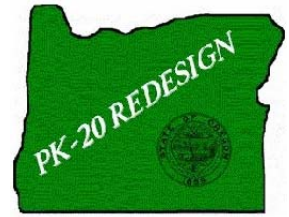


# The Oregon Diploma

State Board of Education  
January 18, 2007



## Credit Requirements

The credit requirements for the proposed Oregon Diploma are on the back of this page, discussions include requirements related to credits, seat time, standards, and proficiency. For example:

- All required credits must be aligned to Oregon's content standards;
- All credits in mathematics must be at the Algebra 1 level or above; and
- All three science credits must be inquiry-based and at least two credits must include laboratory experiences.

## Proficiency Options

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.

All students will have the opportunity to earn graduation credits through demonstrated proficiency. State policies and requirements will be developed to ensure credit-for-proficiency is applied uniformly across the state.

## Essential Skills

In addition to the credit requirements and proficiency options, all students will be required to demonstrate proficiency in essential skills. Essential Skills are part of the content areas and may be part of state assessment tests or other local assessments. While the Board has not approved a final list of skills, they may include: read and interpret a variety of texts, write for a variety of purposes, speak and present publicly, apply mathematics in a variety of settings, use technology, think critically and analytically (including scientific inquiry and problem solving), demonstrate civic and community engagement and global literacy, and career related learning standards.

Students will be required to demonstrate proficiency in the Essential Skills before they are awarded a diploma.

## Education Plan and Profile

The plan and profile will be the centerpiece of the new diploma. It will serve as tool to plan each student's high school experience and outline the student's post-secondary goals. It will also record each student's progress toward the diploma and toward being prepared for next steps. The career-related learning standards, career-related learning experiences, and extended application will remain central components of the future diploma.

## Policy Issues

- The diploma will require cross-sector work to align standards and proficiencies between K-8, high school, and post-secondary education.
- Policies will be put in place to ensure that district curricula address these diploma requirements and ensure that all students pursue a course of study that allows them fair and equitable access to rigorous academic content.
- Districts must provide all students with fair opportunities to access all supports necessary to achieve at a high level and provide flexible, fair, rigorous, and consistent ways to measure the proficiency of all learners.

## Diploma Requirements

**Credit Requirements:** Discussions include seat-time, standards, and proficiency.

Subject	Class of 2009	Class of 2010	Class of 2012	Class of 2014 Content under Discussion
English/language arts	3	4 (Required by HB 3129)	4	
Mathematics	2	3 (Required by HB 3129)	3	Algebra
Science	2	2	3	Lab Experiences Scientific Inquiry
Social Sciences	3	3	3	
Physical Education	1	1	1	
Health	1	1	1	
Second Language				
Arts	1	1	3	
Professional Technical Education				
Electives	9	9	6	Focused
<b>Total Credits</b>	<b>22</b>	<b>24</b>	<b>24</b>	

**Personalization -- Oregon's diploma will continue to be personalized for each student and help the student begin planning for career and education goals through:**

- **Education Plan and Profile:** The vehicle for directing each student's high school experience and connecting high school coursework with the student's post-high school goals. The Profile documents a student's progress toward meeting standards and other requirements and should be used as a measure of student accomplishment.
- **Career-Related Learning Standards:** Students will 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 and career interests and post-high school goals. Students extend prior knowledge through critical thinking, problem solving, or inquiry in real world contexts.

**Essential Skills:** 21st century skills that all students need to learn and demonstrate proficiency in order to earn a high school diploma. These process skills will be infused throughout the curriculum and applied in a variety of settings. Proficiency will be established at the high school level and aligned with post-secondary and workforce entry training requirements. The essential skills are being considered:

<ul style="list-style-type: none"> <li>○ Read and interpret a variety of texts</li> <li>○ Write for a variety of purposes</li> <li>○ Speak and present publicly</li> <li>○ Apply mathematics in a variety of settings</li> </ul>	<ul style="list-style-type: none"> <li>○ Use technology</li> <li>○ Think critically and analytically (including scientific inquiry, problem solving)</li> <li>○ Demonstrate civic and community engagement</li> <li>○ Demonstrate global literacy</li> <li>○ Demonstrate career related learning: personal management, teamwork, employment foundations, career development</li> </ul>
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