



The Oregon Diploma

State Board of Education
January 18, 2007

The Goal

Each student demonstrates the knowledge and skills necessary to transition successfully to their next steps: advanced learning, work, and citizenship.

The History

The State Board of Education has worked on increasing diploma requirements over the last 18 months. In doing so, it held over 300 community meetings and received over 5,000 surveys of input.

What's New?

- Science credits increase from 2 to 3 credits; all must be "inquiry-based" and at least 2 credits must include laboratory experiences (Class of 2012);
- Credits from among the Arts, or Second Languages, or Professional Technical Education increase from 1 to 3 (Class of 2012);
- Math credit must be at the Algebra 1 level and above (Class of 2014);
- Schools must begin offering students the option of earning credit through a demonstration of proficiency (an Implementation Task Force will recommend an effective date);
- Students must demonstrate they have specified "Essential Skills" (no later than Class of 2014);
- The State Board affirmed diploma provisions adopted earlier;
- The State Board supports modifying the Oregon Educational Act for the 21st Century by transitioning the best elements of the Act to a more rigorous diploma; and
- An Implementation Task Force will examine any issues relating to implementation and make recommendations to the Board.

Credit Requirements

Subject	Class of 2009	Class of 2010	Class of 2012	Class of 2014
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				
Professional Technical Education				
Electives	9	9	6	6
Total Credits	22	24	24	24

House Bill 3129 (2005) added 1 credit each of English and mathematics and increased the total credit requirement from 22 to 24. The State Board has built on this work by requiring an additional credit of science and expanding the Arts/Professional Technical/Second Language requirement from 1 to 3 credits, while keeping the total credit requirement at 24.

The State Board is requiring all math credits be at the level of Algebra 1 and above. Traditional courses may include Algebra, Geometry, Statistics & Probability, and Trigonometry. However, the math standards may also be met through courses such as Integrated Math, Applied Math, Construction Math, and Business Math. The State Board will develop a process to ensure that applied and integrated courses include the content standards as part of their curriculum and instruction.

To mitigate issues of cost and student relevance, the State Board added an additional credit of science, but broadened the definition to include applied and integrated science courses, such as computer science and agriculture science, to maintain relevance and reduce capital needs of laboratories.

While the State Board did not make changes to the current credit requirements in social sciences, physical education, and health education, it does plan to review the standards in all these categories to ensure that the content and rigor are at the levels needed for students to be successful in the workplace, college, and life.

Credit by 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 Implementation Task Force will examine implementation issues and make recommendations to the Board.

Essential Skills

Students will no longer be allowed to graduate without the skills they need to succeed in the world. Essential Skills are process skills that are infused throughout the curriculum and applied in a variety of settings; these requirements will be phased in no later than 2014. The Implementation Task Force will make recommendations regarding Essential Skills. The Essential Skills 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
- Demonstrate global literacy
- Use technology
- Think critically and analytically (including scientific inquiry, problem solving)
- Demonstrate civic and community engagement
- Demonstrate career related learning: personal management, teamwork, employment foundations, career development

Personalization of the Diploma

The State Board affirmed the following elements of current diploma requirements; these personalize the diploma for each student and help students plan for their education and career goals.

- Education Plan and Profile: This documents a student's progress toward the state and local graduation requirements and will be used to measure student progress toward their personal goals.
- 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 will 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 will apply and extend their knowledge in new and complex situations related to the student's personal and career interests and post-high school goals through critical thinking, problem solving, or inquiry in real world contexts.

What's Next

The State Board will continue to examine education standards and assessments. An Implementation Task Force will review outstanding issues and make recommendations to the Board.