with the official state scoring guides.

Reading

Students must produce 2 reading work samples, at least one of which must be informative. (Students could have 1 informative and 1 literary work sample or 2 informative work samples.) Each work sample must have a total score of 12 or higher, with no trait lower than 3. Traits are Demonstrate General Understanding, Develop an Interpretation, and Analyze Text.

Writing

Students must complete 3 writing work samples: one expository, one persuasive, and one narrative. Scores on each work sample must be 4 or higher in the required traits of Ideas/Content, Organization, Sentence Fluency, and Conventions.

Applying Mathematics

Students must complete 2 mathematics problem-solving tasks, one each for any two of the required content strands: Algebraic Relationships, Geometry, or Probability and Statistics. Each work sample must score 4 or higher in the four traits plus accuracy. Traits are Conceptual Understanding, Processes and Strategies, Verification and Communication.

	<p>Students are NOT required to fail the statewide assessment (OAKS) prior to choosing an alternative assessment option to fulfill the Essential Skills component for graduation. For example, if a student takes the PSAT in grade 9 and satisfies the state-determined level of proficiency, that student has completed the Essential Skills graduation requirement prior to taking the statewide assessment.</p>
<p>Alternate paths to graduation specifically for English language learners</p>	<p>The Oregon State Board of Education (December 2009) adopted policy specifically for English language learners: 1) Districts may adopt policies that allow students to demonstrate English and writing skills in their native language using statewide or local assessments as appropriate and available. 2) Districts may adopt a process to allow English language learners to demonstrate proficiency in reading, writing, and any additional Essential Skills in their language of origin using statewide or local assessments as appropriate and available if the student has been in U.S. schools five years or fewer and the student receives at least a Level 3 on the ELPA.</p>
<p>Alternate paths to graduation specifically for students with disabilities?</p>	<p>No</p>
<p>Who makes decisions on whether a student is eligible to use alternate paths?</p>	<p>The student chooses which path to use to meet the Essential Skills requirement for graduation.</p>
<p>When calculating the graduation rate for adequate yearly progress (AYP) purposes, does the state count students taking alternate paths together with graduates who passed the OAKS exams?</p>	<p>No</p>
<p>How many full-time equivalent staff in the state department of education are involved in implementing alternate paths?</p>	<p>One</p>
<p>Types of assistance the state provides for all districts to raise initial pass rates for all students on the high school exit exam</p>	<p>There is no state-sponsored assistance for raising pass rates. The state has developed a set of strategic planning resources for districts to use as they prepare for the assessment of Essential Skills (Assessment of Essential Skills Toolkit). In addition, the state has connected with the Oregon DATA Project, a statewide initiative designed to improve student achievement through informed use of data. This project helps provide statewide training and support for data-driven decision-making.</p>
<p>Types of assistance or</p>	<p>There is no state-sponsored assistance for remediation. The</p>

remediation the state provides for all districts to help students who have failed to pass the exit exam

Assessment of Essential Skills Toolkit and Oregon DATA Project activities listed in the response above are also applicable to this question.

Does the state provide funding for remediation?

Not specifically. General funds support all teaching and learning.

Are districts mandated by law to provide remediation?

No

Part II: Student Performance

Because Oregon's policies are new, there are no student performance data to report at this time.