



Early Assessment Program

California State University, Chico
Serving Northern California

Butte | Colusa | Glenn | Lassen | Modoc | Plumas | Shasta | Siskiyou | Sutter | Tehama | Yuba

A note about COVID-19:

We know that there are many questions surrounding testing, placement, admissions, and many other issues we are facing in our field of education. EAP is here to help in these uncertain times. We will continue to find out the information you and your students need to make informed choices. Please reach out to us with any questions or concerns you have. If we don't have the answer, we will try to find it and get back to you as soon as we can. Thank you for all you do to support our students in the NorthState.

As always, Our Mission is:

The California State University (CSU) is committed to providing students successful college experiences and has implemented measures to ensure first-time freshmen are placed in appropriate GE courses in English and math. The goal is for students to be fully prepared and successful at the CSU campus they attend.

EAP will help to:

- Provide high school teachers with professional development in ERWC and mathematics
- Provide information & outreach to schools

We are here to: Advise, Assist, Connect!

- Advise on the adoption and implementation of ERWC
- Assist counselors in identifying and implementing appropriate senior year interventions.
- Connect students with academic mentoring to assist in preparing for college readiness.

IN THIS ISSUE:

ERWC Update

Page 2

4th Year Math Update

Page 3

High School Data

Page 3

Amended K-12 & Higher Ed Policies

Pages 4-7

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EAP Website:

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Junior Flyer:

[Click here!](#)

New Face



Jay Gatton is a Chico State alumnus. Jay earned a bachelor of science in mathematics education and general mathematics, a minor in statistics, and a single subject teaching credential. Subsequently, he taught in K-12 public schools for four years. In 2018, he returned to Chico State to pursue a master of science degree in mathematics education and began lecturing for the Department of Mathematics and Statistics in fall of 2019. Jay also began lecturing at Yuba Community College in spring of 2020. He is very excited to be working with EAP.

ERWC Update

We know that this has been a challenging time for instructors and ERWC is here to help you.

For those of you who were in the middle of completing a workshop and were unable to do so due to COVID-19, here is some information:

If you were a part of an ERWC introductory Professional Learning (PL) session that was interrupted by the COVID-19 health crisis, we have some options available for completing Days 3-4 of the series. We realize that in these challenging times, our teachers are in different situations. Some may be glad to spend a day online to complete their ERWC certification. Others may be overwhelmed with responsibilities that will necessitate their waiting until the 2020-21 school year to complete their certification. As workshop facilitators, we are working together to meet the needs of our teachers, and some of you may have some innovative ways to complete the remaining days. The following plans are being discussed to complete days 3 and 4:

1. Online option: Some areas are working on providing days 3 and 4 online. We will share these workshops with you as we find out. Online materials for days 3 and 4 are being developed and will be shared among ERWC trainers.
2. Face to face option: Other areas are working on developing a timeline for these sessions to be resumed.

We will keep you informed about finishing the sessions in process and plans for new training sessions in the fall.

For those in the community looking for support with remote learning, ERWC has been holding online sessions to help us. Here is some information regarding some special online seminars in Zoom. All sessions require pre-registration. Click on the blue link to register.

[Session Six: Tuesday, May 5 at 3:00 PM PDT - Jeffery Frieden](#)

Guiding Students into Making Real-World Writing Decisions Using "The Daily Me" (Part 2)

Picking up where Part 1 ended, in this session, you will learn how to deliver writing instruction developed out of the insights gained from students' first drafts (the assessment is used purely to inform the instruction the students need most). Several options for the delivery of these lessons that will be helpful in an online or blended learning environment. Finally, you will be given tools to help develop students' metacognitive awareness and reflection. Just like in Part 1, students and teachers will be guided through the use of Google Slides.

[Session Seven: Tuesday, May 12 at 3:00 PM PDT - Mira-Lisa Katz Session](#)

Fostering Deeper Online Discussions in Synchronous (Real-Time) and Asynchronous Formats

This one-hour session provides concrete tools for integrating oral and written communication that support students' understanding through real-time and asynchronous opportunities to learn. Participants will become more familiar with inquiry-based conversation protocols, questioning strategies, metacognitive logs and conversations, and other digital tools that can deepen online discussions and learning.

We hope that these sessions help connect and sustain our ERWC community members during these challenging times. If ever there was a time to leverage the resources of our remarkable literacy network--now over 15,000 educators strong--this is it. Thank you for all you are doing to support students and each other.

We hope that these sessions help connect and sustain our ERWC community members during these challenging times. If ever there was a time to leverage the resources of our remarkable literacy network--now over 15,000 educators strong--this is it. Thank you for all you are doing to support students and each other. Stay tuned for more information regarding face to face ERWC training in Fall 2020. If you have any questions, please contact either [Kelly Candelaria](#) or [Athena Murphy](#).

News Flash!

UPDATE: Requiring a Fourth Year of Quantitative Reasoning for CSU Admission

In our Fall 2019 newsletter, we wrote to you all about the idea of adding a fourth year of quantitative reasoning (QR) to the admissions requirements for the CSU. At that time, the statewide faculty senates of the CSU and UC had issued endorsements of increasing admissions requirements. The UC senate endorsed adding a third year of science and the CSU senate endorsed adding a fourth year of quantitative reasoning that could be a mathematics course but could also be other disciplines with strong quantitative reasoning content. See the following links for those endorsements. https://senate.universityofcalifornia.edu/_files/reports/SW-JN-assembly-revisions-area-d.pdf and <https://www2.calstate.edu/csu-system/faculty-staff/academic-senate/resolutions/2016-2017/3270.pdf>.

In January 2020, after a series of information sessions in July, August, September, and November of 2019, the CSU Board of Trustees passed a resolution calling for the establishment of the 4th year requirement. The resolution states the following:

“1. The Board of Trustees seeks to have all incoming first-year students complete, in addition to the current ‘a-g’ high school course requirements, a fourth-year quantitative reasoning course, selecting from a wide range of courses as described in this agenda item and will consider approving such a requirement and Title 5 change by spring 2022 to be effective fall 2027.”

The resolution also called on the Chancellor to submit progress reports between now and spring 2022 including information related to the practical implementation feasibility of the 4th year requirement. For the full resolution and context see the agenda item 4 in <https://www2.calstate.edu/csu-system/board-of-trustees/past-meetings/2020/Documents/jan-28-29-ED-POL.pdf>

The Early Assessment Program at CSU, Chico is developing a program of support for the implementation of the new requirement. The current plan is to partner with CSU, Sacramento to provide new 4th-year quantitative reasoning curricula and professional development to ensure that all students in the North State will have access to the appropriate 4th-year courses.

For additional information regarding the CSU proposal for adding a fourth year of QR to admissions requirements, contact Fred Uy fuy@calstate.edu Co-Director of the Center for Advancement of Instruction of Quantitative Reasoning: <http://www.calstate.edu/app/mathqr/index.shtml>.

High School Data:

Link to CDE CAASPP scores:

<https://caaspp-elpac.cde.ca.gov/caaspp/DashViewReport?ps=true&lstTestYear=2019&lstTestType=B&lstGroup=1&lstSubGroup=1&lstSchoolType=A&lstGrade=13&lstCounty=00&lstDistrict=00000&lstSchool=0000000>

The 2019 Smarter Balanced Test Results have been released. Linked above is the website where you can find year by year specific information about how your school is performing on the Smarter Balanced Assessment. If you have come to some of our events within the last academic year, this [LINK](#) will allow you to find your school and look at a year by year comparison in both English and math.

Amended College Admissions, Grading, and Graduation Requirements

California Department of Education (CDE) | Page 4

Joint Letter from K-12 and Higher Education | Page 4

The California State University System (CSU) | Page 5

California Community College Guidance Letter | Page 6

The Association of Independent California Colleges and Universities (AICCU) | Page 6

The University of California System (UC) | Pages 6-7

CALIFORNIA DEPARTMENT OF EDUCATION (CDE)

<https://www.cde.ca.gov/ls/he/hn/coronavirus.asp>

The following FAQs provide guidance for grades, grading, and graduation requirements. It is anticipated that this guidance will be updated as further information becomes available.

[FAQs on Grading and Graduation Requirements](#)

JOINT LETTER FROM K-12 & HIGHER EDUCATION

<https://www.cde.ca.gov/ls/he/hn/documents/jointk12highereducation.pdf>

In a “joint statement from the California State Board of Education, California Department of Education, CSU, University of California, CCC and the Association of Independent California Colleges and Universities” there has been an ongoing conversation regarding the commitment of these institutions to “overcome university admissions and placement concerns” due to the “suspension of in-person instruction.”

The three major concerns of this coalition have been to support: “1) A range of distance learning; 2) Strategies for flexibility of grading; and 3) Guidance for the adjustment of graduation requirements.” These considerations include:

- The possible re-evaluation of the financial situations of families due to the impact of COVID19
- Acceptance of C/NC grades in replacement of letter grades for A-G courses completed in either winter, spring, or summer of 2020.
- A deferment of fees or deposits for admission, and a flexibility in receiving of transcripts and admission offers
- Flexibility for students enrolled in dual enrollment
- Acceptance of C/NC for “The Golden Four” courses completed at a CC for transfer to a four-year university

More information can be found in guidance from each of the sectors, available at The College Admissions, Grading, and Grad Requirements page of The California Department of Education.

THE CALIFORNIA STATE UNIVERSITY SYSTEM (CSU)

<https://www.cde.ca.gov/ls/he/hn/documents/csualmissioncovid19impact.pdf>

The Interim Impacts and CSU Admission Policies and Practices document (linked above) has been designed to provide school districts, schools, community colleges, educators, and students with an overview of changes to admission due to the COVID-19 interruptions.

An important change is a temporary allowance of “credit”, “pass” grades earned in spring 2020 to satisfy a-g requirements for admission. The document also confirms that first-time freshmen entering in fall 2020 will be placed in English/math courses based on multiple measures the same as in fall 2019. Details about the suspension of use of standardized tests for admissions in fall 2021 can be found in the section below.

The document also explains CSU adjustments for Community College incoming transfers as well. Changes to transfer admissions policies for Fall 2020 transfers Spring 2021 and beyond are provided.

CSU TO SUSPEND USE OF SAT/ACT TESTING FOR 2021-22 ADMISSIONS

On Friday, April 17, 2020, the Chancellor’s Office of the CSU announced the suspension of use of standardized tests (SAT/ACT) for admissions in the academic year 2021-2022. Governor Newsom earlier paved the way for this and several other emergency changes with his [Executive Order N-52-20](#) (see item 14). This announcement follows on the heels of a similar move by the University of California (UC) just two weeks prior. The UC and CSU actions are similar, but not identical. Currently the UC requires a standardized test score as part of the application. Applications from students without a test score are considered incomplete and are not generally considered further. The UC decided upon “suspending the standardized test requirement”. What this effectively means is that submission of SAT or ACT scores will become “optional” for UC admissions applications. Those scores will join other test score options (Advance Placement (AP) and International Baccalaureate (IB)) that students can choose to include to strengthen their applications to individual campuses. It is not known how individual UC campuses will treat scores submitted.

In contrast, the submission of an SAT or ACT score has not be required by the CSU for an application to be considered complete. All students with a high school grade point average (HSGPA) of 3.00 or above in the college preparation a-g required courses meet the statewide eligibility criteria. The CSU routinely calculates a so-called “[eligibility index](#)” for all students who voluntarily submit an SAT or ACT test score. In practice most campuses, including CSU, Chico, have a local requirement that a student submits a standardized test score to generate this index. Campuses often apply higher index standards to ensure admissions do not exceed student capacity constraints. Students with HSGPA above 3.00 can be turned away from a local campus due to their index being too low. But conversely, a student with a lower HSGPA below the minimum 3.00 often earns eligibility if they submit an SAT or ACT score that is high enough to generate an index that meets the local campus standard.

The action taken by the CSU was different than that taken by the UC. The CSU action forbids any campus from using the SAT or ACT score in any admissions decision for the next academic year, 2021-2022. The eligibility index is discontinued for a year. Local campuses like CSU, Chico will be required to develop alternative criteria for limiting admissions and for admitting students with HSGPA below the minimum, which will be lowered from 3.00 to 2.50. We advise all high school counselors to attend the next round of statewide counselor conferences to learn how each of the 23 campuses responds to this significant but temporary change in admissions standards.

<https://www2.calstate.edu/csu-system/news/Pages/CSU-to-Suspend-Standardized-Testing-Requirement-for-Upcoming-Admission-Cycles.aspx>

<https://www.latimes.com/california/story/2020-04-01/uc-to-suspend-admission-requirements-for-sat-minimum-gpas-to-help-students-during-coronavirus-crisis>

CALIFORNIA COMMUNITY COLLEGES GUIDANCE LETTER

<https://www.cde.ca.gov/ls/he/hn/documents/cccguidanceletter.pdf>

California Community Colleges have responded to COVID-19 in several ways. State Superintendent of Public Instruction, Tony Thurmond announced that high school students planning to Enroll into the CCC system will still have access to the streamlined transfer pathways into CSU, UC, and many independent non-profit colleges and universities. Students will also have the ability to complete associate degrees or certificates as application and enrollment processes at the CCC system are designated as “open enrollment” regardless of high school GPA.

High school students currently enrolled in the CCC system can remain in their classes by completing them online. Students have the option to request an excused withdrawal (EW), credit/no credit, or should they need additional time to complete coursework they can take an incomplete. If these options are taken, it will not impact their academic progress or college GPA.

THE ASSOCIATION OF INDEPENDENT CALIFORNIA COLLEGES AND UNIVERSITIES

(Private Nonprofit Institutions of Higher Education)

<https://www.cde.ca.gov/ls/he/hn/documents/aiccuhsjuniorseniors.pdf>

The AICCU campuses have modified their policies to accommodate pass/no pass grades for students during these unprecedented times. Considerations have been identified for AP/IB tests, acceptance of temporary unofficial transcripts, academic letters of recommendation modifications, and possible financial aid allowances.

It is recommended that you read the document and contact the campuses directly for additional detail for their specific policies within the scope of the AICCU policy statement.

THE UNIVERSITY OF CALIFORNIA SYSTEM (UC)

<https://www.cde.ca.gov/ls/he/hn/documents/ucadmissionscovid19.pdf>

The University of California’s Response to COVID-19 document (linked below) lists several important changes regarding admissions for fall 2020 through fall 2023 to accommodate all current high school students and transfer students through the educational disruption caused by the COVID-19 crisis. Important changes for current high school students include: suspension of letter grade requirements and adjustment of GPA calculation for a-g courses completed in the winter, spring, or summer 2020; if a student requests it, a plan to provide flexibility by honoring extensions and deferment of deposit beyond the May 1st deadline to accept offers of admission; and re-evaluation of financial aid eligibility to account for changes in financial situations. All passing 2020 AP scores will be honored as usual. UC requests official transcripts by July 1st but will not rescind admissions offers of admission due to missing documents; schools should notify UC of any known delays or uncertainty by following guidelines in the document.

REPORT OF THE UC ACADEMIC COUNCIL STANDARDIZED TESTING TASK FORCE

https://senate.universityofcalifornia.edu/_files/underreview/sttf-report.pdf

In July 2018 the President of the University of California (UC) and the Chair of the UC Academic Senate together asked for a task force to be formed to study the use and efficacy of standardized tests (SAT and ACT) in admissions. The type of study subsequently performed was similar to earlier studies conducted in 2002 and 2010. The call for these analytic studies has in part been driven by concerns that standardized testing may not be equitable and account for the discrepancy between the demographics of the population admitted to UC compared to the demographics of the high school graduates in California. In particular, it has been hypothesized that the under-representation of African American and Latinx high school graduates in the population of admitted UC students is the result of discrepancies in performance on standardized testing. The report is full of statistical data related to test-taking performance, high school grade point averages, college preparation course completion, and other UC admissions criteria. The report provides a deeper insight into the way UC uses these criteria for admissions. For example, to ensure an applicant's academic accomplishments are put in the proper context relative to peers at a given school, test scores, as well as other admissions criteria, are "normalized" by school. This allows the stronger students at each school to stand out even if the school itself is not well-resourced. In contrast, the California State University has no such admissions processes to account for the different educational opportunities at different schools.

Important conclusions found in the study include the following:

- Standardized test scores are a better predictor of freshman year success at the UC than high school GPA, but combined GPA and test scores are an even better predictor.
- Test scores should not be made optional in part because that would undermine the normalization of student achievement in under-resourced schools.
- "Comprehensive review effectively renorms SAT scores", mitigating nearly completely the disparities in standardized testing scores among ethnic and racial groups.
- Lack of a-g course access and completion was the "single biggest contributing factor" accounting for under-representation of African American and Latinx students in UC admissions.
- Over 40% of African American and Native American students earned eligibility for UC admissions with their SAT score and would otherwise have been ineligible. This compared to roughly 25% of all others earning eligibility that way.

The finding that comprehensive review providing local context mitigates the racial and ethnic differences in test performance has important implications. The finding provides evidence that the racial and ethnic disparities in testing are strongly attached to the local context, which in turn reflects the local educational opportunity provided. This indicates that efforts to "level the playing field" among racial and ethnic groups should focus on the local context of the college preparation educational opportunities provided by the individual schools. The CSU currently does not consider the local context of individual schools and therefore these ethnic and racial disparities in standardized testing are not similarly mitigated. The CSU has the same college preparation a-g course requirements as the UC, thus disparate course access and completion also hinder equitable representation in the CSU. The Chico Early Assessment Program will target support for improvements in a-g course access and completion in our service area schools. Statewide, this average is 48.4% of high school graduates. Many, if not most schools in the CSU Chico service area, are below this average. For a-g completion data by school district in California, see the link: <https://edsources.org/2019/interactive-map-percentage-of-california-students-eligible-for-a-4-year-state-university/621471>.