| **Oregon**  
Profile of State High School Exit Exam Policies  
2012 |
|---|

### State exit exam policy

Beginning in 2012, Oregon will require high school graduates to demonstrate proficiency in the Essential Skills (in addition to credit and personalized learning requirements) in order to be awarded the high school diploma. Students will have multiple assessment options and opportunities to demonstrate their proficiency in the Essential Skills by meeting state standards through Oregon Assessment of Knowledge and Skills, samples of student work scored by trained teachers, or additional standardized assessments (such as the SAT and ACT). As such, students will not be required to take a singular, stand-alone assessment to demonstrate proficiency in the Essential Skills, but rather will have multiple options and mechanisms through which they may do so.

### Type of test

Multiple assessment options are available to students, including the Oregon Assessment of Knowledge and Skills (OAKS), a comprehensive standards-based exam; other approved standardized tests (PSAT, ACT, PLAN, Work Keys, Compass, ASSET, or SAT); and samples of student work scored locally using official scoring guides adopted by the Oregon State Board of Education.

### Purpose

The OAKS was developed for state and federal accountability purposes. It is also used as one possible source of evidence to evaluate students’ proficiency in the Essential Skills for the purpose of earning a regular or modified high school diploma. Other sources of evidence may also be used, as described above.

### Major changes in exit exam policy since the 2010-11 school year for financial reasons

For 2011-12 and 2012-13, students using the state Writing Performance Assessment to demonstrate proficiency will only have one test opportunity during their 11th grade year (previously, students had one annual test opportunity available in all four years of high school); this impacts students in the 2009-10 and 2010-11 9th grade cohorts. To minimize the strain on districts needing to administer other assessment options in place of the state test, Oregon has reduced the number of student work samples required for writing (for students using that assessment option).

### Major changes in exit exam policy since the 2010-11 school year for other reasons

None
| 2010-11 school year for *other* reasons | The Oregon State Board of Education adopted the following implementation timeline for the first three Essential Skills in August 2009 (the remaining Essential Skills will be phased in over subsequent years, with the timeline to be determined):

2012: Read and comprehend a variety of text
2013: Write clearly and accurately
2014: Apply mathematics in a variety of settings |
| Year first administered | Spring 2012 |
| Subjects tested on exam | Reading (2012), reading and writing (2013), and reading, writing, and mathematics (2014). The remaining Essential Skills will be phased in over subsequent years, with the timeline to be determined. |
| Subjects required for graduation | 2012: Reading
2013: Reading and writing
2014: Reading, writing, and mathematics |
<p>| Grade exam first administered | Varies depending on the assessment used. The high school OAKS in Reading and Math is given in the 11th grade but may be administered as early as the 8th grade depending on the content area. 8th grade students are only allowed to “target up” to the high school OAKS if they have received instruction at the full depth and breadth of the high school content standards and have demonstrated proficiency in the high school content standards as measured through classroom-derived evidence. For 2011-12 and 2012-13, only students enrolled in grade 11 may take the Writing Performance Assessment. |
| Grade(s) exam aligned to | The high school OAKS is aligned to the Oregon High School Content Standards, and the grade of accountability is the 11th grade. Other eligible assessments have test specifications that are aligned to a different body of content. |
| Number of retakes allowed <em>before</em> the end of | Students may take up to 12 OAKS reading and mathematics assessments before the end of |</p>
<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 12</td>
<td>Students are able to receive free and appropriate public education up to age 19 or when they receive a regular diploma, to include a maximum of three OAKS tests per school year. Districts must also admit persons up to age 21 receiving special education who have not received a regular diploma.</td>
</tr>
<tr>
<td>Number of retakes allowed after grade 12</td>
<td>Students are able to receive free and appropriate public education up to age 19 or when they receive a regular diploma, to include a maximum of three OAKS tests per school year. Districts must also admit persons up to age 21 receiving special education who have not received a regular diploma.</td>
</tr>
<tr>
<td>Is the exit exam used for No Child Left Behind (NCLB) accountability purposes?</td>
<td>The OAKS is also used for No Child Left Behind accountability purposes.</td>
</tr>
<tr>
<td>Is the same cut score used for graduation and NCLB accountability purposes?</td>
<td>Yes, the same OAKS cut scores are used for NCLB accountability and for the graduation purpose.</td>
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<tr>
<td>Consideration given to changing the cut score needed to pass the exam for graduation purposes in the past year</td>
<td>No</td>
</tr>
<tr>
<td>Alternate paths to graduation for students other than English language learners (ELLs) or students with disabilities</td>
<td>There are multiple options for students to demonstrate proficiency in the Essential Skills, including the statewide assessment (OAKS), other approved standardized tests, and local performance assessment (work samples). Students are required to take the statewide assessment for purposes of state and federal accountability and may use a passing score on the statewide assessment or the approved options to meet Essential Skills proficiency. Students may also submit locally scored samples of student work or a body of evidence as one of their multiple options to demonstrate their proficiency in the Oregon Essential Skills.</td>
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</tbody>
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**Performance Assessment Using Work Samples**

Students may meet Essential Skill graduation requirements by submitting locally scored work samples. These are scored with the official state scoring guides.

*Reading*
Students must produce two reading work samples, at least one of which must be informative. (Students could have one informative and one literary work sample or two informative work samples.) Each work sample must have a total score of 12 or higher, with none scoring lower than 3. Students must demonstrate general understanding, develop an interpretation, and analyze text.

**Writing**

Students must complete two writing samples: at least one expository or persuasive; the second may be expository, persuasive, or narrative (personal or fictional). Scores on each work sample must be 4 or higher in the required areas of ideas/content, organization, sentence fluency, and conventions.

**Applying Mathematics**

Students must complete two mathematics problem-solving tasks, one each for any two of the required content strands: algebraic relationships, geometry, or probability and statistics. Each work sample must score 4 or higher in the four areas plus accuracy conceptual understanding, processes and strategies, verification and communication.

**Oregon Administrative Rule 581-022-0617 (Essential Skill Assessments for English Language Learners)**

Under this rule, local school districts must adopt a policy whether to allow ELL students to demonstrate proficiency in the Essential Skills in their respective language of origin, if they meet certain criteria.

| Determination of eligibility to pursue these alternate paths to graduation | Students are NOT required to fail the statewide assessment (OAKS) prior to choosing an alternative assessment option to fulfill the Essential Skills component for graduation. For example, if a student takes the PSAT in grade 9 and satisfies the state-determined level of proficiency, that student has completed the Essential Skills graduation requirement prior to taking the statewide assessment. |
| Number and percentage of students who used alternate paths in 2010-11 school year | Not applicable |
In December 2009 the Oregon State Board of Education adopted policy specifically for English language learners:

1. Districts must adopt policies whether to allow students to demonstrate math skills in their native language using statewide or local assessments as appropriate and available.
2. Districts must adopt a policy whether to allow English language learners to demonstrate proficiency in reading, writing, and any additional Essential Skills in their language of origin using statewide or local assessments as appropriate and available if the student has been in U.S. schools five years or fewer and the student receives at least a Level 3 on the English Language Proficiency Assessment.

<table>
<thead>
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<th>Alternate paths to graduation specifically for English language learners</th>
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<tr>
<td>Number and percentage of ELL students using alternate paths in 2010-11 school year</td>
<td>Not applicable</td>
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<tr>
<td>Alternate paths to graduation specifically for students with disabilities</td>
<td>No</td>
</tr>
<tr>
<td>Number and percentage of students with disabilities using alternate paths in 2010-11 school year</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Access to initial and cumulative pass rates on high school exit exams</td>
<td><a href="http://www.ode.state.or.us/search/page/?id=1722">http://www.ode.state.or.us/search/page/?id=1722</a></td>
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</tbody>
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