



Agreement on the use of the Smarter Balanced high school 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 high school 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 high school assessment scores admitted to and enrolling in the academic year immediately following high school graduation or students enrolling in dual-credit courses.
7. Anything not specifically defined in the language of the agreement is left up to individual colleges to determine.

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



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SBAC high school 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"> ➤ Math& 107 (Math in Society), Math& 146 (Statistics), or their equivalents ➤ Pre-calculus <u>contingent</u> on a B or better in a calculus pathway class (see note 5) as a high school senior 	An entry college-level English course (including but not limited to English Composition or its equivalent)
2	Math& 107 (Math in Society), Math& 146 (Statistics), or their equivalents, <u>contingent</u> on a B or better in the statewide <i>Bridge to College Math</i> course 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</u> a B or better in a statewide <i>Bridge to College English</i> course 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.
5. Any algebra-based courses in the high school math course sequence (with Algebra 2 as a formal or informal prerequisite) qualify as “calculus pathway.”
6. The Bridge to College course materials in math and English were pilot-tested in 2014-15 and are being offered at roughly 125 high schools across the state in 2015-16. An additional cohort of high schools will be added in 2016-17.