



Agreement on the use of the Smarter Balanced 11th grade career and college readiness assessment for placement in Washington community & technical colleges

1. As part of the Washington implementation of the new Common Core State Standards for college- and career-readiness, the agreement described on the following page has been endorsed by all 34 colleges in the Washington community and technical college system.
2. Washington public baccalaureate institutions have endorsed a similar but separate agreement. Washington independent colleges and universities have also been invited to participate in the baccalaureate agreement.
3. The agreements offer high school students the opportunity to use their scores on the 11th grade Smarter Balanced assessment to establish their readiness for college-level coursework when entering higher education institutions in Washington.
4. The agreements represent the commitment of Washington's higher education institutions to improve student college readiness by supporting the implementation of the Common Core State Standards in the state. Over time the goal is to increase the number of students enrolling directly into college courses without remediation by
 - a) offering students an early opportunity to know whether they are ready for college-level academic work;
 - b) providing an incentive for achieving the Common Core standards as reflected in the Smarter Balanced assessment; and
 - c) creating alternatives for students, if necessary, to use their senior year more effectively in getting ready for college-level work.
5. The agreements will be in effect for the high school graduating classes of 2016 through 2018. It will be reconsidered formally in winter 2018 based on student performance data.
6. The agreements apply **only** to college readiness and placement considerations for high school students with Smarter Balanced 11th grade assessment scores admitted to and enrolling in the academic year immediately following high school graduation or students enrolling in dual-credit courses as high school seniors.
7. The role the transition courses play in placement for students who score below college-ready on the 11th grade assessment is contingent on higher education faculty approval of the course material addressing college readiness. This endorsement is expected by summer 2015.

Please contact Bill Moore (360-704-4346, bmoore@sbctc.edu) if you have any questions.



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SBAC 11th grade assessment Score Level:	Mathematics Placement Options Available Based on Score	English Placement Options Available Based on Score
4	Any entry college-level math course through pre-calculus I	An entry college-level English course (including but not limited to English Composition or its equivalent)
3	<ul style="list-style-type: none"> ➤ An entry college-level terminal math course not on the calculus pathway ➤ An entry-level calculus pathway math course, <u>contingent</u> on a B or better in a calculus pathway class in the senior year of high school 	An entry college-level English course (including but not limited to English Composition or its equivalent)
2	An entry college-level terminal math course not on the calculus pathway, <u>contingent</u> on a B or better in the statewide math college readiness/transition course ¹ or through local institutional processes (transcript, high school GPA, additional testing, etc.)	An entry college-level English course (including but not limited to English Composition or its equivalent), <u>contingent on a B or better</u> in a statewide English senior year college readiness/transition course ² or through local institutional processes (transcript, high school GPA, additional testing, etc.)
1	Additional placement information, determined by local institutional processes (transcript, high school GPA, additional testing, etc.), needed for all entry-level courses	Additional placement information, determined by local institutional processes (transcript, high school GPA, additional testing, etc.), needed for all entry-level courses

NOTES:

1. For all levels in math, placement into more advanced courses than designated in the agreement will depend on additional local institutional placement processes (transcript, high school GPA, additional testing, etc.).
2. **For math**, colleges may require additional placement information for initial entry into college-level math courses beginning in the winter term of the entry year following high school graduation.
3. For English, colleges may require additional placement information for initial entry into college-level courses beginning in the summer term following the first academic year after high school graduation.
4. For both math and English individual colleges may also extend the time period for honoring the scores for placement.

¹ College readiness/transition course for students heading toward college math not on the calculus pathway currently being designed collaboratively by higher education faculty and high school teachers (to be offered at pilot site districts in 2014-15, available at scale in 2015-16)

² Year 12 English college readiness/transition course currently being designed collaboratively by higher education faculty and high school teachers (to be offered at pilot site districts in 2014-15, available at scale in 2015-16)



5. The transition courses will need to be approved by higher education institutions before placement can be guaranteed.