

1. Read and comprehend a variety of text* at different levels of difficulty

**text includes but is not limited to all forms of written material, communications, media, and other representations in words, numbers, and graphics and visual displays using traditional and technological formats*

- Demonstrate the ability to read and understand text.
- Summarize and critically analyze keys points of text, events, issues, phenomena or problems, distinguishing factual from non-factual and literal from inferential elements.
- Follow instructions from informational or technical text to perform a task, answer questions, and solve problems.

2. Write clearly and accurately

- Adapt writing to different audiences, purposes, and contexts in a variety of formats and media, using appropriate technology.
- Develop organized, well-reasoned, supported, and focused arguments.
- Write to explain, summarize, and inform, including business, professional, technical, and personal communications.
- Use appropriate conventions to write clearly and coherently, including correct use of grammar, punctuation, capitalization, spelling, sentence construction, and formatting.

3. Listen actively and speak clearly and coherently

- Listen actively to understand verbal and non-verbal communication.
- Give and follow spoken instructions to perform a task, ask and answer questions, and solve problems.
- Use appropriate language and non-verbal techniques to present or discuss ideas clearly, effectively, and coherently.
- Use language appropriate to particular audiences and contexts.

4. Apply mathematics in a variety of settings

- Interpret a situation and apply workable mathematical concepts and strategies, using appropriate technologies where applicable.
- Produce evidence, such as graphs, data, or mathematical models, to obtain and verify a solution.
- Communicate and defend the verified process and solution, using pictures, symbols, models, narrative or other methods.

5. Think critically and analytically across disciplines

- Identify and explain the key elements of a complex event, text*, issue, problem or phenomenon.
- Develop a method to explore the interdependency of the key elements of a complex event, text*, issue, problem or phenomenon.
- Gather, question and evaluate the quality of information from multiple primary and secondary sources.
- Propose defensible conclusions that address multiple and diverse perspectives.
- Evaluate the strength of conclusions, differentiating reasoning based on facts from reasoning based on opinions.

6. Use technology to learn, live, and work

- Use creativity and innovation to generate ideas, products, or processes using current technology.
- Use technology to participate in a broader community through networking, collaboration and learning.
- Recognize and practice legal and responsible behavior in the use and access of information and technology.
- Use technology as a tool to access, research, manage, integrate, and communicate ideas and information.

**It is essential for technology to be infused across all curricular areas and all essential skills*

7. Demonstrate civic and community engagement

- Demonstrate civic virtues such as concern for the rights and welfare of all people, social responsibility, tolerance and respect, and belief in the capacity to make a positive difference.

- Apply knowledge of (local, state and national) history and government processes to current social and political issues.
- Demonstrate an understanding and awareness of public and community issues through research, critical thinking and dialogue among people with different perspectives.
- Participate in their communities through service with organizations or groups working to address an array of cultural, social, environmental or political interests and beliefs.
- Apply the skills, knowledge and commitment needed for political action to accomplish public purposes, such as voting, monitoring government policies and actions, redress of grievances, consensus building, valuing compromise, petitioning and voicing opinions.

8. Demonstrate global literacy

- Evaluate local, state, national or international issues (such as global power, resources and opportunity distribution, world history, and physical geography and economic, political, environmental and cultural systems) in the context of globalization and interdependence among nations.
- Demonstrate understanding of diverse cultural, linguistic and artistic expressions to open opportunities for understanding, future jobs, and collaboration within a global community.
- Apply multiple socioeconomic and cultural perspectives in order to learn from and work collaboratively with diverse cultures, religions, and ways of life in a spirit of mutual respect.

Proposal: Merge the overlapping Career-Related Learning Standards (CRLS) and add the following as an Essential Skill:

9. Demonstrate personal management and teamwork skills

Learn and contribute productively as an individual and as a member of a group.

- Participate productively in collaborative work teams to solve problems and perform tasks.
- Identify tasks that need to be done and initiate action to complete the tasks.
- Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality.
- Exhibit appropriate work ethic and behaviors.

Essential Skills in HS Diploma: Questions for Faculty

- **New HS diploma will require**
 1. More courses: English, Math, Science
 2. Mastery of Essential Skills
- **Faculty input sought:**
 1. How should each Essential skill be assessed?
 2. Should results be used for more than HS graduation? (e.g. automatic college/university admission, scholarships, placement in some courses)
- **For each of the Essential Skills, which of the following kinds of assessments do you think should be used?**
 1. SAT, ACT or other national test
 2. Statewide test, scored by third party
 3. Work samples (portfolios) scored by local teachers or schools

Please respond with your thoughts to any of the following:

Karen Sprague (kus@uoregon.edu)

Bob Turner (Bob_Turner@ous.edu)

Connie Green (Connie.Green@state.or.us)