

are directly related to the goals of K-12 school improvement, specifically projects which are aligned to the state's standards.

Chronology of Key Developments in Oregon's K-12 School Improvement Plan

- 1984** State Board of Education adopted the Oregon Action Plan that called for curriculum goals in each subject area with an assessment system to measure performance of students at grades 3, 5, 8, 11. The assessment system was designed to report whether groups of students were learning what the state considered it important for schools to teach. The Common Curriculum Goals were adopted in 1987 with statewide assessment beginning in 1991.
- 1991** Legislature enacted the *Oregon Educational Act for the 21st Century (HB 3565)*. It called for the creation of Certificate of Initial Mastery (CIM) and Certificate of Advanced Mastery (CAM) to strengthen high school standards and graduation requirements.
- 1993** The Oregon University System began examining and defining the relationship between school reform and college admission following passage of the Act. The Joint Boards of Education (Board of Education and Board of Higher Education) asked that OUS provide the Boards with a list of the "knowledge and skills" students needed to be admitted to college in the new proficiency-based environment.
- 1994** Board of Higher Education adopted the proficiencies contained in the Proficiency-based Admissions Standards Study (PASS) report as policy in January. These proficiencies serve as the basis for new admissions procedures in six content areas.
- 1995** Legislature amended the Act (HB 2991) by calling on State Board of Education to develop and adopt academic content standards defining what students are expected to know and be able to do in the areas of English, mathematics, science, the social sciences (history, geography, economics, and civics), the arts, and a second language. The Legislature tied these academic standards to the standards set for the CIM and CAM. The State Board was also required to develop statewide assessments tied to the academic content standards and to set performance standards to define how well students would need to perform on classroom and state assessments to earn a CIM or CAM.

Collaboration between PASS and ODE was stepped up following passage of HB 2991, with a review/analysis of the new CIM content standards and their relationship to the PASS proficiencies. This analysis along with input from Oregon schools and educators contributed to the revisions of the content standards.

Committees of educators drafted content standards and benchmarks for students at grades 3, 5, 8, 10, and 12 using the best available national and state standards. These were widely circulated to educators in the state. ODE reviewed comments to draft content standards. State Board of Education approved the Academic Content Standards and Benchmarks for first reading. Performance standards were developed using a similar process of drafting/reactions. Standards were developed in areas of reading, writing, speaking and mathematics, using approaches appropriate for multiple-choice, performance assessments, and work samples that Oregon will use to assess content standards.

- 1996** ODE began revising the 1994 version of the Curriculum Content Framework and Common Curriculum Goals to reflect the newly created content standards.

A Standards Review Team of nationally recognized experts in curriculum, standards, assessment, child development, school improvement, and educational policy from around the U.S. reviewed the draft Oregon Content and Performance Standards to provide an external check.

The new standards were subsequently adopted by the State Board of Education. The academic content standards cover six areas — English, mathematics, science, the social sciences (history, civics, geography, and economics), the arts, and second languages. There are also career-related learning standards, and performance standards adopted by the State Board of Education. Common Curriculum Goals describe what districts will offer in a comprehensive K-12 curriculum. Content Standards are required student knowledge and skills of the Common Curriculum Goals and assessed within the Certificates of Initial and Advanced Mastery.

Process implemented to align the CIM and CAM with the PASS admission standards to public universities and program requirements (PREP) to Oregon community colleges.

1997 In January, ODE mailed copies of the Oregon Standards to every Oregon teacher and principal; also each teacher preparation program.

A web site with detailed information about the standards was instituted at the following address: www.ode.state.or.us/ciss. Information includes: what the standards are; timeline for CIM standards; commonly asked questions/answers about the CIM and CAM; schedule for state tests in 1997; the standards (common curriculum goals, content standards, benchmarks for grades 3, 5, 8, 10/CIM, 12/CAM in six content areas); common curriculum goals; career-related learning standards; performance standards on state and local assessments; and related Web-site addresses and telephone contacts.

The content standards underwent technical review for clarity and alignment of the CIM/CAM standards with the PASS proficiencies during the summer. During the fall, the review continued, resulting in adjustment of language and more substantive changes in the history standards.

1998 The State Board of Education adopted aligned CIM/CAM/PASS Standards which districts began implementing in fall 1998.

1999 Students must meet English and mathematics performance standards to earn a CIM. The State Board of Education is to adopt science performance standards.