

**Washington Core to College System Policy Work Group:
Draft Recommendations for Higher Education Use of Smarter Balanced 11th Grade Assessment**

SBAC Score Level	Math	English	Additional Comments
For students scoring at level 4 on the 11 th grade assessment...	<ul style="list-style-type: none"> ➤ Fully exempt from remediation ➤ Placement into any entry college-level math course (including pre-calculus) without additional testing 	<ul style="list-style-type: none"> ➤ Fully exempt from remediation ➤ Placement into any entry college-level English course (including but not limited to English Composition or its equivalent) without additional testing 	<p>Students are expected and should be advised to take dual credit and other opportunities for earning college credit during their senior year</p>
For students scoring at level 3 on the 11 th grade assessment...	<ul style="list-style-type: none"> ➤ Conditionally exempt from remediation, contingent on successful completion of a post-Algebra II math course in senior year of high school ➤ Placement into liberal arts math or statistics (Math &107, Math &146 or their equivalents) without additional testing ➤ Placement into other math courses contingent on transcript, i.e., math course and grade in senior year 	<ul style="list-style-type: none"> ➤ Fully exempt from remediation ➤ Placement into any entry college-level English course (including but not limited to English Composition or its equivalent) without additional testing 	<ul style="list-style-type: none"> ➤ Students are encouraged to consider appropriate advanced courses leading to college credit while in high school ➤ Would like to see a more detailed analysis of Smarter Balanced threshold achievement level descriptors, especially in math
For students scoring at level 2 (below "college-ready") on the 11 th grade assessment...	<ul style="list-style-type: none"> ➤ Conditionally exempt from remediation, contingent on successful completion of math course in senior year (Algebra II or higher) or math college readiness transition course; and end-of-course assessment ➤ Placement to be determined based on design of transition course and assessment 	<ul style="list-style-type: none"> ➤ Conditionally exempt from remediation, contingent on successful completion of English course in senior year or college-readiness transition course; and end-of-course assessment ➤ Placement to be determined based on design of transition course and assessment (additional measures to be considered: self-directed placement, writing samples, reading scores on placement tests) 	<ul style="list-style-type: none"> ➤ If district retests students and student earns a 3 then he/she follows the level 3 rubric ➤ Transition courses to be designed through partnership between higher education and school districts ➤ Scaling transcript-based placement critical to success of this approach ➤ Overall high school GPA might be considered as another possible measure

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Additional Questions for Consideration	Recommendation and/or Suggestions for Next Steps
<p>1. How long will the scores be valid?</p>	<p>MATH: One year, i.e., scores will be considered valid only for students who matriculate directly from high school to college.</p>
<p>2. How can we use the 11th grade assessment for Running Start and other dual credit programs for high school students?</p>	<p>ENGLISH: Three years [pending some research into literature on deterioration of literacy skills over time]</p> <ul style="list-style-type: none"> ➤ Unless at some point students are able to make the assessment as sophomores, the current 11th grade Smarter Balanced assessment comes too late for most Running Start students, who enter the program at the beginning of their junior year. ➤ For students who do begin Running Start as seniors, the Smarter Balanced assessment can serve a similar role to what it offers for students entering college after high school (see above) ➤ As with alternative placement measures at most colleges, students would be entitled to the highest placement option available if there were a discrepancy between the initial placement test results and the Smarter Balanced placement. ➤ Need to consult with and get feedback from the statewide council of dual credit program coordinators.
<p>3. How, if at all, will we use the 11th grade assessment as a consideration in the admissions process for baccalaureate institutions?</p>	<ul style="list-style-type: none"> ➤ Currently there appears to be insufficient levels of differentiation needed in an admissions test, so the assessment could not be used formally in the admissions decision-making process for entering students. ➤ There was general agreement that baccalaureate institutions would like to support the implementation of the Common Core and encourage students to achieve these higher standards; there was also agreement that the more information institutions have on students in terms of their overall academic performance and general profile, the better. Thus, we need to draft language that conveys that support and indicates that Smarter Balanced assessment scores can be useful additional sources of information without suggesting they will be factored formally into admissions decisions. ➤ What would be involved in modifying the WSAC language related to the Minimum Admissions Standards to include a reference to the Smarter Balanced assessment scores as another possible source of information for students to share with baccalaureate institutions? ➤ There was some agreement among the K-12 representatives that some kind of reference to the Smarter Balanced score in the admissions process could be helpful but that the clear and direct link to placement, especially if well- and broadly-advised, would be a very important incentive for many students.