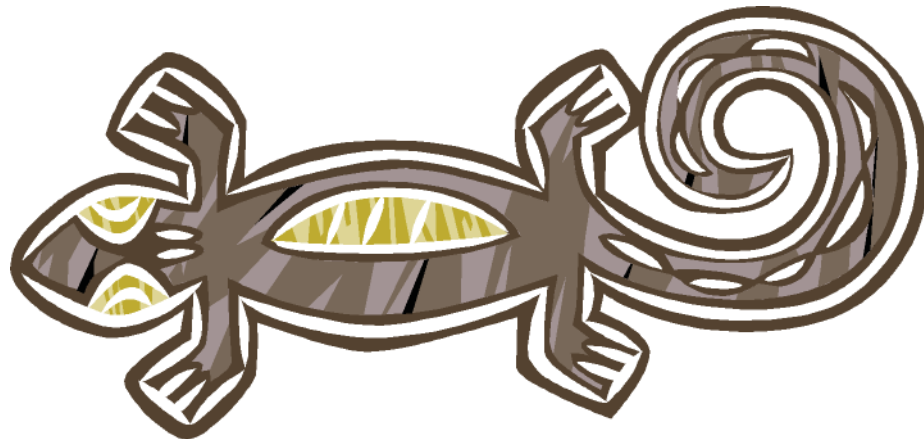




Oregon
University
System

Second Languages

2005 – 2006 edition



Guide to Teaching and Assessing Proficiency for University Admission

Proficiency-based Admission
Standards System

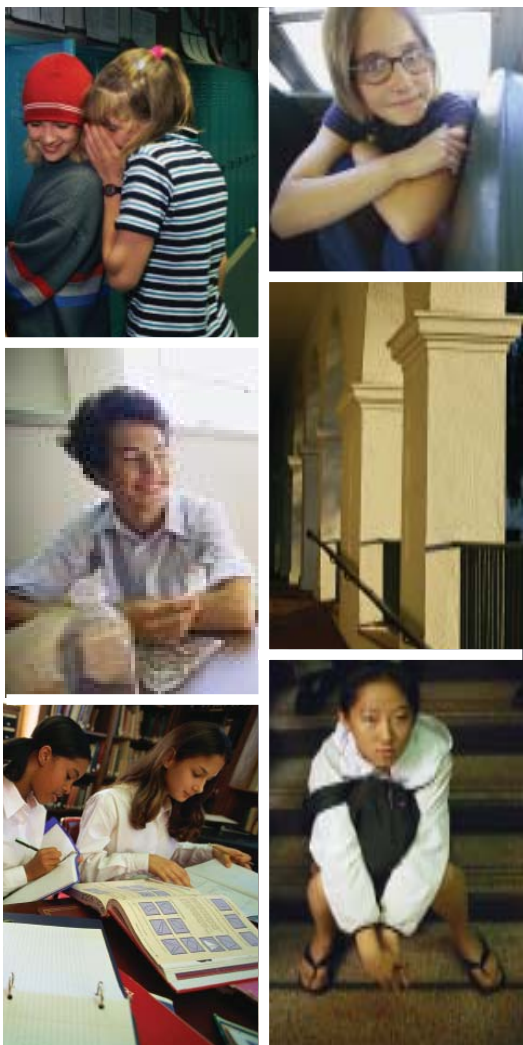
PASS

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

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



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

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PASS

**Proficiency-based Admission
Standards System**

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 18 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 19 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.

About Second Language Assessments

To be admitted without conditions to an Oregon University System institution, applicants must have two years of the same high school-level second language, or a grade of C- or better in the third year of a high school-level language, or demonstrate proficiency at the Oregon Department of Education (ODE) Benchmark IV level.

The dominant standards for defining and measuring second language proficiencies in the U.S. are the "Proficiency Guidelines" developed over several decades by the American Council on the Teaching of Foreign Languages (ACTFL). The ACTFL guidelines specify in detail competence levels for speaking, reading, writing, and listening. The performance levels described in the PASS standards and ODE benchmarks are based on the ACTFL guidelines.

OUS accepts verifiable assessments that measure student performance in terms of either ACTFL levels or PASS levels. The table below shows the relationships between them.

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

Teachers who are certified in one of the accepted assessments listed on page 18 may submit verification of students' oral/signed proficiency using these assessments.

When to Assess Proficiency

The ideal time to assess second language proficiency is in the 12th grade. Placement in second language courses at OUS institutions will be determined by the policies of the individual institutions, which may have a recency requirement. Proficiency may be determined at other times. For example, a student from an immersion program or a native speaker of a language other than English could be assessed prior to 12th grade.

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.

* these scores require external verification

Foundation, College Prep, and Specialized Standards

OUS applicants who want to use the PASS standards to meet the OUS second language requirement must demonstrate proficiency at the M ("Meets") level in either Standard A or Standards B and C. Attaining a higher levels of PASS ratings (H or E) in those standards, or demonstrating proficiency in additional standards is recommended for scholarships, class placement, and college credit.

Information about using CIM to meet some PASS standards, or using PASS instead of CIM, is found on page 19.

The PASS Second Language Standards

- A. Use Oral/Signed Language to Communicate: Interpersonal Mode
- B. Understand Written/Signed Language: Interpretive Mode
- C. Write to Communicate: Presentational Mode
- D. Demonstrate Complex Communication Skills

Summary Chart of Standards and Criteria for Second Languages

Standard What students must be able to do:	Criteria What students should demonstrate:
A: Use Oral/Signed Language to Communicate: Interpersonal Mode Use the target language to engage in simple conversations and to provide and obtain information on a variety of topics.	A1: Simple Conversations: Interact in simple social conversations in the target language. A2: Transactions: Conduct simple transactions necessary for survival in the target language. A3: Linguistic Skill: Demonstrate competence using the target language.
B: Understand Written/Signed Language: Interpretive Mode Comprehend general meanings and specific details contained in written texts or in ASL video texts.	B1: Content and Context: Read and comprehend simple written/signed materials. B2: Comprehension and Extraction of Key Information: Extract key information from authentic written or signed sources.
C: Write to Communicate: Presentational Mode Write in the target language to communicate ideas and to provide and obtain information on a variety of topics, for a variety of purposes.	C1: Content: Communicate information and ideas through written/signed texts. C2: Text Type: Write short messages and simple guided paragraphs on familiar topics. C3: Linguistic Skill: Demonstrate competence using the target language.
D: Demonstrate Complex Communication Skills Use complex language skills to communicate with others in culturally appropriate ways in the target language.	D1: Interpersonal Communication: Communicate in the target language. D2: Language Interpretation: Understand and interpret written and spoken/signed language. D3: Linguistic Skill: Demonstrate skill and competence using the target language. D4: Cultural Awareness Show increasing awareness of cultural perspectives, practices, and products.

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 6. 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.
	<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.
	<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: _____

A

SCORING GUIDE FOR PASS STANDARD A

Use Oral/Signed Language to Communicate: Interpersonal Mode

Use the target language to engage in simple conversations and to provide and obtain information on a variety of topics.

Criteria

A1: Simple

Conversations

Interact in simple social-conversations in the target language.

A2: Transactions

Conduct simple transactions necessary for survival in a target language.

A3: Linguistic Skill

Demonstrate competence using a target language.

Descriptions of Proficient Performance

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

- participates in conversations about everyday topics from among the following:
 - Self
 - Classroom/School
 - Family
 - Season/Weather
 - Pets/Animals
 - Clothing
 - Food
 - Friends/People
 - House
 - Leisure/Activities
 - Places
 - Community
 - Daily routines
 - Stores/Shopping
 - Travel
 - Transportation
- asks contextualized questions about topics listed above
- expresses likes and dislikes, gives simple descriptions, and provides information
- requests assistance, obtains and provides information and/ or expresses needs
- sustains conversation long enough to achieve simple goals
- asks a few simple questions related to the transactions
- conveys meaning to those accustomed to interacting with language learners
- speaks using mostly simple sentences and questions in the present time
- responds appropriately to questions or statements after no more than one repetition

SUFFICIENCY GUIDELINES FOR PASS STANDARD A

A

Second language 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

Guidelines for a Sufficient Collection of Evidence

Does the work sufficiently represent the standard?

The collection MUST include:

- a summative assessment that includes:
 - (A1) interpersonal conversations which include 3 or more topical areas
 - (A2) demonstrated attempts to satisfy personal needs in one or more contexts (e.g. purchasing food, asking directions)
 - (A3) use of the target language to respond and convey meaning with minimal prompting

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

The collection MUST include at least one of the following:

- some assessment through prepared and/or guided classroom conversations
- less predictable, impromptu discussions

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

The collection MUST include:

- a video or audio recording of a summative assessment demonstrating reasonably consistent performance across topics and contexts when speaking/signing

The collection may include:

- observational records made by qualified observers

B

SCORING GUIDE FOR PASS STANDARD B

Understand Written/Signed Language: Interpretive Mode

Comprehend general meanings and specific details contained in written texts or in ASL videotexts.

Criteria

B1: Context and Content

Read and comprehend simple written/signed materials.

B2: Comprehension and Extraction of Key Information

Extract key information from authentic written or signed sources.

Descriptions of Proficient Performance

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

- reads and understands materials about the following topics:
 - Self
 - Classroom/School
 - Family
 - Season/Weather
 - Pets/Animals
 - Clothing
 - Food
 - Friends/People
 - House
 - Leisure/Activities
 - Places
 - Community
 - Daily routines
 - Stores/Shopping
 - Travel
 - Transportation
- reads and interprets simple materials such as:
 - Schedules
 - Post cards
 - Greeting cards
 - Advertisements
 - Simple notes and messages
 - Menus
 - Instructions or directions
 - Brochures
 - Maps
 - Internet sites
 - Children's literature
 - Magazine articles
 - Simplified texts
- identifies main ideas and some important details when interpreting simple materials
- identifies general topics and some limited details from more complex, authentic materials (e.g. newspaper or magazine articles, short stories, poems)
- reads and follows instructions (step by step) that are accompanied by graphics to complete simple tasks

SUFFICIENCY GUIDELINES FOR PASS STANDARD B

B

Second language teachers have determined the relative importance of the criteria for Standard B as follows:

- B1 is Critical – substantial evidence required
- B2 is Critical – substantial evidence required

Guidelines for a Sufficient Collection of Evidence

Does the work sufficiently represent the standard?

The collection MUST include:

- (B1) evidence of reading and comprehending simple materials addressing six or more topical areas or topics not covered in work done for the other standards
- (B1) evidence of reading and comprehending 3 or more types of simple materials
- (B2) at least one example showing evidence of reading authentic materials for main ideas

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

The collection MUST include:

- both on-demand and curriculum-embedded assessments
- varied types of source, reading levels, topics, and formats

The collection should include:

- varied approaches to assessment
- varied evidence to demonstrate comprehension

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

The collection MUST in-

- several assessments supervised by the assessor
- reasonably consistent demonstration of reading across topics and contexts, including authentic texts

C

SCORING GUIDE FOR PASS STANDARD C

Write to Communicate: Presentational Mode

Write in the target language to communicate ideas and to provide and obtain information on a variety of topics, for a variety of purposes.

Criteria

C1: Content

Communicate information and ideas through written/signed texts.

C2: Text Type

Write short messages and simple guided paragraphs on familiar topics.

C3: Linguistic Skill

Demonstrate competence using the target language.

Descriptions of Proficient Performance

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

- writes about everyday topics from among the following:
 - Self
 - Classroom/School
 - Family
 - Season/Weather
 - Pets/Animals
 - Clothing
 - Food
 - Friends/People
 - House
 - Leisure/Activities
 - Places
 - Community
 - Daily routines
 - Stores/Shopping
 - Travel
 - Transportation
- communicates simple messages in present time through written language (e.g. notes, letters)
- creates primarily simple sentences, relying on formulaic and learned material most of the time
- writes simple guided sentences and strings of sentences about everyday topics
- organizes writing appropriate for its purpose and audience
- conveys messages that can be understood by a sympathetic reader
- uses vocabulary appropriate to the task most of the time
- demonstrates partial control of basic language structures when creating with the language (e.g. subject/verb agreement, word order, writing conventions)
- uses basic language with reasonable accuracy when using formulaic and learned material

Second language 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 Critical – substantial evidence required

Guidelines for a Sufficient Collection of Evidence

Does the work sufficiently represent the standard?

The collection **MUST** include:

- (C1) writing that addresses three or more topical areas
- (C2) evidence of student responses to multiple familiar topics that represent a range of purposes
- (C3) relatively independent attempt(s) to use the target language to convey meaning and respond to questions

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

The collection **MUST** include:

- a variety of examples of different types writing, such as short letters, postcards, simple poems, fill-in-the blank, invitations, short e-mails, and guided compositions

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

The collection **MUST** include:

- at least one assessment supervised by the assessor
- reasonably consistent demonstration of writing across topics and contexts

D

SCORING GUIDE FOR PASS STANDARD D

Demonstrate Complex Communication Skills

Use complex language skills to communicate with others in culturally appropriate ways in a target language

Criteria

D1: Interpersonal Communication

Communicate in the target language.

D2: Language Interpretation

Understand and interpret written and spoken/signed language.

D3: Linguistic Skill

Demonstrate skill and competence using the target language

D4: Cultural Awareness

Show increasing awareness of cultural perspectives, practices and products.

Descriptions of Proficient Performance

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

- uses connected sentences to communicate information and express ideas on a variety of Oregon Benchmark topics
- identifies and understands main ideas and specific details from complex text.
- sustains communication by using strings of sentences and spontaneous discourse beyond face-to-face conversation on a variety of topics
- comprehends and uses common social conventions, social courtesies, and nonverbal cues in a wider range of simple social situations
- initiates, sustains, and closes an extended conversation using related questions and responses
- reads authentic text and grasps themes and ideas
- conveys meaning that is easily understandable to native or otherwise fluent speakers of the language
- identifies, compares, and contrasts some cultural behaviors from home and target language
- performs a variety of communicative tasks in everyday situations in the target culture
- makes basic inferences and logical predictions
- shows good control of frequently used linguistic structures
- identifies and compares some expressive products of the target culture to their own culture
- exchanges personal feelings, thoughts, and basic opinions
- draws simple conclusions and supports them with information from the text
- creates, initiates, and writes on a widening variety of familiar and some unfamiliar communicative tasks (e.g., a wide variety of social transactions)
- identifies, compares and contrasts themes, ideas, or perspectives (e.g., social, economic and/or political institutions) of the target culture
- gives multi-step directions for a task
- generates varied questions to extend or enrich conversation
- demonstrates full control of present time and partial control of future and past time

SUFFICIENCY GUIDELINES FOR PASS STANDARD D

D

Second language 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
- D4 is Important - some evidence required

Guidelines for a Sufficient Collection of Evidence

Does the work sufficiently represent the standard?

The collection MUST include:

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

The collection should include:

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

The collection MUST include:

PASS Second Language 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. Use Oral/Signed Language to Communicate	PASS Teacher Verification	PTV	W	M	H	E
	ACTFL Oral Proficiency Interview	OPI	Nov.-Mid	Nov.-High	Int.-Low	Int.-Mid
	OUS/COFLT Second Language Proficiency Assessment	COFLT		3		
	Brigham Young Foreign Language Assessment (2 nd -year level)	FLATS		S		
	Classroom Oral Competence Interview	COCI	1-Mid	1-High	2-Low	2-Mid
	IB Language B Exam – HL or SL	IB-FL	2	3	4-5	6-7
	American Sign Language PI	ASLPI	Nov.-Mid	Nov.-High	Int.-Low	Int.-Mid
B. Understand Written/Signed Language	PASS Teacher Verification	PTV	W	M	H	E
	Standards-based Measurement of Proficiency	STAMP	2	3	4	5
	AP Foreign Language Test	AP-FL	2	3	4	5
	Brigham Young Foreign Language Assessment (2 nd -year level)	FLATS		S		
	College Level Examination Program	CLEP		40	50	
	IB Language B Exam - HL or SL	IB-FL	2	3	4-5	6-7
	National Spanish Exam Level II	NSE		Honors		
	SAT II	SAT II-FL		490	750	
C. Write to Communicate	PASS Teacher Verification	PTV	W	M	H	E
	Standards-based Measurement of Proficiency	STAMP	2	3	4	5
	AP Foreign Language Test	AP-FL	2	3	4	5
	Brigham Young Foreign Language Assessment (2 nd -year level)	FLATS		S		
	College Level Examination Program	CLEP		40	50	
	IB Language B Exam - HL or SL	IB-FL	2	3	4-5	6-7
	Student Learning Improvement Plan Test	SLIP	2	3	4	5-6
	SAT II	SAT II-FL		490	750	
D. Demonstrate Complex Communication Skills	PASS Teacher Verification	PTV	W	M	H	E

Contact Information for Assessments

- The ACTFL OPI Testing Program is administered by Language Testing International. Contact 800-486-8444 or 914-948-5100. E-mail testing@language-testing.com <<http://www.language-testing.com>>
- CLEP - <<http://www.collegeboard.com/student/testing/clep/about.html>>
- COCI - California Foreign Language Project, Stanford University, 94305. 650-725-2579. <<http://csmp.ucop.edu/cflp/resources/coci.html>>
- COFLT - Assessment Coordinator M.L. "Dee" Young. 503-636-7805 <<http://www.open.org/coflt/assessment.htm>>
- FLATS - 801-422-3511 <<http://flats.byu.edu/flatsinfo.php>>
- STAMP - <<http://casls.uoregon.edu/home.php>>

- Descriptions of PASS proficiency ratings can be found on page 6 of this document.
- AP and IB assessments at the H or E level do not need additional verification because they include a method of external validation.
- SAT II assessments at the H or E level require external validation by a PTV, AP, or IB rating at the H or E level.
- As data on student proficiency is received and analyzed, required scores may be adjusted. See PASS website for current information.

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)



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

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