



Oregon
University
System

English

2005 – 2006 edition



*Guide to Teaching and Assessing Proficiency
for University Admission*

Proficiency-based Admission
Standards System

PASS

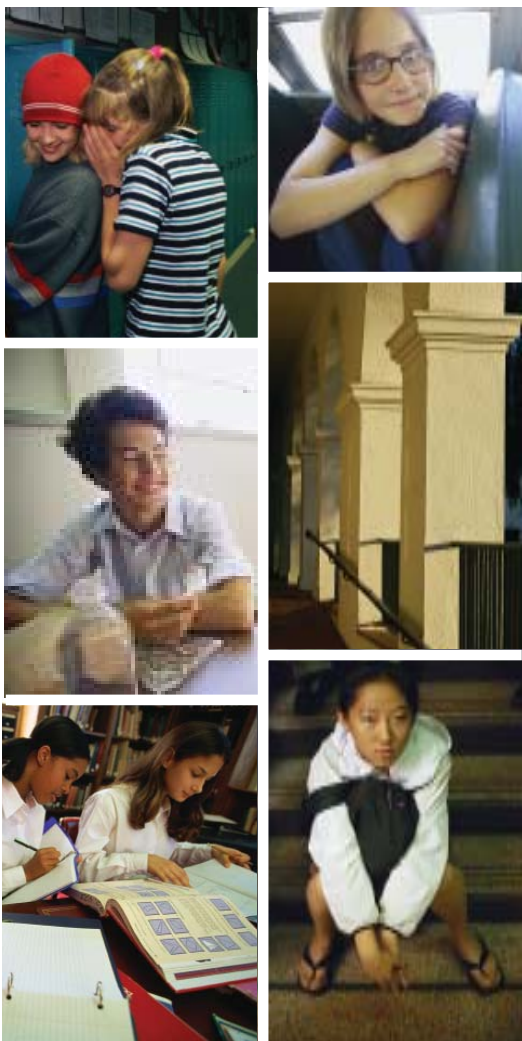
Oregon University System

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“Promoting access and success for students in higher education.”

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in higher education.”*



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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 24 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 agreements 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 25 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; 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:

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

*requires external verification

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 requirement of completing four units (a unit is equal to one year) of English must meet all the foundation and college-prep PASS standards in English. Meeting the specialized standards is recommended for scholarships, class placement, and college credit.

The PASS English Standards	Foundation	College Prep	Specialized
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			✓
F. Communicate and Analyze in Oral, Visual, and Written Forms			✓

* may be met by exceeding CIM requirements

Making a Summary Judgment

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

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

Making a Summary Judgment

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

Step 1: Consider sufficiency and proficiency

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

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

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

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

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

Step 2: Assign a summary judgment score

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

The levels of PASS ratings are described on page 5. 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	<input type="checkbox"/> E	Exemplary*	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.
	or		
	<input type="checkbox"/> H	Highly proficient*	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.
	<input type="checkbox"/> M	Meets the standard	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	<input type="checkbox"/> W	Working toward 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.
	or		
	<input type="checkbox"/> N	Not meeting the standard	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 English

Standard What students must be able to do:	Criteria What students should demonstrate:
<p>A: Write for Varied Purposes* Write clearly, coherently, and effectively in a range of modes to discover and convey meaning.</p>	<p>A1: Quality of Thinking (Ideas and Content): Develop, support, and convey clear, focused, and substantive ideas in ways appropriate to topic, context, audience, and purpose.</p> <p>A2: Organization and Coherence (Organization): Organize writing in clear, coherent sequences, making connections and transitions among ideas, paragraphs, and sentences.</p> <p>A3: Style and Technique (Sentence Fluency and Word Choice): Use and vary sentence structures, word choices, and writing voice to achieve clear and fluent writing.</p> <p>A4: Conventions and Format (Conventions and Citing Sources): Use correct spelling, grammar, punctuation, capitalization, sentence construction, formatting, and, when appropriate, citations.</p> <p>A5: Modes, Purposes, and Forms: Write for varied purposes in a variety of modes and forms.</p> <p>A6: Writing Process: Use effective processes to generate, compose, organize, revise, and present writing.</p>
<p>B: Read from a Variety of Literary Genres and Periods Read a broad selection of literature from a variety of historical periods, cultures, literary perspectives, and genres, including poetry, novels, short stories, essays, and drama.</p>	<p>B1: Breadth and Depth of Literary Experience: Read works of recognized literary merit from a variety of historical periods, cultures, and genres.</p>
<p>C: Interpret Literary Works Analyze literary forms, elements, devices, and themes to interpret and critique literary works.</p>	<p>C1: Analysis of Literary Elements and Devices: Recognize, examine, and understand the uses and effects of literary elements, language use and structure, and themes within and among literary works.</p> <p>C2: Interpretation and Use of Textual Evidence: Use textual evidence to develop and support an interpretation of a literary work.</p> <p>C3: Criticism: Use critical approaches in analyzing and critiquing a literary work.</p>

* = may be met by exceeding CIM

Standard

What students must be able to do:

Criteria

What students should demonstrate:

D: Conduct Inquiry and Research

Conduct inquiry and research, using a variety of primary and secondary sources and informational resources to investigate questions and topics, gather and synthesize information, and create and communicate knowledge in written form.

D1: Research Process: Identify and frame topics, questions, and purposes for inquiry; plan and conduct research.

D2: Analysis of Information Sources: Locate and interpret varied information sources; distinguish among facts, supported inferences, and opinions; evaluate information.

D3: Use of Researched Information: Use, integrate, and cite researched information and evidence.

E: Analyze Relationships of the Humanities and Human/Social Experience

Explain how works of literature and/or the humanities (e.g., art, philosophy, music, dance, architecture) reflect, influence, and comment on human experiences and societal assumptions, traditions, structures, and/or changes.

E1: Understanding of Contextual and Biographical Influences: Explain how works from literature and/or the humanities are influenced by historical, social, cultural, political, literary, or creative contexts and individual experiences.

E2: Understanding of Social/Cultural Commentary: Explain social/cultural perspectives, themes, and commentary, and examine techniques used to critique a society or to promote social change in works from literature and/or the humanities.

E3: Understanding of Social/Cultural Representations: Examine how individuals, groups, and cultures are represented in specific works from literature and/or the humanities.

F: Communicate and Analyze in Oral, Visual, and Written Forms

Use and analyze oral, visual, written, and multimedia communication forms to convey information and ideas for a variety of purposes, audiences, and contexts.

F1: Use of Oral, Visual, and Written Forms: Use and integrate oral, visual, written, and multimedia forms to communicate ideas in ways appropriate to topic, context, audience, and purpose.

F2: Organization of Presentations: Organize oral presentations in clear, coherent sequences appropriate to topic, context, audience, and purpose.

F3: Use of Language and Techniques: Use the languages, techniques, and conventions of various communication forms to communicate ideas.

F4: Analysis of Oral, Visual, Written, and Multimedia Communications: Analyze and evaluate oral, visual, and written/media communications, considering topic, context, audience, purpose,

A

SCORING GUIDE FOR PASS STANDARD A

Write for Varied Purposes

Write clearly, coherently, and effectively in a range of modes to discover and convey meaning.

Criteria

A1: Quality of Thinking (Ideas and Content)*

Develop, support, and convey clear, focused, and substantive ideas in ways appropriate to topic, context, audience, and purpose.

A2: Organization and Coherence (Organization)*

Organize writing in clear, coherent sequences, making connections and transitions among ideas, paragraphs, and sentences.

A3: Style and Technique (Sentence Fluency and Word Choice)*

Use and vary sentence structures, word choices, and writing voice to achieve clear and fluent writing.

Descriptions of Proficient Performance

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

- builds from the thinking of others while discovering, developing, and expressing original and well-developed ideas
- understands and uses a variety of organizational patterns, based on content, context, purpose, and audience
- adapts voice, style, sentence patterns, and word choices to content, context, purpose, and audience
- conveys thinking that is comprehensible and interesting for its intended audience
- organizes to unify, highlight, develop, and enhance central ideas or images
- uses language in natural, fresh, vivid, and lively ways
- fully develops ideas and content appropriate to mode and audience, avoiding superficial discussions or disconnected content
- sequences ideas and information clearly, logically, and coherently
- varies language to achieve interest
- develops and connects ideas
- manages complex ideas through effective paragraphing; uses paragraph structures and breaks to communicate and enhance the organizational structure of the work
- evokes clear and compelling images, using figurative language when appropriate
- reasons carefully and supports claims using relevant details, examples, or evidence
- establishes smooth, effective connections and transitions among ideas, paragraphs, and sentences
- crafts and varies sentences to achieve clarity and interest and to enhance meaning
- achieves clarity, focus, and control of thinking through a balanced and insightful treatment of the topic
- integrates details, examples, and supporting evidence smoothly and appropriately
- demonstrates understanding and control of sentence structure; uses sentence fragments sparingly and only where effective
- uses repetition, contrast, and parallel organizational structures where appropriate to highlight relationships among ideas, paragraphs, and sentences

SCORING GUIDE FOR PASS STANDARD A

A

PASS Standard A can be met by exceeding the CIM requirements; details below.
The CIM writing modes are defined on the next page.

Criteria

A4: Conventions and Format (Conventions and Citing Sources)*

Use correct spelling, grammar, punctuation, capitalization, sentence construction, formatting, and, when appropriate, citations.

A5: Modes, Purposes, and Forms

Write for varied purposes in a variety of modes and forms.

A6: Writing Process

Use effective processes to generate, compose, organize, revise, and present writing.

Descriptions of Proficient Performance

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

- uses conventions of usage, form, and style appropriate for content, context, audience, mode, and purpose
 - selects and uses punctuation effectively to guide the reader through the text
 - spells words correctly in final drafts, using spell checks and other support resources when necessary
 - uses language, grammar, and syntax correctly to achieve clarity and style; avoids errors that impede readability
 - correctly uses appropriate MLA, APA, or other accepted conventions (include style sheet if style other than MLA or APA is used)
 - uses page formats, layouts, fonts, and spacing to increase readability and impact of document that is appropriate for content, context, audience, and purpose
 - reviews and proofs documents so they are essentially free from mechanical, typographic, or production errors
 - writes in, uses, and adjusts writing for a variety of modes (expository, persuasive, personal narrative, fictional narrative)
 - writes effectively for a variety of purposes (to discover and work out ideas, express self, inform, report, persuade, narrate, entertain)
 - writes effectively in a variety of forms (e.g., essays, research papers, technical reports, letters or business and electronic communications, fiction, poetry, drama)
 - employs writing processes and strategies that fit purpose, context, audience, and personal style
 - uses effective processes to organize and order ideas, either before composing or in revising early drafts
 - demonstrates a focused process of improvement from early to final drafts
- * Note:** Criteria A – A4 align with traits in the State Analytical Trait Scoring Guide. Exceeding CIM results from the State Common Assessment and classroom work samples may be used to meet the requirements for PASS Standard A.
- For a CIM collection to meet PASS:**
Writing Assessment: Scores of at least 4 in the traits of Ideas & Content, Organization, Sentence Fluency, and Conventions, with a composite score of at least 45.
Work samples: Each work sample must earn at least two 4s and two 5s in the traits of Ideas & Content, Organization, Sentence Fluency, and Conventions.

Personal Narrative

Narrative writing recounts a personal experience based on something that really happened. The paper has a clear, identifiable storyline that is easy to recognize, follow, and paraphrase. All details work together in an integrated way to create a complete story with a beginning, a middle, and an end. There is a focus with a controlling idea, central impression, sense of change, or something learned or gained by the writer. Events move along, staying within that focus, with some sort of a narrative structure, often chronological. (For purposes of assessment, Narrative is distinguished from Imaginative writing in that Narrative is based on real-life experiences, whereas Imaginative is meant to be fiction.)



Expository

Expository writing provides information, explains, clarifies, or defines. The writing informs or amplifies the reader's understanding through a carefully crafted presentation of key points, explanations, and supportive detail. The writing contains clear ideas that are focused and fully explained. When appropriate, the writer has utilized a variety of credible resources to gather accurate, relevant information that provides a strong base of support in the form of facts, examples, illustrations, incidents, or explanations. Strong writers show a concern for audience and purpose by carefully selecting words, elaborative detail, and stylistic devices; they also recognize that greater stylistic distance may be required in a formal, academic paper than in an informal, personal paper, but that expository writing can be lively, engaging, and indicative of the writer's commitment to the topic.

Persuasive

Persuasive writing attempts to convince the reader to agree with a particular point of view and/or to persuade the reader to take specific action. The topic must be debatable: there are clearly reasons for more than one point of view. Persuasive writing differs from expository in that it does more than explain; the writer also takes a stand and endeavors to persuade the reader to take that same stand. Strong persuasive writers support their clearly stated position with reasoned arguments supported by credible evidence, facts, anecdotes, and statistics; if used, emotional appeals are well-balanced by these and other objective forms of documentation. Strong writers also address other points of view, but acknowledge or counter points without seeming to shift positions. When a specific audience has been identified, the nature of the arguments and the style of presentation are designed to appeal to that audience.

Fictional Narrative (Imaginative)

Imaginative writing invents a situation or story based upon the writer's imagination. The writer might create a scene, situation, and character(s), might predict what could happen under hypothetical circumstances, or might solve a hypothetical problem using a creative approach. Imaginative writing often, but not always, takes the form of a short story. In some of the most effective imaginative writing, the writer uses his or her knowledge of the world, people or situations to make the situation or story seem realistic, but, as in all fictional writing, the writer is not bound by the constraints of reality. Imaginative writing may contain elements of fantasy; the key question, however, is not how fantastic it is, but how inventive it is. Strong imaginative writing may contain, as appropriate, insight, drama, humor, the unusual, the unexpected, or suspense. Reader reactions often range from a sense of being challenged or intrigued to a sense of feeling delighted or amused.

Over the past few years of judging collections of evidence, English teachers have determined the relative importance of the criteria for Standard A as follows:

- A1 is Critical – substantial evidence required
- A2 is Critical – substantial evidence required
- A3 is Critical – substantial evidence required
- A4 is Critical – substantial evidence required
- A5 is Critical – substantial evidence required
- A6 is Important – some evidence required

Guidelines for a Sufficient Collection of Evidence

Does the work sufficiently represent the standard?

The collection **MUST** include:

- a range of modes of writing (including expository, persuasive, and either narrative or imaginative), recognizing that some samples may also be included in collections for other standards

The collection **should** include:

- writing for a variety of purposes
- writing in a variety of forms and formats, including essays, research papers, informational or technical papers, practical communications, personal and/or imaginative forms
- thoughtful, fluent writing demonstrating a consistent command of organization and conventions
- evidence of effective writing processes (which may be inferred from final written products)

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

The collection **MUST** include:

- one or more on-demand writing tasks

The collection **should** include:

- a range of writing examples, from informal to formal
- writing from varied circumstances: essays and projects developed outside of class, writing that has gone through multiple revision cycles, writing that has received peer and teacher feedback, and informal or journal writing
- may include writing done for more than one subject/content area

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

The collection **should** include:

- reasonably consistent quality, voice, and use of language across multiple writing samples undertaken in varied circumstances
- evidence of the student's typical writing process (which may be inferred from final products) by including such things as: a protocol/reflection piece, an outline, drafts, or evidence of revision, and on-demand writing tasks
- one or more assessments conducted under teacher supervision

Note: Collections for Standard A are likely to rely on collections assembled for other standards, especially English C and D. Standard A may be met by exceeding the CIM writing requirement; see page 11.

B

SCORING GUIDE FOR PASS STANDARD B

Read from a Variety of Literary Genres and Periods

Read a broad selection of literature from a variety of historical periods, cultures, literary perspectives, and genres, including poetry, novels, short stories, essays, and drama.

Criterion

B1: Breadth and Depth of Literary Experience

Read works of recognized literary merit from a variety of historical periods, cultures, and genres.

Descriptions of Proficient Performance

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

- has read works of literary merit from:
 - a variety of historical literary periods and movements
 - a variety of contemporary writers and regions
 - a variety of cultures and in a variety of forms

SUFFICIENCY GUIDELINES FOR PASS STANDARD B

B

Standard B serves as the foundation of English and is met primarily through students' course work, although collections of evidence may occasionally be used. See below for specific information about collections.

Guidelines for a Sufficient Collection of Evidence

Does the work sufficiently represent the standard?

The collection MUST include:

- evidence that a student has had an opportunity to read a variety of literary works as demonstrated through the courses listed in the Course Approval Process that every school files with OUS. If evidence from the curriculum can not be used, a student's personal reading log/journal may be substituted.

Note: a formal collection for Standard B may not exist for each student, but may be organized across courses.

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

The collection MUST include:

- evidence that the student has successfully completed courses likely to result in having read a variety of literary works

C

SCORING GUIDE FOR PASS STANDARD C

Interpret Literary Works

Analyze literary forms, elements, devices, and themes to interpret and critique literary works.

Criteria

C1: Analysis of Literary Elements and Devices

Recognize, examine, and understand the uses and effects of literary elements, language use and structure, and themes within and among literary works.

C2: Interpretation and Use of Textual Evidence

Use textual evidence to develop and support an interpretation of a literary work.

C3: Criticism

Use critical approaches in analyzing and critiquing a literary work.

Descriptions of Proficient Performance

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

- within a variety of literary genres and works, recognizes and analyzes:
 - the uses of the elements of literature
 - the writer's choices and uses of language
 - the patterns and motifs developed within and among literary works
- draws well-supported conclusions about the effects of motifs and language use and structure on the reader's experience and the meaning, unity, and effectiveness of a literary work
- relates general observations to specific textual evidence
- uses concepts and terminology correctly and appropriately
- develops an interpretation that exhibits personal engagement, originality, careful reading, understanding, and insight
- extends beyond literal interpretation, summarizing, verbatim quoting, or personal judgment
- develops the interpretation from a clear, compelling central thesis
- establishes and organizes the interpretation around several clear ideas, premises, or images related to the thesis
- develops, explains, and justifies the interpretation through sustained use of examples and textual evidence
- integrates textual references and quotations smoothly and appropriately to achieve a coherent discussion
- uses appropriate conventions of style and format in citing and documenting textual references
- expresses the interpretation clearly, coherently, and vigorously
- establishes and applies a logical method for analyzing, interpreting, or critiquing a literary work
- uses and responds to the ideas of critics in analyzing and critiquing a literary work
- supports critical judgments with specific evidence
- indicates awareness of one or more approaches to literary criticism (e.g., personal, historical, biographical, psychological, sociological, formal, "new critical," feminist) in analyzing and critiquing a literary work

SUFFICIENCY GUIDELINES FOR PASS STANDARD C

C

Over the past few years of judging collections of evidence, English teachers have determined the relative importance of the criteria for Standard C as follows:

- C1 is Critical – substantial evidence required
- C2 is Critical – substantial evidence required
- C3 is Useful – some evidence recommended

Guidelines for a Sufficient Collection of Evidence

Does the work sufficiently represent the standard?

The collection MUST include:

- recognition, examination, and explanation that demonstrate an understanding of the use of literary elements and devices (C1)
- interpretations in which the thesis is well supported with clear ideas and textual evidence, demonstrating understanding and insight (C2)
- interpretation of varied genres, works, and writers

The collection should include:

- analyses of the effectiveness of an author’s literary techniques and thematic treatments
- evidence of awareness of one or more approaches to literary criticism or demonstration of a critical approach (C3)

Note that C3 is not as significant as the other two criteria in reaching a proficient judgment, except in the demonstration of advanced performance.)

The collection might include:

- an interpretation or critique of a “performed” literary work (such as a live performance, video, film, or audio presentation)

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

The collection MUST include:

- at least one essay developed over extended time with opportunities for discussion, research, and/or revision
- on-demand written interpretations

The collection might include:

- non-written (oral, visual, media) interpretations

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

The collection should include:

- evidence of the student's process for developing an interpretive thesis
- evidence of consistent insight in interpretations, if not always consistent quality in expression
- several assessments conducted under teacher supervision

D

SCORING GUIDE FOR PASS STANDARD D

Conduct Inquiry and Research

Conduct inquiry and research, using a variety of primary and secondary sources and informational resources to investigate questions and topics, gather and synthesize information, and create and communicate knowledge in written form.

Criteria

D1: Research Process

Identify and frame topics, questions, and purposes for inquiry; plan and conduct research.

D2: Analysis of Information Sources

Locate and interpret varied information sources; distinguish among facts, supported inferences, and opinions; evaluate information.

D3: Use of Researched Information

Use, integrate, and cite researched information and evidence.

Descriptions of Proficient Performance

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

- identifies topics, asks questions, and develops ideas leading to inquiry, investigation, and research
- plans and conducts multi-step information searches and/or investigations for varied purposes
- uses a variety of research methods and resources, including on-line information searches
- uses a variety of primary and secondary sources, distinguishing the nature and value of each
- plans and conducts scripted and/or open-ended interviews, using appropriate questioning, recording, and analyzing techniques
- reports and reflects upon research processes (in journals, oral reports, "I-search" papers, research logs, etc.)
- independently uses organizational features of libraries, electronic media, information sources and texts to access information
- locates varied and sufficient sources of information, using available library, electronic, and human resources
- accurately interprets information presented in text and graphic forms
- selects, categorizes, organizes, and records information to facilitate access and use
- clearly distinguishes among facts, supported inferences, and opinions in information sources
- identifies possible bias, stereotyping, unsupported inferences, fallacious reasoning, etc. in information sources
- synthesizes information attained through research to develop coherent conclusions, discussions, and presentations
- supports conclusions and arguments with adequate and appropriate researched information
- quotes or paraphrases information sources accurately and appropriately, avoiding plagiarism and parroting
- integrates quotations and citations into written text, maintaining flow of ideas, avoiding overuse of quotations, and achieving a balance between information and own ideas
- correctly uses appropriate MLA, APA, or other accepted conventions (include style sheet if style other than MLA or APA is used) for in-text documentation and works cited
- coherently and appropriately combines and integrates information from inquiry-based research
- achieves an accurate, balanced, and honest research presentation
- uses reasonably correct spelling, grammar, punctuation, capitalization, paragraph structure, and sentence structure

SUFFICIENCY GUIDELINES FOR PASS STANDARD C

D

Over the past few years of judging collections of evidence, English teachers have determined the relative importance of the criteria for Standard D as follows:

- D1 is Critical – substantial evidence required
- D2 is Critical – substantial evidence required
- D3 is Critical – substantial evidence required

Guidelines for a Sufficient Collection of Evidence

Does the work sufficiently represent the standard?

The collection **MUST** include:

- use of research processes to frame and plan investigations (D1)
- evidence of thorough and sufficient research (D2)
- identification and evaluation of varied kinds of information and sources (D2)
- thorough demonstration of the ability to use researched information effectively (D3)
- correct use of appropriate MLA, APA, or other accepted conventions for in-text documentation and works cited (D3)

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

The collection **should** include:

- evidence of research conducted for a specific purpose in any content area. The sufficiency requirement **can** be met by the following:
 - one well-developed, properly cited advanced research paper OR by
 - more than one shorter research paper, properly cited, OR by
 - a written research component, with proper citations, that is part of a larger project
- oral and visual presentations, or components of reports, are encouraged

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

The collection **MUST** include:

- evidence that the student has conducted inquiry and research and developed research product(s) responsibly, avoiding plagiarism

Note: Teachers must include a system for documenting authenticity of student work throughout the research process. Examples of such systems include notetaking, research logs, outlines, rough drafts, teacher checklists, or student tracking devices.

E

SCORING GUIDE FOR PASS STANDARD E

Analyze Relationships of the Humanities and Human/Social Experience

Explain how works of literature and/or the humanities (e.g., art, philosophy, music, dance, architecture) reflect, influence, and comment on human experiences and societal assumptions, traditions, structures, and/or changes.

Criteria

E1: Understanding of Contextual and Biographical Influences

Explain how works from literature and/or the humanities are influenced by historical, social, cultural, political, literary, or creative contexts and individual experiences.

E2: Understanding of Social/Cultural Commentary

Explain social/cultural perspectives, themes, and commentary, and examine techniques used to critique a society or to promote social change in works from literature and/or the humanities.

E3: Understanding of Social/Cultural Representations

Examine how individuals, groups, and cultures are represented in specific works from literature and/or the humanities.

Descriptions of Proficient Performance

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

- identifies and explains significant biographical or contextual influences on an author's/creator's work
- accurately places and analyzes the work within the context of an influential movement (or the works of other authors/creators)
- identifies and interprets significant social/cultural issues, themes, or commentary represented in a literary, philosophical, or artistic work
- examines how and why a literary, philosophical, or artistic work attempts to promote or resist social/cultural change
- examines multiple social or cultural viewpoints represented in a literary, artistic, historical, or philosophical work
- compares and contrasts social and cultural perspectives, issues, and/or themes between two or more works from literature and/or the humanities
- identifies the reader's own social and cultural points of view and biases that may influence perceptions of and responses to a literary, philosophical, or artistic work
- identifies the social, cultural, historical, or political context presented in a literary or artistic work
- identifies and analyzes the ways in which individuals, groups, relationships, and social dynamics are depicted within a literary or artistic work
- recognizes, analyzes, and critiques stereotypical characterizations
- analyzes the influences of social and cultural membership, ethnicity, or gender within a literary or artistic work

SUFFICIENCY GUIDELINES FOR PASS STANDARD E

E

Over the past few years of judging collections of evidence, English teachers have determined the relative importance of the criteria for PASS Standard E as follows:

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

Guidelines for a Sufficient Collection of Evidence

Does the work sufficiently represent the standard?

The collection MUST include:

- an analysis of the context in which works have been created (E1)
- an analysis of varied social and cultural viewpoints within a work (E2)
- an analysis of ways in which works attempt to critique a society or to promote social change (E2)

The collection should include:

- comparison and contrast of social and cultural perspectives, issues, and/or themes between two or more works (E2)
- identification of ways in which works can characterize individuals, groups, and cultures (E3)

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

The collection MUST include:

- written components, developed over extended time, with opportunities for discussion, research, and/or revision
- at least one written component completed under controlled conditions

The collection might include:

- oral and/or visual presentation(s)

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

The collection should include:

- reasonably consistent quality, insight, voice, and language
- at least one component developed under controlled conditions

F

SCORING GUIDE FOR PASS STANDARD F

Communicate and Analyze in Oral, Visual, and Written Forms

Use and analyze oral, visual, written, and multimedia communication forms to convey information and ideas for a variety of purposes, audiences, and contexts.

Criteria

F1: Use of Oral, Visual, and Written Forms

Use and integrate oral, visual, written, and multimedia forms to communicate ideas in ways appropriate to topic, context, audience, and purpose.

F2: Organization of Presentations

Organize oral presentations in clear, coherent sequences appropriate to topic, context, audience, and purpose.

F3: Use of Language and Techniques

Use the languages, techniques, and conventions of various communication forms to communicate ideas.

F4: Analysis of Oral, Visual, Written, and Multimedia Communications

Analyze and evaluate oral, visual, and written/media communications, considering topic, context, audience, purpose, delivery, and language.

Descriptions of Proficient Performance

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

- effectively uses a variety of communication forms (oral, visual, written, multimedia) and methods (speeches, dramatizations, informal presentations, slide presentations, computer and web graphics, posters, films/videos, print journalism, reports, essays, creative writing)
- selects a communication form appropriate for audience and purpose
- demonstrates the principles of a chosen form of communication
- communicates clear, coherent thinking
- establishes a tone appropriate for the form of communication, context, audience, and purpose
- effectively integrates forms of communication in multimedia presentations
- uses an effective organizational pattern, based on audience and purpose
- sequences ideas clearly, logically, and coherently
- incorporates an effective beginning, smooth transitions, and a strong sense of closure
- integrates visuals effectively to enhance audience interest and understanding
- in *oral communication*, uses precise language; clear enunciation; correct pronunciation; fluent delivery; variations in rate, volume, tone, and inflection; effective eye contact, expressions, and gestures; visual aids, media, and props where appropriate
- in *visual/multimedia communication*, uses clear and effective graphic language and symbols; elements and principles of design; effective use of media; correct techniques and processes
- in *written communication*, uses clear and precise language whose tone and aesthetic effect are appropriate for the ideas and purpose of the communication
- chooses language to achieve desired audience response
- identifies key information and ideas from oral, visual, written, or multimedia presentations
- analyzes how form, technique, and language are used in a variety of oral, visual, written or multimedia communications
- evaluates the effectiveness of an oral, visual, written or multimedia communication in relationship to its context, audience, purpose, and delivery
- identifies and critically evaluates communications and language which reflect biases, stereotypes, persuasive techniques, and propaganda from various sources
- reflects upon and critically evaluates student's own use of language in relationship to context, audience, purpose, personal voice, and style

SUFFICIENCY GUIDELINES FOR PASS STANDARD F

F

Over the past few years of judging collections of evidence, English teachers have determined the relative importance of the criteria for Standard F as follows:

- F1 is Critical – substantial evidence required
- F2 is Critical – substantial evidence required
- F3 is Critical – substantial evidence required
- F4 is Important – some evidence required

Guidelines for a Sufficient Collection of Evidence

Does the work sufficiently represent the standard?

The collection MUST include:

- one oral presentation that integrates at least one other form of communication (F1 & F3)
- evidence of having organized and delivered at least one presentation to an audience (F2 & F3)
- evidence of having used communication skills for varied purposes (F1 & F3)

The collection should include:

- evidence of having analyzed and evaluated presentations (own and others') (F4)

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

The collection MUST include:

- at least one oral presentation that integrates either written or visual/multimedia communication forms
- at least one visual or media project that could stand alone or that could be integrated with oral and/or written communication

The collection might include:

- informal as well as formal individual presentations

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

The collection should include:

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

PASS English 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)
A. Write for Varied Purposes	PASS Teacher Verification (Collection may include CIM work samples)	PTV	W	M	H	E
	CIM writing and worksamples	CIM-W	M	Ex*		
	SAT II Writing	SAT II-W	470	520	700	760
	IB English A1	IB-EA1	2	3-4	5	6-7
B. Read a Variety of Literary Genres and Periods	PASS Teacher Verification	PTV	W	M		
	IB English A1	IB-EA1	2	3-4	5	6-7
C. Interpret Literary Works	PASS Teacher Verification	PTV	W	M	H	E
	SAT II Literature	SAT II-L	480	520	690	750
	AP-English Literature & Composition	AP-EL	2	3	4	5
	IB English A1	IB-EA1	2	3-4	5	6-7
D. Conduct Inquiry and Research	PASS Teacher Verification	PTV	W	M	H	E
E. Analyze Relationships of the Humanities	PASS Teacher Verification	PTV	W	M	H	E
F. Communicate	PASS Teacher Verification	PTV	W	M	H	E
	IB English A1	IB-EA1	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 a CIM collection to meet PASS Standard A, it must have scores of at least 4 in the traits of Ideas & Content, Organization, Sentence Fluency, and Conventions, with a composite score of at least 45 on the Writing Assessment, and each work sample must earn at least two 4s and two 5s in the traits of Ideas & Content, Organization, Sentence Fluency, and Conventions.

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 10th 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.



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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Delivery Address: 506 SW Mill, Suite 530 / Portland, OR 97201

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