

**REVENUE:** No revenue impact

**FISCAL:** Minimal fiscal impact, no statement issued

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<b>Action:</b>	Do Pass the A-Engrossed Measure
<b>Vote:</b>	5 - 0 - 0
<b>Yeas:</b>	Bonamici, George, Morse, Shields, Hass
<b>Nays:</b>	0
<b>Exc.:</b>	0
<b>Prepared By:</b>	Linda Lindholm, Administrator
<b>Meeting Dates:</b>	5/10

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**WHAT THE MEASURE DOES:** Requires assessments to show whether student meets or exceeds academic content standards of student's grade level and to show student's progress toward becoming proficient in continuum of knowledge and skills. Takes effect July 1, 2012.

**ISSUES DISCUSSED:**

- Proficiency assessment expansion to knowledge and skills, in addition to traditional grading
- Examples of credits by proficiency at Springfield Academy of Arts and Academics
- School districts alignment with credits and standards
- Levels of support from Department of Education and Governor's office

**EFFECT OF COMMITTEE AMENDMENT:** No amendment.

**BACKGROUND:** House Bill 2220-A changes statutory language to emphasize attainment of grade level proficiency in a continuum of knowledge and skills. The 2008 Oregon Education Roundtable Report identified proficiency-based teaching and learning as the practice that can impact student learning the most at the least cost. Education reform efforts are committed to shifting the current paradigm away from seat-time and instructional hours, to focusing on ensuring that students graduate high school with the proficiencies necessary to ensure success in career and college.

Currently, a majority of classrooms use a teacher-centered, time-based model of delivery. Teachers cover a certain amount of material within a given time and move on whether the students have mastered the concepts or not. On the other end of the spectrum, students who quickly master the material must continue to sit in the class room and do repetitive homework in order to earn the credit, becoming disengaged and unmotivated.

In a proficiency-based classroom, students start the course knowing what content and skills they need to master and demonstrate. The classroom becomes student-centered. Students work at their own pace, moving beyond as they gain proficiency. Instructors and students are jointly responsible for finding multiple opportunities for students to demonstrate their learning, develop deep critical thinking that embeds the material. The Explore, Design, Create, Refine and Own (EDCRO) process is a proven form of proficiency-learning. Students gravitate naturally to learning when they experience it in a way that has relevance to their lives or is part of something they can relate to and interests them.

Proficiency-based instruction moves away from the notion that some students will pass and others will fail, to a culture that expects each student to achieve at a proficiency level and move on. Oregon's graduation rate is 65% of students in four years. Of those who graduate, too few are moving on to college and many are not prepared for postsecondary education and career success. This measure allows assessment systems that recognize both traditional and proficiency-based education assessments.

5/11/2011 8:59:00 AM

*This summary has not been adopted or officially endorsed by action of the committee.*