• New Standards, New Tests, New Results
  • Smarter Balanced assessments measure the full range of the Common Core State Standards. They are designed to let teachers and parents know whether students are on track to be college- and career-ready by the time they graduate.

• *CSU EAP was the national model
Use of Scores

- Nearly 200 colleges and universities in 6 states (CA, DE, HI, OR, SD, and WA) have agreed to begin using Smarter Balanced test scores to determine student readiness for entry-level, transferable, credit-bearing courses.
- Nevada adopted a policy to accept Smarter Balanced test scores even though they do not administer the assessments.
Policy Framework for Grade 11 Assessment Results

**Level 1**
- Not Yet Content-Ready - Substantial Support Needed
- K-12 & higher education may offer interventions

**Level 2**
- Not Yet Content-Ready – Support Needed
- Transition courses or other supports for Grade 12, retesting option for states

**Level 3**
- Conditionally Content-Ready/Exempt from Developmental
- In each state, K-12 and higher ed jointly develop Grade 12 requirements for students to earn exemption

**Level 4**
- Content-Ready/Exempt from Developmental
- K-12 and higher education may jointly set Grade 12 requirements to retain exemption (optional for states)

Note: Applies only to students who matriculate directly from high school to college.
What’s Changed?

• Instead of multiple tests, with differing performance standards, all public schools in consortium states use the same test, content standards (Common Core) and performance standards.

• Grade 11 performance standards are pegged to college readiness, with standards for earlier grades mapped to Grade 11.****

• Students must meet specified Grade 12 requirement to maintain or earn an exemption from developmental courses.

• Students, parents and teachers know where the academic “goal line” is and students can address deficiencies in high school.

• Working together, K-12 and higher education can develop appropriate grade 12 experiences for students at differing achievement levels.

• Colleges can target students for special programs based on Grade 8 scores (or earlier).****
What Hasn’t Changed?

• High school exit: States may choose to use the Smarter Balanced assessment—with a lower performance standard—for high school exit, but no states currently plan to use the college content-readiness standard for this purpose.
  • CA has suspended CAHSEE

• Admission: Colleges will continue to admit students according to their current standards and practices – the college content-readiness policy applies only to admitted students.

• Placement: While honoring the exemption from developmental courses for students who have earned it, colleges may use tests (and/or other means) to determine appropriate course placement.

• STEM: Colleges will need to assess additional evidence for students seeking to enter more advanced mathematics courses.
• California - CAASPP
  • New test system: California Assessment for Student Performance and Progress.
    • Replaces STAR system.
  • CAASPP incorporates the Smarter Balanced assessments.
  • Smarter Balanced incorporates college readiness: EAP.
• California Transition

• EAP was part of the CSTs.
• Spring 2014 was last year of EAP using CSTs.
• EAP continues to exist under the CAASPP system.
Operationalizing EAP/CAASPP

• Spring 2015 Implementation of CAASPP
  • CAASPP assessed students in English and mathematics: grades 3-8 and 11.
  • CAASPP provides an early assessment of college content readiness by the end of the junior year.
  • The CSU will use the CAASPP college readiness assessment as EAP results in English and math.
• Participating community colleges continue to vary in their use.
Achievement Standards

• CAASPP uses the term *Achievement Standards*.

• CAASPP Achievement Standards are the EAP statuses.

• EAP Statuses are:
  • Ready
  • Conditionally Ready
  • Not yet demonstrating readiness
  • Not demonstrating readiness
Achievement Standards

- Achievement Standards interpreted to EAP*:
  - Standard Exceeded - Ready
  - Standard Met – Conditionally Ready
  - Standard Nearly Met - Not Yet Demonstrating Readiness
  - Standard Not Met – Not Demonstrating Readiness

*Note: the four levels equate to the original Achievement Level Descriptors.
CAASPP Student Score Report

EAP results on back of report

Students must determine what they earned based on their CAASPP math and English results

This report is only for 2015

Grade 11 – Early Assessment Program Status

The California State University (CSU) and participating California Community Colleges (CCCs) will use the English language arts/literacy and mathematics assessments of the CAASPP System to determine Martin’s 2015 EAP status, which will provide an indicator of Martin’s predicted readiness to take college-level English and mathematics courses when Martin begins college.

The CAASPP overall score for English language arts/literacy and mathematics on the front of this report may be used to provide an early indicator of Martin’s readiness for college-level coursework, as described below.

<table>
<thead>
<tr>
<th>Standard Exceeded:</th>
<th>Ready for English and/or mathematics college-level coursework.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Met:</td>
<td>Conditionally Ready for English and/or mathematics college-level coursework.</td>
</tr>
<tr>
<td>Standard Nearly Met:</td>
<td>Not yet demonstrating readiness for English and/or mathematics college-level coursework.</td>
</tr>
<tr>
<td>Standard Not Met:</td>
<td>Not demonstrating readiness for English and/or mathematics college-level coursework.</td>
</tr>
</tbody>
</table>

Review the information at http://CSUSuccess.org/ to see how this information can help avoid the need for additional testing upon entering a CSU or CCC.
Understanding the Standards

• Standard Exceeded – Ready for English/math college-level coursework
  • Exempt from taking CSU’s English and/or math placement exams.
  • May enroll directly in college credit bearing courses.
  • CSU’s Early Start Program not required.
• **Standard Nearly Met** - Not yet demonstrating readiness

• **Standard Not Met** – Not demonstrating readiness
  - Must take CSU’s English and/or math placement tests.
  - Likely required to participate in CSU’s Early Start*. 

*CSU* stands for California State University.
Understanding the Standards

- Standard Met – Conditionally Ready for English/math college-level coursework
  - Exempt from taking CSU’s English and/or math placement exams
  - Must participate in CSU’s Early Start Program, unless
    - Student participated in an approved senior year course and earned a grade of C or higher, or met the condition through another pathway. If so, then,
    - Student may enroll directly in college credit bearing courses.
      - Determined by the destination campus.
Approved Courses

- CSU will use approved English and math courses to meet the EAP conditional status
  - English: ERWC, AP, Honors, IB
  - Math: courses with Alg. II as a pre-requisite
- Common Core Math
  - CSU will use adopted common core math sequences
  - Courses above the Math III will qualify
- Courses must have been adopted through the UC Course Management Portal process (formerly UC Doorways).
Reporting

• Preliminary aggregate results become available to school districts 2-4 weeks after district test window is complete.
• Students receive paper results no later than August.
• Students must release results to the CSU and participating community college.
  • Release question is asked at the end of the Computer Adaptive Test (CAT).
Computer Adaptive Test (CAT)  
Release Language

Early Assessment of Readiness for College English

The CAASPP results will assist the California State University (CSU) system or the California Community Colleges (CCC) system in providing you an early assessment of your readiness for college-level English. This early assessment will help you to earn an exemption from the CSU and participating CCC English placement tests that are required for entering freshmen. Your results are not required or used to be admitted to a CSU or CCC campus.

Your CAASPP results will be provided to the institutions for which you have applied by marking the release circle. If you mark the “Do Not Release” circle, you will be required to submit the results at a later date if requested.

Release Authorization

By filling in the bubble below, I acknowledge that I am voluntarily releasing the results of my English/Mathematics college readiness assessment to be shared with appropriate officials at the California State University (CSU) and California Community Colleges (CCC).

Release  ○  Do Not Release  ○
Reporting

• If student does not release results, they must provide to the campus upon request.

• Student has ability to look-up results online.

• EAP, admission, and testing personnel have the ability to look up results and provide to the campus – via the EPT/ELM look-up system.

• Duplicate reports will be available through ETS for free up to one year after graduation.
  • Beyond that year, students will be charged $25
Website

- CSU has updated
  - English/math Success sites
  - Early Start page
- CSU in the process of updating
  - Calstate.edu
  - FAQ
  - Collateral material
- CDE is developing new aggregate site
  - Will be able to look-up and compare as before.
Resources

- Smarter Balanced Assessment Consortia
  - http://www.smarterbalanced.org/higher-education/
- CDE: Communications Toolkit
- Higher Ed for Higher Standards Toolkit
  - http://higheredforhigherstandards.org/proficient-means-prepared/
- Key Messages
Additional Pathway

- Anticipating fewer students demonstrating readiness due to the change in the structure of the assessment, and an 
- Increase in the number of students needing remediation and who may need to take placement tests, 
- CSU wants to ensure all students receive a fair assessment of their college readiness status.
Additional Pathway

• CSU currently has a *Determination of Competence in English and Mathematics* policy that uses SAT/ACT scores.

• CSU will use SAT/ACT results to indicate a conditional college-ready status in English and mathematics.

• Encourage students to take SAT/ACT in the junior year.

• This allows for students to be placed in appropriate senior year English and/or mathematics courses.
# Additional Pathway Using SAT/ACT Sub-Scores for EAP Conditional Status

<table>
<thead>
<tr>
<th>Test</th>
<th>Existing CSU Readiness Cut Score</th>
<th>New CSU Conditionally Ready Cut Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Exempt from ELM/EPT)</td>
<td>(Conditionally Exempt from ELM/EPT)</td>
</tr>
<tr>
<td>SAT Math</td>
<td>550</td>
<td>490</td>
</tr>
<tr>
<td>SAT Reading</td>
<td>500</td>
<td>460</td>
</tr>
<tr>
<td>ACT Math</td>
<td>23</td>
<td>20</td>
</tr>
<tr>
<td>ACT English</td>
<td>22</td>
<td>19</td>
</tr>
</tbody>
</table>

CSU recommends students take SAT/ACT tests by the end of the junior year.
Thank you!