



# ***Standards By Design:***

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## ***CIM (High School) for Arts***



### **Acknowledgment**

The Oregon Department of Education gratefully acknowledges the Indiana Department of Education for allowing the modification of some of their materials for use in this document.

## Message to Students

### Dear Student,

The world is changing quickly. For you to succeed in school, at work, and in the community, you will need more skills and knowledge than ever before. These days, “ready for college” and “ready for work” essentially mean the same thing: “ready for life.”

Getting in shape academically is one of the most important things you can do to prepare for a successful future. Your future starts with Oregon’s academic standards. This booklet explains what you should know and be able to do in each subject, at your grade level.

Please review this guide with your teachers and share it with your parents and family. To be ready for tomorrow, get in top academic shape today. You can use this guide year round to check your progress.



## Message to Parents

**Dear Parent,**

Education is the building block of every student's future. To ensure all students have the opportunity to succeed, Oregon has adopted world-class academic standards in English/language arts, mathematics, science, social studies, the arts, health education, physical education and second languages. The academic content standards clearly outline what students should know and be able to do in each subject, at each grade level. Oregon's teachers are dedicated to helping all students meet these expectations.

Moreover, these standards are the cornerstone of the state's plan for improving student achievement. They provide a comprehensive blueprint for what we must do to support students every step of the way – from their earliest years through post-high school education. To be competitive in today's economy and to earn enough to support a family, all students need to continue their education beyond high school, whether at a two- or four-year college, in an apprenticeship program, or in the military.

How can you help your student meet these challenges? Learning occurs many places, not only in the classroom. Students spend far more time at home than they do in school. How they spend their time can make a real difference. Nothing will have a bigger impact on your student's success than your involvement in his or her education.

On the next page is a list of 12 things you can do to help ensure your child has the best education possible – from preschool to post-high school opportunities. We hope you will use this guide as a tool to help your child succeed today and in the future.

Sincerely,

A handwritten signature in black ink, appearing to read "Susan Castillo". The signature is fluid and cursive, with the first name "Susan" written in a larger, more prominent script than the last name "Castillo".

Susan Castillo  
Superintendent of Public Instruction

## Twelve things parents can do to help students succeed

- 1. Promote education beyond high school.** Make sure your child knows you expect him or her to continue learning after high school – it's never too early to start raising these expectations. To keep our families, communities, and economy strong, all students need to keep learning.
- 2. Build relationships with your child's teachers.** Find out what each teacher expects of your child. Learn how you can help your child prepare to meet these expectations.
- 3. Read to your child.** Reading is the foundation for all learning and is one of the most important contributions you can make to your child's education. Read to your young child, encourage your older child to read to you, or spend time together as a family reading. All this helps your child develop strong reading habits and skills from the beginning and reinforces these habits and skills as your child grows.
- 4. Practice writing at home.** Letters, journal entries, e-mail messages, and grocery lists are all writing opportunities. Show that writing is an effective form of communication and that you write for a variety of purposes.
- 5. Make math part of everyday life.** Paying bills, cooking, gardening, and even playing games are all good ways to help your child understand and use mathematics skills. Show that there may be many ways to get to the right answer and encourage your child to explain his or her method.
- 6. Ask your child to explain his or her thinking.** Ask lots of "why" questions. Children should be able to explain their reasoning, how they came up with their answer, and why they chose one answer over another.
- 7. Expect that homework will be done.** Keep track of your child's homework assignments and regularly look at his or her completed work. Some teachers give parents a number to call for a recorded message of that day's homework; others put the assignments on the Internet. If your school doesn't offer these features, talk to the teacher about how you can get this important information. Even if there aren't specific assignments, stay informed about what your child is working on so that you can help at home.
- 8. Use the community as a classroom.** Feed your child's curiosity about the world 365 days a year. Use the library to learn more about the history of your town. A visit to a farmer's market can help your child picture our state's rich agricultural tradition. Take your young child to zoos and parks and your older child to museums and workplaces to show how learning connects to the real world.
- 9. Encourage group study.** Open your home to your child's friends for informal study sessions. Promote outside formal study groups through church, school organizations, or other groups. Study groups will be especially important as your child becomes older and more independent. The study habits your child learns now will carry over into college and beyond.
- 10. Spend time at school.** The best way to know what goes on in your child's school is to spend time there. If you're a working parent, this isn't easy, and you may not be able to do it very often. Even so, "once in awhile" is better than "never."
- 11. Start a college savings plan as soon as possible.** Investigate Oregon's College Savings Plan and other investment vehicles and contribute as much as you can.

**12. Promote high standards for all.** To ensure the academic success of our children, everyone must work toward the same goal. Discuss academic expectations with parents and other people in your community. Use your school and employee newsletters, athletic associations, booster clubs, a PTA or PTO meeting, or just a casual conversation to explain why academic standards are important and what they mean to you and your family. Share your tips for helping your own son or daughter succeed in school and encourage others to share their suggestions as well.

**Remember:** You are the most important influence on your child. Oregon's academic standards give you important tools to ensure your child gets the best education possible and is well prepared for the future.



## Measuring Student Learning

Children develop at different rates. Some take longer and need more help to learn certain skills.

Assessments at the state level provide a measure of school accountability – assisting schools in their efforts to align curriculum and instruction with the state’s academic standards and reporting progress to parents and the public.

Assessments at the classroom level help teachers and parents understand how students are progressing and assist in identifying academic areas where students may need additional attention.

The Oregon Assessment of Knowledge and Skills (OAKS) consists of three broad areas:

**1. Multiple Choice Tests** present the student with a series of questions or problems. The student responds on an answer sheet and responses are scored by machine. These tests are required in grades 3-8 and high school/CIM for English Language Arts and mathematics and for grades 5, 8, and high school/CIM in science. An optional multiple choice test is also available for Social Sciences in grades 5, 8 and high school/CIM.

**2. State Writing Assessments** require students to give extended written responses to open-ended topics provided by the state in a supervised testing situation. Trained raters at state-run scoring sites judge student work using the state scoring guide. These performance assessments are required for grades 4, 7 and high school/CIM.

**3. Classroom Work Samples** are a series of formal classroom assessments available to Oregon teachers in grades 3 to high school/CIM that allow students to respond to locally provided topics or complex problems. Student work is rated by teachers in their own schools or districts using state scoring guides. Work samples are collected in Writing, Speaking, Mathematics Problem Solving, Scientific Inquiry and Social Science Analysis.

### Who is required to take state assessments?

Third grade is the first time that many students will be taking a statewide assessment. Third grade students take tests in Reading/Literature and Mathematics that are delivered through TESA (Technology Enhanced State Assessment) a computerized adaptive testing system.

The table below lists the statewide assessment schedule, by grade.

#### Required Statewide Testing

	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>10/CIM</b>
<b>Reading/Literature</b>	X	X	X	X	X	X	X
<b>Writing</b>		X			X		X
<b>Mathematics</b>	X	X	X	X	X	X	X
<b>Science</b>			X			X	X
<b>Social Sciences</b> (optional)			X			X	X

## How is student performance measured on these assessments?

Content Standards describe what students in Oregon should learn. How well they learn the content is determined by Achievement Standards. These Achievement Standards, or “cut scores”, identify the score needed to demonstrate solid understanding of the Content Standards. The following table shows the current Achievement Standards in Reading/Literature and Mathematics for grades 3-8 and 10/CIM.

Grade	<u>Reading/Literature</u>		<u>Mathematics</u>		<u>Science</u>	
	Meet	Exceed	Meet	Exceed	Meet	Exceed
3	204	218	205	217	----	----
4	211	223	212	225	----	----
5	218	230	218	229	225	238
6	222	234	221	232	----	----
7	227	239	226	238	----	----
8	231	241	230	241	234	246
10/CIM	236	248	236	246	239	249

The state writing assessment and classroom work samples are scored using state scoring guides. As an assessment tool, scoring guides provide specific criteria to describe a range of possible student responses and a consistent set of guidelines to rate student work. For the state writing assessment, student work is scored by two different raters and their scores combined to create a “composite score.”

Since the scoring guide serves as the primary assessment tool to determine whether students have met the standards through a collection of work samples, teachers are asked to align their classroom assessments carefully to the criteria described on the scoring guide. **Composite scores are not required for classroom work samples.**

For more information on assessments, please visit <http://www.ode.state.or.us/search/results/?id=169>

# Arts

## Benchmark CIM (High School)

CIM-level students create works of art for a variety of purposes, explain their creative process, control the essential elements and organizational principles, and describe how well their expression reflects their intentions. They critique the artistic merit of their own work, and of other works, and explain their preferences based on an analysis of how well the elements and principles of a work contribute to its artistic merit. Students explain the influences on an artist's body of work and describe common and unique characteristics of works of art from different cultures. Students apply the knowledge of how works of art reflect their contexts to their own work, explain the connections between the arts and society, and explain the influence of the arts on individual and cultural behavior and traditions.

## Create, Present, and Perform

**CCG:** Create, present and perform works of art.

CIM (High School)  
AR.CM.CP.01

Select and combine essential elements and organizational principles to achieve a desired effect when creating, presenting and/or performing works of art for a variety of purposes.

**CCG:** Apply the use of ideas, techniques and problem solving to the creative process and analyze the influence that choices have on the result.

CIM (High School)  
AR.CM.CP.02

Explain the choices made in the creative process when combining ideas, techniques, and problem solving to produce one's work, and identify the impact that different choices might have made.

**CCG:** Express ideas, moods and feelings through the arts and evaluate how well a work of art expresses one's intent.

CIM (High School)  
AR.CM.CP.03

Create, present and/or perform a work of art by controlling essential elements and organizational principles and describe how well the work expresses an intended idea, mood or feeling.

**CCG:** Evaluate one's own work, orally and in writing.

CIM (High School)  
AR.CM.CP.04

Critique the artistic merit of one's own work using aesthetic criteria, orally and in writing.

## Aesthetics and Criticism

**CCG:** Apply critical analysis to works of art

CIM (High School)  
AR.CM.AC.01

Use knowledge of essential elements, organizational principles and aesthetic criteria to explain the artistic merit and aesthetic effect of a work of art.

**CCG:** Respond to works of art and give reasons for preferences.

CIM (High School)

AR.CM.AC.02

Explain personal preferences for works of art based on an analysis of how the essential elements and organizational principles contribute to the work's artistic merit.

**CCG:** Understand the interrelationships among art forms.

CIM (High School)

AR.CM.AC.03

Explain the roles of essential elements and organizational principles from various arts disciplines in an integrated work of art and identify how they contribute to the aesthetic effect, overall idea and impact of the work.

## Historical and Cultural Perspectives

**CCG:** Understand how events and conditions influence the arts.

CIM (High School)

AR.CM.HC.01

Explain the influence of events and conditions on an artist's work.

**CCG:** Distinguish works of art from different societies, time periods and cultures.

CIM (High School)

AR.CM.HC.02

Describe and distinguish works of art from different societies, time periods, and cultures, emphasizing their common and unique characteristics.

**CCG:** Understand how the arts can reflect the environment and personal experiences within a society or culture, and apply to one's own work.

CIM (High School)

AR.CM.HC.03

Explain how works of art reflect the artist's personal experience, environment, society and culture and apply this knowledge to one's own work.

**CCG:** Understand the place of the arts within, and their influences on, society.

CIM (High School)

AR.CM.HC.04

Explain the connections among the arts, career opportunities, and quality of life in the context of personal, practical, community and cultural needs.

AR.CM.HC.05

Explain the influence of the arts on human behavior, community life and cultural traditions.