



Oregon
University
System

Social Science

2005 – 2006 edition



Guide to Teaching and Assessing Proficiency for University Admission

Proficiency-based Admission
Standards System

PASS

Oregon University System

Office of the Chancellor
PO Box 3175, Eugene, OR 97403-0175
1-800-961-PASS (7277)
<http://pass.ous.edu/>

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



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PASS

**Proficiency-based Admission
Standards System**

Contents:

PASS Is Part of OUS Admission	3
PASS Assessment.....	4
PASS Ratings.....	5
Making a Summary Judgment.....	6
Summary Judgment Score Sheet	7
Social Science Standards & Criteria Chart	8-9
A: Issues & Events -	
Proficiency Scoring Guide	10
Sufficiency Guidelines	11
B: Geography -	
Proficiency Scoring Guide	12
Sufficiency Guidelines	13
C: Human History -	
Proficiency Scoring Guide	14
Sufficiency Guidelines	15
D: U.S. History -	
Proficiency Scoring Guide	16
Sufficiency Guidelines	17
E: U.S. Government -	
Proficiency Scoring Guide	18
Sufficiency Guidelines	19
F: Economic Systems -	
Proficiency Scoring Guide	20
Sufficiency Guidelines	21
G: Human Behavior -	
Proficiency Scoring Guide	22
Sufficiency Guidelines	23
Assessment Guidelines	24
Reciprocal Assessment Agreements	25

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:

<i>PASS Rating</i>	<i>Description</i>
(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 three units of social studies (a unit is equal to one year) must meet all the foundation and college-prep standards in social science. Meeting the specialized standards is recommended for scholarships, class placement, and college credit.

The PASS Social Science Standards	Foundation	College Prep	Specialized
A. Analyze Issues and Events*	✓		
B. Know and Use Geographic Information		✓	✓
C. Understand Patterns of Human History		✓	✓
D. Understand United States History		✓	✓
E. Understand Structures and Systems of U.S. Government		✓	✓
F. Analyze Economic Systems		✓	✓
G. Examine Aspects of Human Behavior		✓	✓

Standard A plus any 2 of the other standards

any standards not already met

* may be met by exceeding CIM requirements - see page 25

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.



PASS Summary Judgment Score Sheet

STEP 1 Consider Sufficiency of Evidence and Proficiency of Performance

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

SUFFICIENCY:

Determine sufficiency of evidence.

- Does the collection sufficiently represent the standard?
- Have there been sufficiently varied opportunities and conditions for assessment?
- Is there sufficient evidence to be confident that the work represents the student?

PROFICIENCY:

Determine proficiency of performance.

Exceeds the Standard (E or H)

Most of the work in the collection shows an exemplary mastery of the standard (E) 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*	OR	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*		
	<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.
Not Proficient	<input type="checkbox"/> W	Working toward the standard	OR	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		

* needs some form of external verification

Collection ID: _____ Judge: _____ Date: _____

Summary Chart of PASS Social Science Standards and Criteria for 2005-06

Standard What students must be able to do:	Criteria What students should demonstrate
<p>A: Analyze Issues and Events Analyze complex societal issues, phenomena, and events, past and present, posing and communicating potential interpretations and responses. Use varied information sources and technology in social science inquiry and analysis.</p>	<p>A1: Framing of Event(s), Issue(s), and Problem(s): Define and explain a complex event, issue, problem, or phenomenon (historical or contemporary) of significance to society.</p> <p>A2: Use of Research and Inquiry: Analyze, interpret, and evaluate researched information, statistics, and other data, presenting differing points of view and noting patterns, limitations, and biases.</p> <p>A3: Analysis of Events, Issues, and Problems: Analyze short- and long-term causes and effects of events, issues, and phenomena at various levels, from local to international.</p> <p>A4: Interpreting or Proposing Solutions to Events, Issues, and Problems: Reach reasoned conclusions, acknowledging alternative interpretations and using supporting data and defensible criteria.</p>
<p>B: Know and Use Geographic Information Know and use geographic information, concepts, and skills to understand and analyze historical, social, economic, political, cultural, and environmental issues.</p>	<p>B1: Use of Geographic Information: Use, analyze, and design geographic tools to interpret and evaluate information and support conclusions.</p> <p>B2: Analysis of Places and Regions: Analyze interrelationships among the characteristics of places and the physical, social, cultural, economic, or technological forces that shape them.</p> <p>B3: Analysis of Populations and Cultures: Analyze processes of human and cultural distribution, migration, interaction, assimilation, or conflict.</p> <p>B4: Analysis of Physical and Human Systems: Analyze issues, events, phenomena, or problems in terms of the interaction and interdependence of physical and human systems.</p>
<p>C: Understand Patterns of Human History Understand significant eras, concepts, events, and relationships in history. Employ historical thinking and inquiry to understand events, issues, developments, relationships, and perspectives of history.</p>	<p>C1: Understanding of Human History: Understand the importance and lasting influence of significant eras, cultures, developments, and ideas in human history.</p> <p>C2: Historical Analysis and Comprehension: Analyze cause-and-effect relationships, multiple causation, and patterns of change or continuity in history.</p> <p>C3: Chronological Thinking: Understand and reconstruct chronological relationships and patterns of succession and duration in human history.</p>
<p>D: Understand United States History Understand significant eras, concepts, events, and relationships in United States history. Employ historical thinking and inquiry to understand events, issues, developments, relationships, and perspectives of history.</p>	<p>D1: Understanding of U.S. History: Understand the causes, characteristics, and impact of political, economic, and social developments in U.S. history.</p> <p>D2: Historical Analysis and Comprehension: Analyze cause-and-effect relationships, multiple causation, and patterns of change or continuity in U.S. history.</p> <p>D3: Chronological Thinking: Understand and reconstruct chronological relationships and patterns of succession and duration in U.S. history.</p>

Standard

What students must be able to do:

Criteria

What students should demonstrate

E: Understand Structures and Systems of United States Government

Understand the principles, structures, and functions of government in the United States and the rights and responsibilities of its citizens.

E1: Understanding of U.S. Government Principles:

Understand the philosophy and principles upon which the government of the United States is based.

E2: Understanding of U.S. Government System:

Understand the interrelationships of government under the U.S. Constitution.

E3: Understanding of U.S. Political System: Explore citizen participation and responsibilities as informed participants within the U.S. government's political system.

F: Analyze Economic Systems

Analyze the structure and function of a market economy and compare this system with traditional and command economies.

F1: Understanding of Economic Systems and Concepts:

Examine how a market economy functions as a system and compares with other economic systems.

F2: Analysis of Economic Conditions: Analyze trends in economic conditions and indicators and their relationship to national and international political, social, and geographic factors.

F3: Analysis of Economic Issues and Decisions:

Analyze and evaluate economic issues, problems, and decisions at local, national, or international levels, considering economic data, concepts, and theories.

G: Examine Aspects of Human Behavior

Examine dimensions of individual, small group, and social behavior and the effects of culture and ethnic diversity within and among societies.

G1: Examination of Social Influences, Beliefs, and Behavior:

Examine the influence of social factors on the development of beliefs, attitudes, and behaviors.

G2: Examination of Group Membership: Examine the dynamics of group membership and its effects on an individual.

G3: Examination of Cultural Dynamics: Describe the influence of cultural beliefs and social roles on interactions and relationships.

A

SCORING GUIDE FOR PASS STANDARD A

Analyze Issues and Events

Analyze complex societal issues, phenomena, and events, past and present, posing and communicating potential interpretations and responses. Use varied information sources and technology in social science inquiry and analysis.

Criteria

A1: Framing of Event(s), Issue(s), and Problem(s)

Define and explain a complex event, issue, problem, or phenomenon (historical or contemporary) of significance to society.

A2: Use of Research and Inquiry

Analyze, interpret, and evaluate researched information, statistics, and other data, presenting differing points of view and noting patterns, limitations, and biases.

A3: Analysis of Events, Issues, and Problems

Analyze short- and long-term causes and effects of events, issues, and phenomena at various levels, from local to international.

A4: Interpreting or Proposing Solutions to Events, Issues, and Problems

Research reasoned conclusions, acknowledging alternative interpretations and using supporting data and defensible criteria.

Descriptions of Proficient Performance

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

- establishes a useful thesis or question to organize analysis
 - provides detailed descriptions demonstrating connections between components of the topic
 - uses a variety of examples to show implications and/or significance of the topic to society
 - researches, generates, and/or gathers information, statistics, and other data using processes and sources such as:
 - electronic and print resources
 - primary and secondary source documents, artifacts, maps, tables, or graphs
 - interviews or surveys
 - systematic observations
 - incorporates quotations and researched information without plagiarism
 - adequately explains viewpoints, minimizing personal bias
 - uses and cites relevant information from various sources to support different perspectives
 - identifies and clarifies several short- and long-term causes of the topic
 - suggests and explains several short- and long-term effects or consequences of the topic
 - demonstrates an understanding of facts versus opinions in presenting data about causes and effects
 - develops a defensible, supported conclusion that is logically related to the thesis or question by:
 - proposing, comparing, and evaluating possible responses to the topic (historical)
- and/or
- proposing, comparing, and evaluating alternative solutions (contemporary)
 - avoids oversimplification, overgeneralization, absolute thinking, and faulty reasoning

NOTE: A course that addresses Standard A could be adapted to ensure that students also meet at least one of the other Social Science standards. The foundation and college-prep standards for Social Science are A and any two other standards.

SUFFICIENCY GUIDELINES FOR PASS STANDARD A

A

The relative importance of the criteria for Standard A are:

- A1 is Critical – substantial evidence required
- A2 is Critical – substantial evidence required
- A3 is Critical – substantial evidence required
- A4 is Critical – substantial evidence required

Guidelines for a Sufficient Collection of Evidence

Does the work sufficiently represent the standard?

The collection MUST include:

- framing and definition of varied topics in one or more fields of social science (A1)
- use and evaluation of a variety of resources and processes, which may include the students' own research or analysis of sources provided to them (A2)
- presentation of opposed points of view (A2)
- analysis of causes, correlations, and consequences of specific events, issues, and/or phenomena (A3)
- reasoned conclusions supported by appropriate data and information (A4)

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

The collection MUST include:

- examination of several social science topics using a variety of resources and processes

The collection should include:

- assessment through essays, tests, reports, and/or presentations
- varied types of presentations and products (written, oral, and/or graphic presentations)

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

The collection MUST include:

- evidence of skill in processing, presenting, and analyzing social science data and information
- at least one assessment conducted under teacher supervision, which may include on-demand writing as well as selected-response tests
- evidence that the student developed his or her own research products responsibly, avoiding plagiarism

B

SCORING GUIDE FOR PASS STANDARD B

Know and Use Geographic Information

Know and use geographic information, concepts, and skills to understand and analyze historical, social, economic, political, cultural, and environmental issues.

Criteria

B1: Use of Geographic Information

Use, analyze, and design geographic tools to interpret and evaluate information and support conclusions.

B2: Analysis of Places and Regions

Analyze interrelationships among the characteristics of places and the physical, social, cultural, economic, or technological forces that shape them.

B3: Analysis of Populations and Cultures

Analyze processes of human and cultural distribution, migration, interaction, assimilation, or conflict.

B4: Analysis of Physical and Human Systems

Analyze issues, events, phenomena, or problems in terms of the interaction and interdependence of physical and human systems.

Descriptions of Proficient Performance

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

- uses maps, photographs, and other tools to research places and geographic phenomena
- identifies physical, cultural, political, and economic traits of continents, regions, and major countries
- identifies population distributions, explains population demographics and trends, and analyzes issues related to population change
- examines how human activities modify the environment and how technology expands this capability
- designs geographic tools to analyze events, issues, problems, and phenomena, and to suggest or explain responses
- describes and analyzes the characteristics of places and the forces that shape them
- analyzes physical, economic, political, and social factors that contribute to human migration and describes its impact on places and systems
- analyzes and evaluates the impact of human changes on the local and global environment
- explains changing boundaries, characteristics, and conceptualizations of regions; examines how culture and experience influence perceptions of places and organizations of regional systems
- examines the effects of cultural assimilation, convergence, and divergence on people and places
- analyzes issues, events, or problems in terms of the interaction and interdependence of physical and human systems

NOTE: A course that addresses Standard B could be adapted to ensure that students also meet Standard A. The foundation and college-prep standards for Social Science are A and any two other standards.

SUFFICIENCY GUIDELINES FOR PASS STANDARD B

B

The relative importance of the criteria for Standard B are:

- B1 is Critical – substantial evidence required
- B2 is Critical – substantial evidence required
- B3 is Critical – substantial evidence required
- B4 is Important – some evidence required

Guidelines for a Sufficient Collection of Evidence

Does the work sufficiently represent the standard?

The collection MUST include:

- assessments demonstrating broad knowledge of geographic phenomena, places, regions, concepts, and skills as defined by the Eligible Content for Oregon Statewide Assessment* (B1 & B2)
- demonstration of the design and use of varied kinds of geographic representations to analyze an event, issue, problem, or phenomena (B1)
- at least one example analyzing one of the following: places and regions, populations and cultures, or physical and human systems (B2, B3, and B4)

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

The collection MUST include:

- assessment of varied geographic knowledge, skills, and topics

The collection should include:

- varied means of assessment through simulations, projects, research, exercises, and tests

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

The collection MUST include:

- reasonably consistent demonstration of geographic knowledge and skills
- at least two assessments conducted under teacher supervision, which may include on-demand writing as well as selected-response tests

* The Oregon Department of Education's *Oregon Standards Newspaper* is available at <www.ode.state.or.us/teachlearn/real/newspaper/>, or call ODE at (503) 378-3600 ext. 4498 to request a copy.

C

SCORING GUIDE FOR PASS STANDARD C

Understand Patterns of Human History

Understand significant eras, concepts, events, and relationships in history. Employ historical thinking and inquiry to understand events, issues, developments, relationships, and perspectives of history.

Criteria

C1: Understanding of Human History

Understand the importance and lasting influence of significant eras, cultures, developments, and ideas in human history.

C2: Historical Analysis and Comprehension

Analyze cause-and-effect relationships, multiple causation, and patterns of change or continuity in history.

C3: Chronological Thinking

Understand and reconstruct chronological relationships and patterns of succession and duration in human history.

Descriptions of Proficient Performance

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

- demonstrates proficient understanding of important developments in history and their relationship to significant eras, issues, events, and phenomena. (See the Eligible Content for Oregon Statewide Assessment for possible topics.)
- analyzes cause-effect relationships in history, considering the influence of events and individuals, the importance of ideas and context, and the role of chance
- identifies short- and long-term effects of events, issues, decisions, or phenomena in history
- uses non-narrative historical data (maps, pictures, statistics, art, music, etc.) to understand historical context
- compares presentations of history found in varied narratives, primary source documents, biographies, fiction, and other sources
- demonstrates historical perspective and considers context in examining historical narratives, documents, or events
- presents significant dates and chronological sequences in human history
- develops and communicates hypotheses, analyses, interpretations, and/or conclusions based on historical chronology and sequence

NOTE: A course that addresses Standard C could be adapted to ensure that students also meet Standard A. The foundation and college-prep standards for Social Science are A and any two other standards.

SUFFICIENCY GUIDELINES FOR PASS STANDARD C

The relative importance of the criteria for Standard C are:

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

C

Guidelines for a Sufficient Collection of Evidence

Does the work sufficiently represent the standard?

The collection MUST include:

- assessment of three or more significant concepts as outlined in the Eligible Content for Oregon State-wide Assessment* (C1)
- analysis of cause-and-effect relationships influencing the course of human history (C2)
- explanation of chronological sequences, patterns, and results (C3)

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

The collection MUST include:

- at least one project, research report, or event analysis demonstrating knowledge of specific historical concepts or chronological relationships
- at least one assignment using primary source document(s)

The collection should include:

- varied means of assessment through exercises, projects, simulations, and tests

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

The collection MUST include:

- reasonably consistent demonstration of historical knowledge and concepts
- at least two assessments conducted under teacher supervision, which may include on-demand writing as well as selected-response tests

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D

Understand United States History

Understand significant eras, concepts, events, and relationships in United States history. Employ historical thinking and inquiry to understand events, issues, developments, relationships, and perspectives of history.

Criteria

D1: Understanding of U.S. History

Understand the causes, characteristics, and impact of political, economic, and social developments in U.S. history.

D2: Historical Analysis and Comprehension

Analyze cause-and-effect relationships, multiple causation, and patterns of change or continuity in U.S. history.

D3: Chronological Thinking

Understand and reconstruct chronological relationships and patterns of succession and duration in U.S. history.

Descriptions of Proficient Performance

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

- demonstrates proficient understanding of important developments in U.S. history and their relationship to significant eras, issues, events, and phenomena. (See the Eligible Content for Oregon Statewide Assessment for possible topics.)
- analyzes cause-effect relationships in U.S. history, considering the influence of events and individuals, the importance of ideas and context, and the role of chance
- identifies short- and long-term effects of events, issues, decisions, or phenomena in U.S. history
- uses non-narrative historical data (maps, pictures, statistics, art, music, etc.) to understand historical context
- compares presentations of U.S. history found in varied narratives, primary source documents, biographies, fiction, and other sources
- demonstrates historical perspective and considers context in examining historical narratives, documents, or events
- presents significant dates and chronological sequences in U.S. history
- develops and communicates hypotheses, analyses, interpretations, and/or conclusions based on historical chronology and sequence

NOTE: A course that addresses Standard D could be adapted to ensure that students also meet Standard A. The foundation and college-prep standards for Social Science are A and any two other standards.

SUFFICIENCY GUIDELINES FOR PASS STANDARD D

D

The relative importance of the criteria for Standard D are:

- 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:

- assessment of three or more significant concepts as outlined in the Eligible Content for Oregon State-wide Assessment* (D1)
- analysis of cause-and-effect relationships influencing the course of U.S. history (D2)
- explanation of chronological sequences, patterns, and results (D3)

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

The collection MUST include:

- at least one project, research report, or event analysis demonstrating knowledge of specific historical concepts or chronological relationships
- at least one assignment using primary source document(s)

The collection should include:

- varied means of assessment through exercises, projects, simulations, and tests

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

The collection MUST include:

- reasonably consistent demonstration of U.S. history and understanding of historical concepts
- at least two assessments conducted under teacher supervision, which may include on-demand writing as well as selected-response tests

* The Oregon Department of Education's *Oregon Standards Newspaper* is available at <www.ode.state.or.us/teachlearn/real/newspaper/>, or call ODE at (503) 378-3600 ext. 4498 to request a copy.

E

Understand Structures and Systems of United States Government

Understand the principles, purposes, structures, and functions of government in the United States and the rights and responsibilities of its citizens.

Criteria

E1: Understanding of U.S. Government Principles

Understand the philosophy and principles upon which the government of the United States is based.

E2: Understanding of U.S. Government System

Understand the interrelationships of government under the U.S. Constitution.

E3: Understanding of U.S. Political System

Explore citizen participation and responsibilities as informed participants within the U.S. government's political system.

Descriptions of Proficient Performance

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

- demonstrates a conceptual understanding of:
 - the basic philosophies and principles underlying U.S. government
 - the principles described in the Constitution and other foundation documents
 - the system of checks and balances among the three branches of government
- recognizes how the principles of the U.S. government affect governmental decisions and relations with the world
- demonstrates understanding of the purposes of U.S. government as outlined in the Constitution and the Bill of Rights
- demonstrates understanding of individual rights as provided in the Constitution and the amendments
- demonstrates understanding of governmental structures at federal, state, or local levels and describes procedures of governmental action
- analyzes the role, structure, development, interpretation, and enforcement of law
- examines historical and contemporary issues in relation to the principles of U.S. government
- explains the role of political parties and movements as they relates to the principles of constitutional government
- examines the electoral process, voting system, and implications of citizen participation
- participates in the political process or demonstrates understanding of methods by which citizens can participate

NOTE: A course that addresses Standard E could be adapted to ensure that students also meet Standard A. The foundation and college-prep standards for Social Science are A and any two other standards.

SUFFICIENCY GUIDELINES FOR PASS STANDARD E

E

The relative importance of the criteria for Standard E are:

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

Guidelines for a Sufficient Collection of Evidence

Does the work sufficiently represent the standard?

The collection MUST include:

- identification of the principles of U.S. government and explanation of how they are applied at the federal level (E1 and E2)
- recognition of U.S. citizens' rights and responsibilities and evaluation of the balance between them (E3)
- understanding of the U.S. political system and its influence on society (E3)

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

The collection should include:

- varied means of assessment through exercises, simulations, projects, tests
- at least one issue or event analysis of a U.S. government topic

The collection may include:

- participation in political or governmental processes/activities

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

The collection MUST include:

- reasonably consistent demonstration of U.S. government and political influences
- at least one assessment conducted under teacher supervision, which may include on-demand writing as well as selected-response tests

F

Analyze Economic Systems

Analyze the structure and function of a market economy and compare this system with traditional and command economies.

Criteria

F1: Understanding of Economic Systems and Concepts

Examine how a market economy functions as a system and compares with other economic systems.

F2: Analysis of Economic Conditions

Analyze trends in economic conditions and indicators and their relationship to national and international political, social, and geographic factors.

F3: Analysis of Economic Issues and Decisions

Analyze and evaluate economic issues, problems, and decisions at local, national, or international levels, considering economic data, concepts, and theories.

Descriptions of Proficient Performance

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

- understands and analyzes a market economy system in terms of fundamental, microeconomic, and macroeconomic concepts as outlined in the Eligible Content for Oregon State-wide Assessment
- compares a market economy system with other economic systems (such as traditional or command) in terms of basic concepts and activities (producing, exchanging, consuming, saving, investing), institutions, and decisions
- analyzes relationships among formal and informal economic institutions (such as individuals, families, businesses, cooperatives, corporations, unions, banks, governmental agencies) and how they influence and are influenced by economic conditions
- identifies and analyzes key economic indicators and trends within a historical or contemporary economic context
- analyzes relationships among micro, macro, and international economic factors and conditions
- applies principles of basic economic theories to explain economic conditions, indicators, and the performance of economic systems
- identifies an issue, problem, or decision and assesses the economic factors that influence it
- identifies the effects of market economies on political systems
- understands and analyzes economic statistics and data
- analyzes an economic cycle, pattern, trend, or market performance; draws supported inferences or makes defensible predictions based on economic theories, data, and analysis

NOTE: A course that addresses Standard F could be adapted to ensure that students also meet Standard A. The foundation and college-prep standards for Social Science are A and any two other standards.

SUFFICIENCY GUIDELINES FOR PASS STANDARD F

F

The relative importance of the criteria for Standard F are:

- F1 is Critical – substantial evidence required
- F2 is Critical – substantial evidence required
- F3 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 appropriate terminology and economic concepts in demonstrating understanding of a market economy as outlined in the Eligible Content for Oregon Statewide Assessment* (F1)
- at least one comparison of a market economy with another economic system (F1)
- identification and explanation of economic trends through analysis of conditions and indicators (F2)
- at least one analysis of an economic issue, problem, or decision (F3)

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

The collection should include:

- varied means of assessment through exercises, simulations, projects, and tests
- at least one extended project, research report, or economic analysis demonstrating knowledge of specific economic concepts

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

The collection MUST include:

- reasonably consistent knowledge of economic concepts
- at least one assessment conducted under teacher supervision, which may include on-demand writing as well as selected-response tests

* The Oregon Department of Education's *Oregon Standards Newspaper* is available at <www.ode.state.or.us/teachlearn/real/newspaper/>, or call ODE at (503) 378-3600 ext. 4498 to request a copy.

G

Examine Aspects of Human Behavior

Examine dimensions of individual, small group, and social behavior and the effects of culture and ethnic diversity within and among societies.

Criteria

G1: Examination of Social Influences, Beliefs, and Behavior

Examine the influence of social factors on the development of beliefs, attitudes, and behaviors.

G2: Examination of Group Membership

Examine the dynamics of group membership and its effects on an individual.

G3: Examination of Cultural Dynamics

Describe the influence of cultural beliefs and social roles on interactions and relationships.

Descriptions of Proficient Performance

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

- examines selected social factors by identifying
 - how societal factors influence beliefs and attitudes
 - how beliefs and attitudes manifest in behaviors
 - how beliefs, attitudes, and behaviors influence a society
- explores the mind's influence on behavior, attitudes, and beliefs according to the major theories (psychoanalysis, behaviorism, humanism, biological, cognitive, socio-cultural) explaining the human experience
- identifies and characterizes a variety of groups to which an individual may belong, including inherent, circumstantial, and optional social memberships
- uses information from the behavioral sciences to understand issues of group membership
- describes influences of family, ethnicity, socioeconomic status, gender, religious affiliation, or other forms of group membership on the development of an individual's identity
- examines the dynamics of an individual's group membership and relates social attitudes and behaviors (e.g., stereotyping, prejudice, conformity, altruism) to issues of membership
- identifies and describes norms and assumptions of a particular cultural group
- describes the influences of culture on the development of an individual's identity, values, behaviors, or communication
- describes processes of acculturation (learning one's own culture or being immersed in a new culture)
- impartially compares and contrasts cultures, considering norms, assumptions, behaviors, and effects on individuals
- examines the dynamics and effects of cultural or ethnic diversity within a social group
- uses information from the behavioral sciences and an understanding of cultural dynamics to examine social issues or phenomena

NOTE: A course that addresses Standard G could be adapted to ensure that students also meet Standard A. The foundation and college-prep standards for Social Science are A and any two other standards.

SUFFICIENCY GUIDELINES FOR PASS STANDARD G

G

The relative importance of the criteria for Standard G are:

- substantial evidence is required for any two of the three criteria

Guidelines for a Sufficient Collection of Evidence

Does the work sufficiently represent the standard?

The collection MUST include at least two of the following:

- discussion of the influence of one or more social factors on the development of beliefs and behaviors (G1)
- identification of kinds and characteristics of group membership and examination of influences of group membership on individuals and society (G2)
- description of one or more cultural groups and recognition of the influence of culture on the interaction of individuals and groups (G3)

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

The collection should include:

- varied means of assessment through exercises, simulations, projects, tests
- analysis of at least one issue or event relating to human behavior and/or cultural dynamics

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

The collection MUST include:

- reasonably consistent understanding of human behavior and its influences on individuals and groups
- at least one assessment conducted under teacher supervision, which may include on-demand writing as well as selected-response tests

PASS Social Science 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. Analyze Issues and Events	PASS Teacher Verification	PTV	W	M	H	E
	IB Geography, Economics, History, Psychology, or Social Anthropology	IB-G, E, H, P, or SA	2	3-4	5	6-7
	3 CIM work samples with at least one 5 or 6 for each dimension	CIM-SS	W	M		
B. Know and Use Geographic Information	PASS Teacher Verification	PTV	W	M	H	E
	AP-Human Geography	AP-HG	2	3	4	5
	IB Geography	IB-G	2	3-4	5	6-7
C. Understand Human History	PASS Teacher Verification	PTV	W	M	H	E
	SAT II World History	SAT II-WH	470	550	700	750
	AP-World History	AP-WH	2	3	4	5
	AP-European History	AP-EH	2	3	4	5
	IB History	IB-H	2	3-4	5	6-7
	IB History of Americas	IB-HA	2	3-4	5	6-7
D. Understand U.S. History	PASS Teacher Verification	PTV	W	M	H	E
	SAT II American History & Social Studies	SAT II-AH	480	540	670	760
	AP-U.S. History	AP-USH	2	3	4	5
	IB History of the Americas	IB-HA	2	3-4	5	6-7
E. Understand U.S. Government	PASS Teacher Verification	PTV	W	M	H	E
	AP-U.S. Gov't & Politics	AP-USG	2	3	4	5
F. Analyze Economic Systems	PASS Teacher Verification	PTV	W	M	H	E
	AP-Economics - Macroeconomics ⁺	AP-EM	2	3	4	5
	IB Economics	IB-E	2	3-4	5	6-7
G. Examine Aspects of Human Behavior	PASS Teacher Verification	PTV	W	M	H	E
	AP-Psychology	AP-P	2	3	4	5
	IB Psychology	IB-P	2	3-4	5	6-7
	IB Social Anthropology	IB-SA	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 such as AP, IB, and SAT II.
- AP and IB assessments at the H or E level do not need additional verification because they include a method of external validation.
- SAT II assessments at the H or E level require external validation by a PTV, AP, or IB rating at the H or E level.
- As data on student proficiency is received and analyzed, required scores may be adjusted. See PASS website for current information.

⁺ AP Microeconomics is not listed because it does not adequately address criteria for Standard F: Analyze Economic Systems.

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:

Eugene Office:

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

Fax: (541) 346-5757

Mailing Address: PO Box 3175 / Eugene, OR 97403-0175

Delivery Address: 1431 Johnson Lane / Eugene, OR 97403-0175

Portland Office:

Phone: (503) 725-5711

Fax: (503) 725-5709

Mailing Address: PO Box 751 / Portland, OR 97207-0751

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

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