

**Oregon**  
**Profile of State High School Exit Exam Policies**

<i>State exit exam policy</i>	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 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.
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 2009-10 school year for financial reasons	The state may reduce the number of opportunities a student may have to take the state writing assessment and will no longer administer 4 <sup>th</sup> and 7 <sup>th</sup> grade writing assessments.
Major changes in exit exam policy since the 2009-10 school year for <i>other</i> reasons	No
Year first administered	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):

	<p>2012: Read and comprehend a variety of text</p> <p>2013: Write clearly and accurately</p> <p>2014: Apply mathematics in a variety of settings</p>
Year diplomas first withheld	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	<p>2012: Reading</p> <p>2013: Reading and writing</p> <p>2014: Reading, writing, and mathematics</p>
Grade exam first administered	Varies depending on the assessment used. The high school OAKS is given in the 11 <sup>th</sup> grade but may be administered as early as the 8 <sup>th</sup> grade depending on the content area. 8 <sup>th</sup> 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.
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 11 <sup>th</sup> grade. Other eligible assessments have test specifications that are aligned to a different body of content.
Number of retakes allowed <i>before</i> the end of grade 12	Students may take up to 12 OAKS reading and mathematics assessments before the end of grade 12 (maximum of 3 per school year). High school students may take the OAKS writing assessment once during their 11 <sup>th</sup> grade year. Other eligible assessments have their own respective number of opportunities.
Number of retakes allowed <i>after</i> grade 12	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.
Is the exit exam used for No Child Left Behind (NCLB) accountability purposes?	The OAKS is also used for No Child Left Behind accountability purposes.
Is the same cut score used for graduation and NCLB accountability purposes?	Yes, for the OAKS
Consideration given to changing the cut score needed to pass the exam for graduation purposes in the past year	No, students are held to the cut score in place as of the students' 8 <sup>th</sup> grade year unless the cut score is subsequently lowered. Students are not held to higher cut scores adopted after their 8 <sup>th</sup> grade year.
Alternate paths to graduation for students other than English language learners (ELLs) or students with disabilities	<p>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 samples of student work or a body of evidence as one of their multiple options to demonstrate their proficiency in the Oregon Essential Skills.</p> <p><b>Performance Assessment Using Work Samples</b></p> <p>Students may meet Essential Skill graduation requirements by submitting work samples. These are scored with the official state scoring guides.</p> <p><i>Reading</i> 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.</p> <p><i>Writing</i></p>

	<p>Students must complete three writing samples: one expository, one persuasive, and one narrative. Scores on each work sample must be 4 or higher in the required areas of ideas/content, organization, sentence fluency, and conventions.</p> <p><i>Applying Mathematics</i>                  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.</p> <p><b>Oregon Administrative Rule 581-022-0617 (Essential Skill Assessments for English Language Learners)</b></p> <p>Under this rule, ELL students may be allowed to demonstrate proficiency in the Essential Skills in their respective language of origin, if they meet certain criteria. The rule also requires local school districts to adopt a policy whether to allow this provision or not.</p>
<p>Determination of eligibility to pursue these alternate paths to graduation</p>	<p>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.</p>
<p>Number and percentage of students who used alternate paths in 2010-11 school year</p>	<p>Not applicable</p>
<p>Alternate paths to graduation specifically for English language learners</p>	<p>In December 2009 the Oregon State Board of Education adopted policy specifically for English language learners:</p> <ol style="list-style-type: none"> <li>1. Districts may adopt policies that allow students to demonstrate English and writing skills in their native language using statewide or local assessments as appropriate and available.</li> </ol>

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	<p>2. Districts may adopt a process 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.</p>
Number and percentage of ELL students using alternate paths in 2010-11 school year	Not applicable
Alternate paths to graduation specifically for students with disabilities	No
Number and percentage of students with disabilities using alternate paths in 2010-11 school year	Not applicable
Is the exit exam used by postsecondary institutions for undergraduate admission purposes?	No
Is the exit exam used by postsecondary institutions for placement purposes?	No
Are students who meet a certain standard on the state exit exam granted exemptions on college placement exams?	<p>No, however the Oregon University System (OUS) has established a policy that rewards students who achieve high proficiencies as demonstrated by assessments whose capacity to predict university success are widely acknowledged. For more information regarding the OUS Automatic Admission Policy, see the following link:  <a href="http://www.ous.edu/sites/default/files/stucoun/prospstu/files/AutomaticAdQAFINAL3-30v10.pdf">http://www.ous.edu/sites/default/files/stucoun/prospstu/files/AutomaticAdQAFINAL3-30v10.pdf</a></p>
Can students receive any form of postsecondary education course credit for their performance on the exit exam?	No

Access to initial and cumulative pass rates on high school exit exams	Not applicable
State participation in the Common Core State Standards (CCSS)	Oregon has adopted the CCSS in both English language arts and math.
CCSS testing consortia membership	Oregon is a member of the SMARTER Balanced Assessment Consortium (SBAC).
Impact of adoption of the CCSS on high school exit exam policies	As part of the adoption of the Common Core standards, Oregon intends to participate with SBAC in the development of the Common Assessment, which will eventually replace the current statewide assessment (OAKS).
Plans to replace or realign current exit exam in English language arts with a new assessment aligned to the CCSS	Yes, Oregon anticipates transitioning to the Common Assessment in 2014.
Plans to replace or realign current exit exam in math with a new assessment aligned to the CCSS	Yes, please see previous answer.
Plans to maintain current exit exams in subjects other than English language arts and math once the Common Core State Standards are fully implemented	No. Oregon will transition to the Common Core assessment for all subjects.
Will changes in state exit exams mentioned above make the exams more rigorous, less rigorous, or about the same?	More rigorous
Preparation for students and teachers to transition to new exams	Oregon is preparing a statewide implementation plan that will include professional development and materials to support districts, teachers, and students to the greatest extent practicable as they make the transition to the new exams.

