Certificate of Advanced Mastery (CAM)
and
New Diploma Requirements

Guide For Schools

October 2003

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adopted by the
Oregon State Board of Education
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new diploma requirements
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Oregon Department of Education

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Certificate of Advanced Mastery Guide For Schools

TABLE OF CONTENTS

Introduction.....1

Certificate of Advanced Mastery (CAM) 4

New Diploma Requirements 5

Student Requirements 6

- Education plan and education profile.....6
- Extended application and assessment 16
- Career-related learning standards and assessment 19
- Career-related learning experiences.....22
- Certificate of Initial Mastery (CIM) requirements….....24

School Support System.....26

- Comprehensive guidance program.....26
- Post high school connections……. 27
- Employer and community partnerships……. 27
- Career learning frameworks…….....28

Appendix I: CAM and New Diploma Requirements Compared to Transition Services for Students with Disabilities……31

Appendix II: Comparison Between Former Model and Adopted CAM 33

Appendix III: Roles and Responsibilities for CAM Requirements 34

Appendix IV: Comparability of CAM Assessment Across Oregon.....36

INTRODUCTION

The Certificate of Advanced Mastery (CAM) holds the promise for every Oregon student to meet high academic expectations and make successful transitions from high school to their next steps. The CAM focuses high schools on preparing each student, whatever the path they take after graduation, for the vast challenges and opportunities of the 21st century.

> "The goal of high school needs to be reoriented from preparing some students for college and others for work. High school needs to prepare all students to live and prosper in an increasingly complex and interdependent world, one in which they can continue to grow, change, and learn throughout their lives."
>
> *From National Commission on the High School Senior Year, January 2000*

High school is an integral part of a student's preparation for life, a time of transitions to postsecondary education, careers, and adult responsibilities. As students pursue the Certificate of Advanced Mastery, they each benefit from focusing their studies in a purposeful way, engaged in learning that is relevant to their interests and goals. The following themes are woven into the design of the CAM, consistent with strategies and principles of high school improvement efforts around the country:

- *Student-centered, personalized learning*
- *High academic expectations*
- *Learning outside the school*
- *Immersion in the adult world*
- *Relevant academic learning*
- *Next step planning*

New Diploma Requirements and Systems Integration (CIM, CAM, Diploma)
During 2001-2002, the State Board of Education took action on the Certificate of Advanced Mastery (CAM) requirements, the relationship of the Certificates of Initial (CIM) and Advanced Mastery, and adopted four new graduation requirements. Beginning in 2006-2007 each Oregon high school graduate will have an education plan based on personal and career interests and goals and an education profile that documents his or her progress and achievement, apply academic and career related learning knowledge and skills and participate in career-related learning experiences.

With these actions the diploma, the Certificate of Initial Mastery, and the Certificate of Advanced Mastery are all now aligned to the purpose of preparing each student for his or her future. Oregon's high school reform efforts – an integrated system linking the CIM, CAM and diploma, creates a rigorous, relevant learning environment that challenges all students. A system that engages students in a meaningful education and purposeful transition to next steps based upon their personal and evolving career interests and goals. It equips students with the knowledge and skills they will need for postsecondary success – in college, careers and community.

As an integrated system, students have the opportunity to work toward meeting the CIM benchmarks, CAM, and diploma requirements together, meeting multiple requirements at the same time. The students' education plan and profile helps them to navigate and monitor their progress along the way. Table 1 shows the relationship among the requirements.

Table 1. CIM, CAM, Diploma Relationships

REQUIREMENTS	CIM	CAM	DIPLOMA
English/Language Arts	●	●	● 3 credits
Mathematics	●	●	● 2 credits
Science	●	●	● 2 credits
Social Sciences[1]		[2]	● 3 credits
The Arts[1]			● 1 credit[3]
Second Languages[1]			
Physical Education [1]			● 1 credit
Health[1]			● 1 credit
General Electives			● 9 credits
Education Plan & Profile		●	●
Extended Application[4]		●	●
Career-Related Learning Standards[4]		●	●
Career-Related Learning Experiences		●	●

[1] Students may earn *CIM Endorsements* in these content areas by meeting state standards. Based on the student's education plan, he/she may choose to earn CIM endorsements in areas that are most relevant to their goals.

[2] Amendments will be proposed to revise CAM requirements to reflect new CIM requirements (Social Sciences not required for the CIM as per HB 2744).

[3] Applied Arts, Fine Arts, or Second Language – 1 credit in any one or a combination

[4] Students must demonstrate extended application and career-related knowledge and skills but are not required to meet a performance standard for the diploma.

Credit for Proficiency

Oregon's standards-based system provides students opportunity to demonstrate what they know and can do in school or outside of school, through a variety of teaching and learning practices. Providing greater flexibility to meet the diverse needs and interests of students and to create options for students, the State Board adopted a policy (December 2002) that gives school districts the option to grant graduation credits based on proficiency (demonstrated knowledge and skills). This policy encourages local creativity in meeting each student's needs, with Oregon's accountability system providing a strong underpinning. Guidelines are provided to assist school districts in developing local credit for proficiency polices and procedures on the ODE website at http://www.ode.state.or.us/cimcam/creditproficiencyguidelines.htm

Timelines for New Diploma Requirements and CAM Implementation

Students graduating in the 2006-2007 school year must meet the new diploma requirements. With the passage of HB 2744, each school district prior to September 1, 2008 will institute programs that allow students to qualify for the Certificate of Advanced Mastery. School districts are not required to award a CAM prior to that date; however, school districts are expected to demonstrate continued progress toward development and implementation of the CAM prior to statewide implementation.

The student requirements and school support system provide a common framework for implementation statewide, while maximizing local flexibility. Implementation at the local level is based on student needs, school capacity and community needs and resources. This document provides a description of each of the CAM and diploma requirements, including web resources to assist with implementation. For additional resources see the ODE website www.ode.state.or.us/cimcam. Lessons learned from the 1999 New Century School CAM pilots sites and contact information for the Regional Strategies for High School Improvement Projects are available on the website.

National High School Improvement Resources

U.S. Dept. of Education's High School Leadership Summit, Preparing America's High Schools
http://dev.dtiassociates.com/HighSchoolCD/T2S1.htm

Rigor and Relevance: A New Vision for Career and Technical Education, A White Paper, April 2003, American Youth Policy Forum.
http://www.aypf.org/publications/aypf_rigor_0004v.3.pdf

High School of the Millennium, American Youth Policy Forum, August 2000
http://www.aypf.org/publicatons/HSchools_round_3.pdf

Raising Our Sights, No High School Senior Left Behind, Final Report, National Commission of the High School Senior Year, October 2001.
http://www.commissionontheseniorryear.org/Report/FINAL_PDF_REPORT.pdf

Alliance for Excellent Education--*Every Child a Graduate*
http://www.all4ed.org

The Early College High School Initiative
http://www.earlycolleges.org

High Schools That Work http://sreb.org/programs/hstw/hstwindex.asp

CERTIFICATE OF ADVANCED MASTERY

The purpose of the Certificate of Advanced Mastery (CAM) is to assure that each student is prepared for successful transitions to his or her next steps.

In preparation for successful transitions to next steps, each student:

- pursues personal, academic, and evolving career interests and post high school goals.
- is actively engaged in his/her own educational planning and takes responsibility for his/her own learning.
- applies high-level academic and career-related knowledge and skills in relevant and meaningful learning experiences.
- has support from school, parents, and the community.

CAM CERTIFICATION

What are the requirements for students to earn a CAM? Each student must:

1. **Develop an education plan and build an education profile.**
   Students identify personal, academic, and evolving career interests. Students develop, review and update their learning plan in preparation for post-high school next steps. Students build their education profile by documenting their progress and achievement.

2. **Meet the performance standard for extended application through a collection of evidence.**
   Students meet the extended application standard: Apply academic and career-related knowledge and skills in new and complex situations appropriate to each student's personal, academic, and evolving career interests and/or post high school goals.

3. **Demonstrate career-related knowledge and skills.**
   Students meet the career-related learning standards in personal management, problem solving, communication, teamwork, employment foundations, and career development.

4. **Participate in career-related learning experiences as outlined in the education plan.**
   Students connect classroom learning with real life experiences in the workplace, community, or school relevant to their personal, academic, and evolving career interests and/or post high school goals.

5. **Meet specific Certificate of Initial Mastery (CIM) performance standards in English, mathematics, science and (social sciences*) through CIM assessment options.**
   Students meet CIM performance standards in English, mathematics, science and (social sciences) through CIM work samples or knowledge and skills tests.*

   (*Amendments will be proposed to revise CAM requirements to reflect new CIM requirements; social sciences not required for CIM as per HB 2744)

DIPLOMA REQUIREMENTS

New diploma requirements:

- Develop an education plan and build an education profile.
- Demonstrate extended application through a collection of evidence. *
- Demonstrate career-related knowledge and skills: personal management, teamwork, communication, problem solving, employment foundations, and career development. *
- Participate in career-related learning experiences as outlined in the education plan.

*For the diploma, students will demonstrate knowledge and skills but are not required to meet a performance standard.

Students must meet the requirements above in addition to the following credit requirements**

- Language Arts – at least 3 credits
- Mathematics – at least 2 credits
- Science – at least 2 credits
- Social Sciences – at least 3 credits
- Applied Arts, Fine Arts, or Second Language – at least 1 credit (any one area or combination)
- Physical Education – at least 1 credit
- Health Education – at least 1 credit
- Elective credits to meet local district requirements

**State required number of credits; local districts may have increased credit requirements or additional requirements adopted by their local school boards.

Note: The CIM and CAM are not required by the state for high school graduation. There may be local requirements for the diploma in some school districts.

STUDENT REQUIREMENTS

1. EDUCATION PLAN AND EDUCATION PROFILE

Develop an education plan and build an education profile.

The education plan and education profile process assists students in pursuing their personal, academic, and career interests and post-high school goals. The ***education plan*** serves as a "road map" that guides the student's learning through high school and prepares him or her for a successful transition to next steps after high school. The ***education profil****e* serves as a "compass" that documents progress and achievement toward a student's goals and helps that student stay on course as he or she monitors progress an adjusts the education plan as needed.

It is the student's responsibility, with parental guidance, to develop, review, and manage his or her education plan and profile. The school is responsible for providing the opportunity for each student to develop his or her education plan and profile in grades 7-12 (OAR 581-022-1120). Parents/guardians, school personnel, and community partners provide support and guidance to the student to foster development and promote progress toward learning and transitions to the student's next steps. Flexibility in the process enables students to change their plans as their interests and goals evolve along the way.

Comprehensive Guidance and Counseling Framework

The education plan and profile process is part of a comprehensive guidance and counseling program. *Oregon's Framework for Comprehensive Guidance and Counseling* is available to help school districts design and deliver a comprehensive guidance and counseling program as an integral part of each school's total educational program. Support and guidance for students in the process of developing an education plan and building an education profile is a shared responsibility and collaboration among students, counselors, teachers, parents/guardians, and adult mentors in the community. The framework is available on the ODE web site at **http://www.ode.state.or.us/cimcam/pdfs/oregonframeworkcgcp0 403review.pdf**

Integrated Record Keeping System, Education Plan, and Education Profile

The Department of Education is currently developing a conceptual design and technical design specifications for a web-based education plan and education profile. The profile specifications leverage the efforts and investments districts and ODE have made on the Oregon Student Record and Secure Student Identifier (SSID) and other collaborative initiatives. The technical specifications for the education plan provide a common format for vendor developed or locally developed web-based education plans to interface directly with the student information system. The draft design, specifications, and timeline for implementation are on the ODE website at www.ode.state.or.us/cimcam <http://www.ode.state.or.us/cimcam>

Components of the Education Plan and Education Profile

Components of the education plan and profile are described in Table 1. The required elements on the left provide schools a statewide framework. Schools may include additional components as needed. The column on the right gives examples of some common features found in education plans and profiles.

Table 1. Required Elements and Common Features Education Plan and Education Profile

Education Plan Requirements	Common Features
• Describe personal, academic, and career interests.	• Students identify strengths, likes and dislikes, aptitude, talents, learning styles, and skills through self-awareness activities. • Students identify academic preparation and career-related skills needed. • Students identify tentative career interests, potential career paths and postsecondary education options. • Students use career learning frameworks to gain a deeper understanding of their career interests and expectations (see page 22).
• Describe personal, educational, and career goals (short-term and long-term).	• Students set goals, plans and strategies to achieve goals, and review progress toward goals. • Students acquire and develop decision-making skills. • Students establish and explore tentative career and educational goals. • Students identify a support network and resources to help them accomplish their goals. • Students review and update goals periodically and revise as needed.
• Identify "next steps" requirements following high school completion and steps for successful transition.	• Students understand the educational opportunities and alternatives available to them. • Students identify and plan for postsecondary entrance requirements, skill requirements, scholarships, financial aid information, advanced placement options, tech prep opportunities, workforce options and training requirements, etc.

Education Plan Requirements	Common Features
• Identify and plan courses and other learning experiences, which support the student's interests and goals. ➢ Identify opportunities for meeting CIM academic standards, the extended application standard, career-related learning standards, and participating in career-related learning experiences.	• Students connect their interests and goals with learning experiences that will help them develop knowledge and skill and achieve their goals. • Learning opportunities may include interdisciplinary, thematic, community connections, use of technology, distance learning, student leadership, co-curricular activities, etc. • Students utilize career learning frameworks to identify technical and academic knowledge and skills and applications in career context (see page 22).
Education Profile Requirements	**Common Features**
Documentation of personal progress and achievement toward: • CIM academic standards • Career-related learning standards • CAM extended application standard • Career-related learning experiences • Graduation requirements • PASS proficiencies[1]	• Students review their academic progress and achievement throughout the school year. • Students identify what they have accomplished and where they need to improve. • Information displayed is a subset from the student's permanent record. • Students or school may select areas of the profile to display and communicate to different audiences, e.g. parents, colleges, employers.
• Record of personal awards, accomplishments, experiences, and skills.	*Record of personal accomplishments may include:* • Completed coursework • Technical skills • Athletic and recreational activities • Student leadership, club, or team involvement • Artistic or creative work • Volunteer activities • Leisure pursuits, personal projects, hobbies, etc. • Certification, licensing, credentials, or other forms of recognition (awards) earned
• Reflections on current status of personal, educational, and career goals.	• Students review their goals and plans throughout the school year, reflecting on what they have learned from their experiences and accomplishments. • Students' education plans should be revised to reflect their progress and evolving interests.

[1] Proficiency-based Admission Standards System (PASS) is the admissions system of the Oregon University System that is aligned with the K-12 content standards and benchmarks. For information see website www.ous.edu/pass

Career Learning Frameworks

Career learning frameworks are planning tools that help students gain a deeper understanding of their career interests and expectations, and prepare them for further education and employment. Frameworks identify knowledge and skills and applications and issues common to careers in a broad career path to connect teaching and learning to real career expectations. The frameworks provide an effective tool for developing learning opportunities that support student career interests and goals.

Career learning frameworks are currently available in the following broad career categories: Arts and Communications, Business and Management, Health Services, Human Resources, Industrial and Engineering Systems, and Agriculture, Food and Natural Resource Systems (see page 28 for more details). These documents are available on the ODE web site http://www.ode.state.or.us/opte/cam

Education Plan and Education Profile Example

An example of an education plan and profile is included on the following pages. Schools may use and modify this model or design their own. The common required elements listed on the previous pages (pp 8-9) are incorporated in this example. These elements should be a part of any locally designed or commercially available education plan and profile to accommodate the transferability of appropriate student information from one district to another.

EXAMPLE

Student Education Plan

SECTION A: Student Information

Last Name, First Name: _____

Student ID: _____ (District) _____ (State) School ID: _____ (State)

SECTION B: Interests & Goals

■ What are my personal interests, strengths, skills, and talents?

■ How do I want to develop my skills and talents? Who can help me?

■ What are my personal and academic goals?

■ What are my career interests and goal(s)? What career paths will allow me to develop my skills and talents?

■ What action will I take to reach my goals? What support do I need?

■ What is my post-high school goal (next step)?

- ☐ 4-year college/university School: _____
- ☐ Community college I plan to study: _____
- ☐Private career school
- ☐ Employment Career/job: _____
- ☐ Apprenticeship program
- ☐ Military training
- ☐ Other

■ What academic skills, technical skills and education or training are needed to prepare me for my post-high school goal (next step)?

(•Use available college and career activities & research resources. Revised Career Learning Frameworks in Agriculture, Food and Natural Resource Systems, Arts & Communication, Business & Management, Health Services, Human Resources, and Industrial & Engineering Systems with identified technical knowledge and skills are currently under development)

Section C: Learning Plan

■ Career Learning Area /Pathway: _____

■ What courses do I need to help me reach my goals?

	Required	Elective
7th grade		
8th grade		
9th grade		
10th grade		
11th grade		
12th grade		
Postsecondary program courses (See college programs and course plans)		

■ What learning experiences and activities will help me reach my goals?

Learning Experiences	Describe the experience and how it supports my goals.	What do I want to learn from this experience?
Career-related learning experiences: ❑ Work-based		
❑ Service learning		
❑ School-based		
❑ Field-based investigation		
❑ Technology-based		
Extended application		
Organizations/clubs		
Athletics		
Employment/job		
Community service		
Extra-curric. activities		
Other		

■ How can I earn credit for proficiency through my experiences or courses?

■ How can I link my high school program with my post-high school next step? (e.g. dual credit, Tech Prep, advanced placement, PASS, etc.)?

SECTION D: Reflections

Periodically review your progress toward meeting standards, goals and other accomplishments from your education profile and education plan. This is an opportunity to reflect on how you are doing and your current direction.

■ Am I headed in the right direction? Is my current program of study consistent with the education or training required of my post-high school goal?

■ Have my personal, academic, or career interests/goals changed?

■ How am I doing academically? How is my progress toward meeting state standards? How can I improve?

■ What have I achieved in school and how do these achievements help me toward my goals?

■ What do I need to do in the coming year to stay on track in meeting my goals? Who can help me with these steps?

Date last updated: _____ Reviewed by: _____
Parent/guardian/advisor

Student Education Profile

EXAMPLE

Name _____ School _____
Student ID _____ Grade _____

Summary of progress toward requirements indicated by:
Not yet (N), Meets (M), Exceeds (E), scores, and/or other indicators.

SECTION A. Academic and Technical Achievement

Overall Performance	CIM	CAM	Diploma	PASS

	English			Mathematics	Science
	Reading	Writing	Speaking		
CAM*					
CIM					
9th					
8th					
7th					

*Meet CIM performance standards through knowledge & skills test, work samples, or on-demand.

	Social Sciences	The Arts	Second Languages	PE	Health
CIM Endorsements					
9th					
8th					
7th					

	Career-Related Learning Standards (CRLS)**	Extended Application	Career-Related Learning Experiences	Education Plan/Profile
CAM				
Diploma				

CRLS**	Personal Mgmt.	Prob. Solving	Commun-ication	Team-work	Empl. Found.	Career Devel.

	Language Arts	Math	Science	Social Sciences	Applied/ Fine Art/ 2nd Lang	PE	Health	Electives
Diploma								

	☐ Ag, Food & Nat Res, ☐ Arts & Com, ☐ Bus & Mgmt, ☐ Health Serv, ☐ Hum Res, ☐ Ind & Eng.
*Technical Knowledge & Skills	

*Career Learning Frameworks/Knowledge & Skills under development

SECTION B: Goals/Interests/Accomplishments

	Description
Personal interests and goals	
Career interests and goals	
Post-high school goal	
Career learning area/pathway	
Career-related learning experiences (work-based, school-based, service learning)	
Co-curricular activities (e.g. athletics, clubs, student leadership)	
Employment/community service	
Other training/Certifications	
College credits earned	
Awards/Honors/Scholarships	
College aptitude assessments (ACT, SAT, etc.)	
Other	

Dates Reviewed/Updated and Persons Involved:

Date _____ Parent/Guardian _____ Advisor _____

Date _____ Parent/Guardian _____ Advisor _____

Date _____ Parent/Guardian _____ Advisor _____

Date _____ Parent/Guardian _____ Advisor _____

Education Plan and Education Profile Resources

Oregon Career Information System (CIS), University of Oregon http://oregoncis.uoregon.edu

Colton High School Six Year Plan http://www.colton.k12.or.us/6yearplan/6yearpla.htm

The ASVAB Program for Exploring Careers http://www.asvabprogram.com/work_values.html

U.S. Department of Education and U.S. Department of Labor http://www.careervoyages.gov

Student Education Occupation Plan (SEOP), Davis School District, Utah
http://www.uen.org/seop

Student Learning Plan (SLP), Idaho Division of Professional Technical Education
http://www.pte.state.id.us/services/guidance/slp.htm

Career and Personal Learning Plan, Quesnel, British Columbia, Canada
http://www.sd28.bc.ca/careers/cap121a2.htm

Planning For Life: Developing and Recognizing Exemplary Career Planning Programs.
Administered by the American School Counselor Association planforlife@schoolcounselor.org

National Consortium of State Career Guidance Supervisors
http://www.guidanceleadership.fsu.edu

Oregon Labor Market Information System http://www.olmis.org/

2. EXTENDED APPLICATION

Demonstrate extended application through a collection of evidence.

Extended Application Standard:

The student will be able to apply and extend academic and career-related knowledge and skills in new and complex situations appropriate to the student's personal, academic, and/or career interests and post-high school goals.

What is extended application?

Extended application is the application of knowledge and skills in the context of the student's personal and career interests and post-high school goals. Students use knowledge and skills to solve problems, create products, and make presentations in new and complex situations.

Extended application is based upon the principles of contextual teaching and learning and brain-based research. Extended application engages students in significant activities that help them connect academic studies to their context in real life situations. By making these connections students see meaning and relevance in their schoolwork.

> ***Contextual teaching and learning*** *is an educational process that aims to help students see meaning in the academic material they are studying by connecting academic subjects with the contexts of their daily lives, that is, with the contexts of their personal, social, and cultural circumstances. To achieve this aim, contextual teaching and learning encompasses the following eight components: active, self-regulated learning; making connections; significant work, critical and creative thinking; collaborating; nurturing the individual; recognizing and reaching high standards; using authentic assessment.*
>
> (From "A Practical Guide To Contextual Teaching And Learning: What It Is, Why It Works, And How To Use It", to be published 2001, Elaine B. Johnson, Ph.D.).

Extended application may exhibit the following characteristics, appropriate to the student's personal and career interests and goals:

- Require self-direction and personal management to plan, monitor, and complete tasks.
- Use of academic, career-related, and technical knowledge and skills in a relevant context, demonstrating in-depth understanding and skills.
- Extend prior knowledge through critical thinking, problem solving, or inquiry in real world contexts.
- Integrate knowledge and skills from more than one discipline.
- Communicate new learning, ideas, results, or conclusions.

Assessment of the Extended Application Standard

Students demonstrate extended application through successful completion of a collection of evidence. Collections of evidence are developed in a number of ways and through a variety of approaches. Some students complete their collections by working on a single, multi-faceted project, while others complete a variety of learning experiences, tasks, and activities.

During the 2002-2003 pilot test, the Oregon Department of Education partnered with eleven high schools in ten school districts and WestEd, an educational research organization, to pilot methods for assessing the extended Application Standard (EA) and Career-Related Learning Standards (CRLS). Teachers worked with students at each site to develop collections of evidence that document achievement of the standards.

The primary goal of the pilot test was to determine how much and what types of evidence are necessary to make a reliable and valid decision about whether a student has shown proficiency in the standards. This included developing guidelines and criteria for:

- Sufficiency – how much evidence is necessary to make a reliable and valid decision about whether a student has met the standards, and
- Proficiency – how well a student must perform to meet the standards.

A CRLS and EA collection of evidence is a culmination of student work that displays how a student has met the Career-Related Learning Standards, the Extended Application Standard, or both. Offering the opportunity to start the CRLS and EA collection of evidence process early in a student's educational career is beneficial. An early start helps ensure that students have ample opportunities to apply career-related and academic and specialized knowledge and skills in school, community, or workplace settings. Through these experiences, students develop collections that demonstrate evidence of the standards and relate to their education plans and post-high school goals.

Collections of evidence are developed in a number of ways and through a variety of approaches. Some students complete their collections by working on a single, multi-faceted project, while others complete a variety of learning experiences, tasks, and activities. Collaborative projects are also acceptable if students submit their own work and describe their role in the collaborative effort. As schools develop specific guidelines for collections of evidence, they should use materials and experiences from their own programs.

Collections of evidence should document a student's ability relative to the Career-Related Learning Standards and Extended Application Standard. Collections may include, but are not limited to:

- Documentation of learning through a career-related learning experience
- Projects related to school, student organization, or workplace activities
- Community-based projects related to a community problem or need
- Certificate of Initial Mastery (CIM) work samples

- Research or technical reports
- Storyboards
- Artwork
- Video or audio presentations
- PowerPoint displays
- Photo collections
- CD-ROMs with multimedia presentations
- Reflection pieces
- Journals
- Internship logs
- Job shadow notebooks

When developing a collection of evidence, some students address both the Career-Related Learning Standards and the Extended Application Standard in one collection, while others create separate collections for the CRLS and EA. This decision may depend on the nature of the learning experience. To ensure that all students meet the requirements for CRLS and EA collections of evidence, teachers should assist students in choosing learning experiences that will include opportunities for demonstrating the standards. It is also important for teachers and students to thoroughly understand the sufficiency requirements for CRLS and EA collections of evidence, as well as to understand that collections will not be scored if one or more of the Career-Related Learning Standards or Extended Application traits are not addressed.

Draft guidelines for a sufficient collection of evidence and proficiency criteria and scoring guide for Extended Application and Career-Related Learning Standards is available on the ODE website at
http://www.ode.state.or.us/cimcam/pdfs/implemguide/cam_implementguide200203.pdf

The *Career-Related Learning Standards and Extended Application Standard Implementation Guide, Draft, September 2003*, also provides lessons learned from the assessment pilot and resources and tools developed by the participating high schools. Further refinement will take place during the 2003-204 school year.

Comparability of CAM Assessments

One of the variables in designing an assessment system is the comparability of the results. As the CAM assessment model is designed the issue of comparability is a consideration, described in Appendix IV.

3. CAREER-RELATED LEARNING STANDARDS

Demonstrate career-related knowledge and skills.

The career-related learning standards (CRLS) are fundamental skills essential for success in employment, college, family and community life. These skills are taught throughout the curriculum, integrated with academic learning, and emphasized in the students' career-related learning experiences.

Table 2. Career-Related Learning Standards and Criteria

Standard	Criteria
PERSONAL MANAGEMENT	
Exhibit appropriate work ethic and behaviors in school, community, and workplace.	Identify tasks that need to be done and initiate action to complete the tasks. Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality. Take responsibility for decisions and actions and anticipate consequences of decisions and actions. Maintain regular attendance and be on time.
PROBLEM SOLVING	
Apply decision-making and problem-solving techniques in school, community, and workplace.	Identify problems and locate information that may lead to solutions. Identify alternatives to solve problems. Assess the consequences of the alternatives. Select and explain a proposed solution and course of action. Develop a plan to implement the selected course of action. Assess results and take corrective action.
COMMUNICATION	
Demonstrate effective communication skills to give and receive information in school, community, and workplace.	Locate, process, and convey information using traditional and technological tools. Listen attentively and summarize key elements of verbal and non-verbal communication. Give and receive feedback in a positive manner. Read technical/ instructional materials for information and apply to specific tasks. Write instructions, technical reports, and business communications clearly and accurately. Speak clearly, accurately and in a manner appropriate for the intended

	audience when giving oral instructions, technical reports and business communications.
TEAMWORK	
Demonstrate effective teamwork in school, community, and workplace.	Identify different types of teams and roles within each type of team; describe why each role is important to effective teamwork. Demonstrate skills that improve team effectiveness (e.g., negotiation, compromise, consensus building, conflict management, shared decision-making and goal-setting).
EMPLOYMENT FOUNDATIONS	
Demonstrate academic, technical, and **organizational** knowledge and skills required for successful employment.	Apply academic knowledge and technical skills in a career context. Select, apply, and maintain tools and technologies appropriate for the workplace. Identify parts of organizations and systems and how they fit together. Describe how work moves through a system. Describe the changing nature of work, workplaces, and work processes on individuals, organizations and systems. Demonstrate dress, appearance, and personal hygiene appropriate for the work environment and situation. Explain and follow health and safety practices in the work environment. Explain and follow regulatory requirements, security procedures, and ethical practices.
CAREER DEVELOPMENT	
Demonstrate career development skills in planning for post high school experiences.	Assess personal characteristics related to educational and career goals. Research and analyze career and educational information. Develop and discuss a current plan designed to achieve personal, educational, and career goals. Monitor and evaluate educational and career goals. Demonstrate job-seeking skills (e.g., writing resumes, completing applications, and participating in interviews).

The career-related learning standards were last revised June 2001.

Assessment of the Career-Related Learning Standards

See pages 17-18 of this document for a description of CRLS and Extended Application assessment model under development.

Draft guidelines for a sufficient collection of evidence and proficiency criteria and scoring guide for Extended Application and Career-Related Learning Standards is available on the ODE website at
http://www.ode.state.or.us/cimcam/pdfs/implemguide/cam_implementguide200203.pdf
The Career-Related Learning Standards and Extended Application Standard Implementation Guide, Draft, September 2003, also provides lessons learned from the assessment pilot and resources and tools developed by the participating high schools.

K-12 CRLS Instructional Framework

The *Career and Life Role Common Curriculum Goals and Career-Related Learning Standards*, document published in 1998 is available at http://www.ode.state.or.us/cimcam. This document aligns career and life role education with the career-related learning standards. Career and life role education helps students connect the personal side of their lives (learning to live) to educational growth (learning to learn) and career development (learning to work).

For an example of a K-12 model that integrates the CRLS across the curriculum see the Hillsboro School District website (http://www.hsd.k12.or.us/crls). The Hillsboro K-12 Career Development Education model reflects effective collaboration between teachers, counselors, school-to-work coordinators, administrators, school board members, parents and the business community.

4. CAREER-RELATED LEARNING EXPERIENCES

Participate in career-related learning experiences as outlined in the education plan.

Career-related learning experiences are structured educational experiences that connect learning to the world beyond the classroom. They are planned in the student's education plan in relation to his/her career interests and post-high school goals. Experiences provide opportunities in which students apply academic, career-related, and technical knowledge and skills and may also help students to clarify career goals.

Communities small and large, rural and urban can support quality career-related learning experiences. Partnerships with local employers and community organizations provide a variety of opportunities, building upon the community's strengths and resources. Beyond the local community, regional opportunities help increase the school's capacity, and technology offers expanding possibilities worldwide. Career-related learning experiences can take place in a variety of ways and places- in school, the workplace, or in the community. Most importantly, these experiences are about *learning,* not about the type of experience or the place.

Types of Career-Related Learning Experiences

- **Work-Based Learning**

Structured learning in the workplace provides students an opportunity to apply knowledge and skills in the work environment and gain an understanding of workplace expectations. Work-based learning includes experiences in both the private and public sectors, including for example, internships, structured work experience (paid or unpaid), clinical practicums, and mentorships.

- **Service-Learning**

Service learning provides structured experiences in organized community service projects that meet actual community needs, while demonstrating academic and career-related knowledge and skills. Students design service-learning projects collaboratively with community partners.

- **Field-Based Investigations**

Field-based investigations include extended projects that involve fieldwork and substantive contact with adults in business and community institutions that have expertise in the area of study. Students are guided in the pursuit of solutions to real world problems.

- **School-Based Learning**

School-based experiences provide application through student-managed business enterprises, projects, or other activities on campus. They engage students in complex, real life problem solving and situations that are academically rigorous and empower students as active learners. These may include, for example, project-based learning, school-based enterprises, school newspaper or yearbook, student leadership activities, and workplace simulations.

▪Technology-Based Learning
Using a variety of technological tools, such as video conferencing, Internet, and e-mail, mentorships can provide individual guidance and project assistance by employer and community partners.

Required Components for Career-Related Learning Experiences

1. Career-related learning experiences are outlined in the student's education plan.
   - Experiences relate to the student's personal and career interests.

2. Career-related learning experiences are structured around learning goals with identified outcomes.
   - Clear guidelines and expectations for the student are set up in advance.
   - Standards are identified that the student is preparing to meet.
   - Students may demonstrate career-related learning, extended application, academic, and technical knowledge and skills.

3. Student learning is evaluated based upon identified outcomes.
   - Student progress and achievement toward standards and other learning goals are evaluated by appropriate school and/or career-related learning site providers.

Career-Related Learning Experiences Resources

Oregon Department of Education **http://ode.state.or.us/opte/STW**

Worksite 21 **http://www.worksite21.org**

School-to-Work National Employer Leadership Council **http://www.nelc.org**

Center On Education and Work **http://www.cew.wisc.edu/**

Oregon Service Learning **http://demo2.open.k12.or.us/slearn/slearn03.html**

Learning in Deed (Service-Learning) **http://www.learningindeed.org/**

Education, Career, and Community Program **http://www.nwrel.org/ecc/index.html**

National Transition Alliance **http://www.dssc.org/nta**

Student Leadership Development Center **http://www.ode.state.or.us/opte/sldc.htm**

5. CERTIFICATE OF INITIAL MASTERY STANDARDS

Meet CIM performance standards in English, mathematics, science, and social sciences through CIM assessment options.*

To be awarded a Certificate of Advanced Mastery, students must meet specific CIM performance standards in English, mathematics, science, and (social sciences*) through CIM assessment options, as outline in Table 3. Students may demonstrate proficiency through the CIM knowledge and skill tests *or* through CIM work samples. *(*Amendments will be proposed to revise CAM requirements to reflect new CIM requirements; social sciences not required for CIM as per HB 2744).*

To earn a Certificate of Initial Mastery (CIM), students must meet performance standards in English, mathematics, and science. Students can work on the CIM, CAM, and diploma requirements simultaneously in high school, grades 9-12. As students pursue their personalized learning plan, relevance, meaning, and depth of understanding of CIM academic content is enhanced and can increase student performance on CIM assessments. Schools may consider the student's interests and goals, identified in his/her education plan, as a context for the CIM work samples when appropriate. Work samples related to the student's education plan may also meet criteria for the CAM extended application collection of evidence.

Table 3. CIM, CAM, and Diploma Requirements

The shaded areas indicate where the CIM and CAM requirements overlap and where the CAM and diploma requirements overlap. The CIM and CAM are not required for high school graduation, though may be a local requirement in some school districts.

Requirements		Certificate of Initial Mastery (CIM)	Certificate of Advanced Mastery (CAM)	Diploma
English	**Reading**	CIM knowledge and skills test	CIM knowledge and skills test	Language Arts – 3 credits
	Speaking	3 CIM speaking work samples	3 CIM speaking work samples	
	Writing	3 CIM writing work samples CIM on-demand writing test	3 CIM writing work samples[2]	
Mathematics[1]		CIM knowledge and skills test CIM on-demand math problem solving test 2 CIM math problem solving work samples	CIM knowledge and skills test **--OR--** 2 CIM math problem solving work samples [3]	Mathematics – 2 credits
Science[1]		CIM knowledge and skills test CIM scientific inquiry work samples (in 2003-04)	CIM knowledge and skills test **--OR--** CIM scientific inquiry work samples	Science – 2 credits

Social Sciences	Students may earn CIM endorsements in these content areas by meeting state standards	Amendments will be proposed to revise social science requirement for CAM. Not required for CIM as per HB 2744.	Social Sciences – 3 credits
The Arts			Applied Arts, Fine Arts, or Second Language – 1 credit *(in any one or a combination)*
Second Language			
Physical Education			Physical Education – 1 credit
Health			Health Education – 1 credit
Develop an education plan and build an education profile	Not required for the CIM	Required for the CAM	Required for the diploma in 2006-07
Demonstrate extended application through a collection of evidence	Not required for the CIM	Required for the CAM ➢ *Must meet a performance standard adopted by the State Board*	Required for the diploma in 2006-07 [4]
Demonstrate career-related knowledge and skills: personal management, teamwork, communication, problem solving, employment foundations, career development	Not required for the CIM	Required for the CAM ➢ *Must meet a perfo rmance standard adopted by the State Board*	Required for the diploma in 2006-07 [4]
Participate in career related learning experiences as outlined in the education plan	Not required for the CIM	Required for the CAM	Required for the diploma in 2006-07
Other	No other state requirements	No other state requirements	9 elective credits Local district requirements
		Revised CAM timeline: September 2008 (HB 2744)	

[1]For CAM certification, students may meet the CIM performance standards through *either* the knowledge and skills test *or* work samples as indicated.

[2]A CIM state on-demand writing test meeting the performance standards may be substituted for one work sample, provided the test is in a different mode from the remaining work samples.

[3]A CIM state on-demand math problem solving test meeting the test performance standards may be substituted for one work sample, provided the test is in a strand other than the remaining work sample(s).

[4] For the diploma, students will demonstrate extended application and career-related knowledge and skills but are not required to meet a performance standard.

SCHOOL SUPPORT SYSTEM

Schools are responsible for providing high quality learning opportunities for each student to pursue a CIM, CAM and diploma. Schools and districts must prepare each student for successful transitions to postsecondary schooling, employment and adult responsibilities. The following are included in a school support system that promotes high quality learning opportunities and helps provide successful transitions for students:

COMPREHENSIVE GUIDANCE and COUNSELING PROGRAM (PRE K-12)

Each school district in Oregon is expected to have a comprehensive guidance and counseling program to support student achievement. OAR 581-022-1510 directs districts to adopt guidance and counseling goals, which assist students to:

- develop decision-making skills;
- obtain information about self;
- understand the educational opportunities and alternatives available to them;
- establish tentative career and educational goals;
- accept increasing responsibility for their own actions;
- develop skills in interpersonal relations; and
- utilize school and community resources.

An Oregon framework has been developed to provide a coherent guide for schools districts, linking school improvement efforts to the programs goals and content. Oregon's Framework for Comprehensive Guidance and Counseling programs represents what a school district's program should include and serves as an organizational tool to identify and prioritize the elements of a quality program. The complete document is located on the ODE website at http://www.ode.state.or.us/cimcam/pdfs/orframe/oregonframework-cgcp.pdf

Mission

The Mission of Comprehensive Guidance and Counseling Programs in Oregon is to provide developmental and systematic support to each and every student to ensure the academic, career, personal, and social development and achievement and support participation in the broader community. Comprehensive guidance and counseling programs are proactive and preventative. They enhance learning by assisting students to acquire critical skills for life-long learning and success. They embrace professional standards and models for best practice in the field.

Comprehensive guidance and counseling programs provide an array of interventions and supports for students. These are delivered collaboratively with school staff, families, and members of the community to provide seamless transitions to each student's next steps. The goal is that each student will leave the PreK-12 grade system with the skills and knowledge to live, learn, work, and contribute in the world effectively as individuals, learners, producers, consumers, family members, and citizens.

POST-HIGH SCHOOL CONNECTIONS

The school and district provide a full range of opportunities to meet the educational needs and post high school goals of each student. The most common "next steps" for Oregon high school students are entrance into community colleges, four-year colleges or universities, the workforce, apprenticeship programs, private career schools, and the military. Schools collaborate with next step partners to establish linkages with each of these options to help each student transition successfully to his/her next step.

Connecting a student's education plan to related workforce and postsecondary education systems, such as the Youth Opportunity System and community college career centers, increases the high school's capacity to deliver high quality educational experiences for each student. Such connections can also build on and enhance opportunities currently provided through Advanced Placements, 2+2 Tech Prep, Step Ahead and other articulated high school/postsecondary programs.

EMPLOYER AND COMMUNITY PARTNERSHIPS

The school's connection and relationship to the community and its resources that support learning is key in assisting students to pursue a Certificate of Advanced Mastery. Partnerships with employers and other community members create the learning opportunities necessary to help students develop the skills needed for success in work and life. Communities can be drawn upon to strengthen learning experiences and engage students in ways that schools alone cannot accomplish. Students gain a new appreciation for academic knowledge and its practical application by working hand-in-hand with adults who apply their knowledge and experience to the daily challenges of workplace and community.

Potential roles for employer and community partners:

- Assist in developing and maintaining the student's education plan and education profile.
- Provide opportunities for students to apply academic and career-related learning knowledge and skills.
- Support field-based investigations and student projects connected to classroom instruction.
- Assess career-related learning standards and extended application/collection of evidence.
- Collaborate with teachers to develop curriculum and instructional opportunities that incorporate real world problems and situations.
- Participate in the development of career learning frameworks.
- Provide professional development opportunities, including teacher internships.

CAREER LEARNING FRAMEWORKS

Career learning frameworks are planning tools that integrate learning in a career context. These tools are used to guide the development of the student's education plan and learning experiences. In addition, the frameworks may be used to guide the development of programs centered on career learning. Connected to the students' interests and goals, frameworks provide a meaningful and relevant context for learning.

Career learning frameworks describe:

- A broad grouping of related careers.
- Educational requirements associated with careers in a broadly defined career path.
- Concepts, issues, and knowledge and skills common to careers in the broad career path.
- Suggested extended applications that reflect roles and expectations common to a broad career path.

Career learning frameworks help students gain a deeper and broader view of their career interests and the expectations required for post high school employment and postsecondary training and education. They provide a context for teachers that connect instruction and curriculum to real world applications. The frameworks provide a common focus for employer and education partnerships, postsecondary connections, and to mobilize community support.

Career learning frameworks are currently available in the following career categories:

- Arts and Communications
- Business and Management
- Health Services
- Human Resources
- Industrial and Engineering Systems
- Natural Resource Systems

These six frameworks were developed with business and industry partners. The Department will make the career learning frameworks available to schools and provide criteria for development of additional career learning frameworks. The six career learning frameworks above are available on the ODE website (http://www.ode.state.or.us/cimcam).

How do career learning frameworks differ from the former endorsement area requirement for students and schools?

The intent of the CAM is for high schools to take individual student needs into consideration and allow a student, within reasonable parameters, to plan his/her educational experiences based upon his/her interests and goals. Implementation of the CAM should not be dependent upon the capacity of a school to develop an "endorsement area" program. The proposed CAM design provides options for schools to meet the needs of each student. But schools would not be required to offer programs or any predetermined number of endorsement areas.

Many schools have the capacity and do offer programs in one or more career area(s) that provide students opportunities to meet CAM requirements. The frameworks provide an effective tool for program development, bringing teachers and community partners together around a common theme.

Many schools are providing opportunities for students to focus their studies in career-related contexts. Throughout the state, learning opportunities are provided under such names as endorsement areas, career pathways, career majors, focused areas of study, and career constellations, among others.

Career Learning Frameworks Project
Alignment with the National Career Clusters

The Career Learning Frameworks Project is underway to update and align Oregon's six Career Learning Frameworks with the National Career Clusters and state and industry standards. Career Learning Frameworks (CLF) are planning tools that integrate academic, career-related learning and technical knowledge and skills in a broad career area. Frameworks identify the knowledge and skills needed for success in a career and provide learners with relevant contexts for studying and learning.

CLFs provide a common language, common goals, and a reference point for educators, students, and employers. Each of the six broad Career Learning Areas has a common set of core knowledge and skills. These core knowledge and skills are aligned with, and provide context for, the Career-Related Learning Standards.

Within each Career Learning Area, such as Business and Management, there are career pathways, such as Hospitality, Tourism, and Management. Each career pathway has common knowledge and skills required for occupations in these career fields. Career pathways provide the next step in the career learning continuum that leads to specialization and career entry that may be most applicable to professional technical (PTE) programs.

The frameworks are intended as guides for schools. The core and pathway knowledge and skills, validated by national and state experts, provide common language and consistency for career-related instruction throughout the state. CLFs are not curriculum but they do guide integrated curriculum, course development and instructional planning. They provide a context for the state academic standards. They can be used to guide secondary and postsecondary articulation (e.g.Tech Prep, dual credit, credit for proficiency) based on "demonstrated learner outcomes". CLFs are also intended for students to guide their own education and career planning, with the help of teachers, parents, counselors, and community mentors.

With the career learning frameworks, professional technical education (PTE) programs are able to define their programs of study based on state and national norms found in the various industry sectors. Teachers can use the frameworks to help identify what students should know and be able to do. The CLF's address "All Aspects of the Industry" within each career learning area. To meet the needs of their students, PTE programs may further define specialized knowledge and skills in an occupational area leading to industry certification.

Appendix I

Certificate of Advanced Mastery (CAM) and New Diploma Requirements Compared to Transition Services for Students with Disabilities

CAM and Diploma Student Requirements	Transition Services for Students with Disabilities
Purpose of CAM and Diploma The purpose of the Certificate of Advanced Mastery (CAM) is to assure that each student is prepared for successful transitions to his or her next steps after high school.	**Purpose of Transition Services** Ensure students gain the skills and competencies needed to achieve post-secondary education, training or employment and assume adult responsibilities.
Develop an education plan ▪ Describe personal, academic and career interests. ▪ Describe personal, educational and career goals (short term and long term). ▪ Identify "next steps" requirements following high school completion and steps for successful transition. ▪ Identify and plan courses and other learning experiences, which support the student's interests and goals.	**IEP Plan** ▪ Engage the student and family in thinking about the student's future goals. ▪ Identify needs, interests and preferences based on post high school goals. ▪ Develop a learning plan that identifies what the student will learn and do on an annual basis and long term to achieve future goals. ▪ Identify supports and services the student needs for success. ▪ Access academic programs as appropriate.
Build an education profile ▪ Documentation of personal progress and achievement toward: ✓ Academic standards ✓ Career-related learning standards ✓ Extended application ✓ Career-related learning experiences ✓ Graduation requirements ✓ Industry standards, PASS proficiencies ▪ Record of personal accomplishments, experiences and skills ▪ Reflections on current status of personal, educational and evolving career goals.	**Progress Reports** ▪ Identifies a student's present level of educational performance. ▪ Records progress and achievement of a student's individual goals and objectives. ▪ Records progress and achievement toward CIM and graduation requirements.
Demonstrate extended application through a collection of evidence The student will be able to apply and extend academic and career-related knowledge and skills in new and complex situations appropriate to the student's personal, academic, and career interests and/or post-high school goals.	**Extended application not apparent in Transition Services** Potential for connection when assessment process for extended application is clarified.
Demonstrate career-related knowledge and skills in: ✓ Personal management ✓ Problem-solving ✓ Communication ✓ Teamwork ✓ Employment foundations	**Career & Life Role Common Curriculum Goals and Career-Related Learning Standards** ▪ Community experiences/instruction ▪ Employment and other post high school adult living objectives ▪ Functional vocational evaluation

✓ Career development	▪ Extended career and life role assessment
Participate in career-related learning experiences as outlined in the education plan Students must connect classroom learning with real life experiences in the workplace, community, or school relevant to their personal, academic, and evolving career interests and post high school goals.	**Community Experiences and School-to-Work** Opportunities to participate in community-based work experiences and job site training programs relevant to postsecondary goals and adult living objectives.
Meet Certificate of Initial Mastery (CIM) performance standards *[Not required for diploma]* Students must meet the CIM performance standards in: • Knowledge and skills test in reading • Work samples in speaking and writing • Work samples *or* knowledge and skills tests in mathematics and science tests.	**Graduation Planning** Students have the opportunity to attain the CIM and CAM with appropriate accommodations as necessary.

Appendix II

COMPARISON BETWEEN FORMER CAM MODEL (1998) AND ADOPTED CAM REQUIREMENTS (2001-2002)

Former CAM Model (1998)	Adopted CAM Requirements (2001-2002)
1. Main **purpose** of CAM is to prepare students for successful transitions to postsecondary schooling, employment, and adult responsibilities.	1. Same main purpose, but with more explicit emphasis on actively engaging students in their own **educational planning** that match their personal, career, and academic interests.
2. Students must meet **12th grade academic content standards** in English, Math, Science, Social Science, Second Language, the Arts, and PE.	2. Students meet the **extended application standard** that calls for application of CIM-level (or higher) academic content and career-related knowledge and skills appropriate to their personal and evolving career interests and post high school goals. Students are still enrolled in academic courses and have opportunities to attain higher levels of knowledge skills, meet PASS proficiencies, advanced placement (AP) requirements, and other requirements.
3. No specifications on the **education plan and education profile.**	3. Required **education plan and education profile**.
4. No specifications on **CAM assessment.**	4. Proposed assessment models**:** students demonstrate extended application through a collection of evidence. Schools select assessment method and instruments for career-related learning standards - ODE provide recommended list and scoring guide.
5. Students must complete **career-related learning experiences.**	5. Student's career-related learning experiences **match his/her education plan**
6. Students must demonstrate attainment of **career-related learning standards.**	6. Same requirement. Standards and criteria reviewed and revised to clarify meaning.
7. Meet **CIM academic requirements** in English, mathematics, science, social sciences, second languages, the arts and PE.	7. Students must meet CIM performance standards in **English, mathematics, science, and social sciences through CIM assessment options** – either CIM work samples or knowledge and skills tests. School districts will continue to measure each student's progress toward all standards with the goal of helping each student meet the standards in all seven CIM content areas. **Students work on both CIM and CAM requirements simultaneously during grades 9-12.**
8. Expectation for a **comprehensive guidance** program, **employer and community partnerships,** and **post high school connections.**	8. Same expectation, but with more explicit **link to the student's education plan.**
9. Students must participate and learn in an **endorsement area**. Schools **must offer one or more endorsement areas** for students to earn a CAM. CAM implementation is often viewed as the school's capacity to "get an endorsement area *program* up and running." The focus becomes the program rather than the needs of students. The endorsement area programs that a school offers may not serve the needs of all of their students.	9. **Career learning frameworks** shift the focus from endorsement area programs that schools must implement to matching learning opportunities to the student's interests and goals. Career learning frameworks are used to inform the student's education plan and focus. They may also guide program development and be used as a career context for instruction. Schools would not, however, be required to provide programs or any predetermined number of endorsement areas.

Appendix III

ROLES AND RESPONSIBILITIES FOR CAM REQUIREMENTS

	Education Plan and Profile	Extended Application/Collection of Evidence	Career-Related Learning Standards	Career-Related Learning Experiences
Student	·Build an educational profile that shows evidence of educational planning and preparation for next steps. ·Develop an education plan/profile that reflects personal, academic, and career interests. ·Review profile on an on-going basis; modify plan as needed.	·Apply learning in the context of his/her personal and career interests and post high school goals. ·Produce and select evidence of extended application for his/her collection that meets criteria. ·Document and evaluate progress and achievement in the education profile.	·Demonstrate application of the standards in career-related learning experiences, courses, and other activities. ·Document and evaluate progress and achievement in the education profile.	·Plan learning experiences that relate to his/her interests and post high school goals. ·Identify learning outcomes for the experience. ·Self-evaluate performance and outcomes. ·Document reflections of learning experiences in the education profile.
School and District	·Create a process for students and staff to develop, review, and update plan/profile, supported by local policies. ·Ensure each student has access to the process and is supported by an informed adult. ·Provide staff development and support to teachers, counselors, and mentors/advisors. ·Support plan/profile with a comprehensive guidance program, integral to the educational process. ·Monitor and evaluate effectiveness of the process and guidance program.	·Provide opportunities for students to apply learning in the context of their interests and goals. ·Provide opportunities for students to apply learning outside of school. ·Evaluate the students' collection of evidence following state guidelines. ·Provide opportunities for teachers to plan and collaborate. ·Provide staff development in practices that help teachers to facilitate and evaluate extended application.	·Integrate the career-related learning standards throughout the curriculum. ·Provide opportunities for students to demonstrate application of the standards in career-related learning experiences, courses, and other activities. ·Select assessment tools and methods and following state guidelines. ·Assess student performance; work together with employer and community partners.	·Provide opportunities for students to participate in experiences in the context of their interests and goals. ·Identify resource and collaborate with employer and community partners to provide quality experiences. ·Use multiple strategies, including work-based, service-learning, field investigations, school-based, and technology to provide access for all students. ·Evaluate the quality and effectiveness of experiences.

	Education Plan and Profile	Extended Application/Collection of Evidence	Career-Related Learning Standards	Career-Related Learning Experiences
Department of Education and State Board	·Develop electronic record keeping system and template for plan/profile. ·Provide resources and technical assistance and support staff development. ·Disseminate examples and models.	·Develop criteria and scoring guide for extended application/ collection of evidence through school pilots reviewing student work. ·Provide resources and technical assistance and support staff development. ·Disseminate examples and models.	·Develop assessment guidelines for local assessments. ·Pilot assessment model. ·Provide a recommended list of assessment tools and methods and samples of student work. ·Provide resources and technical assistance and provide training.	·Provide guidelines for quality learning experiences. ·Provide resources and technical assistance and support staff development. ·Promote and support employer & community-education partnerships.
Parents/ Guardian	·Provide guidance as the student makes decisions regarding his/her education plan and profile. ·Reflect on progress and achievement with the student. ·Provide support as student pursues his/her interests and post high school goals. ·Provide constructive feedback to school staff about the student's experiences.	·Provide guidance as the student builds his/her collection of evidence ·Reflect on the student's progress in meeting the extended application standard ·Assist school staff in providing opportunities for the student's extended application. ·Provide constructive feedback to school staff about the student's experience.	·Provide guidance as the student works toward meeting the CRLS. ·Identify opportunities for the student to demonstrate these skills outside of school. ·Reflect on the student's progress in meeting the CRLS. ·Provide constructive feedback to school staff about the student's experience.	·Provide guidance as the student participates in CRL experiences. ·Reflect on the learning goals in relation to his/her education plan. ·Assist school staff in providing opportunities for the student's experiences. ·Provide constructive feedback to school staff about the student's experience.
Employer, Community, Postsecondary Partners	·Communicate desired academic and career-related proficiencies and other qualities in an education profile. ·Assist students and schools in the plan/profile process and evaluation. ·Utilize education profiles in hiring or admissions processes.	·Provide opportunities for students to apply learning in real world situations and problems. ·Participate in evaluating extended application/collection of evidence.	·Assist schools with CRLS assessments. ·Align standards with postsecondary programs and entrance requirements. ·Communicate to students the importance of these skills for success in college and workplace.	·Partner with schools to provide experiences. ·Help students identify learning goals. ·Participate in student evaluation. ·Provide internships for teachers.

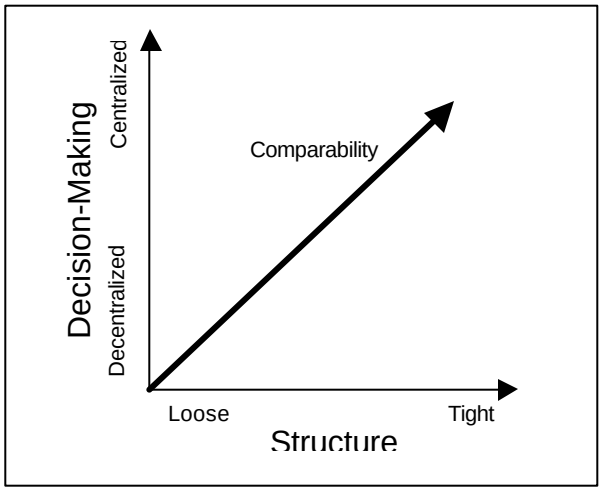
Appendix IV

COMPARABILITY OF CAM ASSESSMENT ACROSS OREGON

One of the variables in designing an assessment or certificate system is the comparability of the results. In other words, to what extent do students and parents, educators, employers, and policy-makers require the results to be the same across the state? At first glance, one would want the results to be very comparable, if not identical. However, there are trade-offs to consider.

High Comparability

As shown in the chart to the right, high statewide comparability is a function of tightly structured assessments and central decision-making. Oregon's state tests (e.g., the reading/literature and mathematics multiple-choice tests) are highly comparable because the state defined the eligible content, test items, measurement scale, testing conditions, scoring rules and performance criteria. The state's decisions apply to every test administered across the state.



Moderate Comparability

By comparison, work sample assessments are less comparable because teachers adapt the assessment conditions to match instruction in their classroom and rate student work locally. The decision-making is not completely decentralized because teachers use a common scoring guide across the state.

Trade-offs

Moderate comparability is acceptable for work samples because of the value of measuring student performance in the context of regular classroom instruction. Information from work samples is useful for evaluating instructional programs and gives all decision-makers a more complete picture of what students know and can do. Even though a work sample result may vary somewhat from school to school, this lower comparability is justified in order to get results that more completely describe the individual student.

Examples

In the following table, existing assessments and proposed CAM assessments are grouped by comparability. Note that the currently defined CIM includes assessments at all levels of comparability. Therefore, the overall CIM decision will be more variable than the results of state tests. The CAM will also include assessments of moderate comparability. However, both the CAM and the CIM will be more comparable than the current diploma, which is primarily based on the low comparability assessments that go into course grades.

	Low Comparability	**Moderate Comparability**	**High Comparability**
Existing Assessments	CIM Assessment in Art/ Second Language/ PE; Course Grades	Work Samples; PASS Teacher Verification	State Tests; SAT
Proposed CAM Assessments		Extended Application Career-related learning standards	