Second Languages

"Promoting access and success for students in higher education."

2003 – 2005

Guide to Teaching and Assessing Proficiency for University Admission
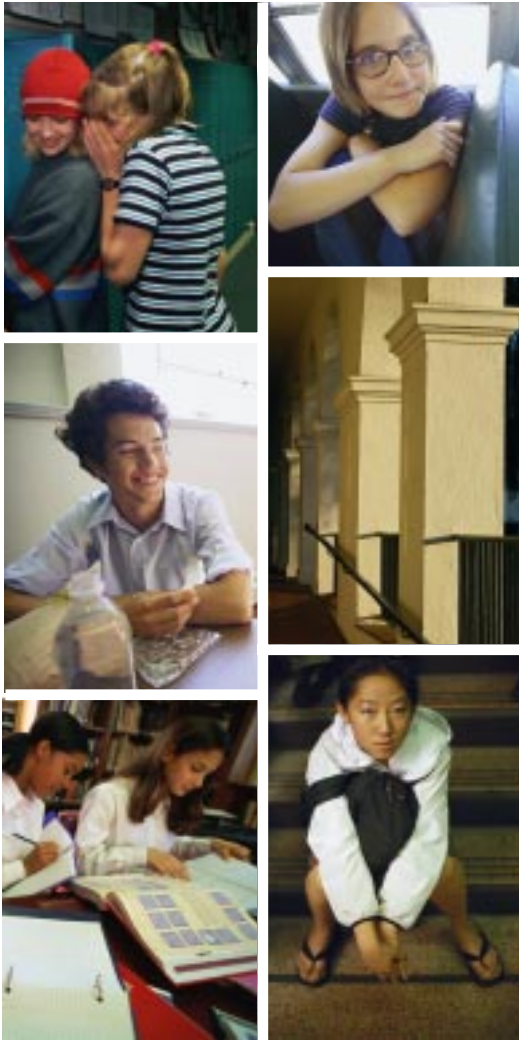
Oregon University System

Proficiency-based Admission Standards System

PASS

Oregon University System
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Contents:

PASS
Proficiency-based Admission Standards System

PASS[*] Is Part of OUS Admission

The PASS standards describe the level of knowledge and skills students need for successful entry into Oregon's public universities. Because PASS aligns college preparation, entry, and placement with students' attainment of standards throughout middle and high school, all students can track their progress. Working together with parents and counselors, students can make informed decisions about how to use their high school years to develop the proficiency needed to realize their college aspirations.

The PASS standards provide evidence of proficiency that, when added to the four existing requirements for OUS admission (high school graduation, subject area requirements, GPA, and SAT or ACT), paint a comprehensive picture of student preparation.

Currently, PASS information may give applicants advantages such as increased competitiveness for scholarships, advanced class placement, and entry into limited-enrollment programs. See each OUS campus's specific application for details on standards and proficiency.

Following this introduction on how proficiency may be used in the OUS admission process, this publication provides complete guidelines for classroom teachers who are teaching and assessing the proficiency of their students for university admissions.

Using Proficiency for OUS Admission through Fall 2005

Oregon students applying for OUS admission in fall 2004 or fall 2005 must meet current subject-area requirements, earn the minimum GPA required by each OUS institution, and submit an SAT I or ACT score.

Students applying for admission in fall 2004 or fall 2005 may use one or both of these options:

1) Meet the PASS foundation standards in place of subject-area requirements

For example, instead of meeting the OUS subject-area requirement of two units of science (one year is equal to one unit), a student could provide evidence of meeting the standards listed below:

- Know Scientific Concepts of the Sciences (Standard A)
- Design and Conduct Scientific Inquiry (Standard B)

2) Provide evidence of proficiency in second languages

In place of satisfactorily completing two years of second language study, a student could provide:

- evidence of proficiency at Benchmark Level III in Oral/Signed Communication (PASS Standard A) <u>or</u>
- evidence of proficiency at Benchmark Level III in Reading and Writing (PASS Standards B and C)

Current assessment information for second languages can be found on the PASS website at <www.ous.edu/pass/documents/current.html>.

Using Proficiency for OUS Admission Beginning Fall 2006

In light of the value of standards and proficiency-based information, OUS will expand on the four current OUS admission requirements by adding a fifth one, evidence of proficiency, in fall 2006. Together, the five requirements can inform admission decisions and guide the academic advising process to better support student success, retention, and graduation. *(OUS Board will review in February 2004)*

OUS Admission Requirements – Proposed for Fall 2006

These Five Requirements Provide a Comprehensive Picture of Student Preparation

1. High school graduation or equivalent
2. Subject-area requirement
3. Grade-point average
4. Admissions test requirement (SAT I or ACT)
5. Evidence of proficiency (may include the following):
   - Campus-based measures
     (EOU Portfolio, OSU Insight Resume, UO Writing)
   - PASS
     – Scores on state high school assessments
       - Math knowledge and skills
       - Math problem solving
       - Reading
       - Writing
       - Science knowledge and skills
     – Scores on national assessments
       (Advanced placement-AP, SAT II, International Baccalaureate-IB)
     – Teacher judgment
       (Using standard criteria, e.g., Second Language Oral Proficiency)

Proficiency-based Admission Standards System
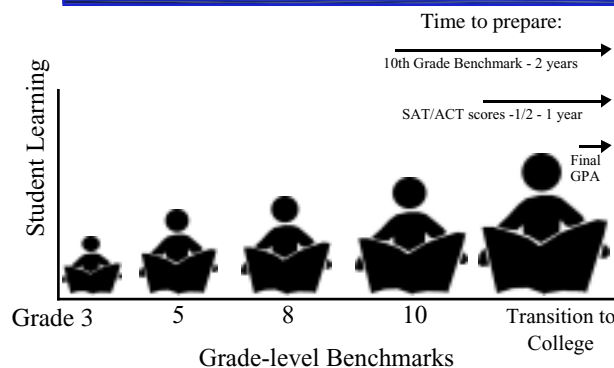
A Message to Students

Two Important Things You Need to Know about Preparing for College Success

1. Meeting standards is the first step in building your foundation for college success.

The Oregon standards in reading, writing, math, problem-solving, science, social sciences, the arts, and second languages indicate a basic level of proficiency that you will need for any major you go into in college, and for subsequent careers you may choose.

- If you have not met standards, keep working at it until you graduate from high school.
- If you have met standards, keep working toward higher levels of proficiency.

Standards indicate how high school students can improve their knowledge and skills in time to make a difference for college success

Time to prepare:

10th Grade Benchmark - 2 years

SAT/ACT scores -1/2 - 1 year

Final GPA

Student Learning

Grade 3   5   8   10   Transition to College

Grade-level Benchmarks

- Of the freshman entering OUS in 2001 who met the grade-point average requirements for admission, 34% had not met the 10th grade benchmark standard in math. These students had first-year college GPAs of 2.12–2.36, compared to the first-year college GPAs of 2.60–3.14 received by the 66% of freshmen who met or exceeded the math benchmark standard.
- First-year college students with a GPA of 2.12–2.36 have only a 40% probability of graduating in six years.

2. Taking rigorous classes through your senior year will prepare you for college success and will also save you time and money.

- Continue math, science, English, and second language classes.
- Take advantage of advanced placement classes and programs, as well as any opportunity to demonstrate college-level proficiency through your teachers or through national tests.
- Research college majors of interest to learn what level of high school preparation will give you an advantage at college entry.

PASS Assessment

Teachers can use any of three methods for assessing PASS proficiency.

1. PASS Teacher Verification (PTV). Teachers are the best source of information about student performance. PTV allows teachers and students to work together to generate a collection of evidence over time that targets specific academic standards. PTV is usually the most accessible way for students to meet the PASS standards. The PASS website, PASS online training, and the *PASS Guides* to each content area contain specific information about PTV. One-day training sessions are available around the state through regional ESDs. To schedule a training, an ESD can call PASS at (800) 961-7277. The Events section of the PASS website lists sessions as they are scheduled.

2. Specific scores from national tests, such as the Advanced Placement (AP), SAT II, ACT, International Baccalaureate (IB), and second-language proficiency tests, can contribute to the determination of PASS proficiency. Specific information about required scores is being updated; new Assessment Guidelines will be available in early 2004.

3. State tests and CIM requirements. State assessments can be used to meet four PASS standards – one each in English and science and two in math. For example, meeting CIM writing requirements counts for PASS English Standard A (Write for Varied Purposes). PASS will establish additional correlations as the state's assessment systems evolve.

Additionally, the Oregon Department of Education and OUS have collaborated to design the Juried Assessment Process, which offers reciprocal agreements for assessing CIM and PASS. Students can meet some PASS standards through state assessments, or meet CIM through designated PASS standards. (See "Reciprocal Assessment Agreements between ODE and OUS" on page 24 for details.)

PASS offers resources and trainings for teachers.

PASS assessment builds on practices currently used by teachers to evaluate student performance. Additional training is required for teachers who want to assess PASS collections of student work via PASS Teacher Verification (PTV). Teachers can become "PASS trained" by 1) attending one of the training sessions PASS offers through ESDs or 2) through the department validation process.

The PASS website contains several resources for teachers, including example collections of student work at varying levels of proficiency, self-paced tutorials on judging student collections, classroom resources for specific standards, PDFs of PASS publications, and dates for scheduled training sessions at ESDs. PASS is field-testing an online method through which teachers will be able to become PASS trained.

Proficiency-based Admission Standards System

Teacher Verification in Second Languages

In collaboration with the Confederation in Oregon for Language Teaching (COFLT) and second language teachers around the state, OUS developed the Oral Proficiency Interview to verify students' performance on PASS Standard A. COFLT trains and certifies teachers to administer and rate this assessment. Contact COFLT at (503) 375-5447 or <coflt@willamette.edu>.

In addition, the Center for Applied Second Language Studies has developed two low-cost online assessments of reading and writing proficiency. These tests, the Standards-based Measurement of Proficiency (STAMP) and the Proficiency-Level Assessment for College Entrance (PLACE), are designed to measure students' performance on PASS Standards B and C. STAMP and PLACE tests are available to test French, Spanish, Japanese, and German. More information can be found at <www.onlinells.com> or by calling (541) 338-9090 or (888) 718-7887.

National assessments

Specific scores on national tests such as the Advanced Placement, SAT-II, ACT, and International Baccalaureate can contribute to the determination of PASS proficiency. Specific information about required scores is being updated; new Assessment Guidelines will be available in early 2004.

Teachers who are certified in an accepted assessment such as the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI), the OUS/COFLT Second Language Proficiency Assessment, or the American Sign Language Teachers' Association tests (ASLPI or SCPI) may submit verification of students' oral/signed proficiency using these assessments.

OUS accepts verifiable assessments that measure student performance in terms of either ACTFL levels or benchmark levels. OUS applicants need to have two years of second language study or demonstrate proficiency at the Benchmark III level (Novice-High in English-cognate languages, Novice-Mid in others).

The table below shows the relationship between ACTFL OPI levels, benchmark levels, and PASS ratings:

ACTFL Level for English-Cognate Languages	ACTFL Level for Other Languages	Benchmark Level	PASS Level
Novice-Low	Novice-Low	Benchmark I	N
Novice-Mid	Novice-Mid	Benchmark II	W
Novice-High	Novice-Mid	Benchmark III	M
Intermediate-Low	Novice-High	Benchmark IV	H
Intermediate-Mid	Novice-High+	Benchmark V	E
Intermediate-High	Intermediate-Low	-----	E

When to Assess Proficiency

Students may be assessed and proficiency determined at any time. For example, a student from an immersion program or a native speaker of a language other than English could be assessed in middle school. This assessment could then be used to meet the PASS second language requirements when the student applies to an OUS school. Placement in second language classes will be determined by the policies of the individual departments, which may have a recency requirement.

PASS Ratings

Students receive a rating for each PASS standard. There are five possible ratings:

PASS Rating	Description
(E) Exemplary*	The collection demonstrates an exemplary mastery of the standard and exhibits exceptional intellectual maturity or unique thinking, methods, or talents.
(H) Highly proficient*	The collection demonstrates mastery of the standard at a level higher than entry-level college coursework.
(M) Meets the standard**	The collection demonstrates that the student is prepared for entry-level college coursework. (This is the level of proficiency that the majority of admitted students will achieve.)
(W) Working toward the standard	The collection approaches readiness for entry-level college coursework. The level of performance may be improved by: • providing a broader variety of opportunities and conditions of assessment; • providing sufficient evidence to address the range of criteria for the standard; • enrolling in more classes that target this standard.
(N) Not meeting the standard	The collection contains evidence that the student is not prepared to do entry-level college coursework.

 * requires external verification

 ** equivalent to Benchmark Level III

Foundation and Advanced Standards

OUS applicants who want to use the PASS standards to meet the OUS subject-area requirements (see page 4) must meet all the foundation standards in that area. In second languages, proficiency at Benchmark Level III in either Standard A or Standards B and C may serve as the foundation. Attaining a higher level of proficiency, or Level III proficiency in the standard(s) not met as foundation, is recommended for scholarships, class placement, and college credit.

The PASS Second Language Standards	Foundation	Advanced
A. Oral/Signed Communication	Level III	Level IV or higher
B. Reading	Level III	Level IV or higher
C. Writing	Level III	Level IV or higher

PASS Summary Chart of Standards and Criteria
for Second Language

Standard What students must be able to do:	Criteria What students should demonstrate:	
A: Oral/Signed Communication Use spoken or sign language to communicate the content of your message to others and to comprehend the content of others' messages to you.	**A1: Comprehension** Comprehend everyday conversations on a variety of topics. **A2: Recognition** Recognize stylistic distinctions, such as those marked by intonation or vocabulary choice (e.g., "real nice" vs. "very nice"). **A3: Articulation** Communicate information, feelings and ideas. **A4: Ability to Interact in Simple Social Contexts** Use culturally appropriate behaviors to perform tasks such as asking questions, making statements, and making requests.	Please refer to the benchmarks for Standard A on pages 13-15.
B: Reading Comprehend general meanings and specific details contained in written texts or in ASL videotexts.	**B1: Extraction of Key Information** Extract key information from authentic sources of written/signed text, such as essays or news items. **B2: Comprehension** Comprehend the details of written texts such as simple letters or announcements. **B3: Interpretation** Make interpretations and inferences regarding the purposes and motivations of the writer within the context of a community in which the language is used. **B4: Recognition** Recognize stylistic differences between texts and why particular stylistic choices were made.	Please refer to the benchmarks for Standard B on pages 17-21.
C: Writing Convey content through legible and comprehensible text.	**C1: Communication of Ideas** Communicate information, feelings, and ideas grounded in personal experience through written/signed texts such as letters or short essays. **C2: Use of Writing Styles** Write in both narrative and expository styles. **C3: Writing in Cultural Context** Produce written texts within the cultural context of a community in which the language is spoken.	Please refer to the benchmarks for Standard C on pages 17-21.

Making a Summary Judgment

PASS uses three assessment methods: PASS teacher verification (PTV), state tests and work-sample requirements, and national tests. PTV is the preferred method for most PASS standards because it creates the closest link between instruction and assessment and is the best measure of a student's true ability.

A teacher verifies proficiency by judging a collection of student work. This "collection of evidence" contains examples of work that have been assembled by the student and teacher over time in one or more classes. Evidence may include state-required work samples, classroom assignments and tasks, teacher-made tests, projects, exams, and quizzes. Individual work samples – or, in some cases, entire collections – may be used as evidence for more than one standard.

Making a Summary Judgment

Teacher verification uses the same two steps for all PASS standards.

Step 1: Consider sufficiency and proficiency

Because sufficiency and proficiency are interrelated, it's important to determine both before you make a summary judgment. For each standard the collection addresses, reacquaint yourself with the descriptions of proficient performance in the Scoring Guide and with the standard's Sufficiency Guidelines.

A *sufficient* collection contains enough evidence to serve as the basis for reliable scoring. The evidence also addresses the range of criteria described in the standard's Scoring Guide and includes work collected under varied opportunities and conditions, including some in-class, on-demand work as well as independent projects.

To determine sufficiency, consider the three bulleted questions at the top of the next page. Also, be sure to **carefully examine the descriptions of sufficiency** for each standard on its Sufficiency Guidelines page. These were written by experienced PASS teachers and list what a collection should or must include. Many collections that contain proficient work receive a score of W because they do not include sufficient evidence – for example, a piece of on-demand work to supplement the out-of-class work.

***Proficiency* defines student learning in terms of the level and depth of knowledge and skills.** To determine proficiency, you don't need to rate each piece in the collection; a summary judgment is a holistic rating of a collection, not an averaging of its pieces. Some of the standard's criteria may be more crucial than others; refer to the Sufficiency Guidelines page for a listing of the relative importance of each criteria.

You may infer proficiency about some criteria that the collection does not specifically address. The key is to remember that **the overall level of work must convince an objective scorer** that the student would perform at the same level in similar settings and on related criteria.

Step 2: Assign a summary judgment score

When you give a summary judgment score, you're assessing the degree to which the work indicates readiness for entry-level college coursework. **A collection should be scored M if most of the work in it meets the criteria listed in the applicable scoring guide**, even if the level of performance within and across the work in the collection varies.

The levels of PASS ratings are described on page 8. An M (meets the standard) does NOT equal a "C" in the traditional letter-grading system: an M indicates that the student is prepared to do entry-level college work. In an evaluation of more than 4,000 collections, 40% were in the M range, 13% were in the H (highly proficient) range, and only 2% were in the E (exemplary) range.

To increase the confidence of your judgments, it's a good idea to cross-score some of your collections with other teachers in your content area. Cross-scoring helps you feel confident that, given the same collection, properly trained colleagues would reach the same conclusion about its merits.

Proficiency-based Admission Standards System

Summary Judgment Score Sheet

STEP 1 — Consider Sufficiency of Evidence and Proficiency of Performance

Note: Sufficiency and proficiency are interrelated. Determine both before making a summary judgment.

SUFFICIENCY:

Determine sufficiency of evidence.

- Does the collection sufficiently <u>represent the standard</u>?

- Have there been sufficiently <u>varied opportunities and conditions</u> for assessment?

- Is there sufficient evidence to be confident that the work <u>represents the student</u>?

PROFICIENCY:

Determine proficiency of performance.

<u>Exceeds the Standard</u> (E or H)

Most of the work in the collection shows an exemplary (E) mastery of the standard or mastery at a level higher (H) than entry-level college coursework.

<u>Meets the Standard</u> (M)

Most of the work in the collection is consistent with the descriptions of proficient performance in the standard's Scoring Guide and allows inferences about knowledge and skills.

<u>Does Not Meet the Standard</u> (W or N)

STEP 2 — Assign a Summary Judgment Score

Proficient

☐ E   **Exemplary***

or

☐ H   **Highly proficient***

☐ M   **Meets the standard**

If there is sufficient evidence to make a confident judgment AND if the student's work consistently exceeds the criteria in the Scoring Guide, then the summary judgment score is E.

If there is sufficient evidence to make a confident judgment AND if the student's work meets and regularly exceeds the criteria in the Scoring Guide, then the summary judgment score is H.

If there is sufficient evidence to make a confident judgment AND if the student's work meets the criteria in the Scoring Guide, then the summary judgment score is M.

* needs some form of external verification

Not Proficient

☐ W   **Working toward the standard**

or

☐ N   **Not meeting the standard**

If there is insufficient evidence to make a confident judgment OR if the collection does not include enough work at the proficient level to meet the criteria in the Scoring Guide, then the summary judgment score is W.

If the collection doesn't address the standard OR if the student clearly doesn't possess the skills addressed by the standard, then the summary judgment score is N.

Collection ID: _____ Judge: _____ Date: _____

About the Second Language Benchmarks

The second language benchmarks describe what students need to know and be able to do to meet the PASS standards. School districts may choose to adopt these benchmarks in setting local proficiency levels for the CIM and for high school graduation.

The benchmarks *do not* specify curriculum or teaching methodology. Although the benchmarks are specific about student performance, they make no recommendations about how individual teachers will teach. As long as students meet the minimum standards described here, teachers are free to teach whatever they wish in whatever manner they see fit.

For second languages, school districts may establish their own proficiency levels for the CIM. By choosing the levels described here, districts can ensure that their students will follow a seamless path from the introduction of a second language through college entrance-level proficiency.

These benchmarks, which are tied to proficiency levels approved by the State Boards of Education and Higher Education, are based on nationally recognized standards established by the American Council on the Teaching of Foreign Languages (ACTFL). For example, Benchmark V is analogous to the Intermediate-Mid level, meaning that a student can conduct a simple conversation on everyday topics using complete, comprehensible sentences.

It is important to note that these benchmarks are statements of *minimum* expectations, and that they articulate what students can do in an on-demand situation. Students will perform at higher levels in the classroom, where they feel more comfortable and have more contextual clues.

How to Read the PASS Oral/Signed Communication Benchmarks

The oral/signed communication benchmarks described on the following pages are based on four criteria: Content, Function, Text Type, and Accuracy.

- **Content** refers to what one can talk about. Students at lower proficiency levels will talk about simple things in their immediate environment, such as objects or people. At higher levels, students are expected to talk about activities, areas of study, and future plans.

- **Function** describes what one can do with the language. Examples of functions are "requesting help," "asking directions," and "apologizing."

- **Text Type** is the kind of language a student can produce. At first, students are expected to use only isolated words. Later, they must progress to phrases and full sentences.

- **Accuracy** is measured by how well a student can communicate with another person. The message must be accurate enough to be understood by a sympathetic user of the language.

PASS STANDARD A
Oral/Signed Communication Benchmarks

A

Benchmark Level I (Novice-Low) = PASS N (Not meeting the standard)

Content	Function	Text Type	Accuracy
On the following topics:	students should be able to...	using...	by...
Self Calendar/ Time Classroom Family Season/ Weather Pets/Animals	• Make and respond to basic greetings and introductions • Use a few basic everyday words and expressions • Identify and list words in context • Express quantity (e.g., many, few, a lot, numbers, etc.) • Respond to basic commands • Give address and telephone number	• learned words and phrases • lists of words in context	• responding after no more than 2 repetitions • showing some conformity to the pronunciation system of the target language • conveying meaning that is comprehensible to a very sympathetic interlocutor, although there may be hesitations/pauses that interfere with comprehension

Benchmark Level II (Novice-Mid) = PASS W (Working toward the standard)

Content	Function	Text Type	Accuracy
On the following topics:	students should be able to...	using...	by...
All topics in the previous benchmark plus: Clothing Food Friends Home Leisure/ Activities Places	• State likes and dislikes • Express ability • Express location • Express frequency of action/event • Provide simple descriptions and evaluations (e.g., It's cold, It's red.)	• learned words and phrases • formulaic sentences (e.g., I like to swim; I like to dance; I like to read.)	• responding after no more than 2 repetitions • showing increasing conformity to the pronunciation system of the target language • conveying a message that is generally comprehensible to a sympathetic interlocutor, although there may be hesitations/pauses that interfere with comprehension

PASS Standard A

Oral/Signed Communication Benchmarks

Benchmark Level III (Novice-High) = PASS M (Meets the standard)

Content	Function	Text Type	Accuracy
On the following topics:	students should be able to...	using...	by...
All topics in the previous benchmarks plus: Community Daily routines Schedule School Stores/ Shopping	• Use numbers, prices, times in common situations • Express needs (e.g., I have to study, I need a pencil.) • Request assistance • Extend, accept, and reject invitations • Ask contextualized questions (e.g., Do you like biology?) • Give/obtain permission	• simple sentences at least 50% of the time where appropriate	• responding after no more than 1 repetition • showing increasing conformity to the pronunciation system of the target language • conveying a message that is generally comprehensible to a sympathetic interlocutor, although there may be hesitations/ pauses that interfere with the flow of the message

Benchmark Level IV (Intermediate-Low) = PASS H (Highly proficient)

Content	Function	Text Type	Accuracy
On the following topics:	students should be able to...	using...	by...
All topics in the previous benchmarks plus: Health Occupations Celebrations/ Holidays Travel/ Vacations Transportation	• State reasons • Ask information questions • State feelings and emotions • Give directions • Make suggestions • Report events • Conduct basic (predictable) transactions	• simple sentences throughout where appropriate	• responding after no more than 1 repetition • showing reasonable conformity to the rules of the pronunciation system of the target language • conveying a message that is generally comprehensible to a sympathetic interlocutor, although there may be hesitations/ pauses that interfere with the flow of the message

PASS Standard A

Oral/Signed Communication Benchmarks

A

Benchmark Level V (Intermediate-Mid) = PASS E (Exemplary)

Content	Function	Text Type	Accuracy
On the following topics:	students should be able to...	using...	by...
All topics in the previous benchmarks plus: Future plans At least two academic fields a career-related field	• Ask for clarification • State opinions • Narrate events in present and future • Provide detailed descriptions and evaluations	• strings of sentences with some organization where appropriate	• responding after no more than 1 repetition for comprehension • showing some conformity to the rules of the pronunciation system of the target language • conveying a message which is comprehensible to a sympathetic interlocutor, although there may be hesitations/pauses which interfere with comprehension

How to Read the PASS
Literacy (Reading & Writing) Benchmarks

The reading and writing benchmarks, which combine to make the literacy benchmarks, are based on the criteria: Content, Context/Text Type, Function, and Performance Level.

- **Content** refers to the subjects that students read and write about. Students at lower proficiency levels will read and write about simple things in their immediate environment, such as objects or people. At higher levels, students are expected to be able to read and write about activities, areas of study, and future plans.

- **Context** and **Text Type** describe the kinds of language students can read or write. Text type can be applied to a variety of content areas. For example, a Benchmark I reading task for the Context/Text Type "Schedules" might include any of the Content areas listed for that benchmark, such as a personal schedule (Self), a time table (Time), a class schedule (Classroom), a monthly schedule (Calendar), or a family's schedule (Family).

- **Functions** are what one can do with the language. The two main functions in the reading benchmarks are "Scan for gist" and "Extract details." "Scan for gist" means that a student grasps the main points of a text; "Extract details" means that a student comprehends the particulars of a text. Both of these are important skills for functioning in a language. "Scan for gist" should not be seen as just a sloppy version of "Extract detail": Identifying the main points of a text quickly and accurately is a demanding and important skill.

- **Performance Level** is determined by a student's performance in both *on demand* and *curriculum-embedded* contexts. An *on-demand* context is one in which the student must read or write a text without reference materials or help from others. A *curriculum-embedded* context is one in which the student has access to reference materials, teacher support, peer consultations, or other help besides his or her own knowledge and the text itself.

Proficiency-based Admission Standards System

PASS Standards B & C
Literacy Benchmarks

B & C

READING

Benchmark Level I (Novice-Low) = PASS N (Not meeting the standard)

Content	Context/Text Type	Function	Performance Level
On the following topics:	in...	students should be able to...	by...
Self Calendar/Time Classroom Family Season/Weather Pets/Animals	• Signs (traffic, commercial) • Lists of words and phrases • Schedules	• Scan for gist • Extract details	• (on demand) - Identifying some pertinent information
		• Recognize distinctions expressed by written conventions (e.g. accent marks, special letters, punctuation marks) • Understand meaning of cognates and common words and phrases	• (curriculum embedded) - Identifying common cognates and distinctions

WRITING

Benchmark Level I (Novice-Low) = PASS N (Not meeting the standard)

Content	Context	Text Type	Performance Level
Students should be able to convey meaning on the following topics:	in...	using...	by...
Self Calendar/Time Classroom Family Season/Weather Pets/Animals	• Words • Lists of words	• Isolated words	• (on demand) - Writing words and lists of words understandable to a sympathetic reader • (curriculum embedded) - Writing words and lists of words understandable to a sympathetic reader

B & C

PASS STANDARDS B & C
Literacy Benchmarks

READING

Benchmark Level II (Novice-Mid) = PASS W (Working toward the standard)

Content	Context/Text Type	Function	Performance Level
On the following topics:	in...	students should be able to...	by...
All topics in the previous benchmark plus: Clothing Food Friends Home Leisure/ Activities Places	• Advertisements • Simple notes and messages • Menus • Labels • Phone book • Instructions/ Directions	• Scan for gist • Extract details	• (on demand) - Identifying some pertinent information • (curriculum embedded) - Identifying some pertinent information

WRITING

Benchmark Level II (Novice-Mid) = PASS W (Working toward the standard)

Content	Context	Text Type	Performance Level
Students should be able to con-vey meaning on the following topics:	in...	using...	by...
All topics in the previous benchmark plus: Clothing Food Friends Home Leisure/ Activities Places	• Addresses • Directions • Labels • Simple messages	• Words or phrases consisting of memo-rized material	• (on demand) - Writing comprehensibly to a sympathetic reader • (curriculum embedded) - Writing comprehensibly to a sympathetic reader

Proficiency-based Admission Standards System

PASS Standards B & C

Literacy Benchmarks

READING

Benchmark Level III (Novice-High) = PASS M (Meets the standard)

Content	Context/Text Type	Function	Performance Level
On the following topics:	in...	students should be able to...	by...
All topics in the previous benchmarks plus: Community Daily routines School Stores/ Shopping	• Brochures • Maps • Simple rhymes	• Scan for gist • Extract details	• (on demand) - Identifying some pertinent information • (curriculum embedded) - Identifying some pertinent information

WRITING

Benchmark Level III (Novice-High) = PASS M (Meets the standard)

Content	Context	Text Type	Performance Level
Students should be able to convey meaning on the following topics:	in...	using...	by...
All topics in the previous benchmarks plus: Community Daily routines School Stores/Shopping	• Forms • Questionnaires • Contextualized questions	• Phrases and short sentences • Lists of short phrases	• (on demand) - Writing comprehensibly to a sympathetic reader • (curriculum embedded) - Writing comprehensibly to a sympathetic reader

B & C   PASS STANDARDS B & C
Literacy Benchmarks

READING

Benchmark Level IV (Intermediate-Low) = PASS H (Highly proficient)

Content	Context/Text Type	Function	Performance Level
On the following topics:	in...	students should be able to...	by...
All topics in the previous benchmarks plus: Health Occupations Celebrations/ Holidays Travel/Vacations Transportation	• Postcards • Letters • Invitations • Announcements • Simple narratives • Aphorisms and proverbs • Descriptions of persons, places, and things	• Scan for gist • Extract details	• (on demand) - Identifying some pertinent information • (curriculum embedded) - Identifying some pertinent information

WRITING

Benchmark Level IV (Intermediate-Low) = PASS H (Highly proficient)

Content	Context	Text Type	Performance Level
Students should be able to convey meaning on the following topics:	in...	using...	by...
All topics in the previous benchmarks plus: Health Occupations Celebrations/ Holidays Travel/Vacations Transportation	• Postcards • Notes • Simple letters • Announce-ments • Simple messages	• Strings of related statements and questions	• (on demand) - Writing comprehensibly to a sympathetic reader with some conformity to linguistic demands • (curriculum embedded) - Writing comprehensibly to a sympathetic reader with some conformity to linguistic demands

Proficiency-based Admission Standards System

PASS Standards B & C
Literacy Benchmarks

B & C

READING

Benchmark Level V (Intermediate-Mid) = PASS E (Exemplary)

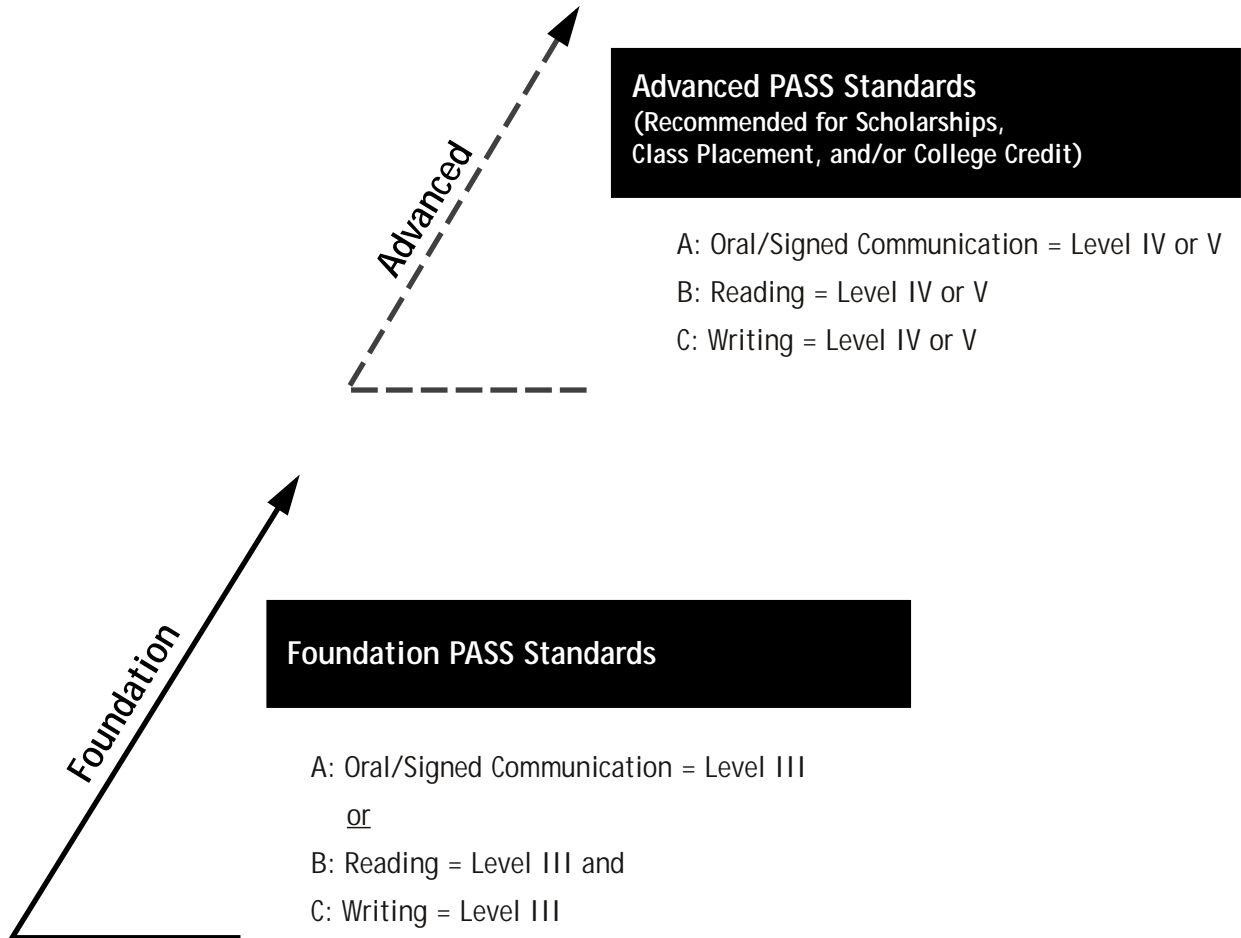| Content	Context/Text Type	Function	Performance Level
On the following topics:	in...	students should be able to...	by...
All topics in the previous benchmarks plus: Future plans At least two academic fields a career-related field	• Simple literary texts • Simple non-fiction texts • Simple magazine and newspaper articles • Simple poems	• Scan for gist • Extract details	• (on demand) - Identifying some pertinent information • (curriculum embedded) - Identifying some pertinent information

WRITING

Benchmark Level V (Intermediate-Mid) = PASS E (Exemplary)

Content	Context	Text Type	Performance Level
Students should be able to convey meaning on the following topics:	in...	using...	by...
All topics in the previous benchmarks plus: Future plans At least two academic fields a career-related field	• Descriptions • Narratives	• Strings of sentences with some paragraph structure	• (on demand) Showing some evidence of paragraph organization • Comprehensible to a sympathetic reader • Using appropriate tense • (curriculum embedded) Embedded organized paragraphs • Comprehensible to a sympathetic reader

Standards Met during High School
Provide the Foundation for College Success
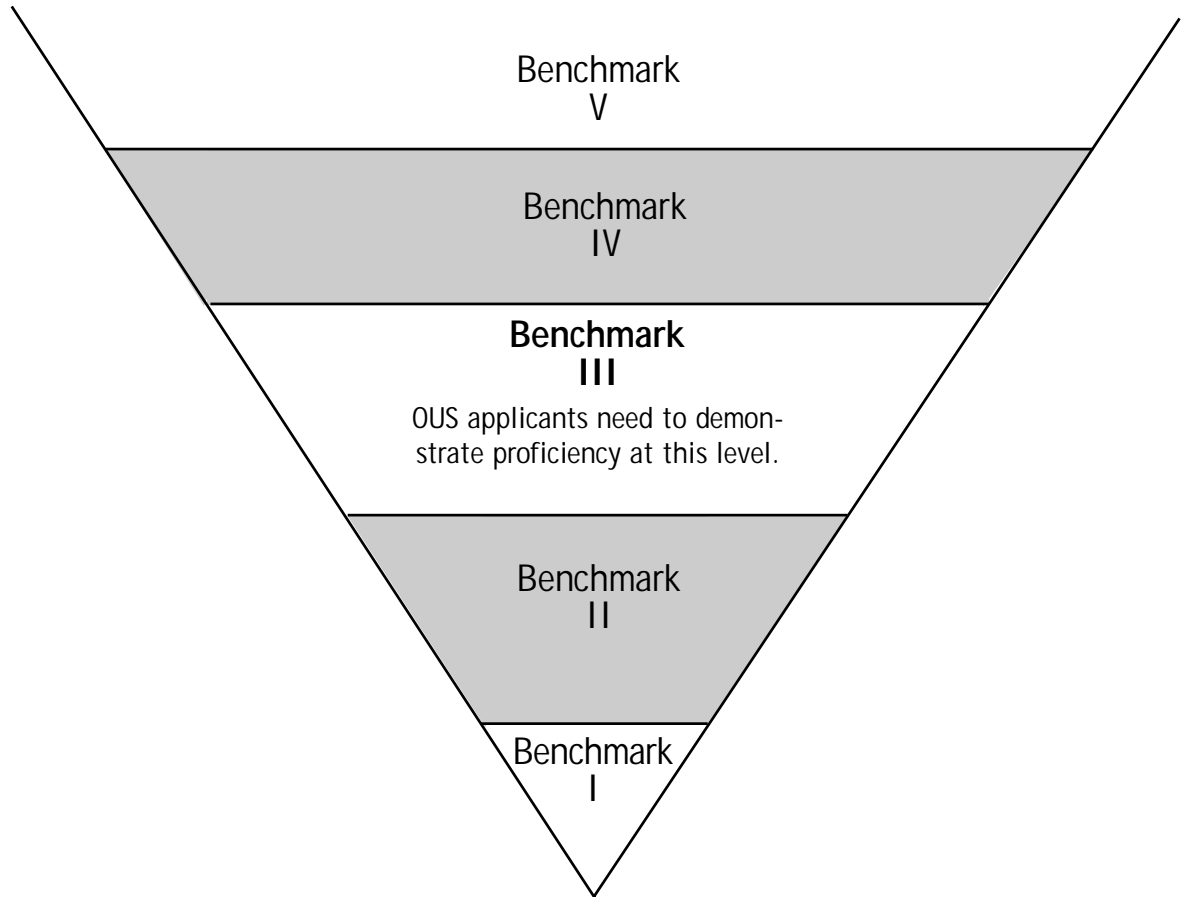# *and Advanced Opportunities in OUS*

Foundation for OUS Success = Level III in PASS Standard A <u>or</u> Level III in PASS Standards B and C

Advanced

Advanced PASS Standards
(Recommended for Scholarships,
Class Placement, and/or College Credit)

A: Oral/Signed Communication = Level IV or V

B: Reading = Level IV or V

C: Writing = Level IV or V

Foundation

Foundation PASS Standards

A: Oral/Signed Communication = Level III

or

B: Reading = Level III and

C: Writing = Level III

Proficiency-based Admission Standards System

Relationship of District-determined CIM Levels
to OUS Entrance Requirements
for Second Languages

**Equivalent
PASS Rating**

Equivalent PASS Rating	
E (Exemplary)	Benchmark V
H (Highly proficient)	Benchmark IV
M (Meets)	**Benchmark III** OUS applicants need to demonstrate proficiency at this level.
W (Working toward)	Benchmark II
N (Not meeting)	Benchmark I

Reciprocal Assessment Agreements between ODE and OUS

In collaboration with OUS, the Oregon Department of Education offers reciprocal agreements for assessment of CIM, CAM, and PASS in the following areas:

- State assessments to meet PASS standards;
- PASS assessment data to meet state requirements for CIM and CAM;
- PASS collections of evidence for juried CIM requirements; and
- CAM collections of evidence may meet specific PASS standards.

CIM to PASS

1. Meeting the CIM writing requirements (state assessment and work samples) meets PASS English Standard A (Write for Varied Purposes)
2. Meeting the CIM problem-solving requirements (state assessment and work samples) meets PASS Math Standard A (Solve Mathematical Problems)
3. Meeting math knowledge and skills requirements (score of 239 on the Oregon Statewide Assessment) meets PASS Math Standard B (Perform Algebraic Operations)
4. Meeting science knowledge and skills requirements (score of 239 on the Oregon Statewide Assessment) meets PASS Science Standard A (Know Fundamental Concepts of the Sciences)
5. Exceeding three CIM inquiry work samples with at least one score of 5 or 6 in each dimension meets PASS Science Standard B (Design and Conduct Scientific Investigations)

PASS to CIM and CAM

1. Meeting PASS English Standard A (Write for Varied Purposes) can be used to meet CIM/CAM **writing** requirements
2. Meeting PASS English Standards B (Read from a Variety of Literary Genres and Periods), C (Interpret Literary Works), and D (Conduct Inquiry and Research) can be used to meet CIM/CAM **reading** requirements.
3. Meeting PASS English Standard F (Communicate in Oral, Visual, and Written Forms) can be used to meet CIM/CAM **speaking** requirements
4. Meeting PASS Math Standard A (Solve Mathematical Problems) can be used to meet CIM/CAM **problem-solving** requirements
5. Meeting PASS Math Standards B (Perform Algebraic Operations), C (Use Geometric Concepts and Models) or D (Use Probability and Statistics to Collect and Study Data), and E (Use Functions to Understand Mathematical Relationships) can be used to meet CIM/CAM **math knowledge and skills** requirements
6. Meeting PASS Science Standard A (Know Fundamental Concepts of the Sciences) can be used to meet CIM/CAM **science knowledge and skills** requirements
7. Meeting PASS Science Standard B (Design and Conduct Scientific Inquiry) can be used to meet CIM/CAM **scientific inquiry** requirements

Note: CIM subject-area endorsements in the arts, second languages, and the social sciences are to be determined by local school districts.

For information about the **ODE Juried Assessment Process**, which offers reciprocal agreements for assessing CIM and PASS, contact the ODE Office of Assessment and Evaluation at (503) 378-3600, ext. 2259, or read the 2002-03 Juried Assessment Manual at <http://www.ode.state.or.us/asmt/administration/juried/>.

Students can meet some PASS standards through state assessments, and can meet CIM by meeting state assessment requirements (tests and/or work samples), by building and submitting a juried collection of evidence, or by meeting designated PASS standards.

National Assessments

Students may take a variety of national assessments from The College Board (example Advanced Placement Tests), American College Testing (example ACT), International Baccalaureate (IB) and other organizations to meet PASS standards. See Assessment Guidelines on the PASS website for the required scores in each content area.

Proficiency-based Admission Standards System

Reports Available from OUS Office of Institutional Research

Report	Description	How to Obtain
Where Have Oregon's Graduates Gone?	Biennial survey of Oregon high school graduates. This study aims to identify the proportion of high school graduates enrolled in postsecondary education the fall or winter term following their graduation, as well as the type of college chosen, the reasons for their choice, and the reasons graduates chose not to enroll in college.	The survey is conducted in even-numbered years; reports are available in July. Contact Ruth Keele at (541) 346-5754. Also available on-line at www.ous.edu/irs/.
Post-High School Plans Survey Report	Annual survey of Oregon high school juniors concerning their planned activities following high school. For students considering college, the survey obtains data on college preferences and desired field of study. Survey results are available for each participating high school with comparisons to statewide results.*	Survey results are sent to participating high schools each September for the previous year's junior class. Contact Ruth Keele at (541) 346-5754.
Freshman Profile	Characteristics of Oregon high school graduates attending OUS institutions as first-time freshmen. The two-page report summarizes OUS enrollment, retention to sophomore year, academic preparation, and first-year college performance for graduates from each Oregon high school compared to all Oregon first-time freshmen.*	Reports are sent to high schools in January for the previous academic year's first-time freshmen. Contact Dave Puckett at (541) 346-5827.
Academic Performance Report	Detailed description of Oregon high school graduates attending OUS institutions. The 150-page report provides detailed tables depicting enrollment and registration patterns, retention to sophomore year, academic preparation, and first-year college performance by discipline. Data are reported by high school and compared to all other first-time freshmen.*	Reports available by request after January for the previous academic year's first-time freshmen. Contact Dave Puckett at (541) 346-5827. Cost is $25 for each high school report.
Projections of Oregon High School Graduates	Fifteen-year projection of Oregon high school graduates, including distribution of K-12 enrollment and ratio of public high school graduates to twelfth-grade enrollment. The report is prepared in consultation with the Oregon Department of Education, School Finance and Data Information Services.	Report available by request by June of each year. Contact Ruth Keele at (541) 346-5754. Also available on-line at www.ous.edu/irs/.
Fact Book	Comprehensive collection of data on the Oregon University System and its institutions. The Fact Book reports detailed data on OUS students, including enrollment, demographics, source, and academic preparation and performance. Also provided are data on degrees awarded, faculty distribution by demographics and discipline, faculty salaries, budget and state appropriations, facilities, tuition, and financial aid.	Fact Books are printed in even-numbered years and available the following January. Contact Shannon McCarthy at (541) 346-5739. Also available on-line with annual updates at www.ous.edu/irs/.

* In order to ensure student confidentiality, results for schools with 5 or fewer records are not released to the public.

Oregon University System

PASS/OUS/COSA
Contact
Information

PASS Contacts:
> phone: (800) 961-PASS (7277) or (541) 346-5799
> fax: (541) 346-5828
> e-mail: pass@ous.edu
> website: www.ous.edu/pass

OUS Office of Enrollment Services Contacts:
> phone: (541) 346-5725
> fax: (541) 346-5764
> website: ous.edu/enroll_svcs_home.html

PASS/OUS Mailing address: P.O. Box 3175
                               Eugene, OR 97403-0175

For additional copies of PASS publications:
   COSA phone: (503) 581-3141

   COSA fax: (503) 581-9840

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COSA website: http://www.cosa.k12.or.us

The information in this book is current for the 2003-05 school years.