

Essential Skills

For the first time, the state will require that **all students** demonstrate they are proficient in certain "essential skills"—skills deemed critical for future success—before they will be awarded a diploma. Essential skills are **process skills** embedded in the existing content areas or infused throughout the curriculum. They can be demonstrated in a variety of courses, subjects, experiences, and settings. The Essential Skills Taskforce will review the Board's proposed essential skills and recommend definitions and indicators, proficiency levels aligned with postsecondary and workforce expectations, state and local assessment options, and reporting and accountability requirements. For details about the work of the taskforce please visit: getreadyoregon.org.

- Read and interpret a variety of texts
- Write for a variety of purposes
- Speak and present publicly
- Think critically and analytically
- Demonstrate global literacy
- Apply mathematics in a variety of settings
- Use technology
- Demonstrate civic and community engagement
- Demonstrate career - related learning standards

Credit for Proficiency

A **key feature** of the future diploma will be wider use of proficiency, ensuring that all students will have the opportunity to choose to earn credit by demonstrating proficiency, based on state content standards. For example, if a student has gained knowledge of a second language in a non-school setting, that student will be able to challenge a language course for credit, freeing up more time for the student to pursue other interests. The emphasis is on demonstrating proficiency rather than "seat time." The Credit for Proficiency Taskforce will address proficiency issues, examine models, and recommend criteria and guidelines to ensure that rules are applied consistently across the state and allow for credit to be earned through multiple pathways and assessments. For details about the work of the taskforce please visit: getreadyoregon.org.

Personalization of the Diploma

The following requirements personalize the diploma for each student and help students plan for their post-high school education and career goals.

Education Plan and Profile: Students develop a plan and profile to guide **their** learning and document progress toward **their** personal, career, and post-high school goals.

Career-Related Learning Standards: Students demonstrate knowledge and skills in personal management, problem solving, communication, teamwork, employment foundations, and career development.

Career-Related Learning Experiences: Students participate in experiences that connect classroom learning with real life experiences in the workplace, community, and/or school relevant to their education plan.

Extended Application: Students apply and extend their knowledge in new and complex situations related to the student's personal career interests and post-high school goals through critical thinking, problem solving, or inquiry in real world contexts.

For More Information on Oregon's New Diploma: *Get Ready Oregon!* Website



<http://www.getreadyoregon.org/>

A Primer on the New Oregon Diploma Requirements

Principles of the New Diploma Requirements

- Be flexible and student-centered; the student education plan and profile should guide student choices.
- Allow—indeed encourage—students to meet diploma requirements at their own pace, whether faster or slower than traditionally scheduled course length.
- Ensure that students will get the resources needed to meet the new, higher standards, whether that takes the form of after-school opportunities, tutoring, summer classes, or focused classes and ensure that additional funding is available to support these services.
- Award credits on the basis of proficiency rather than seat time. This principle will take a few years to implement in practice but should be pursued assertively.
- Encourage students to excel beyond minimum standards and support them in that endeavor.
- Phase-in changes at a rate that allows schools enough time to allow teachers to gain any additional skills that the new requirements may demand.
- Continue work to align standards from grade to grade and from high school to post-secondary options.

Components of the More Rigorous Diploma

- **Credit Requirements (24 total)**
 - English: 4 credits
 - Math: 3 credits
 - Science: 3 credits
 - Social Science: 3 credits
 - Health: 1 credit
 - PE: 1 credit
 - Second Language/Arts/Career
 - Technical Education: 3 credits
 - Electives: 6 credits
- **Essential Skills**
- **Credit for Proficiency**
- **Student Education Plan and Profile**
- **Extended Application**
- **Career - Related Learning Experiences**

Credit Requirements with Timeline

Subject	Graduating Class of 2009 (Current credits)	Graduating Class of 2010 (10 th Graders in 2007-08)	Graduating Class of 2012 (8 th Graders in 2007-08)	Graduating Class of 2014 (6 th Graders in 2007-08)
English/language arts	3	4 (Required by HB 3129)	4	4
Mathematics	2	3 (Required by HB 3129)	3	3 - Algebra I content and above
Science	2	2	3 - Lab Experiences Scientific Inquiry	3
Social Sciences	3	3	3	3
Physical Education	1	1	1	1
Health	1	1	1	1
Second Language	1	1	3	3
Arts				
Career Technical Education				
Electives	9	9	6	6
Total Credits	22	24	24	24