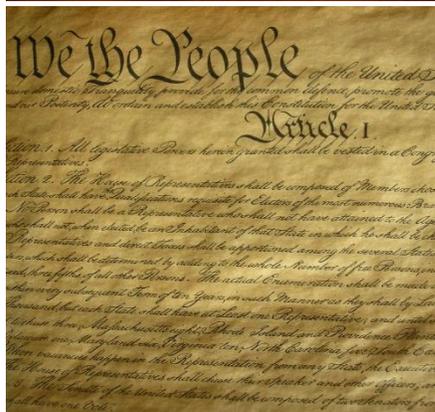
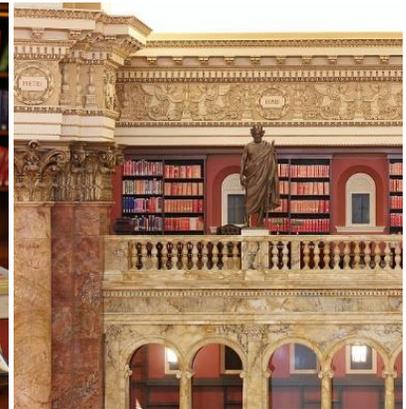
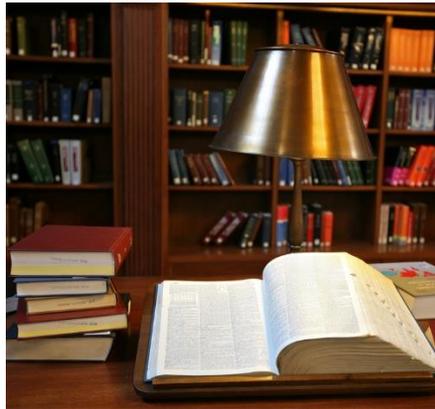




Washington State Bridge to College English Course

Introductory Materials



Includes resources from:
CSU Expository Reading and Writing Course
SREB Literacy Ready



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Washington Bridge to College English

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Washington Bridge to College English

Course Introduction

The Bridge to College project will enter its seventh year in the 2020-21 school year. More than 15,000 students statewide have taken Bridge to College English and Bridge to College English Prep in the first six years; an estimated 3000 additional students will enroll in 2020-21. Educators from across the Washington state K-16 system have worked tirelessly to create the opportunity for students to see themselves as college students and, more importantly, develop the skills, abilities, and mindset necessary to succeed when they get to college. Students and teachers consistently report that the course successfully meets these demands. The work will continue for students and teachers alike in 2020-21 as Bridge to College English adds online modules, revises the Community of Practice structure, and continues to build bridges for its community of learners. Before discussing the exciting new changes to BTCE, let's consider how we got here.

Many students will enter their senior year aware that they are not yet college ready in reading and writing. In fact, the preliminary results from the spring 2015 Smarter Balanced assessments released by the Office of the Superintendent of Public Instruction in July 2016, while encouraging overall, indicate that 24.5% of high school juniors scored below the college readiness achievement level in English language arts. However, as this information will be available after the junior year, it is now possible to serve these students before they attend a two or four-year college or university. This begs several questions, though. What do these students need? What are the crucial skills and abilities they need to develop in their senior year to be prepared for English 101 and the reading and writing challenges they will face in their first year of higher education?

In Fall 2013, high school and higher education faculty from Washington state began meeting to answer these questions. They started by identifying what it means to be college ready in reading, writing, critical thinking, and habits of mind. Using previously developed college readiness outcomes, the Common Core State Standards (CCSS), and newly generated student profiles of college readiness, faculty from across the K-16 system developed the **Bridge to College English (BTCE) Course Outcomes**. Through multiple conversations with a wide range of participants, the BTCE Outcomes were finalized by Spring 2014.

Having settled on course outcomes, teachers and curriculum designers from K-12 and higher education faculty started the process of developing the Bridge to College English curriculum. Participants considered the possibility of building all new curriculum, but since other states and regions have already developed a great deal of successful curriculum, they decided instead to examine the available models. Numerous modules and units from the California State University Expository Reading

and Writing Course (ERWC), the Southern Region Education Board’s Literacy Ready course, Engage NY, the Literacy Design Collaborative, and the Partnership for Assessment of Readiness for College and Career were examined, evaluated, and reviewed. Modules and units were selected by K-16 educators through a rigorous vetting process based on the reviewers’ expertise, the BCTE and the Common Core State Standards (CCSS). A rubric was developed that integrated the course outcomes with the EQuIP (Educators Evaluating Quality Instructional Products) rubric. EQuIP provided evaluation tools to identify curricular alignment with the CCSS. After reviewing more than 30 modules, educators narrowed the list for module piloting.

In January 2015, interested high school teachers met for two days to review the modules and units and select one to pilot in their high school classrooms during Spring 2015. Thirty-six teachers across the state piloted a wide variety of modules in high schools large and small, rural and urban. Pilot teachers and students provided extensive feedback on the modules via webinars, face to face regional meetings, and telephone interviews with researchers. Members from the project leadership team also participated in three days of ERWC teacher training at California State University—Northridge to gain insight into ERWC and the challenges of implementing a college readiness course statewide.

After being piloted and refined, both Bridge to College courses were finalized and offered in full during the 2015-16 school year. In this first full year of implementation for the courses there were 74 districts, 114 high schools, and 210 teachers total (104 in English) offering the courses, serving almost 4000 students (based on fall enrollment numbers from OSPI). For 2016-17, 97 districts, 154 high schools and a total of 275 teachers taught the courses, with 115 of them teaching Bridge to College English.

In addition to examining and testing curriculum, participants from across the K-16 system collaboratively developed the Bridge to College English **Course Principles**. The principles provide guidance for the entire program, from the day to day choices that teachers and students make in the classroom to the regional and statewide Communities of Practice that will support teachers and students. The Principles emphasize two foundational elements. First, the course outcomes provide clear guidance and goals for teachers to help students become college ready. Developed and confirmed by higher education faculty statewide, students who achieve the outcomes will be prepared to succeed in their first-year college courses. Second, the **BTCE Assignment Template** provides a research-based, practitioner proven process for reading and writing success. Its components take students from the initial pre-reading stage to the editing and completion of complex writing tasks. With these foundations in place, teachers and students have the freedom to adjust and adapt the many elements of the modules to fit their needs.

During the 2015-16 school year, K-16 faculty continued to meet to develop additional supporting documents and tools for teachers. An argumentative rubric was created for use with the summative assessments in the modules that require students to write argumentative essays. The rubric was then used in Communities of Practice to norm student writing. Sample student essays have been rated and organized to help teachers identify levels of college readiness in their classrooms. Collaborative meetings also developed **Grading Principles** that will support teachers’ classroom

assessment practices in their local contexts. New modules have been developed and updated readings have been added to several existing modules.

In 2016-17, teachers used the same modules from the previous year, but talented teachers and curriculum designers from around the state were eagerly working on new modules that would use the same assignment template but incorporate local issues and regionally engaging texts. BTCE 2017-18 included seven new modules for teachers, six of which were developed by their colleagues around the state. As a result, some less popular and less effective modules have been eliminated from the course or retired for use in a new “bridge to the Bridge” pilot program. Eight of the teachers’ favorite modules are back, along with the eight new modules. A newly developed SREB module, similar to *Ubik* and *The Shallows* but focused Shakespeare’s *Midsummer Night’s Dream*, has been added.

In 2019-20 teachers were forced to adapt quickly to online instruction due to school closures from the COVID-19 pandemic. The BTCE community provided support for teachers by adapting modules for online use. That work continued in 2020 as module writers provided more fully adapted modules for the anticipation of online and hybrid instruction in 2020-21. The BTCE **Communities of Practice** connects high school teachers, college faculty, and instructional experts in an ongoing, regional partnership to foster authentic learning for all participants. Bridge Course Trainers, Bridge Team Leaders, and teachers will meet in regional teams on a regular basis to facilitate learning and provide support for all participants. These communities will provide ongoing support for teachers to improve their craft and increase student achievement of the course outcomes. While the outcomes, principles, and curriculum are powerful, there is no question that the communities of practice are the key element in the evolution of the course and the students it serves.

The Outcomes, Course Principles, Grading Principles, assessment rubric, and modules contained in this binder provide the foundation for teachers and students to engage in complex, meaningful learning that will prepare all students for the college and career challenges they face immediately after high school. Implementation of complex educational practices such as Bridge to College require ongoing generative structures that allow for local adaptation within the essential characteristics of the program. As a result, Bridge to College English will continue to evolve and develop with intense K-16 collaboration around the key elements of college readiness. This evolution will aid educators in helping their students navigate the complex challenges of K-16 education.

Martorell, Paco and Isaac McFarlin, Jr. “Help or Hindrance? The Effects of College Remediation on Academic and Labor Market Outcomes.” University of Texas, Dallas, Research Center. April 2010. <www.utdallas.edu/research>

Washington State Board for Community and Technical College. “Role of Pre-College (Developmental and Remedial) Education: 2009-2010 Public High School Graduates Who Enroll in Washington Community and Technical Colleges in 2010-11.” December 2012. <sbctc.edu>



Washington Bridge to College English

Course Code, Name and Overview Description

Bridge to College English Language Arts (ELA) is a year-long course focusing on the English language arts key readiness standards from Washington State’s K-12 Learning Standards for English language arts (the Common Core State Standards, CCSS-ELA). The course is designed to prepare students for entrance into post- secondary credit bearing courses. Students who earn a grade of “B” or better will be granted automatic placement into English 101 at all participating Washington higher education institutions (as of June 2016, all 34 of Washington state’s community and technical colleges plus Eastern Washington University). Students may then use their transcript to gain entrance into college-level courses across the state without the need to take a placement test or provide other test scores or documentation. In doing so, the Washington state K-16 system is placing great trust in Bridge to College teachers and students. In 2019 the legislature made changes to the high school graduation requirements allowing transition courses that provide direct placement into college level courses to be a pathway for students to show that they have met the standards and are ready to graduate. Because BTCE is a transition course, students may choose this pathway. It is important to note, however, that the course is not remedial, but one in which students by the end of the school year will be ready for college level courses.

Course Name and Code: Bridge to College English Language Arts - WA0001

Description: The course curriculum emphasizes focused reading, writing, speaking & listening, and research work based on Washington State’s K-12 Learning Standards for English language arts (the Common Core State Standards, CCSS-ELA). This course will develop students’ college and career readiness by building skills in critical reading, academic writing, speaking and listening, research and inquiry, and language use as defined by the CCSS-ELA for high school. Students will engage with rigorous texts and activities that support the standards’ additional goals of developing the capacities of literacy, including deepening appreciation of other cultures, valuing evidence and responding to varying tasks across content areas, and navigating technology to support their work. Students will learn to evaluate the credibility of information, critique others’ opinions, and construct their own opinions based on evidence. By the end of the course, students will be able to use strategies for critical reading, argumentative writing, and independent thinking while reading unfamiliar texts and responding to them in discussion and writing. The course will also develop essential habits of mind necessary for student success in college, including independence, productive persistence, and metacognition.

This course must be taught using the Bridge to College English Language Arts curricular materials along with the appropriate course name and course code (see above).

All teachers teaching the course for the first time in 2019-20 must participate in the year-long professional learning program described in this course binder. All returning teachers are invited and encouraged to participate in Communities of Practice.

After a pilot process with students and teachers across Washington state, the Bridge to College project is excited to announce the statewide availability of a new course in the Bridge to College English Program called **Bridge to College English Prep**. The course is designed for 11th grade students who need two years to develop the skills and abilities required to be college ready. After completing **Bridge to College English Prep** in their junior year, students would then be ready for Bridge to College English (BTCE) in their senior year. Like BTCE, **Bridge to College English Prep** is a year-long course focusing on the key readiness standards from Washington State's K-12 Learning Standards for English Language Arts. The course is based on the same module template as BTCE and provides teachers with modules to choose from that have been selected specifically for students preparing to take BTCE.



Washington Bridge to College English

Bridge to College Course Student Profile

The Bridge to College course in English Language Arts addresses key learning standards from Washington State’s new K-12 learning standards (CCSS) as well as essential college-and-career readiness standards agreed upon by both higher education faculty and k-12 educators. The course will also develop students’ essential habits of mind necessary to be successful in college. Students completing this course should have the skills necessary to engage in college-level work in English.

Students enrolling in this course should:

- Have successfully completed a junior core course in English
- Have identified an interest in postsecondary education in their beyond high school plan
- Seek to strengthen their literacy skills to successfully engage in college-level coursework but have enough skills that it is feasible to become college-ready in one year of instruction
- Be on track to graduate on time

See the table on the next two pages for specific descriptors of skills and abilities to further assist you when making enrollment decisions. These descriptions are from the Smarter Balanced Assessment Consortium “threshold” Achievement Level Descriptors—see <https://portal.smarterbalanced.org/library/en/elaliteracy-alds-and-college-content-readiness-policy.pdf> for details.

Although the course was designed for students with this profile, teachers often find that students below or above this level have been placed in the class. We encourage teachers to differentiate to meet the needs of these students but to maintain the integrity of the course. The culminating assignment should not be altered and should represent the student’s independent work level.

Important Notes:

1. Bridge to College is a transition course which is a pathway to show readiness to graduate as stipulated in HB1599. For more information go to <https://www.k12.wa.us/student-success/graduation/graduation-requirements/hb-1599-multiple-pathways-graduation>
2. The Bridge to College English course was not approved on a statewide basis as a core course for the purposes of the NCAA. Each school offering the course will need to follow the standard NCAA process to request approval. See <https://web3.ncaa.org/hportal/exec/homeAction> for more details or contact your school or district administrator responsible for core course submissions. Guidelines for schools submitting the course to the NCAA, along with some successful examples, will be available on the OSPI web page for the Bridge to College courses: <http://www.k12.wa.us/CurriculumInstruct/BridgetoCollege/default.aspx>
3. **Community and Technical College Agreements:** Beginning in fall 2016, seniors who completed the Bridge course with a B grade or better will be considered college-ready by Washington community and technical colleges and permitted to enroll in an entry college-level English course (English Composition or its equivalent) with no remediation or additional placement testing required.
4. **Baccalaureate Requirements:** To meet the minimum admissions requirements for state baccalaureate institutions, students need to pass four (4) credits of English, determined by the Washington Student Achievement Council (College Academic Distribution Requirements (CADR), 2014). This course qualifies to meet these admission requirements.

<p>Students just entering LEVEL 2 should be able to:</p>	<p>Students just entering LEVEL 3 should be able to:</p>
<p>Reading</p> <ul style="list-style-type: none"> ● Identify key textual evidence to attempt to support simple inferences, analysis, interpretations or conclusions. ● Provide a simple summary of key events and/or details of a text. ● Apply partial reasoning and use key textual evidence to begin to justify inferences or judgments made about text. ● Analyze some interrelationships of literary elements in texts of low to moderate complexity. ● Identify and determine meaning and impact of figurative language. 	<p>Reading</p> <ul style="list-style-type: none"> ● Cite adequate textual evidence to support most inferences made or conclusions drawn about texts of moderate complexity. ● Summarize themes and some analysis of thematic development over the course of the text using relevant details. [In informational texts] summarize central ideas, topics, key events, or procedures using sufficient supporting ideas and relevant details. ● Apply sufficient reasoning and a range of textual evidence to justify most inferences or judgments made about texts. [In informational texts] apply reasoning and a sufficient range of textual evidence to justify analyses of author’s presentation of moderately complex information. ● Adequately analyze interrelationships among literary elements within a text or multiple interpretations of text (including texts from the same period with similar themes, topics, or source materials). ● Partially analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) and connotative meanings of words and phrases used in context and the impact(s) of those word choices on meaning and tone.

<p>Writing</p> <ul style="list-style-type: none"> ● Use minimal support and elaboration when writing brief informational/explanatory texts. ● Produce argumentative texts and attempt to acknowledge a counterclaim. ● Demonstrate some awareness of audience and purpose when writing. ● Pay limited attention to word choice and/or syntax. ● Demonstrate some understanding of the conventions of grade-appropriate Standard English grammar usage and mechanics to clarify a message. 	<p>Writing</p> <ul style="list-style-type: none"> ● Apply some strategies when writing or revising brief informational/explanatory texts to develop a topic by organizing ideas, using appropriate language to maintain a suitable focus/ tone, and including some relevant supporting evidence. ● Write full informational/explanatory texts appropriate for purpose and audience by organizing ideas, using appropriate language to maintain a suitable focus/ tone, and gathering, assessing, and integrating some relevant supporting evidence from both print and digital sources. ● Write full argumentative texts to develop a specific claim by integrating some relevant supporting evidence from both print and digital sources, to develop claims and counterclaims that are appropriate for audience and purpose, to provide a concluding statement, and to use language to maintain a suitable focus/ tone. ● Demonstrate attempts to use varied syntax, vocabulary (including some academic and domain-specific vocabulary and figurative language), and style appropriate to the purpose and audience when revising and composing texts. ● Apply and edit most conventions of grade-appropriate, Standard English grammar, usage and mechanics.
<p>Research</p> <ul style="list-style-type: none"> ● Draw broad conclusions from source materials. ● Construct a partial or undeveloped claim with limited use of evidence. ● Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. ● Develop an argument with a claim and minimal support. 	<p>Research</p> <ul style="list-style-type: none"> ● Select from and adequately analyze sources from a variety of perspectives and present findings. ● Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. ● Search for relevant authoritative information and evaluate the uses and limitations of source material. ● Generate a specific debatable claim or main idea and cite some relevant evidence.



Washington Bridge to College English

Course Outcomes¹

Students who complete the Bridge to College English course should be able to:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (CCSS.RL & RI.1²)
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (CCSS.RL & RI.2)
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS.W.5)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS.W.4)
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS.L.1)
- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (CCSS.SL.1)
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (CCSS.RL & RI.8)
- Write reading-based arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS.W.1)
- Develop academic/analytical essays that are focused on a central idea and effectively organized. (CCSS.W.2)

In the context of addressing these essential standards, the Bridge to College English course will require that students exhibit the following habits of mind or capacities as described on page 7 of the Common Core State Standards.

- They become self-directed learners who can engage in academic tasks independently. *
- They demonstrate “grit” and persistence during academic tasks.
- They demonstrate metacognitive awareness.
- They respond to the varying demands of audience, task, purpose, and discipline. *
- They comprehend as well as critique. *

¹ These outcomes are not meant to be comprehensive; instead, they are identified as the essential outcomes for the Grade 12 transition course developed by college and high school faculty as part of the Washington *Core to College* project.

² The codes reference specific Common Core State Standards (e.g., RL= “Reading: Literature”); see <http://www.corestandards.org/ELA-Literacy/> for more details.



Washington Bridge to College English

Bridge to College English Course Guiding Principles

Student-centered in Design and Implementation

This course provides students an opportunity to become college-ready. It is designed to build on students' capacity for growth and nurture habits of mind, in addition to addressing necessary areas for improvement.

Habits of Mind are Integral to College and Career Success*

Independence, grit, resilience, persistence, and metacognitive awareness, among others, are crucial for college and career success. Therefore, specific instruction in habits of mind is identified in the course outcomes and will be integrated throughout the course.

Course Outcomes Emphasize College and Career Readiness*

Course materials were selected and adapted based on the essential college readiness outcomes identified and developed by Washington state educators. The materials are aligned with the Common Core State Standards and Washington community and technical college developmental and pre-college English course outcomes.

Teacher is the Professional in the Room

We place an emphasis on professional choice at all times. Individual teachers make choices within the modules to implement lessons based on the students in their classroom and their professional expertise.

Integrity to the Essential Characteristics of the Course Design

Complex educational improvement requires integrity rather than fidelity to course design. Implementation of the course with integrity means adherence to the essential K-16 collaboratively designed characteristics of the course: the course outcomes, completion of six modules (two with books), one activity in each of the six parts of the BTCE Assignment Template in each module and use of the summative assessment as is in the module.

Course Assessments

The curriculum contains high quality assessments that will create opportunities for students to produce artifacts leading to college readiness. The formative and summative assessments in the course will be ongoing, meaningful, and relevant.

Driven by Communities of Practice (CoPs)

This course creates opportunities to form authentic partnerships between K-16 educators on a regional level. These partnerships will focus on meaningful conversations around student learning, assessment, course outcomes, and instructional strategies. The course will evolve and change as practiced. Students, teachers, and communities of practice will provide ongoing feedback on all aspects of the course for continual improvement and revision.



Washington Bridge to College English

Communities of Practice Roles and Responsibilities

	Community of Practice (CoP) and Training Roles	Communication Roles
Bridge Course Leaders	<ul style="list-style-type: none"> Review and understand the core components of the course Cultivate a deep understanding of the course framework and the frameworks of the modules (SREB, CSU, ERWC) Identify professional learning needs and identify materials to facilitate/lead trainings and regional CoP meetings. These may include the summer training institute, regional CoP meetings, and trainings in-person or virtually. Although specific content may be determined by regional leaders based on the needs of their CoPs, the general plan for CoPs and trainings follows this general structure: CoP sessions: October, January, April Training sessions: November, February CoP sessions generally focus on reflective practice (What worked well? What did not? What will I do similarly/differently next time?) and collaboration 	<ul style="list-style-type: none"> Secure appropriate materials (i.e. books, photocopies, flipcharts, projectors, etc.) and logistical information for trainings and other support for CoPs to project leadership Provide a schedule of meeting dates/locations to Bridge Course Teachers Communicate with your Bridge Course Teachers via email/phone to troubleshoot and collect success stories to build into each CoP Communicate with ELA Leadership Team agendas, current needs, successes, and concerns Document technical assistance or troubleshooting efforts throughout the course and share with ELA Leadership Team Make suggestions for further changes/adaptations to the course and/or modules, and implementation efforts to ELA Leadership Team

	<p>(looking at student work, norming scoring, sharing ideas and resources).</p> <p>Training sessions generally focus on new learning and practices to teach the course. These will be planned by the leaders but may be presented by course leaders, higher ed partners, and/or K-12 teachers.</p>	
Bridge Course TEACHERS	<ul style="list-style-type: none"> • Teach modules to students • Collect student work to bring to CoP • Engage in processes of reviewing student work and/or stories to practice the implementation science related to the coursework – plan/do/reflect/act • Learn about key instructional shifts that occur in your classroom as a result of teaching this class • Think critically about the content, strategies and student learning 	<ul style="list-style-type: none"> • Attend and participate in 5 CoP days • Collaborate with other Bridge Course Teachers • Share successes and challenges with your Bridge Course Leader • Connect with Bridge Team Leader as questions arise • Use the Canvas site to share ideas with Bridge Course Teachers across the state
Higher Ed Partners	<ul style="list-style-type: none"> • Facilitate higher education participation in CoPs • Assist in coordination of assessment, teaching and learning activities • Attend CoP meetings • Share higher education perspective 	<ul style="list-style-type: none"> • Share project work with campus communities • Share higher ed perspectives and questions with CoPs

COMMUNITY AND TECHNICAL COLLEGE SYSTEM AGREEMENT: AUTOMATIC PLACEMENT BASED ON HIGH SCHOOL ASSESSMENT SCORES

Automatic Placement Options Available to Students Entering Directly from High School:

MATH	ENGLISH
<p>➤ For placement into <i>Math& 107 (Math in Society), Math& 146 (Statistics), or their equivalents:</i></p>	<p>For placement into any entry college-level English course (including but not limited to English Composition or its equivalent):</p>
<p>1) Level 3 or 4 score on high school Smarter Balanced assessment plus</p> <p>a) B or better in Algebra 2, and</p> <p>b) successful completion (passing grade) of one math course in the junior or senior year</p> <p>OR</p> <p>2) B or better grade in designated <i>Bridge to College Math</i> class as a senior</p>	<p>1) Level 3 or 4 score on high school Smarter Balanced assessment</p> <p>OR</p> <p>2) B or better grade in designated <i>Bridge to College English</i> class as a senior</p>
<p>➤ For placement into <i>other entry-level math courses (including precalculus):</i></p>	
<p>Requires Smarter Balanced Level 3 or 4 plus B or better in a high school pre-calculus or higher course</p>	

NOTES:

- Students interested in enrolling in **dual-credit courses** (Running Start, College in the High School) as juniors can use their discipline-appropriate Smarter Balance scores to enroll in ***Math& 107 (Math in Society), Math& 146 (Statistics), or their equivalents*** (requires score **plus** B or better in Algebra 2) or an **entry college-level** English course (including but not limited to English Composition or its equivalent).
- For all score 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.).

3. The agreements apply **only** to placement considerations for high school students with Smarter Balanced high school assessment scores admitted to and enrolling in the academic year (for math, fall quarter only) immediately following high school graduation or students enrolling in dual-credit courses in the academic year after taking the assessment. Local colleges may extend the time period for honoring the scores for placement.
4. The Bridge to College courses are not yet available statewide; the courses can be identified on transcripts by a common course code (WA0001 for English, WA0003 for math).

Specific Terms of the Agreement

1. This system-approved placement agreement represents the commitment of Washington's community and technical colleges to provide high school students with multiple options for placement to establish their readiness for college-level coursework.
2. The goal of the agreement 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 last two years of high school more effectively in getting ready for college-level work.
3. Anything not specifically defined in the language of the agreement is left up to individual colleges to determine.
4. This agreement applies beginning with students taking the high school assessment in spring 2018 and is in effect for the high school graduating classes through the Class of 2022. It will be reviewed and renewed or revised formally by winter 2021 based on relevant data gathered on the Smarter Balanced assessment, including a) correlations with SAT/ACT scores, b) grade 12 student performance, and c) student performance on placement tests into and success in entry college-level courses, especially math and English.
5. High school students who took the previous version of the Smarter Balanced high school assessment as juniors in spring 2017 will be able to use the results for placement in the 2018-19 academic year under the terms of the [May 2017 system agreement](#).

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

Special Note for 2020-21 re Pandemic Impact

The Bridge to College leadership team worked within the framework of the detailed guidance OSPI provided to schools ([Continuous Learning 2020](#)) with respect to the impact of long-term school closures on teachers and students as well as their specific guidance regarding [student learning and grading](#); for additional resources related to shifting courses online (organized by content areas), see [OSPI's resource page on "continuous learning."](#):

- Teachers were encouraged to focus on completing the course through **Unit 6** (Exponentials) by the end of the year.
- Within the framework defined by OSPI in the statewide guidance regarding [student learning and grading](#), Bridge to College Math teachers were asked to assign final grades for students following the specific guidelines established by the local district or school for all courses.
- Due to the range of variations in district grading policies in the spring of 2020 in response to the Covid-19 crisis, local colleges may opt to use a B or better for placement but will be advised that they can use additional considerations in their placement decisions.
- Students need to earn credit for the class to earn the graduation pathway.

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

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