

## FAQ - Bridge to College as an LDC/LAA

### 1) Is the current Bridge to College class a transition course (as stipulated in [ESHB 2224](#)), or is it a Locally-Determined Course (LDC) using a Locally-Administered Assessment (LAA) as an alternative to meeting the assessment requirement for graduation?

With ESHB 2224, Bridge to College functions in both capacities. In both cases, students take the high school Smarter Balanced Assessment before enrolling in the class.

- In using the Bridge to College course for the purposes of gaining entrance to credit-bearing college and university courses, students must:
  - a. Enroll in a Bridge to College course taught by educators who have participated in all trainings,
  - b. Be a 12th grade student, and
  - c. Earn a grade of B in the course

More information is available on the Washington State Board for Community and Technical Colleges' [Bridge to College webpage](#), under the title *Campus Implementation and Placement Agreement* and the Washington State Council of Presidents' [Issues & Advocacy webpage](#), under *COP: Policy Documents*, at the links for *Smarter Balanced Assessments (SBA)*.

- In using the Bridge to College course as an LDC with the embedded course assessments functioning as the LAA students must:
  - a. Be enrolled in a Bridge to College course taught by educators who have participated in all training,
  - b. Have not met standard on the SBA, and
  - c. Earn a passing grade and credit in the course

### 2) What is the difference between the Bridge to College transition course in its original format and use of the Bridge to College course as a Locally-Determined Course (LDC)/Locally-Administered Assessment (LAA)?

For a student to take the course for the purposes of gaining access to credit-bearing college courses the student must be in 12th grade and earn a grade of a B or better in the course.

For a student to use the Bridge to College course under the LDC/LAA format, the student can be in 11th or 12th grade and must pass the course per local criteria, inclusive of the embedded assessments.

### 3) Who can teach Bridge to College Courses?

Bridge to College teachers must be certified to teach math or English and must fulfill all training requirements for the course.

**4) What is the criteria for selecting students to enroll and participate in a Bridge to College course if the students intend to use the course as an option to meeting the assessment graduation requirement?**

Enrolling students in the course is a district decision. However, appropriate placement of students is important. The course is designed for those students intending to enter college and who have the ability to reach college-ready level work in one school year. It is not a remedial class.

Students intending to use the Bridge to College course for meeting the assessment graduation requirement must have taken the Smarter Balanced assessment at least once and been unsuccessful in achieving the graduation cut-score.

**5) Is there a different Bridge to College course for 11th grade students that can be used as a Locally-Determined Course (LDC)/Locally-Administered Assessment (LAA)?**

There is no ELA or math 11<sup>th</sup> Bridge to College course designed specifically for 11<sup>th</sup> grade students that would count in 2018-19 as an LDC/LAA.

Several state initiatives are in development. For the 2018-2019 school year, some schools are piloting modules developed with ELA and Math advisory groups for 11<sup>th</sup> grade students. They are not a Bridge to College course, nor are they sufficiently developed to comprise a course at this time.

Current Bridge to College schools have access to a Bridge to College English Prep class to prepare students for the Bridge to College Class as a senior. The prep class does not count as an assessment graduation alternative. The COE-Local tasks currently available are not “tied to the course” as ESHB 2224 requires.

**6) What are the criteria for students to pass the Bridge to College course and successfully meet the assessment requirement for graduation?**

The student must complete all required modules of the course. The criteria for passing a Bridge to College course to fulfill the assessment graduation alternative requirement are determined locally. However, the assessments must be those embedded in the course.

**7) Can some students in the Bridge to College course take it for transition and college placement purposes and others take it as a Locally-Determined Course (LDC)/Locally-Administered Assessment (LAA) for graduation alternative purposes?**

Yes. Using a Bridge to College course for both purposes is a local decision.

**8) Can students take the Bridge to College course in one semester?**

To earn credit, students must complete all required modules in the Bridge to College courses. Most students will need the equivalent of a year-long course to meet this requirement.

**9) Can a student take both a Bridge to College course and a Locally-Determined Course (LDC) with COE Local tasks?**

This is a local decision. Districts can choose to enroll students in both types of classes.

**10) Can Bridge to College courses use COE Local tasks as assessments?**

No. The Bridge to College courses have embedded assessments that meet the requirements for a Locally-Administered Assessment (LAA).

**11) What graduation alternative options are available in 2018-19 other than Bridge to College?**

Students have several options available to them other than Bridge to College. A student may:

- Use ACT or SAT scores as an assessment graduation alternative.
- Have their district review their eligibility for the Grade Comparison alternative.
- Enroll in a Locally-Determined Course (LDC) with linking Locally-Administered Assessment (LAA). For 2018-2019, this would be the COE Local Assessment.
- Retake the Smarter Balanced Assessment in fall and/or spring in subsequent school years.

**12) Should students pursue other options for meeting the graduation requirement while they are enrolled in the Bridge to College course?**

This is a local decision. Students can pursue any number of assessment graduation alternatives in order to fulfill the assessment requirement.

**13) How long will the Bridge to College course be offered as an alternative option for meeting the graduation assessment requirement?**

Bridge to College will continue to be one of several assessment graduation alternatives for the foreseeable future.

**14) Do we have to submit a course assurance form to OSPI to use Bridge to College as a Locally-Determined Course (LDC)/Locally-Administered Assessment (LAA)?**

No. As an already approved assessment graduation alternative, the Bridge to College course, with embedded assessments, does not require the course assurance form. District records must indicate which students used the Bridge to College course as an alternative in fulfilling the assessment graduation requirement.

**15) Can Bridge to College be offered as a 3rd credit math course?**

Technically, yes—but with a caveat. The Bridge to College course is designed for college-bound seniors who have already completed Algebra 2. Bridge to College was not designed to be *the* 3<sup>rd</sup> credit in a student’s math course sequencing.

Given the intended audience of seniors, it would be unusual, but not impossible, that students seeking to use Bridge to College as an assessment graduation alternative, upon successfully earning credit in the course, *could* also use it to meet the expectations of a 3<sup>rd</sup> credit math course.

**16) Can the lessons and assessments be modified for the Bridge to College course?**

*Bridge to College English:*

- The course includes a wide variety of instructional resources and materials that teachers can choose from, and if necessary adapt, to provide the scaffolding some students may need to address the standards reflected in the assessments.
- Teachers **may not** modify the embedded end-of-module assessments for any of the modules.

*Bridge to College Math:*

- The course includes a range of instructional resources designed to be an appropriate level of scaffolding for the standards of the course and the core student audience for the course. Teachers are actively discouraged from providing additional scaffolding because that can undermine the goals of the course.
- Embedded assessments are provided for each unit in the course. The professional learning for Bridge to College Math teachers focuses extensively on assessment/grading issues to provide clarity and consistency regarding the definition of “B or better” in the course.

If students are not able to meet the workload in the Bridge to College course, districts may wish to consider enrolling students in a Locally-Determined Course (LDC) using the COE Local tasks as the linked assessment (Locally-Administered Assessment or LAA).

**17) Where can I find more information on using the Bridge to College course for the purposes of gaining entrance to credit-bearing college and university courses?**

More information is available by clicking on these links.

[Community and Technical College Agreement](#)  
[University Agreement](#)