

This document answers commonly asked questions about the Oregon Diploma, organized by the following topics:

[General Information](#)

[Credit Requirements](#)

[Essential Skills](#)

[Personalized Learning](#)

[Credit for Proficiency](#)

[Standards and Assessment](#)

[Modified Diploma](#)

General Information

In January 2007, the State Board of Education adopted the policy to change Oregon’s graduation requirements. The new **Oregon Diploma** is designed to better prepare each student for success in college, work, and citizenship. To earn an Oregon Diploma, students will need to successfully complete the [credit requirements](#), demonstrate proficiency in [essential skills](#), and meet the [personalized learning requirements](#). Students will also have the option to earn credit for demonstrating proficiency.

1. How have the high school graduation requirements changed?

The following changes have been made to the high school graduation requirements:

- **Number of credits:** The minimum number of credits needed to graduate was raised from 22 credits to 24 credits.
- **English:** The number of English credits was raised from 3 credits to 4.
- **Math:** The number of math credits required was raised from 2 credits to 3 beginning with students who were first enrolled in Grade 9 in 2010-11 (anticipated graduation in 2014). These 3 credits must be at the Algebra I and above content level.
- **Science:** The number of science credits was raised from 2 credits to 3 and must be inquiry-based with lab experiences.
- **The Arts / Career & Technical Education/ Second Languages:** The number of credits was raised from 1 credit to 3 (any one or combination of subjects).
- **Electives:** The number of electives was reduced from 9 credits to 6 (although the requirement above provides increased focused electives).
- **Credit for Proficiency:** Students have the option to earn credit based on demonstrated proficiency.
- **Essential Skills:** Specific Essential Skills graduation requirements are based on the year the student first enrolled in Grade 9, as shown below:
 - **Enrolled in Grade 9 in 2008-09:** Read and comprehend a variety of text
 - **Enrolled in Grade 9 in 2009-10:** Read and comprehend a variety of text and Write clearly and accurately

- **Enrolled in Grade 9 in 2010-11 and beyond:** Read and comprehend a variety of text; Write clearly and accurately; and Apply mathematics in a variety of settings

2. What is the timeline for implementation of these new requirements?

Oregon administrative rules (OARs) for the Oregon Diploma were adopted in June 2008. The requirements are being phased-in through 2014 to allow students, families, schools and teachers to adequately prepare to meet these new requirements. View the implementation timelines <http://www.ode.state.or.us/search/page/?id=1684>

3. Why is Oregon making changes to the diploma now?

The world is changing rapidly and advances in technology and communications are transforming the way we live and work in Oregon. These changes are creating a demand for higher-levels of skills than ever before. To compete successfully in today's global economy, all students must acquire the knowledge and skills they will need to be successful in college and the workplace. The new diploma requirements are designed to better prepare each student for success in college, work, and citizenship.

4. Is Oregon the only state making these kinds of changes?

Oregon has joined with 35 other states in the American Diploma Project Network (ADP) —a coalition of states committed to making sure that all high school graduates are prepared for college and careers. To find out more about ADP visit <http://www.achieve.org/node/604>

5. Will all students benefit from a more rigorous diploma?

As states and districts upgrade their standards to better prepare graduates for college and careers, some worry that not all students will benefit. How can we raise graduation requirements, they ask, when so many teenagers already fail their classes and score poorly on statewide assessments? Can low-income and low-achieving students ever meet these expectations?

A convincing body of research and experience proves that these concerns are profoundly misplaced. In fact, requiring more challenging courses for all students — even those who are getting poor grades in lower-level classes — helps them learn more. See the [fact sheet](#) for more.

6. Not all students will go to college. Is this really necessary for all students?

Today, there is little difference between the skills students need to enter college and those needed for the workplace. All graduates seeking to compete in today's workplace are going to need to ramp up their skills, whether or not they go to college. [Read more.](#)

7. If we raise standards, won't students become more disengaged? Will changes result in higher dropout rates?

Parents and teachers are sometimes concerned that students will not have the motivation to

succeed at more challenging courses. However, many students want more challenging courses. Motivation also improves when students are shown the link between the courses that they take now and the skills they need to be successful later on. [Read more](#) .

Research shows that when students are supported and challenged, they rise to the occasion. [Read more](#). A high school diploma that does not prepare a young adult to meet the challenges of college, the workplace and life after high school is of little value; we must ensure that all graduates receive a diploma that counts. For more information on dropout prevention, visit <http://www.achieve.org/files/APAandAchieve-DiplomasthatCount2008.pdf>

8. What is a modified diploma?

A modified diploma is a high school completion document that may be earned by students who have demonstrated an inability to meet the full set of academic content standards required for a regular high school diploma, even with reasonable accommodations.

To be eligible for a modified diploma, a student must have:

- a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers, **or**
- a documented history of a medical condition that creates a barrier to achievement.

Please view the Oregon Modified Diploma FAQ for information on the modified diploma <http://www.ode.state.or.us/search/page/?id=2047>

Credit Requirements

1. What does it mean that all math credits have to be at the Algebra 1 content level and above?

“Algebra 1 and above” refers to any content found within the High School Mathematics Academic Content Standards adopted by the State Board of Education in 2009.

<http://www.ode.state.or.us/teachlearn/subjects/mathematics/2009adoptedhighschoolmathstandards.pdf>

Content standards in high school are divided into three subject areas of algebra, geometry, and statistics. Students can meet this requirement through traditional math courses or in courses that teach content in an applied setting. Such settings could include contexts such as Career and Technical Education (CTE) and/or science courses. ODE has provided some guidance on applied math credits which address common issues surrounding awarding applied credits in mathematics. Please refer to the applied academic credit documents for more information.

<http://www.ode.state.or.us/teachlearn/certificates/diploma/appliedacademiccredit.pdf>

2. Does curriculum sequence have to be Algebra I, Geometry, and Algebra 2?

ODE does not prescribe any specific order or course sequence by which the standards are taught.

3. Can students receive credit for algebra before they enter high school?

Yes, if the courses taken prior to grade 9 are aligned with the content in the high school mathematics standards and the performance criteria are equivalent to the performance criteria for students taking the same high school course.

4. Do all students need challenging math in high school?

Studies show that students taking challenging mathematics are more likely to succeed in college and the workplace. As our world and work get more linked to technology, math and the problem solving skills gained in math classes, are becoming increasingly important for all students. Math is essential not just for two and four year colleges but for many of today’s well-paying jobs. [Read more.](#)

5. What are the new diploma requirements for science and when do they go into effect?

Beginning with students who were first enrolled in Grade 9 in the 2008-09 school year, science credits increase from 2 to 3 credits; all must be “inquiry-based” and at least 2 credits must include laboratory experiences. Applied and integrated courses aligned to the science content standards may meet this requirement. Laboratory experiences may be met through field-based experiences.

6a. What are "inquiry-based" courses?

Science courses that are "inquiry-based" provide students the opportunity to apply scientific reasoning and critical thinking to support conclusions or explanations with evidence from their investigations. For

more information on "inquiry-based" science in Oregon, please visit the Oregon Department of Education science web page at:

<http://www.ode.state.or.us/news/announcements/announcement.aspx?=2277>

6b. What is meant by "laboratory experiences"?

Laboratory experiences provide opportunities for students to interact directly with the material world (or with data drawn from the material world), using the tools, data collection techniques, models, and theories of science (National Research Council of the National Academies, 2005). Laboratory experiences may be field-based experiences rather than traditional laboratory settings.

7. How may students meet the 3 credits in the Arts, Career and Technical Education (CTE), and/or Second Languages?

Students may meet these credits in any one subject area or through a combination thereof. For example, a student may choose to meet all three credits in the Arts or CTE; or they may choose 2 credits in CTE and one in the Arts or a Second Language. The subject area(s) chosen should be determined by the students' Education Plan and Profile and post-high school goals.

8. Is a Second Language required for high school graduation?

No, the state does not require a Second Language for graduation. Students have the option of earning credit in a Second Language through the 3 credits in the Arts, CTE, and/or Second Language requirement. Students should be advised to consider the college entrance requirements that may apply as they develop their Education Plans. Some districts do require Second Language as a local graduation requirement.

9. Does the CTE credit have to be met through an approved CTE Program of Study?

No, the CTE credit does not have to be met through an approved CTE Program of Study. The following guidance should be used when determining whether individual courses should be considered as CTE courses for the purpose of graduation:

- The course content should be based on standards. The Oregon Skill Sets (<http://www.ode.state.or.us/search/results/?id=271>) provides standards for a wide range of technical content.
- The course should include instruction in technical content as well as exposure to careers related to the technical content.

10. What does "credit for proficiency" mean?

The State Board of Education approved the policy "Districts may award credit based on proficiency" sometimes referred to as "Credit for Proficiency." This provides students the opportunity to earn graduation credits within Oregon's standards-based system by demonstrating what they know and can

Oregon Diploma—Questions & Answers

June 2011



do. Students may demonstrate proficiency through classroom work or documentation of learning experiences outside of school, or through a combination of these means. More detailed information on credit for proficiency can be found at <http://www.ode.state.or.us/search/results/?id=35>

Essential Skills

1. What are the Essential Skills?

The Essential Skills are critical 21st century skills needed for success in college, the workplace, and civic life. They are process skills that cross academic disciplines and are embedded in the content standards. The skills are not content specific and can be applied in a variety of courses, subjects, and settings.

The Essential Skills are:

- Read and comprehend a variety of text
- Write clearly and accurately
- Apply mathematics in a variety of settings
- Listen actively and speak clearly and coherently
- Think critically and analytically
- Use technology to learn, live, and work
- Demonstrate civic and community engagement
- Demonstrate global literacy
- Demonstrate personal management and teamwork skills

A description of each Essential Skill is found at

<http://www.ode.state.or.us/teachlearn/certificates/diploma/essential-skills-definitions.pdf>

2. When will proficiency in the Essential Skills be required for graduation?

Specific Essential Skills graduation requirements are based on the year the student first enrolled in Grade 9, as shown below:

- **Enrolled in Grade 9 in 2008-09:** Read and comprehend a variety of text
- **Enrolled in Grade 9 in 2009-10:** Read and comprehend a variety of text and Write clearly and accurately
- **Enrolled in Grade 9 in 2010-11 and beyond:** Read and comprehend a variety of text; Write clearly and accurately; and Apply mathematics in a variety of settings

The remaining Essential Skills will be phased-in over subsequent years, timeline to be determined. Though proficiency is not yet required for graduation, these skills are currently embedded in the content standards and should continue to be taught and assessed.

3. How will the Essential Skills be assessed?

Students have multiple options and opportunities to demonstrate their proficiency in the Essential Skills. There are three assessment options approved by the State Board of Education:

- Oregon Assessment of Knowledge and Skills (OAKS)
- Approved standardized assessments: SAT, PSAT, ACT, PLAN, Work Keys, Compass, ASSET
- Local performance assessment: work samples using official state scoring guides

Currently work samples/official scoring guides are the only approved local performance assessment option. The state will adopt criteria to guide districts' selection of other local performance assessments for determining students' proficiency in the Essential Skills. The criteria are expected to be available in the 2010-11 school year.

For technical guidance on assessment of the Essential Skills, please view the Test Administration Manual, Appendix L: http://www.ode.state.or.us/wma/teachlearn/testing/admin/2010-11-appendix_l.pdf and the Appendix N: http://www.ode.state.or.us/wma/teachlearn/testing/admin/2010-11-appendix_n.pdf

For more information on assessment, please view the Assessment of the Essential Skills FAQ <http://www.ode.state.or.us/apps/faqs/index.aspx?=151>.

4. How are the Essential Skills and Career-Related Learning Standards (CRLS) related?

In 2002, the career-related learning standards (CRLS) were adopted as a requirement for graduation in 2007. Like the Essential Skills, the CRLS are foundational skills that prepare students for post high school success. They are applied across the curriculum and in a variety of settings. Proficiency levels and assessments for the CRLS, however, are determined locally. The Essential Skills Task Force recommended merging the Essential Skills and CRLS into one set of skills. For more information on the task force's recommendation please view the document titled [Essential Skills - CRLS Merger](#).

5. What are the Essential Skill requirements for students receiving a Modified Diploma?

Please view the link to the Modified Diploma and the Essential Skills – FAQ <http://www.ode.state.or.us/gradelevel/hs/transition/moddipessskillsfaq.pdf>

Personalized Learning

1. What are the personalized learning requirements?

The State Board of Education is committed to preparing each student for successful transitions to his or her next steps. Personalized learning, learning beyond the classroom and connections to the adult world are critical for preparing each student, whatever path they take after graduation, for the vast challenges and opportunities of the 21st century.

The following requirements personalize the diploma for each student and help students plan for their post-high school education and career goals:

- **Education Plan and Profile**
Students develop a plan and profile to guide their learning and document progress toward their personal, career, and post-high school goals.
- **Career-Related Learning Experiences**
Students participate in experiences that connect classroom learning with real life experiences in the workplace, community, and/or school relevant to their education plan.
- **Extended Application**
Students apply and extend their knowledge in new and complex situations related to the student's personal career interests and post-high school goals through critical thinking, problem solving, or inquiry in real world contexts.
- ***Career-Related Learning Standards**
Students demonstrate knowledge and skills in personal management, problem solving, communication, teamwork, employment foundations and career development.
(*CRLS will merge with the Essential Skills beginning in 2012)

Implementation resources for personalized learning can be found on the website <http://www.ode.state.or.us/search/page/?id=1669>

2. What are districts required to do to implement the personalized learning requirements?

School districts determine how student completion of this requirement is demonstrated and documented. OAR 581-022-1130 identifies the common expectations for each component, but districts have local flexibility on how they are implemented.

3. How can schools personalize learning for students?

Extending the learning into the community is key to making learning meaningful and relevant to students' personal, academic, and career interests and goals. Conducting an "asset mapping" exercise may help you identify all the potential resources in your community. This exercise can be very effective in finding resources in small and rural communities.

<http://www.ode.state.or.us/teachlearn/certificates/diploma/community-asset-mapping.pdf>

Business and community partnerships can play a critical role in supporting the implementation of the Oregon Diploma and personalized learning. See the Business & Community Toolkit for suggested activities and resources <http://www.ode.state.or.us/search/page/?id=2424>

4. Are the Career-Related Learning Standards still a part of the diploma requirements?

In 2002, the career-related learning standards (CRLS) were adopted as a requirement for graduation in 2007. Like the Essential Skills (ES), the CRLS are foundational skills that prepare students for post high school success. They are applied across the curriculum and in a variety of settings. Proficiency levels and assessments for the CRLS, however, are determined locally. The Essential Skills Task Force recommended merging the Essential Skills and CRLS into one set of skills. The CRLS will merge with the Essential Skills beginning in 2012. For more information on the task force's recommendation, please view the document titled [Essential Skills - CRLS Merger](#).

Credit for Proficiency

1. What does credit for proficiency mean?

Credit for proficiency means that a student earns credit toward a diploma or modified diploma based on successful demonstration of knowledge and skills that meet or exceed defined levels of performance.

More detailed definition:

Units or part units of required and elective graduation credit awarded to students who demonstrate knowledge and skill standards* that meet or exceed state, local, national or internationally defined levels of performance through sufficient and appropriate assessment evidence. **

*e.g., state content standards and essential skills, locally identified, industry-based or other national or international standards

** quantity and quality of student work which demonstrates what students know and are able to do (e.g., tests, work samples, projects, daily assignments, etc.)

2. How can students earn credit for proficiency?

In April, 2009, the State Board of Education adopted a revised version of the Credit Options OAR (581-022-1131) that now requires districts to identify in local policy which options are available to their students. The following is a summary of the options available to students provided in the new rule:

Students may earn credit by:

- 1) Successfully completing classroom or equivalent work meeting the Oregon Common Curriculum Goals and academic content standards (OAR 581-022-1210) in a course of at least 130 clock hours.
- 2) Demonstrating defined levels of proficiency or mastery of recognized standards through:
 - a. Classroom or equivalent work in-class or out-of-class where hours of instruction may vary;
 - b. Appropriate exam designed to measure proficiency or mastery of identified standards;
 - c. A collection of work or other assessment evidence;
 - d. Documentation of prior learning activities or experiences .
- 3) Successfully completing any combination of the above options.

3. How is proficiency-based credit related to Applied Academic Credit in Career and Technical Education (CTE)?

In a decision paper published in 2007 the State Board endorsed the concept of meeting math requirements through courses such as Integrated Math, Applied Math, Construction Math, and Business Math as long as they meet the content threshold of Algebra 1 and higher. Similar flexibility is encouraged in courses offered for science credit.

Career and technical education (CTE), integrated academic course sequences, and project based learning are delivery models in which students may earn credit or partial credit by successfully demonstrating

that they have met academic area content expectations. The assignment of credit should be based, in part, on student performance on an assessment or assessments that measure student achievement of identified knowledge and skills. These integrated approaches give students the opportunity to apply academic content in real-world situations to demonstrate proficiency. Students who receive credit through integrated and applied courses must complete all of the high school credit requirements at the same level of performance as required of all Oregon students.

4. How might the federal "highly qualified teacher" requirements affect the awarding of proficiency-based credit in CTE?

Proficiency-based credit involves collaboration between an academic teacher, and a CTE teacher who is delivering the instruction through applied academic content. This collaboration is necessary if the academic credit being offered in addition to the CTE credit is in a content area covered under federal highly qualified teacher rules. For example, if a teacher who is only licensed to teach agriculture is teaching a class that will provide some related biology credit, the district would need to follow the credit for proficiency guidelines in order to be compliant with highly qualified teacher requirements. For additional information consult [Credit in Applied Academics](#).

5. Are there any examples of what Credit for Proficiency looks like?

A number of schools and districts in Oregon already have policies and practices in place around Credit for Proficiency that are generating success for students. While each program is designed to meet the unique needs of its student population, all can serve as examples for districts seeking guidance.

In the spring of 2003, seven districts began working with the Department of Education to pilot the implementation of proficiency credit options over a two year period. These districts developed planned course statements, supporting forms and documentation, district and school support structures, processes for earning credit, board policies, and community connections as part of this work. In addition to these pilot sites, several districts began working of Credit for Proficiency options independently. Representatives from Redmond HS and Scappoose presented to the State Board of Education in September, 2009. Videos of their presentations can be accessed at <http://www.ode.state.or.us/search/page/?id=2973>

More detailed information about how Oregon districts are implementing Credit for Proficiency can be found at <http://www.ode.state.or.us/search/results/?id=35>

Standards and Assessment

On October 28, 2010 the State Board of Education voted to adopt the Common Core State Standards (CCSS) in mathematics and English language Arts. Now that the focus has shifted to implementation of the standards, ODE and its partners in education in Oregon will work through transition issues and identify strategies and resources to assist school districts. For more information about the Common Core visit <http://www.ode.state.or.us/go/commoncore>.

NOTE: The questions and answers that follow related to “Core Standards” apply only to Oregon’s current mathematics and science standards.

1. What are core standards?

Core standards are those academic content standards that state key ideas to be covered in each subject and at each grade level. Selected content standards support each core standard. Core standards do the following:

- Carefully articulate clear grade level progression in both knowledge and skills.
- Focus instruction. Teachers and students can concentrate on fewer key ideas each year, resulting in greater depth of teaching and learning.
- Organize related content standards. Mastery of the underlying content standards will imply in-depth understanding of the corresponding core standard.

The goal of a core standards structure is to create fewer standards that are more focused and coherent. Using the discipline as the guide, core standards statements are developed around the “big ideas” of a content area. Core standards also articulate learning progressions within and between grade levels and allow for more effective lesson design, focused instruction and creation of formative assessments. When students master the core standards at one grade level, they are prepared for learning the core standards at the next. They’re also well on their way to earning an Oregon Diploma!

2. What then are content standards?

Content standards describe what students need to know and be able to do in order to demonstrate mastery of a particular core standard. The content standards provide the detail necessary for instruction and assessment of the key ideas identified in the core standards.

3. Why has Oregon moved to a core standards structure?

As part of the Oregon Diploma, the State Board asked the Department of Education to identify core standards for K-8 and high school in all academic subjects. The Board’s decision is based on [research](#) showing greater student achievement of the content standards when teachers and students focus on a few key ideas or **core standards** at each grade level.

4. What criteria are used to determine core standards?

When determining what content should be at the core standard level, content panel members examine the subject area for the following:

- **Endurance:** Will the standard provide students with knowledge and skills that will be of value beyond a single test date?
- **Leverage:** Will the standard provide knowledge and skills that will be of value in multiple disciplines?
- **Success:** Will the standard provide students with knowledge and skills that are necessary for success in the next level of instruction or beyond school?

These criteria are based on the WestEd review of Oregon Content Standards (http://www.ode.state.or.us/teachlearn/real/standards/Standards_Review.aspx) as well as initiatives by the National Council of Teachers of Mathematics, the National Science Teachers Association and the Power Standards program, developed by the Center for Performance Assessment.

5. Who is responsible for developing standards in Oregon?

As directed in ORS 329.045, content and assessment specialists at the Department of Education work with Content and Assessment Panels specific to each subject area to develop drafts of the core standards and supporting content standards. Panel members include teachers and administrators representing all of Oregon’s geographic regions, content specialties and grade levels. Members also include higher education and business and industry professionals and others, as necessary.

6. What process is used for developing standards in Oregon?

After studying current research, standards from other states, standards from national professional organizations, and recommendations from local and national experts, specialists and panel members prepare initial drafts of core standards and supporting content standards. Each draft is posted on the web for external review and public comment from educators, state professional organizations, members of the business community, students, parents, and citizens. The panel reviews input and produces subsequent drafts based on feedback from online reviews and statewide meetings.

7. What do power standards and core standards have in common?

Power standards and core standards emphasize key ideas that are of value for students over the long-term, across the curriculum, and for success in school and out of school.

8. What are the differences between power standards and core standards?

While power standards and core standards have much in common, they are developed through different processes and for different audiences and purposes. Power standards have emerged from the work of Doug Reeves and Larry Ainsworth of the Center for Performance Assessment. As part of a professional development process at the local level, individual districts develop power standards to improve instruction within their districts. Teachers study and prioritize the state standards for the purpose of providing effective instruction. According to Reeves, power standards are “those standards that once mastered, give the student the ability to use reasoning and thinking skills to learn and

understand other curriculum objectives."

Core standards and supporting content standards, on the other hand, are developed by the state to delineate clear learning progressions for each subject area that facilitate statewide teaching to standards. The State Board of Education's decision to use the core standard structure for Oregon's current mathematics and science standards was based on [research](#) applicable to the development of state-level standards. Evidence is strong that student achievement of the content standards increases when teachers and students focus on a few key ideas for each grade level that build from one grade to the next. Clear learning progressions ensure that students who master the core standards at one grade level will be ready to learn the core standards at the next. The current core standards and supporting content standards provide the foundation for statewide curriculum, instruction, and assessment (assessment in reading, writing, mathematics, and science only).

9. If my district has implemented power standards, do we need to align to state standards developed by ODE?

Yes. Districts are required to align their curriculum to the state standards. Any time the state revises the academic content standards, districts must re-align their curriculum because the revised standards provide the foundation for statewide curriculum, instruction, and assessment (assessment in reading, writing, mathematics, and science only).

10. Will my district's work with power standards be useful now that the state is switching to a core standards' structure?

Yes. Power standards' professional development provides rich context for understanding core standards. When teachers study and "unwrap" the state standards for the purpose of providing effective instruction across the content areas, they gain a deeper understanding of both the content and the structure of the state standards.

11. How do new standards affect the statewide assessment?

Any time new standards are created the statewide assessment must be realigned in order to accurately measure the new learning expectations. Before a new test can be implemented statewide, new test items must be developed and field tested. This means that Oregon's testing of adopted standards in mathematics, science, reading and writing typically begins two to three years after the adoption of each set of revised standards. Beginning in 2014-15 Oregon's language arts and mathematics assessments will be delivered through the SMARTER Balanced Assessment Consortium. Oregon and thirty two other states are developing the upcoming assessment and developing resources to help bridge the transition to the SMARTER Balanced Assessment.

12. What content will be on the statewide assessment during the transition to new standards?

Adequate time is needed to allow teachers to become familiar with the new standards and for students to have the opportunity to learn the content represented by those standards. Consequently, during the transition period students will be assessed on the current content standards.

13. What are the Common Core State Standards?

The [Common Core State Standards \(CCSS\)](#) are a set of shared K-12 learning expectations for students in English-language arts and mathematics. The standards are the result of a state-led effort coordinated by the National Governor’s Association (NGA) and the Council of Chief State School Officers (CCSSO). The CCSS for grades K-12 were developed in collaboration with a variety of stakeholders including content experts, state education leaders, teachers, school administrators, and parents.

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn in K-12 math and English language arts. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. On October 28, 2010 the State Board of Education voted to adopt the Common Core. As of February 2011, 42 other states have also adopted the Common Core to replace their math and ELA standards. More information on what is happening in Oregon with the Common Core can be viewed at <http://www.ode.state.or.us/go/commoncore> .

14. How will teachers know what to teach during the transition period so students will be familiar with the new standards and, at the same time, be prepared to pass state assessments on the current academic content standards?

To assist teachers in preparing students for state assessments during the transition period, the Department of Education , with the assistance of Oregon’s mathematics community, has created a cross-walk tool for each grade level showing areas of articulation between the current standards and the Common Core State Standards (CCSS). The crosswalk highlights at each grade level those topics unique to the current standards and those topics unique to the CCSS.

A second mathematics document, designed for teachers at each grade level is being developed to provide more transitional information. A crosswalk will also be developed for English language arts.

15. How soon will students be assessed on the Common Core State Standards?

It is expected that states adopting the Common Core State Standards will also implement a student assessment system aligned with the CCSS beginning in the 2014-15 school year. Along with 30 other states, Oregon is a member of the [SMARTER Balanced Assessment Consortium](#) (SBAC) which has formed to create an historic assessment system to provide more services and supports to students and teachers than are currently available. The common assessment is a natural continuation of the work already underway in Oregon and builds on our current assessment system. By partnering with other states, we will be able to leverage resources, share expertise, and design a system that will meet the needs and expectations of Oregon students and teachers.

Until a common assessment is designed, piloted, and implemented, however, ODE will continue using the Oregon Assessment of Knowledge and Skills (OAKS) to assess students in math, reading, writing, science, and social sciences.