

EARLY ASSESSMENT PROGRAM (EAP)

Frequently Asked Questions

The information below is intended to assist the educational community in understanding the Early Assessment Program, and may change from time to time.

Q What is the Early Assessment Program?

A The Early Assessment Program (EAP) is an academic preparation program developed by the California Department of Education (CDE), the State Board of Education, and the California State University (CSU).

Q What is the purpose of the EAP?

A

- To align the CSU placement standards with the K-12 standards in English language arts and mathematics.
- Over time, to increase the English and mathematics proficiency of CSU entering freshman students as a result of earlier interventions in high school.
- To help reduce remediation rates of incoming freshmen to the CSU to 10% by 2007.

Q How does it work?

A The EAP is comprised of three components designed to bridge the gap between high school standards and college expectations. The components of EAP are:

• **Early Assessment**

These voluntary assessments in English language arts and mathematics are augmentations to the grade eleven English language arts CST, the Algebra II CST and the Summative High School Mathematics CST.

• **12th Grade Preparation**

Senior year experiences in English language arts and mathematics have been developed to provide additional skills to enter the CSU college-ready.

• **Professional Development**

Professional development activities developed to support 12th grade English and mathematics teachers to help high school students gain greater proficiency in English language arts and mathematics.

Q Why should eleventh grade students participate in the EAP?

A

- Earn exemptions from CSU-required English and mathematics placement tests
- Identify the need for additional preparation for college-level courses
- Adjust senior year coursework to prepare for college-level courses
- Avoid investing time and money in college remediation courses that do not count toward a baccalaureate degree

Q What tests are included in the EAP?

A The EAP College Readiness Assessment in *English Language Arts* and in *Mathematics* are included in the California Standards Test (CST) booklet. Although the CSTs are mandatory, the augmented EAP assessments are voluntary. They each include 15 additional multiple-choice items. A 45-minute essay is included for the English Language Arts portion of the EAP but is found in a separate booklet than the CSTs.

Q How will schools know what is on the EAP test?

A The CSU, in consultation with the California Department of Education, has developed a blueprint of the EAP test items indicating the areas of the standards addressed by the EAP. The items are consistent with the Entry Level Mathematics exam (ELM) and the English Placement Test (EPT). Please see the following online documents for more information on both tests.

Focus on English - <http://www.calstate.edu/eap/documents/ept.pdf>

Focus on Mathematics - <http://www.calstate.edu/eap/documents/fom.pdf>

Q Are the EPT and EAP English Language Arts essay rubrics the same?

A The scoring rubric for the essay is the same for the EAP and the EPT. It is included in the document *Focus on English*, available on the CSU website at <http://www.calstate.edu/eap/documents/ept.pdf>

Q Who may participate in the EAP?

A Eleventh grade students who are considering applying to a CSU campus should talk to their counselors for greater details.

Q How do students participate?

A The assessments are administered each spring at each public high school in California during an established testing window (usually between mid-March and mid-May). Prior to a high school's scheduled CST administration, eleventh-grade students, parents, high school counselors, teachers and administrators will receive written information about the program and instructions for participation.

Q When will the EAP essay be administered?

A Schools will schedule a separate session to administer the essay portion of the Early Assessment of Readiness for College English. Students should check with counselors regarding the essay schedule.

Q When are EAP test results returned?

A EAP results will arrive in districts in mid-August. They will be shipped to the District Assessment Coordinator who will then deliver them to the high schools.

Q What information will districts, schools and students receive from the EAP test?

A District Assessment Coordinators will receive an electronic file containing the following materials:

- EAP Data File – one CD-ROM containing student results
- EAP Data File layout – description of the fields included on the data file

- EAP District Reports (in green folder) – one copy of the district report. There is a district report for each subject area tested.
- EAP Student Record – one copy of the EAP individual student report. This report is to be distributed to each student. In order for a student to receive a report, the student must have completed the augmentation of 15 additional multiple-choice items on the Algebra II or Summative High School Mathematics CSTs and/or the English Language Arts CSTs examinations (and the 45-minute essay required for the English Language Arts EAP).

Q *What will be included in the students' results?*

A Students will receive a one-page report describing the 'designation' they have received. The designations are based on selected items from the CSTs, in addition to the EAP questions. The following designations will indicate whether students are ready for college-level work or need additional preparation.

For EAP English Language Arts and Mathematics

- *Exempt*: Students meet CSU placement standards for entry-level baccalaureate coursework. They are exempt from CSU required EPT (English Placement Test) and/or ELM (Entry-Level Mathematics) if they apply to a CSU and are admitted.
- *Non-Exempt*: Students are **not ready** for college-level coursework and are encouraged to enroll in a senior year activity to increase their English writing and/or mathematics skills in preparation for the EPT/ELM exams if they apply to a CSU and are admitted.
- *Incomplete*: Students are **not ready** for college-level coursework because the essay and/or multiple-choice items were incomplete. They are encouraged to enroll in a senior year activity to increase their English writing and/or mathematical skills in preparation for the EPT/ELM exams if they apply to a CSU and are admitted.

For Mathematics Only

- *Conditionally Exempt* – Students are considered **ready at that moment in time; however**, since many high school seniors do not take a math course in their senior year, their skills and knowledge are likely to deteriorate. As a result, students receiving this designation will be encouraged to maintain their college-level proficiency in mathematics by participating in an approved senior year experience. Students who successfully participate in an approved senior year experience are exempt from the requirement to take CSU's ELM test and will be eligible to enroll in baccalaureate-level mathematics courses if they apply to a CSU and are admitted.

Q *What about students taking integrated mathematics 3?*

A The optional multiple-choice items are not included in the Integrated Mathematics 3 CST test booklet. Students taking integrated mathematics 3 courses may not participate in the EAP at this time.

Q What approved senior year experiences may students complete if they receive ‘conditionally exempt’ status in mathematics?

- A** The following are approved senior year experiences for students who receive conditionally exempt status in mathematics.
- Successfully completing with a grade of C or better a math course that requires Algebra II as a prerequisite
 - Successfully completing with a grade of C or better a statistics course that has Algebra II as a prerequisite and is on the *a-g list* of approved courses
 - Successfully completing with a grade of C or better an honors or AP physics course that has Algebra II as a prerequisite and is on the *a-g list* of approved courses
 - Successfully completing with a grade of C or better a math course developed by the high school with the approval of the CSU Mathematics Faculty Validation Committee (e.g., courses such as modeling or finite mathematics). Note: the CSU Mathematics Faculty Validation Committee need not approve secondary school courses that are included in the UC *a-g list* and have a pre-requisite of Algebra II completion
 - Successfully completing with a grade of C or better Algebra II for a second time with the approval of the high school
 - Successfully completing a monitored, interactive, or multimedia individualized program (e.g., ALEKS, PLATO, Academic Systems) with approval of the CSU Mathematics Faculty Validation Committee
 - Successfully completing with a grade of C or better a community college mathematics course that satisfies the CSU general education requirement in Quantitative Reasoning

Q Can conditionally exempt students meet their senior year mathematics experience (SYME) via a course taken in the 11th grade?

A No. A SYME must be completed during the senior year or the summer following graduation.

Q What if a student receives a ‘conditionally exempt’ designation but does not do any additional coursework?

A If the student is not exempt on the basis of SAT, ACT or AP scores, the student will have to take and pass the ELM. If the student does not pass the ELM, he/she will be required to take remedial coursework at the CSU or a community college.

Q What senior year intervention services will be available for students who receive a non-exempt or an incomplete designation?

A For eleventh-grade students who do not receive an ‘exempt’ designation on the EAP, the senior year may be used to develop the knowledge and skills required for college-level courses. CSU faculty are working with K-12 to develop focused academic work to assist students in preparing for college and improving their skills and knowledge to levels that will enable them to pass the EPT and ELM, and enter CSU prepared for college-level courses.

Q Who will work with high school seniors to help them prepare to pass the ELM and EPT?

A Typically, the students’ high schools will do this. However, some schools may collaborate with community colleges in this effort.

Q How would teachers have time to provide interventions for non-exempt students before the November 30 CSU application deadline?

A An *exempt* or *non-exempt* status does not affect the students' applications to CSU. Documentation of intervention activities the students complete during their senior year may be provided to CSU after the students are admitted, and before the start of their freshman year.

Q Are there special factors and activities that high school counselors should consider?

A Counselors should encourage students who take the EAP test in English and/or mathematics to maintain their proficiency in English and mathematics at the college-level during their senior year of high school by enrolling in and passing English and mathematics courses, by using approved on-line tutorials in English and mathematics, and by using tutors as appropriate.

Q What are the timelines for the release of supplemental curricular resources to schools?

A *For English Language Arts*, the CSU Expository Reading and Writing Task Force, comprised of members of the CSU as well as K-12 English faculty and curriculum specialists, has developed a 12th Grade Expository Reading and Writing Course that high schools may pilot and adopt. The course includes a series of assignments based primarily on non-fiction texts. The course is designed to prepare students for college level English and it is aligned with the California English language arts Content Standards. The course assignments emphasize the in-depth study of expository, analytical, and argumentative reading and writing. CSU campuses and county offices of education across the state are co-sponsoring workshops for teachers who would like to teach the course modules to their students. All interested 11th and 12th grade English teachers are encouraged to participate in this exciting program. AVID teachers are encouraged to participate also. Please refer to this website for additional information:
<http://www.calstate.edu/eap/englishcourse/>

For Mathematics, during the last year, a group of mathematics and mathematics education faculty, county office of education mathematics and professional development specialists, and teachers worked together to develop a two-day workshop for high school mathematics teachers designed to increase college readiness for California's high school students. As with the English component of EAP, the CSU is working with the County Superintendent's 11 regions to deliver this professional development to high school mathematics teachers statewide in 2005-2006.

Q Do schools need approval for senior classes that address needs identified by the EAP test? If so, what is the process for approval?

A High schools do not need to seek approval for senior classes that are approved *a-g* English and mathematics courses. However, other math courses (e.g., modeling or finite mathematics) and monitored, interactive, or multimedia-individualized programs (e.g., ALEKS, PLATO, Academic Systems) require the approval of the CSU Mathematics Faculty Validation Committee. Requests for approval of courses and other activities that require approval of the CSU Mathematics Faculty Validation Committee may be submitted to Mr. Allison Jones, Assistant Vice Chancellor, Office of the Chancellor, The California State University, 401 Golden Shore, Long Beach, CA 90802.

Q What are the specific CSU exemption alternatives for proficiency in addition to the EAP tests?

A Students are exempted from taking CSU's English and mathematics placement exams if they present proof of one of the following:

English Proficiency

- A score of 550 or above on the verbal section of the SAT I
- A score of 680 or above on the SAT II: Writing Test
- A score of 24 or above on the ACT English Test
- A score of 3, 4, or 5 on either the Language and Composition or Literature and Composition examination of the Advanced Placement Program
- Completion and transfer to the CSU of a college course that satisfies the requirement in English Composition, with a grade of C or better

Mathematics Proficiency

- A score of 550 or above on the mathematics section of the SAT I
- A score of 550 or above on Level IC or IIC of the SAT II: Mathematics Test
- A score of 23 or above on the ACT Mathematics Test
- A score of 3, 4, or 5 on the Advanced Placement Calculus AB or Calculus BC examination
- A score of 3, 4, or 5 on the Advanced Placement Statistics examination
- Completion and transfer to the CSU of a college course that satisfies the requirement in Quantitative Reasoning, with a grade of C or better

Q Since the EAP tests in English and mathematics are not diagnostic and will not provide information about students' strengths and weaknesses, are there additional tools available for teachers and students that might identify areas requiring additional preparation?

A There is one diagnostic assessment available. **The Mathematics Diagnostic Testing Project (MDTP)** is a statewide program that develops, distributes, scores, and reports the results of tests that measure student readiness for mathematics courses in grades 9 through 12. The project enhances opportunities for California students to learn mathematics by providing them and their teachers with indications of how well students have mastered the material and what they need to know in order to continue their study of mathematics. Information about the MDTP is available at <http://mdtp.ucsd.edu/>. **Note: CSU's Diagnostic Writing Service (DWS) was recently discontinued due to budget reductions.**

Q How can parents/guardians obtain other information about the EAP?

A Parents/guardians may obtain information about the EAP by contacting their student's high school counseling/guidance office during regular school hours.

Q Are there any other online resources that provide additional EAP information?

A Yes! Please link to the following sites:

www.calstate.edu/eap

www.csumathsuccess.org

www.csuenglishsuccess.org