



THE **EARLY ASSESSMENT PROGRAM** HANDBOOK FOR SCHOOL SITE LEADERS

2008

THE EARLY ASSESSMENT PROGRAM HANDBOOK FOR SCHOOL SITE LEADERS

Table of Contents

| | |
|---|-----------|
| SECTION 1 THE EARLY ASSESSMENT PROGRAM | 1 |
| 1.1 The Early Assessment Program | 1 |
| 1.2 The Benefits of EAP | 1 |
| 1.3 EAP and 11th Grade STAR Testing | 1 |
| 1.4 EAP Test Administration | 2 |
| 1.5 EAP and STAR Score Reports | 2 |
| SECTION 2 COMMUNICATING AND UTILIZING EAP RESULTS | 3 |
| 2.1 Communicating EAP Results to Students and Families | 3 |
| 2.2 Utilizing EAP Scores for 12th Grade Placement | 3 |
| 2.3 Checklist: Communicating About EAP and Utilizing Test Results | 4 |
| SECTION 3 EAP HIGH SCHOOL ENGLISH OPTIONS | 5 |
| 3.1 The Expository Reading and Writing Course | 5 |
| 3.2 Steps in Adopting the Expository Reading and Writing Course | 5 |
| 3.3 Additional English Options for Students | 6 |
| 3.4 Additional English Resources for Students | 6 |
| 3.5 Checklist: EAP High School English Options | 6 |
| SECTION 4 EAP HIGH SCHOOL MATHEMATICS OPTIONS | 7 |
| 4.1 EAP Assessment of College Readiness in Mathematics | 7 |
| 4.2 Courses for Achieving College Readiness in Mathematics | 7 |
| 4.3 Additional Mathematics Options for Students | 8 |
| 4.4 Additional Mathematics Resources for Students | 8 |
| 4.5 Checklist: EAP High School Mathematics Options | 8 |
| SECTION 5 EAP TEACHER PROFESSIONAL DEVELOPMENT | 9 |
| 5.1 Planning for EAP Professional Development for Teachers | 9 |
| 5.2 Taking Advantage of EAP Professional Development in English | 9 |
| 5.3 Taking Advantage of EAP Professional Development in Mathematics | 9 |
| 5.4 Checklist: Planning for EAP Teacher Professional Development | 10 |
| SECTION 6 USING RESOURCES PROVIDING EAP ASSISTANCE | 11 |
| 6.1 Collaborating with the Nearby CSU Campus in the EAP | 11 |
| 6.2 Web Resources Providing EAP Assistance to Schools | 11 |
| 6.3 Web Resources Providing EAP Assistance to Students | 11 |
| 6.4 Checklist: Resources Providing EAP Assistance | 12 |
| APPENDIX A: Sample School Site EAP Timeline | 13 |
| APPENDIX B: Web Resources Providing EAP Support | 14 |

Note: The Handbook is available on the Web at www.calstate.edu/eap.

SECTION 1 THE EARLY ASSESSMENT PROGRAM

1.1 The Early Assessment Program

The Early Assessment Program (EAP) is a collaborative effort between the California State University (CSU), the California Department of Education (CDE), and the State Board of Education (SBE). The goal of this unprecedented partnership is to ensure that high school students are on track to meet college entry-level standards in English and mathematics.

The EAP enables students to learn about their readiness for college-level English and mathematics after their junior year of high school and provides them with opportunities to improve

their skills during their senior year. It includes four main components:

- 11th grade testing in conjunction with STAR testing
- Supplemental high school preparation in 12th grade
- Teacher professional development
- Communication with students, parents, families, and school personnel

1.2 The Benefits of EAP

The EAP is designed to help teachers, counselors, students, and parents ensure that California's high school graduates demonstrate college and workforce readiness. The EAP program:

- Provides an early signal—It tells students, families, and high schools whether the students are prepared for college-level work in English and mathematics.
- Alerts students about needed actions—It informs them about what they can do to achieve readiness in English and mathematics before leaving high school.

- Encourages interventions—It motivates students to take needed steps in 12th grade to achieve college readiness and helps schools provide opportunities for college readiness.
- Enables exemptions—It allows students to earn an exemption from CSU English and/or mathematics placement tests.

More information about the EAP and its benefits is available at www.calstate.edu/eap.

1.3 EAP and 11th Grade STAR Testing

Eleventh graders should participate in the EAP as part of 11th grade Standardized Testing and Reporting (STAR) testing when they take the California Standards Tests (CSTs) in English/Language Arts and in Algebra II or Summative High School Mathematics. In each case, the CST is followed by a set of 15 supplementary multiple-choice items. Students are required

to take these extra test questions to participate in the EAP. In addition, in English, students are required to write an essay based on a short nonfiction passage.

In English, the EAP items focus on critical reading and writing skills with an emphasis on expository reading and writing. The reading

items focus on comprehension and analysis. In the written essay, students explain an author's argument and discuss whether they agree with it, supporting their position with evidence.

In math, the extra EAP items focus on depth of

knowledge. The questions assess the extent to which a student has mastered the skills that are essential for success in college general education mathematics courses.

1.4 EAP Test Administration

Both the CSTs and the additional 15 EAP questions are untimed. The California Department of Education has extended the expected administration time for the English/Language Arts and the Algebra II and Summative High School Mathematics CSTs to allow students time to complete the EAP multiple-choice items.

A testing window of approximately one month in the spring is designated for administration

of the EAP essay as a supplement to the 11th grade CSTs. Students have up to 45 minutes to write their essays.

1.5 EAP and STAR Score Reports

EAP results are provided in a box at the bottom of the student's 11th grade STAR report. The reported EAP status indicates the college readiness of the student. The student's status in English may be:

- Ready for CSU college-level English courses—The student's EAP score met the English Placement Test (EPT) requirement.
- Not yet demonstrating readiness for CSU college-level English courses—The student's EAP score did not meet the EPT requirement so they must find another way to become ready for the CSU.

In mathematics, a student's status may be:

- Ready for CSU college-level mathematics courses—The student's score met the Entry Level Mathematics (ELM) test requirement.
- Ready for CSU college-level mathematics courses—Conditional—The student demonstrated readiness for CSU math at this

point. He/she will need to continue to take math (Algebra II or higher) to be ready for the CSU.

- Not yet demonstrating readiness for CSU college-level mathematics courses—The student's score did not meet the ELM requirement so they must find another way to become ready for the CSU.

More information about the STAR standards tested by the EAP is provided at www.calstate.edu/eap/star_tests.shtml.

SECTION 2 COMMUNICATING AND UTILIZING EAP RESULTS

2.1 Communicating EAP Results to Students and Families

Communicating with students and families about the EAP formally begins with notifying them of the upcoming tests in the winter, before 11th grade STAR testing. At that time, the CSU makes available to all high schools a letter designed to alert families about the forthcoming tests and their importance in CSU placement and remediation. Distribution of the letter to all 11th grade students and parents will ensure that they are aware of the upcoming tests and their significance. The letter can be accessed at www.calstate.edu/eap/letters.shtml.

Notification of EAP status begins in late summer, typically during August. If students filled in the bubble to release the information to the CSU, they may access their scores on a CSU website that protects the privacy of their individual student information. The website is located at www.calstate.edu/eap/results.

Students are able to obtain their status directly online as soon as the reports are available. It is important for teachers and counselors to inform 11th grade students about the results website.

Students will also receive their EAP status on

their STAR reports. Families need to be able to take full advantage of the EAP results. Keys to successful communications with family include:

- Informing parents immediately about students' EAP performance
- Ensuring that parents receive and understand EAP results
- Connecting families with school site and EAP resources to help students who do not demonstrate college readiness improve their status
- Fostering parent and community awareness of EAP in California's diverse communities by providing translations or bilingual assistance with the status reports

More information about communicating with parents and families is available at www.calstate.edu/eap/support_parents.shtml.

2.2 Utilizing EAP Scores for 12th Grade Placement

EAP status can be used in determining 12th grade placements for those students needing support. Students who do not demonstrate college readiness in English and/or mathematics should be placed in courses and supplemental experiences that provide extra instruction.

High schools demonstrating substantial improvements in college readiness among their students have typically used three strategies:

- Early identification of students likely to need assistance based on prior STAR scores; earlier-grade STAR results can be used for 12th grade planning well before EAP scores are available.

- Twelfth grade interventions for students who need additional preparation.
- Expository Reading and Writing Course participation for all students in order to assist them to both achieve and maintain college readiness (see page 5).

SECTION 3 EAP HIGH SCHOOL ENGLISH OPTIONS

The ability to read and write analytically is an essential skill for college success. In most college-level courses, students are asked to engage in critical reading and writing using numerous types of documents. Although students may be prepared in the mechanics of literacy, they often are not prepared to

read and write analytically. Proven high school curriculum and instructional approaches are now available to prepare students to achieve the critical academic literacy skills needed to succeed in college-level courses.

3.1 The Expository Reading and Writing Course

The CSU developed the Expository Reading and Writing Course (ERWC) in collaboration with California high school teachers and administrators. It is fully aligned with California's English/Language Arts Content Standards for 11th and 12th grades.

The Expository Reading and Writing Course:

- Deepens students' critical reading, writing, and thinking skills

- Emphasizes in-depth study of expository, analytical, and argumentative writing
- Prepares students to read and write academic prose effectively and strategically
- Includes an assignment template for improving expository reading and writing across the curriculum

3.2 Steps in Adopting the Expository Reading and Writing Course

The course has been approved by the University of California as meeting the English (subject "b") component of the "a-g" requirements. A school can now easily adopt it as an option for meeting the "b" requirement through the following steps:

- Submitting an application to the California State University
- Identifying a Site Coordinator who oversees course implementation
- Ensuring that at least 75 percent of the implementing English teachers have participated in approved professional development for the course (see page 9)

- Certifying annually that the course is being taught as designed

The CSU contact person for course adoption is Nancy Brynelson, Co-Director, Center for the Advancement of Reading, Office of the Chancellor. She may be contacted at nbrynelson@calstate.edu or 916-278-4581.

3.3 Additional English Options for Students

Students can also get an exemption from the test in one of the following ways:

- SAT I—550 or more on the Critical Reading Section.
- ACT—24 or more on the English Test.
- College Board AP—3 or more on Advanced

Placement Language and Composition or Literature and Composition.

- Community College Course—A grade of C or better in a qualifying English transfer course at a community college meets the EPT requirement.
-

3.4 Additional English Resources for Students

The English Success Website provides resources for students to develop English readiness skills and to prepare for the CSU English Placement Test (EPT). It is found at www.csuenglishsuccess.org.

Additionally, Focus on English, a test prep guide, is available at www.calstate.edu/eap/documents/ept.pdf.

3.5 Checklist: EAP High School English Options

- Discuss reading and writing skills needed for college readiness with whole school faculty, across content areas.
- Ask the English Department to review Expository Reading and Writing Course (ERWC) materials (Professional Development information on page 9).
- Request recommendation on ERWC adoption from the English Department.
- Develop a timeline for adopting ERWC at the site, including professional development.
- Initiate planning for formal ERWC adoption procedures.
- Provide information about English interventions to students and families.
- Provide information to teachers, counselors, parents, and students about the English Success Website.
- Contact your local EAP coordinator for more information or for a presentation on the website.

Notes and Action Steps

SECTION 4 EAP HIGH SCHOOL MATHEMATICS OPTIONS

4.1 EAP Assessment of College Readiness in Mathematics

The EAP assessment of college readiness in mathematics is intended for juniors who have completed Algebra II or higher-level mathematics. Students with the requisite math classes can take an expanded version of the Algebra II or Summative Math Content Standards Tests (CSTs) to assess their college readiness.

Based on their performance, students receive a score indicating that they are:

- Ready for CSU college-level mathematics courses
- Ready for CSU college-level mathematics courses—Conditional
- Not yet demonstrating readiness for CSU college-level mathematics courses (see page 2)

4.2 Courses for Achieving College Readiness in Mathematics

Students who demonstrate college readiness in mathematics on the EAP are exempt from CSU placement testing and remediation.

Students who receive a conditional readiness currently demonstrate the skills necessary to be successful in college-level general education mathematics classes. However, they have not demonstrated the depth of understanding needed to maintain these skills over the next 18 months without mathematical learning experiences that continue to reinforce these skills.

Students who have demonstrated conditional readiness may complete the exemption process by passing a high school math course with an intermediate algebra (Algebra II) prerequisite. Qualifying courses would typically include trigonometry and mathematical analysis, pre-calculus, or honors physics. Passing an advanced placement test such as AP calculus, AP statistics, or AP physics with a score of 3 or higher also fulfills the requirement.

Four other options to achieve exemption from the Entry Level Math (ELM) test are available for students with a conditional readiness score. These are:

- Completing a specially approved high school course for conditionally ready students: www.csumathsuccess.org/hs_course_msw_counselors
- Completing an approved e-learning course for conditionally ready students: www.csumathsuccess.org/elearning
- Earning a grade of C or better in a qualifying CSU general education math course (quantitative reasoning, B-4) at a community college
- Completing Algebra II a second time with a grade of C or higher

4.3 Additional Mathematics Options for Students

Students not yet demonstrating readiness or those with a conditional status can achieve exemption from the placement test by the following:

- SAT—550 or more on the Mathematics Test
- ACT—23 or more on the math portion
- College Board AP—3 or more on Advanced Placement Calculus or Statistics
- Community College Course—Earning a grade of C or better in a qualifying CSU general education math course (quantitative reasoning, B-4) at a community college

4.4 Additional Mathematics Resources for Students

The Math Success Website provides high school students, parents, teachers, and counselors with resources for helping students become ready for college-level work in mathematics and prepare for the CSU ELM test. Information about resources for students and

how to receive approval for mathematics courses is available through the website, which is located at www.csumathsuccess.org. Additionally, Focus on Math, a test prep guide is available at www.calstate.edu/eap/documents/fom.pdf.

4.5 Checklist: EAP High School Math Options

- Encourage students to take advanced math courses that make them eligible to take the EAP in mathematics (Algebra II or above).
- Ask the Mathematics Department to review EAP scores and identify recommendations for mathematics curriculum.
- Request that the Mathematics Department plan for additional 12th grade courses for students with conditional readiness.
- Develop plans to offer EAP e-learning courses in mathematics at the school site.
- Identify ways EAP e-learning resources can be integrated into the overall mathematics curriculum.
- Provide information about math interventions to students and families.
- Provide information to teachers, counselors, parents, and students about the Math Success Website.
- Contact the local CSU EAP Coordinator for a presentation on the math website.

Notes and Action Steps

SECTION 5 EAP TEACHER PROFESSIONAL DEVELOPMENT

5.1 Planning for EAP Professional Development for Teachers

Responding to requests from high school faculty and administrators, the CSU, working with college and high school faculty, has developed professional development programs that equip high school English and math teachers to foster college readiness through their teaching. In English, there are two programs: (a) four-day Expository Reading and Writing Course (ERWC) workshops for English teachers and (b) 80-hour Reading Institutes for Academic Preparation (RIAP) for teachers in all subjects. In math, the EAP program offers a combination of online professional development and a one-day workshop.

Independent evaluations have shown that schools in which more than five teachers have

participated in the English workshops or RIAP programs show marked gains in students' college readiness and 11th grade CST scores. Planning for participation by school site teams in EAP professional development should include best practices such as:

- Providing release time for teams of English and math teachers to participate
- Identifying teachers across subject areas to participate in RIAP
- Structuring opportunities for participants to share learning with others at the school site

5.2 Taking Advantage of EAP Professional Development in English

ERWC and RIAP are offered as professional development opportunities in English. The four-day ERWC workshops are offered by the CSU in collaboration with county offices of education. When possible, schools should include teams of 11th and 12th grade English teachers for participation. Information about enrolling teachers in EAP professional development in English can be obtained from the website at www.calstate.edu/eap/support_hs_teachers.shtml.

Most CSU campuses offer a RIAP that provides a professional development program for teachers across content areas and includes an EAP leadership component for teachers. Since evaluations show large impacts when five or more teachers at a school site participate, schools are encouraged to send multidisciplinary teams. Both options are offered at no charge to teachers or districts. RIAP completers receive an honorarium from the CSU.

5.3 Taking Advantage of EAP Professional Development in Mathematics

The CSU offers EAP Professional Development in Mathematics in a number of formats in collaboration with county offices of education. In these workshops, participants examine student performance on the ELM and analyze student strengths and needs. Teachers learn about approaches for increasing and deepening students' mathematics skills. The workshops now include middle and high school teachers, counselors, site administrators, and others

involved with EAP. Additional online resources for teachers addressing high school mathematics diagnostic and instructional strategies are available on the CSU Math Success Website: www.csumathsuccess.org. Information about enrolling teachers in EAP professional development in math can be obtained from the website: www.calstate.edu/eap/support_hs_teachers.shtml.

5.4 Checklist: Planning for EAP Teacher Professional Development

- Include EAP professional development in the school site and district staff development plan with leadership roles for teachers who have already participated.
- Provide information to English teachers regarding ERWC workshops.
- Recommend a team of two or more English teachers to participate in ERWC workshops.
- Provide information to all teachers regarding RIAP.
- Recommend an interdisciplinary team to participate in RIAP.
- Provide information to math teachers at all grade levels regarding EAP math professional development workshops.
- Recommend a team of two or more math teachers to participate in EAP math professional development.

Notes and Action Steps



SECTION 6 USING RESOURCES PROVIDING EAP ASSISTANCE

6.1 Collaborating with the Nearby CSU Campus in the EAP

Every CSU campus has an EAP Coordinator who is responsible for ensuring that the EAP resources developed by the CSU are readily available to schools, students, parents, and communities. The Coordinator typically holds meetings on the campus and at district sites to inform schools about college readiness and EAP resources, and available professional development.

Coordinators are pleased to speak to groups of administrators, counselors, teachers, students, and parents. Principals and school administrative teams should get to know their EAP Coordinator and learn what resources the Coordinator can make available, including how to find your results online. Links to any CSU campus website are available through www.calstate.edu.

6.2 Web Resources Providing EAP Assistance to Schools

The CSU has developed an array of resources to assist schools in preparing students for college. These free curriculum materials and learning tools for schools, counselors, and teachers are available directly on the CSU EAP website. The main website, with links to a range of specific resources, is at www.calstate.edu/eap.

In collaboration with Educational Testing Service (ETS), the CSU has established an

EAP results website that uses the same design as the California Department of Education STAR results website. The EAP school data website provides information about EAP performance by county, district, schools, and student subgroups. It is located on the EAP website at www.calstate.edu/eap. EAP data are provided in relation to comparable schools on the “Just for the Kids” website at www.jftk-ca.org.

6.3 Web Resources Providing EAP Assistance to Students

The CSU English and Math Success websites provide resources for teachers, counselors, parents, and students. Resources for students and parents include:

- Checklists and guidance for students and parents in English and Spanish
- Personalized roadmaps to college readiness with step-by-step advice
- Information about the CSU EPT and ELM tests and what they measure
- Tips to help students improve their critical reading, writing, and math skills

- Online multiple-choice practice English and math placement exams
- Score reports on practice tests, including a score report and item feedback
- Interactive e-learning mathematics learning programs
- Live online math tutoring
- Student video testimonials about the EAP

The websites are located at www.csuenglishsuccess.org and www.csumathsuccess.org.

6.4 Checklist: Resources Providing EAP Assistance

- Identify and contact the EAP Coordinator at the nearby CSU campus.
- Invite the EAP Coordinator to participate in school college readiness events.
- Identify CSU outreach activities and encourage students to attend.
- Ensure that teachers and counselors are familiar with the EAP websites, resources, and professional development.
- Review EAP school data on ETS website.
- Review school proficiency and remediation rates on the CSU website.
- Review with teachers the effectiveness of EAP 12th grade interventions.
- Develop a plan for offering 12th grade EAP interventions the following year.
- Discuss EAP information from the Just for the Kids website with administrative team.

Notes and Action Steps



AUGUST

Complete 12th grade student placement planning (ongoing).

Ensure that teachers and counselors are familiar with EAP websites and resources (6.4).

SEPTEMBER

Review EAP school data on ETS website (6.4).

Distribute explanations of EAP scores with STAR report to students and parents (2.3).

Distribute EAP schoolwide results to parent and community groups (2.3).

Provide information about other English and math interventions to students and families (3.4; 4.4).

OCTOBER

Discuss EAP at back-to-school events.

Consider additional teacher teams for participation in EAP English and math professional development workshops (5.4).

NOVEMBER

Identify CSU outreach activities and encourage students to attend (6.4).

Discuss EAP at College Nights.

DECEMBER

Place 12th grade students in needed spring interventions.

JANUARY

Distribute CSU letter alerting 11th grade students and families about EAP testing (2.3).

Plan EAP testing with school site testing coordinator and counselors (2.3).

FEBRUARY

Remind 11th graders about the EAP STAR test items and essay (2.3).

Prepare 11th graders for the EAP essay test (ongoing).

MARCH

Administer EAP multiple choice items with STAR test (2.3).

Remind students to release EAP scores to the CSU.

Administer EAP written essay (2.3).

Designate an interdisciplinary team to participate in RIAP (5.4).

APRIL

Review with teachers the effectiveness of EAP 12th grade interventions (6.4).

Develop plan for offering 12th grade EAP interventions the following year (6.4).

MAY

Review prior STAR scores for beginning 12th grade placement planning (2.3).

JUNE

Provide 11th graders information about accessing EAP scores online (2.3).

Designate initial teams for participation in EAP English and math professional development workshops (5.4).

EAP ASSISTANCE

- **Early Assessment Program Home Page**
www.calstate.edu/eap
 - **EAP Support for High School Teachers**
www.calstate.edu/eap/support_hs_teachers.shtml
 - **Math Success Website**
www.csumathsuccess.org
 - **ALEKS ELM Tutorial**
www.csumathsuccess.org/alekslink
 - **English Success Website**
www.csuenglishsuccess.org
 - **Expository Reading and Writing Course**
www.calstate.edu/eap/englishcourse/index.shtml
 - **Expository Reading and Writing Community**
<http://writing.csusuccess.org>
 - **EAP Frequently Asked Questions (FAQs)**
www.calstate.edu/eap/documents/eapfaqfinal.pdf
-

EAP RESULTS

- **EAP Online Student Reports**
www.calstate.edu/eap/results
 - **Communication of EAP Results to Parents**
www.calstate.edu/eap/support_parents.shtml
 - **EAP Online School and District Results**
<http://eap.ets.org/eap2006>
 - **California Just for the Kids**
www.jftk-ca.org
-

COLLEGE PLANNING

- **CSU Mentor**
www.csumentor.org
 - **How to Get to College Poster**
www.calstate.edu/college/poster.shtml
 - **California Colleges**
www.CaliforniaColleges.edu
 - **UCOP Approved Courses**
<https://doorways.ucop.edu/list>
-

For information contact:

- **Beverly Young at: byoung@calstate.edu**

CSU The California State University

401 Golden Shore, Long Beach, CA 90802-4210