

THE SUPERINTENDENT'S *Pipeline* — *Extra!*

Extra!

May 16, 2000

This *EXTRA!* edition of Pipeline is devoted to information about improving Oregon's education system.

Recommendations for
Adjustments to the
CIM/CAM and
Assessment Systems

Your Voice Will Be Heard!

Certificate of
Initial Mastery

Certificate of
Advanced Mastery

Recommended Assessment
and Work Sample
Requirements for
2000-2001

Questions and Answers
about the CIM, CAM and
Statewide Assessments



From My Desk to Yours

A Message from Stan Bunn
State Superintendent of Public Instruction

School reform in Oregon was good when it started. It is better today, and it will be even better tomorrow.

We have clear evidence that school reform is working. Since the act passed in 1991, Oregon scores have risen significantly on several academic yardsticks. From the beginning to the end of the decade, higher percentages of students in all grades tested met reading and math standards on the state assessment. For example, 52 percent of 10th graders in 1999 met the reading standards, up from 31 percent in 1991. And 70 percent of the 3rd graders in 1999 met the math standards, up from 35 percent. Other academic indicators, including the SAT, also climbed last decade.

Oregon's high academic standards are paying dividends for individual students, for teachers, and for schools and districts. However, as we hold firm to our high standards, we are concerned that the Certificate of Initial Mastery discourages some educators, students and parents with its "all or nothing" reward system. We believe our system should recognize individual student strengths and progress.

That's why today we asked the State Board of Education to review some recommendations for the Certificate of Initial Mastery, Certificate of Advanced Mastery and state assessment to support each student's academic success.

Those changes are outlined in the Pipeline. As you review the recommendations, remember the following:

- We're building upon our success and giving students greater opportunity to build on their successes.
- We're holding firm to the high academic standards in each required subject area.
- We're replacing our "all-or-nothing" CIM system with one that allows students to earn CIM's in each required subject area.
- We're taking the CIM emphasis off the 10th grade and allowing students to earn CIM's any time during their four years in high school.
- We're bringing more clarity to the CAM and more closely aligning the certificate programs.

The Board is expected to act on the CIM and assessment recommendations when it meets in June. It will receive refined CAM recommendations this fall.

Yes, these are changes but not changes for the sake of change. They are changes for the sake of students. Thank you for the promises you delivered to students yesterday, those you bring today, and those you will fulfill tomorrow.

Sincerely,

A handwritten signature in black ink that reads "Stan Bunn". The signature is written in a cursive style.

Stan Bunn

Oregon Department of Education

Improving Oregon's Education System

Recommendations for Adjustments to the CIM/CAM and Assessment Systems

The following recommendations were taken to the State Board of Education today for preliminary discussion about making adjustments in the CIM/CAM and Statewide Assessments systems. The Board is expected to take action on these changes at its June Board meeting.

You are invited to comment on the recommendations by e-mailing ode.peer@state.or.us.

Or you can send written comments to Clark Brody, Deputy Superintendent, Oregon Department of Education, 255 Capitol St. NE, Salem, OR 97310-0203; fax number (503) 373-7968.

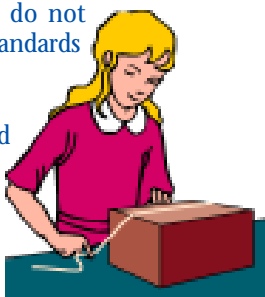
A complete copy of the recommendations, including background and rationale for making the adjustments is available on the Department of Education's web site at www.ode.state.or.us/admin/edact It may be printed and shared with others.

Recommendation No. 1

Redefine the single Certificate of Initial Mastery to Certificate(s) of Initial Mastery in each required area

The standards for each subject area will remain high and unchanged. In grades 9-12, all students should strive to earn Certificates of Initial Mastery in each subject area. Parents and teachers must encourage and support them in this effort. But the CIM will no longer be a 10th grade goal, with the associated failure currently experienced by sophomores who do not achieve all the standards that year.

Districts would award Certificates of Initial Mastery upon achievement of the standards



established by the State Board of Education in each of the following subject areas:

- | | |
|-----------------|--------------------|
| English | Second Language |
| Mathematics | The Arts |
| Science | Physical Education |
| Social Sciences | |

Starting with the graduating class of 2001, students will be recognized for each area in which they achieve the standards, beginning in grade 9 and continuing to graduation.

Recommendation No. 2
Define the Certificate of Advanced Mastery

In order for students to achieve a Certificate of Advanced Mastery, they would:

1. Demonstrate achievement of CIM standards for both English and mathematics.
2. Demonstrate achievement of the Career Related Learning Standards
3. Demonstrate achievement of the standards in a career endorsement area

The Certificate of Advanced Mastery would become a grade 9-12 program, no longer being described as solely grades 11 and 12. Students would work on both the CIM and the CAM standards simultaneously throughout their four years of high school.

The Certificate of Advanced Mastery is scheduled to begin in high schools in the 2004-05 school year. Recommended CAM program components will be available in the fall of 2000.

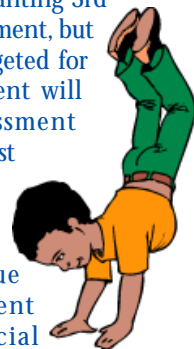
Recommendation No. 3
Make Adjustments to the State Assessment System

The following are recommendations for the statewide assessment system:

1. Discontinue the statewide writing

assessment in grade 3 beginning in spring of 2001. This will allow more emphasis to be placed on reading and mathematics at the primary grades and relieve some of the testing burden for 3rd graders. (Next year, for districts wanting 3rd grade writing assessment, but who have not budgeted for this, the Department will provide an assessment opportunity at no cost to the district.)

2. Discontinue science tests at grade 5 in 2001. Discontinue plans to implement statewide social sciences tests at grade 5. This will allow more emphasis on English and mathematics.
3. Maintain current assessments in reading/literature, mathematics, writing, math problem solving and science at grades 8 and 10 for 2001.
4. Continue to evaluate science and social sciences assessment plans in middle and high school.
5. Strongly encourage districts to consider "off-grade" testing in mathematics and reading/literature.



These adjustments to the statewide assessment will sharpen the focus in the elementary grades on building a strong foundation in English and mathematics and concept development in other disciplines. Another benefit will be more class time to devote to teaching and learning.



The Department wants to hear your comments and questions on these recommendations. See "Your Voice Will Be Heard" in this issue of *The Superintendent's Pipeline* for information on how to share your thoughts.

Your Voice Will Be Heard!

At its June meeting, the State Board of Education will take action on the recommendations about the CIM and assessment system described in today's extra edition of the *Pipeline*. Action on the CAM will occur in October, following further work this summer.

We want to know what students, parents, the education community and the public think about the recommendations. Please give us your comments and questions. By creating an "electronic town hall" on the Department of Education's web site, we will collect comments and provide answers to questions. This information will be shared

with the State Board prior to their June 14 meeting.

Send your comments and questions

- By e-mail to ode.peer@state.or.us
- By regular mail or Fax to Clark Brody, Deputy Superintendent, Oregon Department of Education, 255 Capitol St. NE, Salem, OR 97310-0203. Fax number 503-373-7968.

Comments and questions that are received by 5 p.m. on June 9, 2000 will be compiled and shared with the State Board.

Certificate of Initial Mastery

The State Board of Education today heard a recommendation to make changes in the Certificate of Initial Mastery (CIM), the centerpiece of Oregon's education reform.

One recommendation would change the system from a single CIM to certificates that could be earned in each required academic content area. "The single CIM certificate creates an all-or-nothing situation for students," said Supt. Bunn. "We need to celebrate success and building on it."

The proposed change would result in students receiving a CIM for each subject area, once the requirements for that area are met. Students could earn CIMs in English, mathematics, and science beginning next year.

The adjustments include two key concepts: (1) The current high academic standards will be maintained. (2) Students may accomplish different subject area standards at any time during grades 9-12.

Certificate of Advanced Mastery

The Certificate of Advanced Mastery (CAM) is awarded to students who demonstrate the Certificate of Initial Mastery standard for English and mathematics, demonstrate career-related learning standards, and demonstrate standards in a career endorsement area. Students will work on both the CIM and CAM throughout their four years of high school. Work on the CAM simultaneously with the CIM will provide students with contexts for academic achievement and preparation for next steps, providing relevance and meaning to learning.

Progress has been made in defining the structure of the CAM. However, additional details of the CAM and the CAM assessment process need further work. This development work will occur between May and September of 2000. Opportunities for discussion and input on the CAM will be available during the development process including at a number of summer institutes and through the Department's web site.

Recommendations will go to the State Board in September, with adoption anticipated for October.

Recommended Assessment and Work Sample Requirements for 2000-2001

GRADE LEVEL	KNOWLEDGE & SKILLS TEST	ON-DEMAND TEST	WORK SAMPLES*
GRADE 3	Reading/Literature, Math	Writing **	1 each: Writing, Speaking, Math Problem Solving
GRADE 4	None	None	1 each: Writing, Speaking, Math Problem Solving
GRADE 5	Reading/Literature, Math, Science	Writing, Math Problem Solving	1 each: Writing, Speaking, Math Problem Solving
GRADE 6	None	None	1 each: Writing, Speaking, Math Problem Solving
GRADE 7	None	None	1 each: Writing, Speaking, Math Problem Solving
GRADE 8	Reading/Literature, Math, Science	Writing, Math Problem Solving	1 each: Writing, Speaking, Math Problem Solving
GRADE 9	None	None	Begin collecting work samples for CIM requirements
GRADE 10	Reading/Literature, Math, Science	Writing, Math Problem Solving	3 Writing, 3 Speaking, 2 Math Problem Solving
GRADES 11 & 12	Retests available for students who have not yet met the standard	Retests available for students who have not yet met the standard	As needed to complete CIM requirements above

* Work Sample requirements were set by the State Board at their February 17, 2000 meeting.

** Crossed-through tests indicate that they are being deleted from the 2001 test schedule.

Improving Oregon's Education System

Questions and Answers about the CIM, CAM and Statewide Assessments

At its May 16, 2000 meeting, the State Board of Education heard a report on the status of implementation of the Oregon Educational Act for the 21st Century. Superintendent Stan Bunn and Department of Education staff recommended some adjustments to improve the current system. The Board will consider these recommendations and take action at its June 14 meeting.

You are invited to send in your comments or questions on the recommended changes by e-mail to ode.peer@state.or.us or by fax or letter to Clark Brody, Deputy Superintendent, Oregon Department of Education, 255 Capitol St. NE, Salem, OR 97310-0203 Fax number (503) 373-7968.

Below are some questions and answers about the changes being proposed. Additional questions will be collected and responses will be added on the Department's web site.

Why is the Department recommending adjustments in the system now when schools are just starting to really understand education reform?

Many schools have been implementing different parts of the education reform since the legislation passed in 1991. Based on our experiences with implementation and on comments from students, parents and educators, it is now time for some changes to make the system work more efficiently for students.



Are Oregon's standards aligned with other standards nationwide?

Yes. Oregon has drawn on the work of professional organizations such as National Council of Teachers of Mathematics and the International Reading Association. Oregon educators reviewed sets of national standards such as *Project 2061*, which deals with science standards, and *Achieve*, a national clearinghouse on education standards. They also reviewed educational research in each subject area while drafting the Oregon standards.

At the same time, our standards are uniquely Oregon's because they have been carefully reviewed and revised based on the input of thousands of Oregon educators, parents and community members to reflect the knowledge and skills we believe all Oregonians must have for future success.

What are Certificates of Initial Mastery (CIM's)?

A student can earn a CIM for each subject area in which they meet the requirements set by the State Board of Education. They will work on their CIMs in grades 9–12. Students will earn CIMs in English, mathematics, science, social studies, the arts, second language, and physical education. A CIM shows that a student has met high academic standards in that subject and is capable of using those skills in future education and career opportunities.

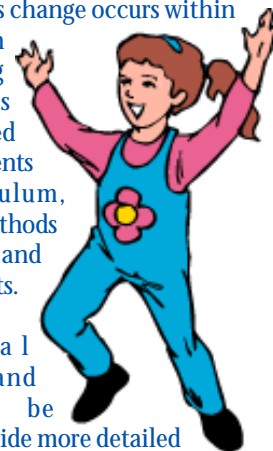
What is a Certificate of Advanced Mastery (CAM)?

A student can earn a CAM by completing requirements showing that they can apply high levels of knowledge and skills in a career area. They will work on their CAM

in grades 9–12. Students must accomplish three things to get a CAM. (1) demonstrate high skills in English and mathematics; (2) demonstrate workplace skills (called Career Related Learning Standards); and (3) demonstrate skills in a career endorsement area such as Health Occupations or Business and Management.

Will this be the last time we make changes to the system?

No. Oregon has always been a leader in providing a quality education to all its citizens. It would be preposterous to imagine students today being taught with the same instructional materials and methods used 100 years ago. As change occurs within our society at an ever-increasing pace, educators must be prepared to make adjustments to the curriculum, materials and methods we use to teach and assess our students.



Additional Questions and Answers will be collected to provide more detailed information on the adjustments to the CIM, CAM and Statewide Assessment systems. Please check the Department's web site at www.ode.state.or.us/admin/edact periodically for new information.

If you have questions or comments about this publication, please contact Barbara Wolfe, communications team, at barbara.wolfe@state.or.us or (503) 378-3573 ext. 553