Oregon
University
System

PASS Guide to
Second Languages
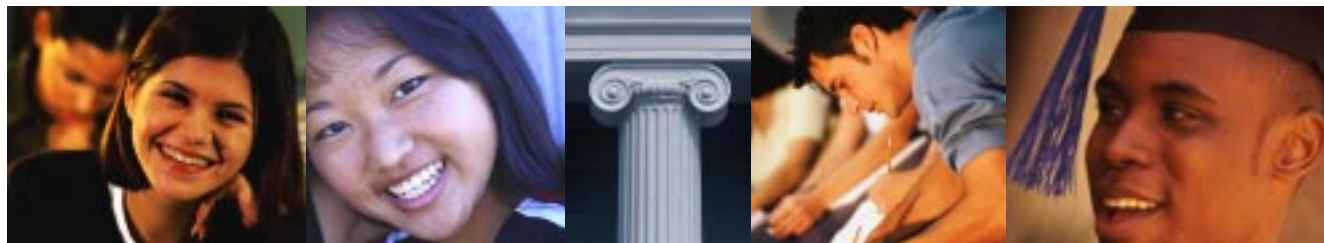
Teaching and Assessing Proficiency
for University Admission

2001 – 2005 edition

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

Proficiency-based Admission Standards System

⫿PASS

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

www.ous.edu/pass

Contents:

Introduction to PASS

QUESTIONS & ANSWERS

What is PASS?

The Proficiency-based Admission Standards System (PASS) is based on *standards* that describe the academic skills and knowledge students need to demonstrate to be accepted into Oregon's seven public universities.

Why are admission procedures changing?

The Oregon University System (OUS) created PASS in 1993 for three reasons:

1) *PASS aligns college admission with Oregon's statewide K-12 school improvement plan.* School-reform legislation enacted in Oregon requires all secondary schools to offer the performance-based CIM and CAM (Certificates of Initial and Advanced Mastery). High schools are engaged in large-scale curricular and program redesign as a result of these requirements. OUS seeks to be a helpful and supportive partner as Oregon schools make these significant changes. For example, PASS allows students to use the results from many CIM and CAM assessments to meet proficiency-based college admission requirements.

2) *Grades aren't an adequate measurement system.*
The current system of subject-area requirements and minimum grade point average (GPA) does not help students focus on the knowledge and skills they should be developing to succeed in college, nor does it encourage them to take the most challenging courses. The GPA system encourages students to choose courses that will allow them to obtain the highest grades, rather than those that would most challenge them.

This pattern has been demonstrated in Oregon and the nation, where the average GPA for incoming freshmen has risen consistently. At the national level, more students must take remedial courses in college and typically require six years to obtain a baccalaureate degree. During this same period of time, the OUS GPA requirement for admission has risen four times: from 2.25 in 1968 to the current 3.0.

3) *PASS provides admissions offices with better information about applicants.*
PASS provides OUS admissions directors with better, more detailed information about students' abilities and level of college readiness. This information is used for placement in entry-level college coursework.

What incentives are there for students?

Students who meet the PASS standards will be better prepared for success in college. PASS is also able to provide students and admissions officers with more accurate information concerning college placement. Students who meet or exceed a number of PASS standards may be eligible for university scholarships. These scholarships are for students who demonstrate an exceptional depth and/or breadth of knowledge via the PASS standards. PASS ratings of H or E may also give students access to advanced classes and opportunities to earn college credit.

What will be the purpose of grades in high school?

Grades continue to provide useful information on high school performance, study habits, attitude, and other attributes. Even after the PASS standards become the primary means of determining admission, grades may serve as an additional source of information.

What will happen to the high school diploma and required courses?	The basic requirements for a diploma are set by the State Board of Education, with additions set by local school boards; PASS has no influence on these requirements. The list of courses required for OUS admission has been replaced by OUS's course approval process, which high schools use to map their course content to the PASS standards.
Will this system make it harder to get into college?	Because this higher level of preparation is being expected of all Oregon applicants, students should have an increased likelihood of being accepted for admission. Students who meet entrance requirements will be more likely to graduate with a college degree in four years.
Will this system be equitable for all students?	One of the strengths of PASS is its potential to increase access to college for students from all backgrounds, especially non-traditional. OUS will study the performance of all students admitted via proficiency assessments to determine if any requirements have detrimental effects on any student population. This systematic review will examine the effects of PASS on groups from all ethnic and cultural backgrounds, as well as on persons with disabilities.

The system will be modified as needed to meet the OUS goal of making PASS equitable while retaining high standards for all students. Students with identified, documented special learning needs will be eligible for accommodations and modifications for any PASS standard. |
| *What about out-of-state students who want to attend an OUS school?* | The first priority of OUS, as a public university system, is to serve Oregon students. Approximately 15 percent of OUS students come from out of state. OUS will continue to accept out-of-state students based on the courses they have taken and their grade point averages. OUS campus representatives and admissions officers will make high school counselors in those out-of-state schools that send the most students to Oregon more aware of the PASS standards. Out-of-state students will be subject to the same expectations in university freshman courses as in-state students. |
| *What about Oregon students who want to go to an out-of-state college?* | PASS has received assurances that students with evidence of proficiency on their transcripts will be welcomed to apply at institutions such as Stanford University, the University of California system, the University of Washington system, Brigham Young University, and others.

The Association of American Universities has established a national clearinghouse to evaluate how information about student proficiency from various state systems of admissions might be used nationally. To date, the PASS standards have been evaluated favorably by these institutions. Founded in 1900, the AAU represents the 60 leading research universities in North America. The AAU project, Standards for Success, has centers at Harvard University, the University of Oregon, and Stanford University. For more information about Standards for Success, visit www.s4s.org or call 1-877-766-2279. |

What about out-of-state students who want to attend an OUS school?

PASS has received assurances that students with evidence of proficiency on their transcripts will be welcomed to apply at institutions such as Stanford University, the University of California system, the University of Washington system, Brigham Young University, and others.

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Connecting CIM, CAM, and PASS

How is PASS connected to CIM and CAM?

The knowledge and skills students demonstrate through earning the Certificates of Initial and Advanced Mastery (CIM and CAM) serve as the foundation for PASS. As students earn their CIM in a content area–such as math–they may also be demonstrating proficiency in one or more of the PASS standards. Student work completed in a CAM program may also provide evidence of PASS proficiency.

How is proficiency assessed?

Various methods of assessment may be used to determine students' level of proficiency, including:

- PASS Teacher Verification and
- State and National Assessments

A number of high-quality second language assessments can be used by trained and certified teachers to verify student proficiency at Benchmark Level IV. The Oregon Second Language Benchmarks are tied to the nationally recognized ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Scale. Any assessment that correlates with the ACTFL Intermediate-Low level will be accepted. In addition, PASS has cooperated with COFLT (Confederation in Oregon for Language Teaching) and CASLS (Center for Applied Second Language Studies) to develop assessments based directly on the Oregon benchmarks. The advantage of these assessment options is that they are tied to specific content and functions in the benchmarks, making it easier to design curricula and instruction aimed at CIM and PASS levels.

Regardless of assessment method, as students meet the district-determined CIM second language requirements (usually Level II or III), they build toward meeting the PASS-required Level IV benchmark.

PASS expects that high schools will use a combination of the various methods of assessment to determine students' levels of proficiency. PASS encourages high schools to use the assessment method(s) that best serves the student.

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

- E = Exemplary
- H = Highly proficient
- M = Meets the standard
- W = Working toward the standard
- N = Not meeting the standard

Note that only one method of assessment is required per PASS standard to meet (M) the required proficiency level.

PASS Teacher Verification

PASS developed the teacher verification assessment method by working with teachers from high schools around the state. Over the term, teachers and their students assemble collections of work that may contain CIM work samples or CAM projects designed to address PASS standards. Teachers determine their students' proficiency by judging these collections of student work against the criteria developed for each PASS standard.

Teacher verification in second languages

Teacher-verification guidelines have been set and calibration work has been done in Japanese for the PASS reading and writing standards. In addition, certified teachers can assess their students' proficiency up to the "M" (Meets) level using the COFLT Benchmark IV Oral Interview.

Common assessment tasks

OUS, in collaboration with COFLT and second language teachers around the state, has developed the Benchmark IV Interview to verify oral proficiency (PASS Standard A). COFLT has trained and certified teachers throughout Oregon to administer and rate this assessment.

Second language teachers who are certified as Oral Proficiency Interview (OPI) testers by ACTFL, or as ASLPI or SCPI testers by the American Sign Language Teachers' Association, may submit verification of students' oral proficiency using these national assessments.

The relationship between ACTFL levels, benchmark levels, and PASS ratings is described in the table on the opposite page:

Non-European ACTFL Level	European ACTFL Level	Benchmark Level	PASS Rating
Novice-Low	Novice-Low	Benchmark I	--
Novice-Mid	Novice-Mid	Benchmark II	N
Novice-Mid	Novice-High	Benchmark III	W
Novice-High	Intermediate-Low	Benchmark IV	M
Novice-High+	Intermediate-Mid	Benchmark V	H
Intermediate-Low	Intermediate-High	-----	E

OUS will accept verifiable assessments that measure student performance in terms of either ACTFL levels or benchmark levels. When PASS is fully implemented in 2005, OUS applicants will need to demonstrate proficiency at the Benchmark IV level (Intermediate Low in European languages, Novice High in others).

State and National Assessments

In English and math, the Oregon Department of Education administers statewide assessments in the form of multiple-choice tests, on-demand performance tasks, and work samples. PASS incorporates all state assessment measures and will continue to do so as the State Board of Education adjusts the design of CIM and CAM assessments.

National tests such as the Advanced Placement, SAT-II, ACT, International Baccalaureate, and language proficiency tests will continue to be used; specific scores will contribute to the determination of PASS proficiency. See the Assessment Guidelines on page 24 for a list of specific tests and the scores that can be used to meet the PASS standards.

How recently does a student's profiency in a second langue need to be assessed for OUS admission?

Students may be assessed and proficiency determined at any time. For example, a student from a second language 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 proficiency requirements in a second language when the student applies to an OUS school. Placement in second language classes at OUS schools will be determined by the policies of the individual departments, which may have a recency requirement.

Do teachers have to be trained to assess PASS standards?

To assess oral proficiency, teachers must be certified in an accepted assessment such as the ACTFL OPI or the COFLT Benchmark IV Oral Interview.

Second-language trainings are held periodically under the auspices of COFLT. Contact COFLT at oic@willamette.edu for exact times.

Several resources for teachers are available on the PASS website <www.ous.edu/pass>. These resources include example collections of student work at varying levels of proficiency, self-paced tutorials on judging student collections, classroom resources for specific standards, and implementation updates. PASS also has publications about teaching and assessing the PASS standards for each content area. These publications are available on the website or can be ordered through the Confederation of Oregon School Administrators (COSA) by e-mailing donna@cosa.k12.or.us or phoning 1-503-581-3141.

What do counselors need to know about PASS?

Counselors need to have an understanding of PASS, including the assessment methods used to meet PASS standards, the connection with CIM and CAM, and the opportunities for students to meet PASS requirements within the high school curriculum. In addition, counselors will inform students who demonstrate an exceptional depth and/or breadth of knowledge via the PASS standards about their eligibility for scholarship consideration, advanced class placement, and college-credit opportunities.

The PASS Standards
Required and Recommended for OUS Admission

	Required	Recommended
ENGLISH		
A. Write for Varied Purposes*	✓*	
B. Read from a Variety of Literary Genres and Periods	✓	
C. Interpret Literary Works	✓	
D. Conduct Inquiry and Research	✓	
E. Analyze Relationships of the Humanities & Human/Social Experience		✓
F. Communicate in Oral, Visual, and Written Forms		✓
MATH		
A. Solve Mathematical Problems*	✓*	
B. Perform Algebraic Operations*	✓*	
C. Use Geometric Concepts and Models -or- D. Use Probability and Statistics to Collect and Study Data	✓ (C or D)	✓ (whichever is not met as "required")
E. Use Functions to Understand Mathematical Relationships	✓	
F. Represent, Analyze, and Use Advanced Functions		✓
SCIENCE		
A. Know Fundamental Concepts of the Sciences*	✓*	
B. Design and Conduct Scientific Investigations	✓	
C. Analyze Scientific Knowledge, Theories, and Research		✓
D. Understand, Use, and Investigate a Field of Science		✓
SECOND LANGUAGES		
A. Oral/Signed Communication	Level IV	Level V
B. Reading	Level IV	Level V
C. Writing	Level IV	Level V

 * = may be met by CIM
Required = will be required for admission to OUS institutions beginning fall 2005
Recommended = for scholarship consideration, advanced placement, and college credit

Proficiency-based Admission Standards System   1-800-961-PASS (7277)   http://www.ous.edu/pass

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.

About the Second Language Benchmarks

The second language benchmarks describe what students need to know and be able to do to make progress toward and meet the PASS standards. School districts may choose to adopt and adapt 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 and rigorous regarding student performance, they make no assumptions or recommendations regarding how individual teachers or districts will teach. As long as students meet the minimum standards described here, teachers and districts are free to teach whatever they wish in whatever manner they see fit.

For the visual and performing arts and second languages, school districts are free to establish their own proficiency levels for the CIM. By choosing the benchmark 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 Board of Education and the State Board of 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 in a second language 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)

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 "Not meeting 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 "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 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 "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: Health Occupations Celebrations/ Holidays Travel/ Vacations Transportation	• State reasons • Ask information questions • State feelings & 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 "High-level mastery"

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 2 PASS content areas 1 CAM course	• 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.

PASS Sᴛᴀɴᴅᴀʀᴅꜱ B & C

Literacy Benchmarks

B&C

Benchmark Level I (Novice-Low) | READING

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

Benchmark Level I (Novice-Low) | WRITING

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

PASS STANDARDS B & C
Literacy Benchmarks

Benchmark Level II (Novice-Mid) READING

Content	Context/Text Type	Function	Performance Level
On the following topics:	in...	students should be able to...	
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

Benchmark Level II (Novice-Mid) WRITING

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 benchmark plus: Clothing Food Friends Home Leisure/ Activities Places	• Addresses • Directions • Labels • Simple messages	• Words or phrases consisting of memorized material	• (on demand) - Writing comprehensibly to a sympathetic reader • (curriculum embedded) - Writing comprehensibly to a sympathetic reader

PASS Standards B & C

Literacy Benchmarks

B&C

Benchmark Level III (Novice-High) — READING

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

Benchmark Level III (Novice-High) — WRITING

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

PASS Standards B & C

Literacy Benchmarks

READING

Benchmark Level IV (Intermediate-Low)

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)

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 • Announcements • 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

PASS Standards B & C

Literacy Benchmarks

READING

Benchmark Level V (Intermediate Mid)

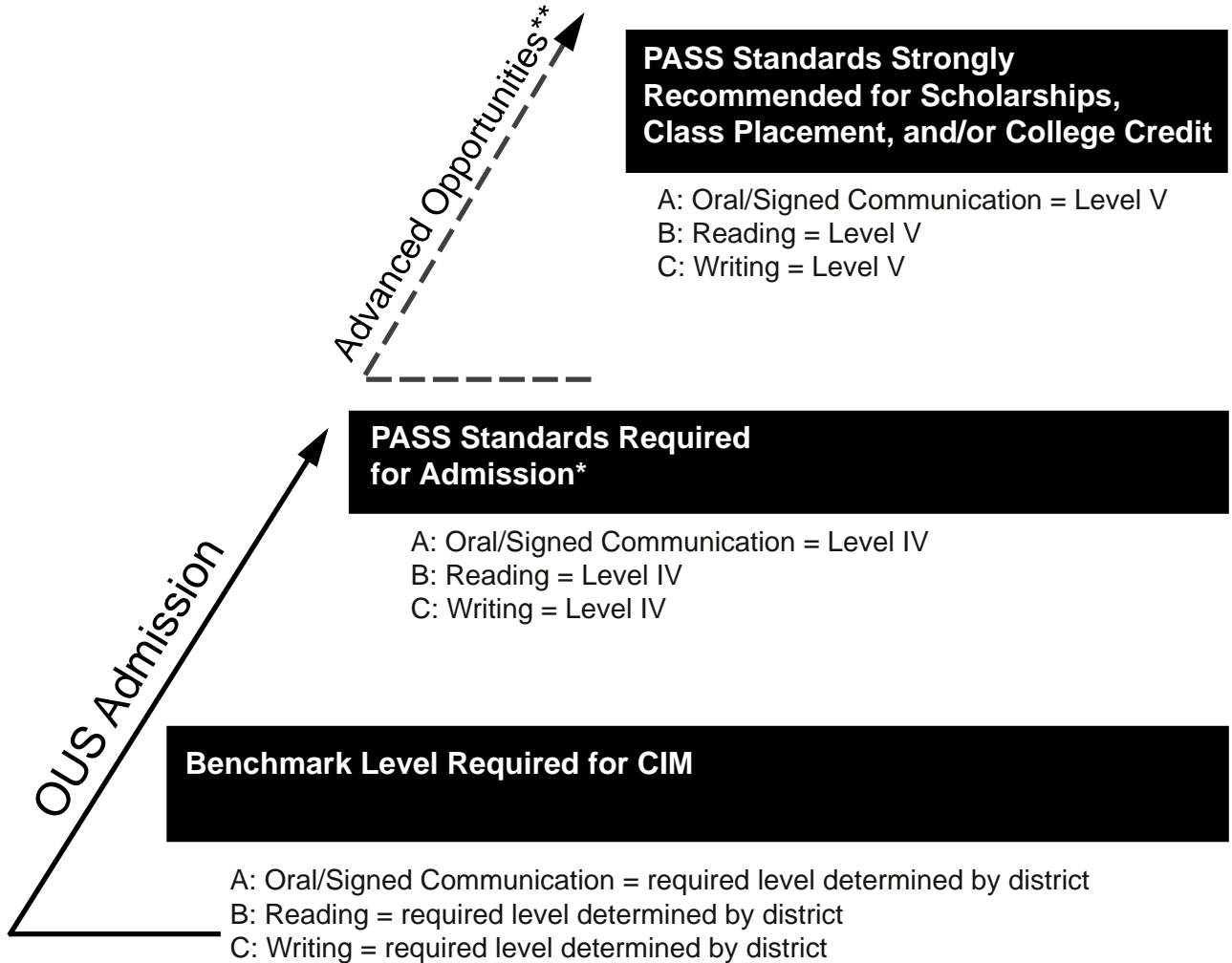| Content	Context/Text Type	Function	Performance Level
On the following topics:	in...	students should be able to...	by...
All topics in the previous benchmarks plus: Future plans At least 2 PASS content areas 1 CAM course	• Simple literary texts • Simple non-fiction texts • Simple magazine and newspaper 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)

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 2 PASS content areas 1 CAM course	• 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

Second Languages - from CIM & CAM to PASS

OUS ADMISSION REQUIREMENT =
  Benchmark Level IV

Advanced Opportunities[**]

**PASS Standards Strongly
Recommended for Scholarships,
Class Placement, and/or College Credit**

A: Oral/Signed Communication = Level V
B: Reading = Level V
C: Writing = Level V

OUS Admission

**PASS Standards Required
for Admission***

A: Oral/Signed Communication = Level IV
B: Reading = Level IV
C: Writing = Level IV

Benchmark Level Required for CIM

A: Oral/Signed Communication = required level determined by district
B: Reading = required level determined by district
C: Writing = required level determined by district

* The majority of districts have chosen Benchmark Level III to meet CIM requirements,
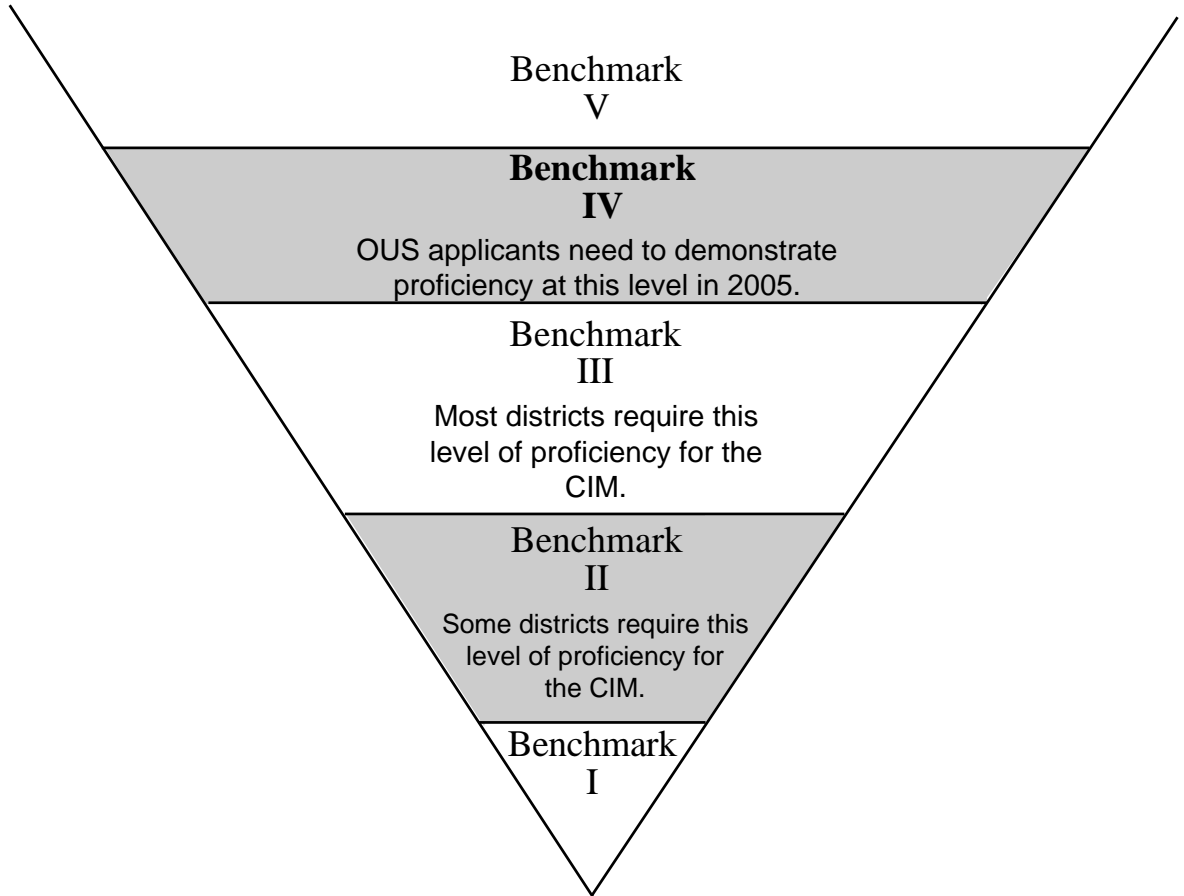   ensuring that students are working seamlessly toward PASS proficiency.

** Students who seek advanced opportunities should attempt to reach as high a benchmark
   level as they can on as many PASS standards as possible.

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

Equivalent PASS Rating

Equivalent PASS Rating
H (High-level mastery)
M (Meets)
W (Working toward)
N (Not meeting)
– –

Benchmark V

Benchmark IV

OUS applicants need to demonstrate proficiency at this level in 2005.

Benchmark III

Most districts require this level of proficiency for the CIM.

Benchmark II

Some districts require this level of proficiency for the CIM.

Benchmark I

PASS Second Language Assessment Guidelines for 2000-2001

Only one assessment is required per PASS Standard. Choose the method that best serves the student.

PASS Standard	ASSESSMENT METHODS AND PERFORMANCE LEVELS				
	Assessment Method *Only one method required per standard to meet proficiency (M)*	**Assess-ment Code**	**Scores Required to Equal:**		
			Meets proficiency (M)	**High-level mastery (H)**	**Exem-plary (E)**
A: Oral/Signed Communication	OUS/COFLT Second Language Proficiency Assessment	COFLT	4		
	ACTFL Oral Proficiency Interview	OPI	Int. Low	Int. Mid	Int.High
	Brigham Young Foreign Language Assessment (2nd-year level)	BYFLA	S		
	California Oral Competency Interview	COPI	2-low	2-mid	2-high
	IB Foreign Language Exam	IB-FL	3	NA	NA
	Student Learning Improvement Plan Test	SLIP	4	5	6
	A college's second-language department Challenge Exam	CE	S		
	American Sign Language PI or SCPI	PI/SCPI	Int. Low	Int. Mid	Int.High
B: Reading	AP Foreign Language Test	AP-FL	2-3	4	5
	Brigham Young Foreign Language Assessment (2nd-year level)	BYFLA	S		
	CLEP Foreign Language Exam	CLEP	40	50	NA
	IB Foreign Language Exam	IB-FL	4	5	6
	National Spanish Exam Level II	NSE	Honors	NA	NA
	SAT II	SAT II-FL	490	750	NA
	A college's second-language department Challenge Exam	CE	S		
C: Writing	AP Foreign Language Test	AP-FL	2-3	4	5
	Brigham Young Foreign Language Assessment (2nd-year level)	BYFLA	S		
	CLEP Foreign Language Exam	CLEP	40	50	NA
	IB Foreign Language Exam	IB-FL	4	5	6
	Student Learning Improvement Plan Test	SLIP	4	NA	NA
	SAT II	SAT II-FL	490	750	NA

- PTV ratings of H or E require external validation. This can be done (1) through the OUS~ODE Moderation Panel, available biannually at no cost, or (2) by department or regional validation, or (3) by attaining H- or E-level scores on national assessments including AP, IB, and SAT II.
- AP and IB assessments at the H or E level do not need additional verification because they include a method of external validation.
- SAT II assessments at the H or E level require external validation by a PTV, AP, or IB rating at the H or E level.
- As data on student proficiency is received and analyzed, required scores may be adjusted. See PASS website for current information.
- NA = Not Available: Studies are underway to determine the scores required for PASS levels E and H.

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

THE OREGON UNIVERSITY SYSTEM SCHOOLS:

- Eastern Oregon University (La Grande)
- Oregon Institute of Technology (Klamath Falls)
- Oregon State University (Corvallis)
- Portland State University (Portland)
- Southern Oregon University (Ashland)
- University of Oregon (Eugene)
- Western Oregon University (Monmouth)
- Oregon Health Sciences University (Portland)
  [OUS Affiliate]

PASS/OUS/COSA CONTACT INFORMATION

PASS phone: 1-800-961-PASS (7277) or 1-541-346-5799

PASS fax: (541) 346-5828   PASS e-mail: pass@ous.edu

OUS Office of Enrollment Services: (541) 346-5725

PASS website: http://www.ous.edu/pass

PASS mailing address: P.O. Box 3175
                          Eugene, OR 97403-0175

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

> For Additional PASS Publications:
>   COSA phone: 1-503-581-3141
>   COSA fax: 1-503-581-9840
>   e-mail: donna@cosa.k12.or.us

The information in this book is current for the 2001-05 school years.