



Oregon  
University  
System

# *Visual & Performing Arts*

2005 – 2006 edition



## *Guide to Teaching and Assessing Proficiency for University Admission*

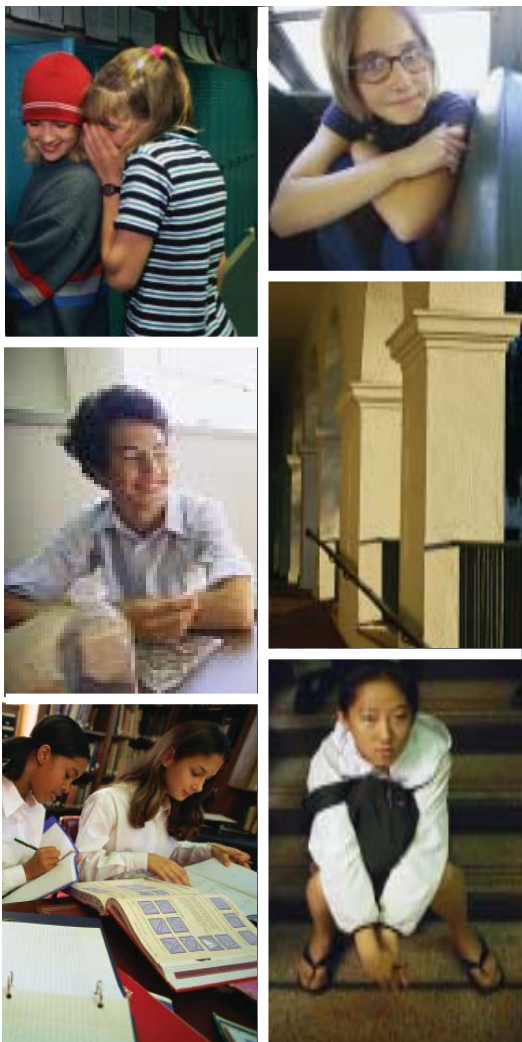
Proficiency-based Admission  
Standards System

# PASS

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



<http://pass.ous.edu/>

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# **PASS**

**Proficiency-based Admission  
Standards System**

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# PASS Is Part of OUS Admission

## Introduction

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 in middle and high school, students can use it to track their progress and make informed decisions about how to develop the proficiency needed to succeed in higher education.

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.

## Aligning Undergraduate Admission with K-12 Student Learning

Oregon is already seeing positive outcomes as the result of its pioneering work in aligning K-12 standards and assessments with OUS expectations for student admission, as directed by the Joint Boards of Education.

As reported to both Boards and the legislature in 2003, *The First Year Study* – based on data from more than 6,000 OUS freshmen and 10,000 community college students – found that students who met benchmarked standards in high school were more likely to attain academic success in their first year of college than those who did not. Subsequent data from *The First Year Study* confirms these results with even stronger correlations.



The Joint Boards of Education has been tasked by the Governor with creating a Unified Education Enterprise (UEE), building a student-centered pipeline that maximizes educational opportunity for all Oregon students. In partnership with ODE and the Department of Community Colleges and Work Force Development (CCWD), OUS is examining the current framework of standards and assessments to close the gap between high school exit expectations and the proficiency needed to take the next step into postsecondary education.

To implement the UEE fully, Oregon's high schools and postsecondary institutions need improved student data connections. Much progress has been made in the past three years toward the design and implementation of an electronic K-16 Integrated Data-Transfer System (IDTS). The ODE, CCWD, and OUS are collaborating in constructing the system, with funding from the Oregon legislature. When the system is in place, student applicants will be able, through their high schools, to send OUS and community colleges a more comprehensive set of information about their performance for use in admission and placement.

Even with the targeted completion schedule for the data-transfer system, statewide implementation is still unlikely to be complete for all high schools and students by fall 2007. Therefore, students applying in 2007 are encouraged, but not required, to include evidence of proficiency, if it is available to them, to complement undergraduate admission requirements. Evidence of proficiency may include scores from state assessments, national assessments, and teacher-verified PASS information.

# 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, SAT II, ACT, International Baccalaureate, and second-language proficiency tests – can contribute to the determination of PASS proficiency. See the Assessment Guidelines on page 28 for details.

**3. State tests and CIM requirements.** The Oregon Department of Education and OUS have collaborated to design the Juried Assessment Process, which offers reciprocal agree-

ments for assessing CIM and PASS. Meeting or exceeding the state assessments can be used to meet several of the PASS standards. For example, meeting CIM math problem-solving requirements also meets PASS Mathematics Standard A. Students can also use PASS to meet some state assessments, or meet CIM through designated PASS standards. (See “Reciprocal Assessment Agreements” on page 29 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) completing online training, along with a “verification test,” at [pass.ous.edu/training](http://pass.ous.edu/training); 2) attending one of the training sessions PASS offers through ESDs; or 3) through the departmental 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 that enhance standards-based teaching, PDFs of PASS publications, and dates for scheduled training sessions at ESDs.

# PASS Ratings

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

<b>PASS Rating</b>	<b>Description</b>
<b>(E)</b> Exemplary*	The collection demonstrates an exemplary mastery of the standard and exhibits exceptional intellectual maturity or unique thinking, methods, or talents.
<b>(H)</b> Highly proficient*	The collection demonstrates mastery of the standard at a level higher than entry-level college coursework.
<b>(M)</b> 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.)
<b>(W)</b> Working toward the standard	The collection approaches readiness for entry-level college coursework. The level of performance may be improved by: <ul style="list-style-type: none"> <li>• providing a broader variety of opportunities and conditions of assessment;</li> <li>• providing sufficient evidence to address the range of criteria for the standard;</li> <li>• enrolling in more classes that target this standard.</li> </ul>
<b>(N)</b> Not meeting the standard	The collection contains evidence that the student is not prepared to do entry-level college coursework.

\*requires external verification

## Foundation, College Prep, and Specialized Standards

There are three types of PASS standards – foundation, college prep, and specialized. OUS applicants who want to use the PASS standards to meet the OUS subject-area requirements must meet all the foundation and college prep standards in that area. Meeting the specialized standards is recommended for scholarships, class placement, and college credit.

## The PASS Visual & Performing Arts Standards

	Foundation	College Prep	Specialized			
A. Understand Elements, Principles, and Process in the Arts	✓					
B. Interpret Art from Various Cultures & Historical Perspectives		A + B, C, or D <table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td>✓</td></tr> <tr><td>✓</td></tr> <tr><td>✓</td></tr> </table>	✓	✓	✓	✓
✓						
✓						
✓						
C. Understand the Role of the Arts in Society		✓				
D. Exhibit Skill in One Discipline of the Arts		✓				
E. Analyze and Critique Artistic Works			✓			

any not met as "college prep"

## 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.

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 is a two-step process:

#### *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 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, **carefully examine the descriptions of sufficiency** on the standard’s 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 top of each Sufficiency Guidelines page to find the relative importance of the 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 PASS ratings are described on page 5. Note that 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.



# 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.

### PROFICIENCY:

Determine proficiency of performance.

Exceeds the Standard (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.

Meets the Standard (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.

Does Not Meet the Standard (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: \_\_\_\_\_

# Summary Chart of Standards and Criteria for Visual & Performing Arts

Standard	Criteria
What students must be able to do:	What students should demonstrate:
<p><b>A: Understand Elements, Principles, and Process in the Arts</b></p> <p>Understand the ways in which artists use elements, materials, technologies, the creative process, and organizational principles in similar and distinctive ways in various art forms or disciplines.</p>	<p><b>A1: Recognition of Elements and Principles:</b> Recognize, examine, and understand the elements and principles that are common across various art forms or disciplines.</p> <p><b>A2: Understanding the Creative Process:</b> Recognize and understand the creative process within various art forms or disciplines.</p> <p><b>A3: Aesthetic Literacy:</b> Communicate an understanding of various art forms or disciplines.</p>
<p><b>B: Interpret Art from Various Cultures and Historical Perspectives</b></p> <p>Interpret works of art from various historical periods, cultures, and peoples, analyzing the contexts in which they were created, the characteristics of the works, and the range of possible interpretations.</p>	<p><b>B1: Recognition of Artists, Works, and Movements:</b> Recognize exemplary works, artists, movements, and historical developments in the arts.</p> <p><b>B2: Analysis of Multiple Social/Cultural Perspectives:</b> Analyze social/cultural perspectives in the arts, within a work of art, or in varied responses to a specific work.</p> <p><b>B3: Understanding of Artistic Context:</b> Understand the historical, cultural, artistic, and/or personal context in which a work of art was created.</p>
<p><b>C: Understand the Role of the Arts in Society</b></p> <p>Understand the role the arts play in society and the ways in which the arts empower people to create works that manifest their beliefs, social relationships, values, and skills.</p>	<p><b>C1: Examination of the Arts in Society:</b> Understand the roles of the arts in empowering people and enriching their lives.</p> <p><b>C2: Examination of Influences of Society on the Arts:</b> Understand how assumptions, values, organizations, and conditions of societies influence artistic creations.</p> <p><b>C3: Examination of Influences of the Arts on Society:</b> Understand how the arts influence, shape, and are used to change or preserve societies.</p>
<p><b>D: Exhibit Skill in One Discipline of the Arts:</b> <i>Theatre, Visual Arts, Music, Dance</i></p> <p>Exhibit skill and understanding in at least one form of the arts, defining and responding to artistic problems with insight, technical ability, quality, and reflection.</p>	<p><b><u>THEATRE</u></b></p> <p><b>D1: Development of a Vision:</b> Develop and present an image or idea that serves as the basis for artistic choices.</p> <p><b>D2: Interpretation:</b> Make and develop stylistic choices consistent with historical, cultural, social, and artistic factors.</p> <p><b>D3: Implementation:</b> Use effective process to develop and present a theatrical performance or product.</p> <p><b>D4: Communication of Purpose:</b> Communicate a central purpose throughout a dramatic performance or product.</p> <p><b>D5: Presentation:</b> Interact with an audience through a theatrical performance or product.</p> <p><b>D6: Recognition of Personal Meaning:</b> Recognize the significance of experiences with the arts and reflect on the performance or creation of an artistic work.</p>



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**Standard**

What students must be able to do:

**Criteria**

What students should demonstrate:

*VISUAL ARTS AND DESIGN*

- D1: Artistic Content:** Create work that achieves expressive meaning in response to artistic problems.
- D2: Technical Resolution:** Demonstrate technical skill and craftsmanship.
- D3: Exhibition:** Develop and present artistic work for a public audience.
- D4: Design and Composition:** Make informed design decisions and achieve effective composition.
- D5: Artistic Process:** Use effective processes to understand, respond to, and reflect on artistic problems.
- D6: Recognition of Personal Meaning:** Recognize the significance of experiences with the arts and reflect on the performance or creation of an artistic work.

*MUSIC*

- D1: Quality of Sound:** Use appropriate sound production, blend and balance (in ensembles), and use accurate intonation.
- D2: Technique:** Use correct rhythms and pitches, execution (control) of dynamics, and articulation.
- D3: Musicality:** Use an expression and style of interpretation that is appropriate to the composer's intent, including tempo, phrasing, and dynamics.
- D4: Recognition of Personal Meaning:** Recognize the significance of experiences with the arts and reflect on the performance or creation of an artistic work.
- D5: Presentation:** Perform music for a public audience.

*DANCE*

- D1: Choreography:** Choreograph and present an original work for a public performance.
- D2: Presentation:** Reconstruct a dance work for presentation.
- D3: Technical Competence:** Demonstrate technical competence in one or more dance styles.
- D4: Recognition of Personal Meaning:** Recognize the significance of experiences with the arts and reflect on the performance or creation of an artistic work.
- D5: Performance:** Rehearse and publicly perform dance works in a group or as a soloist.

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**E: Analyze and Critique Artistic Works**

Analyze and evaluate works of art and performances from functional and structural/formal perspectives, using defensible criteria and communicating effectively through writing, speaking, and expressive media.

- E1: Communication of Responses to the Arts:** Communicate artistic responses, interpretations, and evaluations.
- E2: Examination of Audience Responses:** Examine how an artistic work affects an audience; relate audience responses to the artist's/performer's creative choices.
- E3: Representation of Personal Aesthetics:** Communicate conceptions of what is artistically valid or valued.

# A

## SCORING GUIDE FOR PASS STANDARD A

### Understand Elements, Principles, and Process in the Arts

Understand the ways in which artists use elements, materials, technologies, the creative process, and organizational principles in similar and distinctive ways in various art forms or disciplines.\*

#### Criteria

##### **A1: Recognition of Elements and Principles**

Recognize, examine, and understand the elements and principles that are common across various art forms or disciplines.\*

##### **A2: Understanding the Creative Process**

Recognize and understand the creative process within various art forms or disciplines.\*

##### **A3: Aesthetic Literacy**

Communicate an understanding of various art forms or disciplines.\*

#### Descriptions of Proficient Performance

Descriptors define types of proficient performance; they are not a checklist.

- identifies compositional elements (e.g., line, form, space, shape, texture, rhythm, value, etc.) that are common across various art forms or disciplines and discusses how they are used in example works
- identifies compositional principles (e.g. unity, variety, repetition, integration, contrast, etc.) that are common across various art forms or disciplines and discusses how they are used in example works
- recognizes and articulates an awareness of the relationship among the elements and principles within a work(s) of art
- identifies and discusses the creative process used by artists in various art forms and disciplines – for example, in the dramatic arts, the process consisting of: development of a vision, communication of purpose, interpretation, implementation, and presentation
- explains the creative process as it is used in a variety of art forms or disciplines
- discusses works in more than one art form or discipline, considering the vocabularies, tools, techniques, and thinking of the various forms or disciplines
- studies and comments on the formal, representational, and/or expressive qualities of a work(s) of art
- explains the expressive and communicative relationships between artists/performers and audiences in various art forms or disciplines
- appropriately uses concepts and terminology particular to a chosen art form or discipline
- evaluates the aesthetic effects of a work(s) of art and draws conclusions about the ideas, emotions, and overall impact of the work

\*Note: Standard A stresses comparative literacy in the arts, which might be developed and demonstrated by studying and comparing art forms within a particular art discipline (e.g., in visual arts: drawing, painting, sculpture, and photography; or in music: vocal, instrumental, and symphonic work) or through a cross-disciplinary humanities approach by studying and comparing various art disciplines. This means that there are options, in the criteria and descriptors listed above, to involve either art forms or disciplines.

PASS arts teachers have determined the relative importance of the criteria for PASS Standard A as follows:

- A1 is Critical - substantial evidence required
- A2 is Critical - substantial evidence required
- A3 is Important - some evidence required

## Guidelines for a Sufficient Collection of Evidence

Does the work sufficiently represent the standard?

### The collection may include:

- recognition and explanation of principles and elements in works of art from more than one art form or discipline (A1)
- a comparative evaluation of several works by an individual artist (A1 & 2)
- exploration of the relationships across different forms of art (A2)
- a demonstrated understanding of the steps involved in making a particular form of art (A2)
- an explanation of how artistic elements affect the impact of the work of art (A3)

Have there been sufficiently varied opportunities, circumstances, and conditions for assessment?

### The collection may include:

- oral, visual, or multi-media presentations or assessments demonstrating sufficient knowledge of appropriate elements, principles, and terminology
- evaluation or written response to a performance or show
- creation of a useful commentary on a performance or show
- evidence of a project done over time with reflection and peer editing

Is there sufficient evidence to be confident that the work represents the student?

### The collection may include:

- evidence of understanding through in-class writing, journaling questions, sketchbook, or audio/visual record of an informed performance
- evidence of consistent use of appropriate vocabulary over time
- several assessments conducted under an instructor's supervision

# B

## SCORING GUIDE FOR PASS STANDARD B

### Interpret Art from Various Cultures and Historical Perspectives

Interpret works of art from various historical periods, cultures, and peoples, analyzing the contexts in which they were created, the characteristics of the works, and the range of possible interpretations.

#### Criteria

##### **B1: Recognition of Artists, Works, and Movements**

Recognize exemplary works, artists, movements, and historical developments in the arts.

##### **B2: Analysis of Multiple Social/Cultural Perspectives**

Analyze social/cultural perspectives in the arts, within a work of art, or in varied responses to a specific work.

##### **B3: Understanding of Artistic Context**

Understand the historical, cultural, artistic, and/or personal context in which a work of art was created.

#### Descriptions of Proficient Performance

Descriptors define types of proficient performance; they are not a checklist.

- demonstrates general knowledge of the historical development of various art forms or disciplines
- demonstrates knowledge of landmark works and artists in various art forms or disciplines
- recognizes and interprets examples of influential artistic movements, schools, or styles within a selected art discipline
- recognizes and interprets significant works from various historical periods, cultures, peoples, and artists within a selected art discipline
- acknowledges multiple viewpoints within or among societies and cultures, as represented in artistic work(s)
- analyzes the ways social/cultural perspective or personal point of view influence an artist's work
- recognizes and discusses varied perceptions of and responses to an artistic work(s) caused by the social, cultural, historical, or personal perspectives of its audiences
- recognizes artistic forms, styles, and/or qualities which are characteristic of work created within various cultures and/or historical periods
- interprets works of art from various historical periods, cultures, peoples, and artists in relation to the context in which they were created
- describes and explains the historical, cultural, social, biographical, intellectual, or artistic context in which a work(s) of art was created
- researches and presents information pertaining to the contextual background of a work(s) of art
- distinguishes and interprets significant contextual influences on an artist(s) and artistic work(s)

## SUFFICIENCY GUIDELINES FOR PASS STANDARD B

# B

PASS arts teachers have determined the relative importance of the criteria for PASS Standard B as follows:

- B1 is Critical - substantial evidence required
- B2 is Important - some evidence required
- B3 is Important - some evidence required

### Guidelines for a Sufficient Collection of Evidence

Does the work sufficiently represent the standard?

**The collection may include:**

- identification & examination of an event or condition that inspired a work of art (B1)
- the identification of ways in which works of arts or artistic movements reflect (or can characterize) social/cultural perspectives (B1)
- an analysis of a global cultural context, including consideration of non-Western perspectives (B2 & 3)
- documentation of an immersion in a different culture by analyzing the experience in the context of that culture (B3)
- characterization of exemplary works in the context in which they were created (B3)

Have there been sufficiently varied opportunities, circumstances, and conditions for assessment?

**The collection may include:**

- written oral, and/or visual/multimedia presentations, partly developed under controlled conditions, with opportunities for discussion, research, and revision
- individual or group presentations with essays
- tests representing landmark works of art
- evidence of group discussions
- essays and research papers exploring the social/cultural perspectives presented in selected works of art (B2)

Is there sufficient evidence to be confident that the work represents the student?

**The collection may include:**

- evidence of student's research through a bibliography of works cited
- work done under controlled conditions
- evidence and awareness of the student's own viewpoint
- on-demand work samples demonstrating student's insight & research
- bibliography of sources cited

# C

## SCORING GUIDE FOR PASS STANDARD C

### Understand the Role of the Arts in Society

Understand the role the arts play in society and the ways in which the arts empower people to create works that manifest their beliefs, social relationships, values, and skills.

#### Criteria

##### **C1: Examination of the Arts in Society**

Understand the roles of the arts in empowering people and enriching their lives.

##### **C2: Examination of Influences of Society on the Arts**

Understand how assumptions, values, organizations, and conditions of societies influence artistic creations.

##### **C3: Examination of Influences of the Arts on Society**

Understand how the arts influence, shape, and are used to change or preserve societies.

#### Descriptions of Proficient Performance

Descriptors define types of proficient performance; they are not a checklist.

- uses specific examples (historical and/or contemporary) to illustrate how the arts have empowered people to express themselves and create images, performances, works, and structures
- uses specific examples (historical and/or contemporary) to illustrate how the arts have enriched peoples' experiences
- recognizes and discusses influences of various art forms or disciplines
- studies a selected society or culture (its assumptions, values, relationships, etc.) and its influences upon art work created within the society or culture
- analyzes how an artistic work(s) reflects or reacts to needs, beliefs, and trends in a society or culture
- draws and communicates general conclusions about the ways in which artists and their art reflect or react to society and culture
- studies a selected society or culture and the ways in which art has influenced and shaped its development
- identifies and interprets significant social/cultural themes and commentary in an artistic work(s)
- identifies how an artistic work(s) is connected to social/cultural change or preservation
- draws and communicates general conclusions about the ways in which artists and their art influence or comment on society and culture

## SUFFICIENCY GUIDELINES FOR PASS STANDARD C

# C

PASS arts teachers have determined the relative importance of the criteria for PASS Standard C as follows:

- C1 is Critical - substantial evidence required
- C2 is Critical - substantial evidence required
- C3 is Critical - substantial evidence required

### Guidelines for a Sufficient Collection of Evidence

Does the work sufficiently represent the standard?

#### The collection may include:

- at least one example of a how and why a landmark work of art affected the culture in which it was first introduced (C1)
- an analysis of the context in which works have been created (C2)
- an examination of ways in which works promote or critique social change (C3)
- an exploration of relationships among artistic movements, their thematic treatments, and the public's response

Have there been sufficiently varied opportunities, circumstances, and conditions for assessment?

#### The collection may include:

- non-written (oral, visual, media) interpretations and explorations of how arts and society influence one another (C2 & 3)
- varied written interpretations: essays developed over time and on-demand interpretative essays
- evidence of research conducted for varied purposes, in varied contexts and/or content areas.
- at least one properly cited written research product (oral or visual)

Is there sufficient evidence to be confident that the work represents the student?

#### The collection may include:

- evidence of the student's own viewpoint and effort to form and defend a cohesive thesis
- varied written pieces: essays developed over time and in on-demand situations
- at least one properly cited written research product-- may be presented orally or visually if time permits

# D

## SCORING GUIDE FOR PASS STANDARD D

### Exhibit Skill in One Discipline of the Arts: *Theatre, Visual Arts, Music, Dance*

Exhibit skill and understanding in at least one form of the arts, defining and responding to artistic problems with insight, technical ability, and quality.

Demonstrate the significance and potential contribution of the arts to the quality of one's life.

### Theatre

#### Criteria

#### D1: Development of a Vision

Develop and present an image or idea that serves as the basis for artistic choices.

#### D2: Interpretation

Make and develop stylistic choices consistent with historical, cultural, social, and artistic factors.

#### D3: Implementation

Use effective process to develop and present a theatrical performance or product.

#### Descriptions of Proficient Performance

Descriptors define types of proficient performance; they are not a checklist.

- identifies, develops, and presents a central idea(s) or image(s) which serves as the basis for artistic choices
- connects the idea or image to a larger context (social, cultural, artistic, thematic)
- makes stylistic choices (design and technical areas) which are consistent with the idea or image
- develops a cohesive core in characterizations (acting, directing, and play writing) which is consistent with the idea or image
- develops patterns and motifs which reflect, communicate, and enrich the idea or image
- presents a consistent historical perspective in design, acting, directing, play writing, etc.
- considers cultural, social, and artistic factors in developing a dramatic interpretation
- applies a consistent acting technique and performance style appropriate to the genre, work, vision, and purpose
- develops a consistent mood in a production or performance
- uses the "language" of the dramatic medium consistently
- develops processes to implement the vision and interpretation of a dramatic work or presentation
- conceives and carries out a creative implementation process from ideation to production
- follows processes consistent with conventions of the theater or the chosen medium
- reflects, monitors, assesses, and adjusts within the stages of a creative implementation process
- rehearses, revises, and improves the design, interpretation, product, or performance
- Tech design:** develops designs that use visual elements to convey environments which clearly support the vision; uses designs as blueprints for implementation
- Stage craft:** applies technical knowledge to safely create functional scenery and properties, lighting, sound, costumes, and makeup
- Acting/performing:** (a) analyzes the physical, emotional, and social dimensions of characters found in dramatic texts from various genres and media; (b) compares, demonstrates, and uses various classical & contemporary acting/performing techniques and methods; (c) in an ensemble, creates and sustains characters that communicate with audiences



PASS theatre teachers have determined the relative importance of the criteria for PASS Standard D in theatre as follows:

- D1 is Critical - substantial evidence required
- D2 is Critical - substantial evidence required
- D3 is Critical - substantial evidence required
- D4 is Important - some evidence required
- D5 is Important - some evidence required
- D6 is Important - some evidence required

Criteria

Theatre

**D4: Communication of Purpose**

Communicate a central purpose throughout a dramatic performance or product.

**D5: Presentation**

Interact with an audience through a theatrical performance or product.

**D6: Recognition of Personal Meaning**

Recognize the significance of experiences with the arts and reflect on the performance or creation of an artistic work.

Descriptions of Proficient Performance

Descriptors define types of proficient performance; they are not a checklist.

- identifies a purpose for the development of a dramatic product or performance
- describes and characterizes a particular audience for whom the product or performance is developed
- demonstrates an intention to communicate through a dramatic form
- selects dramatic forms and makes stylistic and interpretive choices consistent with identified vision, purpose, audience, and intentions
- communicates purpose throughout a dramatic performance or product
- considers the nature, needs, and characteristics of an audience in developing a dramatic product or performance
- considers the nature and characteristics of the environment in which the performance will occur and be received
- develops and manages a production which is sensitive to the audience’s experience
- presents a product or performance that can be effectively experienced and received by the audience (e.g., set, lighting, vocal projection and technique, movement, timing, etc.)
- engages the audience interactively
- exhibits quality, craftsmanship, and artistry in public performances
- collaboratively contributes to the success of an ensemble dramatic performance presented in a public forum
- views, reviews, and evaluates performances from the audience’s perspective
- expresses self and creates/performs finished work in more than one art form or discipline
- reflects on discovery of personal meaning in the creation or interpretation of artistic work
- makes clear and specific references to aspects of artistic work which are personally meaningful
- makes clear and specific references to personal experiences, discoveries, or views in relation to artistic work
- extends beyond personal connections and experiences to apply understandings gained from artistic work more broadly
- discusses and analyzes personal reactions to artistic work in relation to personal experiences and views
- articulates discoveries about self, life, and/or the world which have been shaped by artistic work or by experiences with the arts
- represents, communicates, or alludes to connections between selected artistic work and her/his own work

# D

## SCORING GUIDE FOR PASS STANDARD D

**Exhibit Skill in One Discipline of the Arts:** *Theatre, Visual Arts, Music, Dance*  
 Exhibit skill and understanding in at least one form of the arts, defining and responding to artistic problems with insight, technical ability, and quality. Demonstrate the significance and potential contribution of the arts to the quality of one's life.

Visual Arts  
and Design

### Criteria

#### D1: Artistic Content

Create work that achieves expressive meaning in response to artistic problems.

#### D2: Technical Resolution

Demonstrate technical skill and craftsmanship.

#### D3: Exhibition

Develop and present artistic work for a public audience.

### Descriptions of Proficient Performance

Descriptors define types of proficient performance; they are not a checklist.

- |  |   |  |
|--|---|--|
| <ul style="list-style-type: none"> <li>• responds effectively to the parameters, constraints, and opportunities of an artistic problem (given or self-defined)</li> <li>• considers purpose and function in developing a design solution</li> <li>• achieves expressive meaning through use of unifying concepts or images</li> <li>• demonstrates insight, originality, creativity, ingenuity in developing an expressive work(s)</li> <li>• explains the ideas, concepts, and/or images which give meaning to an expressive work(s)</li> </ul> | <ul style="list-style-type: none"> <li>• demonstrates basic skill in the processes necessary to respond to an artistic problem (given or self-defined)</li> <li>• demonstrates competence and control in the processes and techniques particular to a chosen medium</li> <li>• uses materials, tools, and techniques safely and correctly</li> <li>• demonstrates quality craftsmanship in the technical production of an expressive work(s)</li> <li>• achieves quality craftsmanship in the final presentation of an expressive work</li> <li>• correctly explains processes and techniques for producing finished work in a chosen medium</li> </ul> | <ul style="list-style-type: none"> <li>• identifies and considers an audience in the development and presentation of an expressive work(s)</li> <li>• creates work which can be effectively exhibited and viewed in a public space</li> <li>• carefully and skillfully prepares a work(s) for public exhibition</li> <li>• demonstrates awareness of the relationships between art and an environment in which it is exhibited</li> <li>• displays work effectively in a public space or forum</li> <li>• expresses self and creates/performs a finished work in more than one art form or discipline</li> </ul> |
|--|---|--|

## SCORING GUIDE FOR PASS STANDARD D

# D

PASS visual arts teachers have determined the relative importance of the criteria for PASS Standard D in visual arts as follows:

- D1 is Critical - substantial evidence required
- D2 is Critical - substantial evidence required
- D3 is Critical - substantial evidence required
- D4 is Important - some evidence required
- D5 is Important - some evidence required
- D6 is Important - some evidence required

### Visual Arts and Design

#### Criteria

#### D4: Design and Composition

Make informed design decisions and achieve effective composition.

#### D5: Artistic Process

Use effective processes to understand, respond to, and reflect on artistic problems.

#### D6: Recognition of Personal Meaning

Recognize the significance of experiences with the arts and reflect on the performance or creation of an artistic work.

#### Descriptions of Proficient Performance

Descriptors define types of proficient performance; they are not a checklist.

- makes and carries out design decisions which demonstrate a basic understanding of design theory
- makes and carries out design decisions which work effectively in the chosen media
- unifies an expressive work(s) through imagery, pattern, and thoughtful use of design elements
- uses and varies form, line, shape, texture, color, value, or space (elements of design) to develop interest and strength
- uses positive-negative space and figure-ground relationships to achieve effective composition
- uses contrast, variety, emphasis, rhythm, repetition, balance, or proportion (principles of design) to create visual interest and movement
- explains and evaluates his/her work in terms of design concepts and decisions, applying understanding of elements and principles and using terms correctly
- studies the parameters, constraints, and possibilities of an artistic problem (given or self-defined) and initiates a response
- conceives and carries out a creative process from conception to production of a finished work(s)
- balances planning and discovery, focus and flexibility in an artistic process
- willingly seeks and accepts critical responses, rethinking, adjusting, and revising in response to discoveries, suggestions, and feedback during an artistic process
- uses time and resources effectively within an artistic process
- works effectively as an individual and as part of a group to complete artistic processes
- reflects upon and assesses the products created within an artistic process
- reviews and reflects upon the stages and experiences of an artistic process
- reflects on discovery of personal meaning in the creation or interpretation of artistic work
- makes clear and specific references to aspects of artistic work which are personally meaningful
- makes clear and specific references to personal experiences, discoveries, or views in relation to artistic work
- extends beyond personal connections and experiences to apply understandings gained from artistic work more broadly
- discusses and analyzes personal reactions to artistic work in relation to personal experiences and views
- articulates discoveries about self, life, and/or the world which have been shaped by artistic work or by experiences with the arts
- represents, communicates, or alludes to connections between selected artistic work and her/his own work

# D

## SCORING GUIDE FOR PASS STANDARD D

### Exhibit Skill in One Discipline of the Arts: *Theatre, Visual Arts, Music, Dance*

Exhibit skill and understanding in at least one form of the arts, defining and responding to artistic problems with insight, technical ability, and quality.

Demonstrate the significance and potential contribution of the arts to the quality of one’s life.

Music

### Criteria

#### D1: Quality of Sound

Use appropriate sound production, blend and balance (in ensembles), and use accurate intonation.

#### D2: Technique

Use correct rhythms and pitches, execution (control) of dynamics, and articulation.

#### D3: Musicality

Use an expression and style of interpretation that is appropriate to the composer’s intent, including tempo, phrasing, and dynamics.

### Descriptions of Proficient Performance Descriptors define types of proficient performance; they are not a checklist.

- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>• uses excellent tone most of the time, correcting individual problems presented by demanding musical passages</li> <li>• uses consistent and well controlled tonal color, focus and timbre</li> <li>• achieves tonal clarity most of the time</li> <li>• tunes instrument accurately</li> <li>• uses consistent melodic and harmonic intonation</li> <li>• establishes and maintains blend and balance</li> </ul> | <ul style="list-style-type: none"> <li>• maintains rhythmic accuracy and precision</li> <li>• controls pulse and tempo</li> <li>• correctly interprets rhythms</li> <li>• uses well-developed articulation/bowing technique</li> <li>• concentrates and responds to director accurately and appropriately</li> </ul> | <ul style="list-style-type: none"> <li>• uses consistent style and tempo, accurately interpreting the composer’s intent</li> <li>• uses uniform and consistent phrasing throughout the passage</li> <li>• shapes and contours phrases and passages with naturally expressive communication</li> <li>• creates a free flowing performance through the use of accents, stress, rubato and flexibility in phrasing</li> </ul> |
|---|--|--|

## SCORING GUIDE FOR PASS STANDARD D

# D

PASS music teachers have determined the relative importance of the criteria for PASS Standard D as follows:

- D1 is Critical - substantial evidence required
- D2 is Critical - substantial evidence required
- D3 is Critical - substantial evidence required
- D4 is Important - some evidence required
- D5 is Important - some evidence required

### Music

#### Criteria

##### **D4: Recognition of Personal Meaning**

Recognize the significance of experiences with the arts and reflect on the performance or creation of an artistic work.

##### **D5: Presentation**

Perform music for a public audience.

#### Descriptions of Proficient Performance

Descriptors define types of proficient performance; they are not a checklist.

- reflects on discovery of personal meaning in the creation or interpretation of artistic work
- makes clear and specific references to aspects of artistic work that are personally meaningful
- makes clear and specific references to personal experiences, discoveries, or views in relation to artistic work
- extends beyond personal connections and experiences to apply understandings gained from artistic work more broadly
- discusses and analyzes personal reactions to artistic work in relation to personal experiences and views
- articulates discoveries about self, life, and the world that have been shaped by artistic work or by experiences with the arts
- represents, communicates, or alludes to connections between selected artistic work and her/his own work
- plans, rehearses, and prepares for a public musical performance (solo or ensemble)
- works responsibly and effectively with others in preparing for a public musical performance
- considers the nature of the composition, the performance environment, and the audience in preparing for and performing a public performance
- performs with skill, control, and expressiveness for a public audience
- reflects upon and evaluate public musical performances (one's own and others')
- expresses self and creates/performs finished work in more than one art form or discipline

# D

## SCORING GUIDE FOR PASS STANDARD D

**Exhibit Skill in One Discipline of the Arts:** *Theatre, Visual Arts, Music, Dance*  
Exhibit skill and understanding in at least one form of the arts, defining and responding to artistic problems with insight, technical ability, and quality. Demonstrate the significance and potential contribution of the arts to the quality of one's life.

Dance

### Criteria

#### D1: Choreography

Choreograph and present an original work for a public performance.

#### D2: Presentation

Reconstruct a dance work for presentation.

#### D3: Technical Competence

Demonstrate technical competence in one or more dance styles.

### Descriptions of Proficient Performance

Descriptors define types of proficient performance; they are not a checklist.

- understands the elements and principles of design, space, time
- demonstrates imagination in applying principles of composition
- employs consistent stylistic choices
- demonstrates clear expression of the overriding image or idea of a piece
- transcribes the work accurately from the original source (video, notation, notes, film)
- demonstrates understanding of the original style
- communicates an insightful interpretation of the work
- exhibits evidence of technical training beyond beginning level of work
- articulates clear understanding of vocabulary in chosen dance style(s)

## SCORING GUIDE FOR PASS STANDARD D

# D

PASS dance teachers have determined the relative importance of the criteria for PASS Standard D as follows:

- D1 is Critical - substantial evidence required
- D2 is Critical - substantial evidence required
- D3 is Critical - substantial evidence required
- D4 is Important - some evidence required
- D5 is Important - some evidence required

### Dance

#### Criteria

##### **D4: Recognition of Personal Meaning**

Recognize the significance of experiences with the arts and reflect on the performance or creation of an artistic work.

##### **D5: Performance**

Rehearse and perform dance works in a group or as a soloist.

#### Descriptions of Proficient Performance

Descriptors define types of proficient performance; they are not a checklist.

- reflects on and evaluates public dance performances (one's own and others')
- makes clear and specific references to aspects of performance experience that are personally meaningful
- assesses technical and artistic merit of chosen work and performance
- makes clear and specific references to personal experiences, discoveries, or views in relation to artistic work
- extends beyond personal connections and experiences to apply understandings gained from artistic work more broadly
- articulates discoveries about self, life, and/or the world which have been shaped by artistic work or by experiences with the arts
- represents, communicates, or alludes to connections between selected artistic work and her/his own work
- plans, rehearses, and prepares for a public dance performance (solo or ensemble)
- works responsibly and effectively with others in preparing for a performance
- considers the nature of the dance composition and choreography, the performance environment, and the audience in preparing for and performing a public performance
- demonstrates the ability to communicate through dance to a public audience
- exhibits technical skill appropriate for the public performance
- demonstrates an interest in improving the dance performance
- expresses self and creates/performs finished work in more than one art form or discipline

# D

## SUFFICIENCY GUIDELINES FOR PASS STANDARD D

### Theatre

Does the work sufficiently represent the standard?

**The collection may include:**

- documentation of preparatory process including but not limited to scored scripts, statements of purpose, renderings, plots, journals, and ground plans

Have there been sufficiently varied opportunities, circumstances, and conditions for assessment?

**The collection may include:**

- evidence of creative process demonstrating development of ideas from vision to execution, including but not limited to journals, mock-ups, sketches, rehearsal schedules, stage manager's reports, brainstorming activities, and rehearsal video tapes

Is there sufficient evidence to be confident that the work represents the student?

**The collection may include:**

- some evidence of creative process and production resulting from in-class work, including but not limited to journals, discussion, sketches, renderings, plots, ground plans

### Visual Arts and Design

Does the work sufficiently represent the standard?

**The collection may include:**

- multiple art works that show use of various medium & processes
- a collection of work that demonstrates a basic understanding of elements & principles of design
- use of an effective process to develop an artistic idea
- personal reflection of connection to specific artworks
- a quality piece of work suitable for exhibition

Have there been sufficiently varied opportunities, circumstances, and conditions for assessment?

**The collection may include:**

- oral presentation/critique of elements and principles demonstrated in their work
- group or individual display of quality work
- written analysis or documentation of development of project (annotated sketches, thumbnails)

Is there sufficient evidence to be confident that the work represents the student?

**The collection may include:**

- work done under controlled situations
- annotated sketches (to document process)



## Music

Does the work sufficiently represent the standard?

**The collection may include:**

- video or CD recordings of solo or group performance
- journal, logs, reflective pieces that show the artist's journey to the performance
- research about the work that is performed and how it shapes the performance

Have there been sufficiently varied opportunities, circumstances, and conditions for assessment?

**The collection may include:**

- recordings, ratings by judges, reflective pieces, or programs

**For vocal music:**

- a segment of a "skill tape" in which one person on a part has recorded a presentation of literature being studied in the full choral ensemble
- a recorded segment of performance at the District Solo & Ensemble Festival
- a recorded segment of a performance at a church or community event
- a scoring guide resulting from an in-class teacher assessment of work

Is there sufficient evidence to be confident that the work represents the student?

**The collection may include:**

- programs
- video tape
- journals
- adjudications (solo, large group, or ensemble)

## Dance

*Sufficiency guidelines for dance are being researched.*

## Analyze and Critique Artistic Works

Analyze and critique works of art and performances from functional and structural/formal perspectives, using defensible criteria and communicating effectively through writing, speaking, and expressive media.

### Criteria

#### E1: Communication of Responses to the Arts

Communicate artistic responses, interpretations, and evaluations.

#### E2: Examination of Audience Response

Examine how an artistic work affects an audience; relate audience responses to the artist's/performer's creative choices.

#### E3: Representation of Personal Aesthetics

Communicate conceptions of what is artistically valid or valued.

### Descriptions of Proficient Performance

Descriptors define types of proficient performance; they are not a checklist.

- analyzes and interprets a work(s) of art using an appropriate approach to criticism (specific to the particular art discipline)
- studies and comments on the formal, representational, and/or expressive qualities of a work(s) of art
- analyzes and interprets a work(s) of art within the historical, cultural, and artistic context in which it was created
- establishes a focus, organizing plan, and set of ideas for responding to, interpreting, or critiquing a work(s) of art
- refers to specific aspects of a selected work(s) in developing an interpretation, response, or evaluation
- uses, integrates, and cites researched information in developing an interpretation, response, or evaluation
- describes and explains personal responses to a work(s) of art, extending beyond initial observations and general opinions
- investigates and considers the responses of other audiences, and compares them to personal responses
- examines creative choices made within a work(s), and relates them to audience responses
- discusses specific aspects, examples, and details from a work(s) in analyzing its effects on an audience(s)
- develops supported inferences about relationships between a work(s) of art and its audience(s)
- communicates (through discussion, examples, and/or original work) a personal conception of what is artistically valid or valued
- uses personal aesthetics to distinguish and respond to works of art that are personally valued
- represents the ways in which the arts contribute to and enrich her/his life
- uses criteria and sound critical analysis to evaluate own work and the work of other artists/performers (both works in progress and final works)

PASS arts teachers have determined the relative importance of the criteria for PASS Standard E as follows:

- E1 is Critical - substantial evidence required
- E2 is Important - some evidence required
- E3 is Important - some evidence required

### Guidelines for a Sufficient Collection of Evidence

Does the work sufficiently represent the standard?

**The collection may include:**

- interpretive responses to works of art that are communicated through written, oral, or visual presentations, evaluative arguments or essays, interpretive performances, or original creations
- several papers or presentations that demonstrate students' ability to analyze works of art (E1)
- critiques an era or area of the visual arts using the DBAE or Feldman criteria (E1)
- an audience-response survey created by the student or a group of students, who then tally and analyze its results (E2)
- an interview with an artist (E3)
- a research paper or a compare and contrast paper

Have there been sufficiently varied opportunities, circumstances, and conditions for assessment?

**The collection may include:**

- at least one presentation that integrates written, oral, and visual communication forms and methods
- at least one oral presentation or speech (which could be integrated with multimedia and/or written communication)
- at least one visual or media presentation (which could be integrated with oral and/or written communication)
- informal as well as formal presentations
- individual as well as group presentations

Is there sufficient evidence to be confident that the work represents the student?

**The collection may include:**

- consistent evidence of careful preparation, reasonably effective delivery skills, and ability to communicate with an audience

# PASS Visual & Performing Arts Assessment Guidelines for 2005-2006

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

PASS Standard	Assessment Method	Assessment Code	Working toward (W)	Meets (M)	Highly proficient (H)	Exemplary (E)
<b>A. Understand Elements, Principles, and Process in the Arts</b>	PASS Teacher Verification (Collection may include CIM work samples)	PTV	W	M	H	E
	AP Art History	AP-AH	2	3	4	5
	AP Music Theory	AP-MT	2	3	4	5
	AP Studio Art (Drawing, 2D or 3D Design)	AP-SA	2	3	4	5
	IB Art & Design	IB-AD	2	3-4	5	6-7
	IB Theatre	IB-T	2	3-4	5	6-7
<b>B. Interpret Art</b>	PASS Teacher Verification	PTV	W	M	H	E
	AP Art History	AP-AH	2	3	4	5
	IB Art & Design	IB-AD	2	3-4	5	6-7
	IB Theatre	IB-T	2	3-4	5	6-7
<b>C. Understand the Role of the Arts</b>	PASS Teacher Verification	PTV	W	M	H	E
	AP Art History	AP-AH	2	3	4	5
	IB Art & Design	IB-AD	2	3-4	5	6-7
	IB Theatre	IB-T	2	3-4	5	6-7
<b>D. Exhibit Skill</b>	PASS Teacher Verification	PTV	W	M	H	E
	AP Studio Art (Drawing, 2D or 3D Design)	AP-SA	2	3	4	5
	IB Art & Design	IB-AD	2	3-4	5	6-7
	IB Theatre	IB-T	2	3-4	5	6-7
	MUSIC:*					
	District Solo Contest	DSC		Level II	Level I	
	State Solo Contest	SSC				1, 2, or 3rd
Festival Performance - Adjudication for ensembles or large groups	FPA		Level I			
<b>E. Analyze and Critique Artistic Works</b>	PASS Teacher Verification	PTV	W	M	H	E
	AP Art History	AP-AH	2	3	4	5
	IB Art & Design	IB-AD	2	3-4	5	6-7
	IB Theatre	IB-T	2	3-4	5	6-7

- 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.

\* For students to meet Standard D in music through district or state contests or a festival performance, they must show evidence of proficiency in Criterion 4 (Recognition of Personal Meaning) in addition to achieving the specified level at the contest or performance.

# 2005-06 Reciprocal Assessment Agreements between ODE and OUS

The Oregon University System and the Oregon Department of Education offer reciprocal agreements for assessment 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

## State Assessment to PASS

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

## PASS to State Assessment

1. Meeting PASS **English** Standard A (Write for Varied Purposes) can be used to meet Oregon State **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 Oregon State **reading** requirements.
3. Meeting PASS **English** Standard F (Communicate in Oral, Visual, and Written Forms) can be used to meet Oregon State **speaking** requirements
4. Meeting PASS **Math** Standard A (Solve Mathematical Problems) can be used to meet Oregon State **problem-solving** requirements
5. Meeting PASS **Math** Standards B (Perform Algebraic Operations), C (Use Geometric Concepts and Models) and D (Use Probability and Statistics to Collect and Study Data) can be used to meet Oregon State **math knowledge and skills** requirements
6. Meeting PASS **Science** Standard A (Know Fundamental Concepts of the Sciences) can be used to meet Oregon State science **knowledge and skills** requirements
7. Meeting PASS **Science** Standard B (Design and Conduct Scientific Inquiry) can be used to meet Oregon State **scientific inquiry** requirements
8. Meeting PASS **Social Science** Standard A (Analyze Issues and Events) can be used to meet Oregon State **social science analysis** requirements

**Note:** Second language requirements for both the state 10<sup>th</sup> grade benchmark (CIM) and for PASS (M level) are equivalent to the ACTFL Benchmark IV (Novice-High) level. See the PASS Second Language Assessment Guidelines on the PASS website for assessment options. Oregon State (CIM) subject-area endorsements in the arts and the social sciences are determined by local school districts in conjunction with requirements detailed by the Oregon Department of Education.

For information about the **ODE Juried Assessment Process**, which offers reciprocal agreements for assessing CIM and PASS, contact Tony Alpert, Director of Assessment, at (503) 947-5827, or read the 2005-06 Juried Assessment Manual at [www.ode.state.or.us/teachlearn/testing/admin/juried/asmtjuriedmanual0506.pdf](http://www.ode.state.or.us/teachlearn/testing/admin/juried/asmtjuriedmanual0506.pdf).



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)



### **PASS Contact Information:**

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PASS Website: <http://pass.ous.edu/>