



**An Analysis of the Early Assessment Program (EAP) Assessment for
English**

**Conducted by Achieve on behalf of the California Diploma Project (ADP) and
Policy Analysis for California Education (PACE)**

October 2009

Achieve

Created in 1996 by the nation’s governors and corporate leaders, Achieve is an independent, bipartisan, non-profit education reform organization that helps states raise academic standards and graduation requirements, improve assessments and strengthen accountability. To make college and career readiness a priority in the states, in 2005, Achieve launched the American Diploma Project (ADP) Network. Starting with only a handful of states, the Network has now grown to include 35 states educating nearly 85 percent of all U.S. public school students. California joined the ADP Network in 2008, bringing together the Governor, the Superintendent of Public Instruction, the leaders of the state’s four higher education sectors, and the business community.

PACE

PACE (Policy Analysis for California Education) is an independent, non-partisan research center based at the University of California – Berkeley, the University of Southern California, and Stanford University. PACE seeks to define and sustain a long-term strategy for comprehensive policy reform and continuous improvement in performance at all levels of California’s education system, from early childhood to post-secondary education and training. PACE bridges the gap between research and policy, working with scholars from California’s leading universities and with state and local policymakers to increase the impact of academic research on educational policy in California. The California Diploma Project is managed by PACE and is funded by the Bill & Melinda Gates Foundation, William and Flora Hewlett Foundation, and the James Irvine Foundation.

The California Diploma Project

The American Diploma Project (ADP) works with states across the country to bring value to the high school diploma by raising the rigor of high school standards, assessments and curriculum and aligning them to the demands of postsecondary education and careers. The California Diploma Project brings together the Governor and Superintendent of Public Instruction with the leaders of the state’s four higher education sectors and business community representatives to work together to expand the number of young people who enroll and succeed in post-secondary education and training.

Achieve would like to thank the Bill & Melinda Gates Foundation, the William and Flora Hewlett Foundation, and the James Irvine Foundation for the generous funding and support that they provided to this project.

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Executive Summary

Leaders from the California State University System (CSU) and the California Department of Education have collaborated in the creation of a unique approach to college-ready assessment. The Early Assessment Program (EAP) provides students with an “early indicator” of their level of college preparation so that they might increase their knowledge and skill while still in high school and avoid failure and remediation in their entry-level college experience. This report provides an analysis of that assessment.

Achieve and the California Diploma Project

The California Diploma Project (CDP) sought the assistance of Achieve in order to determine the degree to which the EAP tests in Algebra II, Summative High School Mathematics (Summative Mathematics), and English provide an assessment of the level of college readiness required for entry-level coursework. For the purpose of this analysis of these EAP assessments, Achieve considered the California standards and additional expectations targeted by the CSU faculty as the benchmarks for college readiness—that is, as indicators of the level of preparation needed for entry into credit bearing coursework in English and mathematics on the CSU campuses.

The Early Assessment Program (EAP)

The EAP serves as a college readiness signal for students while still in high school, enabling them to better prepare for college in their senior year. It is voluntary and only available to students in the 11th grade. The EAP is a combination of select items from the California Standards Test (CST)—in Algebra II, Summative Mathematics, and Grade 11 English-Language Arts (ELA)—and a set of 15 augmented items developed by faculty at CSU. In English, the EAP also includes a direct writing assessment—the EAP Essay.

While voluntary, the number of students taking the EAP has increased over the last five years. It is important to note that while many students are in English classes during their 11th grade year and are eligible to take the English EAP, the Algebra II and Summative Mathematics EAP are limited to students who are enrolled in or have completed Algebra II. Current data follow on those 11th grade students who participated in the EAP.

How many 11th graders participated in the 2009 CST and the EAP?

Subject	Total 11 th graders taking the CST	Total 11 th graders taking the EAP
English	447,742 96%	366,925 79%
Mathematics	220,605 47%	169,473 36%

Out of 466,303 students enrolled in 11th grade in 2009, 96% of all students took the CST in English and 79% took the 15 augmented items and the Direct Writing Assessment for the EAP in English. In 2009, 47% of all 11th graders took the CSTs in Algebra II or Summative Mathematics and 36% took the 15 augmented items on either one of these tests for the Algebra II or Summative Mathematics EAP. In mathematics, the remaining 53% of all 11th graders did not have the option of taking the EAP. Current overall performance data follow on those 11th grade students who participated in the EAP.

How do 11th graders perform on the EAP?

Subject	Ready for College	Conditionally Ready for College	Did not Demonstrate Readiness
English	16%	N/A	83%
Algebra II	5%	20%	74%
Summative Mathematics	21%	67%	12%

Of the 79% of all 11th graders who took the EAP in English – 16% scored ready for college and 83% did not demonstrate readiness. Of the 36% of all 11th graders who took the EAP in Algebra II, 5% scored ready for college, 20% conditional, and 74% did not demonstrate readiness. In Summative Mathematics, 21% scored ready for college, 67% conditional, and 12% did not demonstrate readiness.

Achieve Analysis

Achieve convened a group of content experts in English and mathematics to conduct the analysis of the EAP English, Algebra II, and Summative Mathematics assessments. Review panels were guided by the criteria set forth in the Achieve Assessment to Standards (ATS) Protocol that include content centrality, performance centrality, source of challenge, and level of cognitive demand.

One representative form for each assessment—English Language Arts, Algebra II, and Summative High School Mathematics—was reviewed. Due to state policy restrictions, Achieve was unable to review full, intact forms of the CST assessments. This analysis therefore, should not be interpreted as a review of the CST but rather as a review of the EAP assessments that are comprised of a subset of CST items and augmented items developed by the CSU faculty. The CST items as well as the augmented items and writing samples were submitted to Achieve by the Educational Testing Service (ETS), the organization responsible for developing the CST, as representative of the items used by CSU to arrive at a student’s EAP college readiness score.

Findings

1. *The EAP assessments address essential college-ready content identified by CSU faculty for entering credit-bearing coursework.*

The CSU faculty identified college readiness skills required for students' success in entry-level coursework in English and mathematics. These college readiness skills include California standards as well as CSU related ELM and EPT assessed content. In mathematics, reviewers found that the majority of the items that were mapped to the California Algebra II and Summative Mathematics standards and the CSU ELM specifications consistently match the intent of the standard. In English, similar results were found in reading, the EAP Augmented items, and the EAP Essay assessment of direct writing. Only the indirect writing items did not satisfy the expectation of the standards, a difficulty typically faced by large-scale assessments that test instructional content standards requiring writing performance with multiple-choice items. The remaining majority of the EAP items target quite clearly the content described in these college readiness standards. These assessments can be depended upon to present an effective picture of student readiness for entry-level coursework on a CSU campus.

2. *The EAP augmentations provide rigor and contribute authentic college readiness tasks to the assessment of students' postsecondary preparation.*

In mathematics, a particular strength of the augmentation item set is that many items require students to make connections across and/or within mathematical strands. These items tend to be interesting and mathematically rich and can be used as models for developing future items. It is noteworthy that the level of cognitive demand of these items raises the overall cognitive demand and rigor of the Algebra II and Summative Mathematics EAP.

In English, the EAP Essay that was designed by CSU faculty as a measure of direct writing is particularly noteworthy. Students are asked to demonstrate the depth of their understanding of the reading passage through their writing. The EAP Essay not only assesses key content and performance expectations called for in the California standards, but it also provides an authentic college-ready measure of a student's ability to critique, analyze, construct arguments, and support ideas with relevant examples. In addition, the reading passages included on the EAP were judged by Achieve as representing a rigorous set of texts that are fair examples of the types of materials students should be able to read to demonstrate college readiness.

3. *Targeted improvements in the Algebra II, Summative Mathematics, and English EAP would increase the balance and rigor of the items used to assess college readiness.*

In mathematics, reviewers noted the procedural nature of many of the multiple-choice items. The inclusion/development of additional selected-response items that resemble the more cognitively demanding augmentation items, would ensure the assessment of the kinds of higher order skills students need to be prepared for college. The inclusion of application problems from the social sciences or sciences would enable students to demonstrate their abilities to use mathematics to model relevant situations with functions. The addition of a

limited number of high quality constructed-response, or open-ended, items could also increase cognitive demand. Such items can be expensive, given costs of scoring. However, these items would allow teachers to see first-hand how students approach solving problems, whether they can create graphs on their own, whether they can create conjectures or justifications on their own, and whether they can explain their reasoning.

In addition, reviewers noted a few areas of college-ready mathematics content that are in the California standards but were omitted from the Algebra II and Summative Mathematics EAP including probability and statistics and properties of logarithms and the inverse relationship between exponents and logarithms. Suggestions have been made for adjustments that would allow inclusion of these areas.

In English, reviewers found that the reading passages were complex and closely approximate the level of texts that students might encounter in college. In some instances, however, the passage was underutilized as the test-taker did not need to refer to the reading to answer the question posed. Achieve reviewers suggested that to the greatest extent possible, items that are selected for the EAP require that students read the passage in order to answer the item, providing a more accurate picture of their ability to derive meaning.

In addition, while indirect items in writing assessed students' ability to identify the correct use of conventions and grammar, reviewers found the EAP Essay provided a more direct and authentic demonstration of the writing process.

Recommendations

- 1. Since the EAP is a good representation of college readiness, use of the test could reasonably be expanded beyond the CSU.***

Overall Achieve reviewers found the test aligns well with the expectations the CSU faculty have identified as essential for entry into credit-bearing coursework. Current plans in the state call for the expansion of the EAP to selected community colleges who are piloting this initiative. Achieve supports this expansion beyond the CSU campuses and recognizes the significant impact this initiative has had for students. Steady growth in the rate of student participation and improved performance provide testimony to its success. The students of the state of California are the ultimate beneficiaries of this "early indicator" program and are given the opportunity to prepare for college entry and potentially avoid failure and remediation.

- 2. Consider making minor adjustments to improve the EAP. Build on the strengths of the EAP to further align expectations across the CSU, UC, and CCC for college readiness for entry-level coursework.***

Within this report reviewers have offered suggestions for minor adjustments to the EAP assessments in English and mathematics. There are also opportunities to build on the strengths of the EAP to further align expectations. For example, reviewers found strong alignment

between the EAP Essay and the California Content Standards in reading and writing. There are also similarities between the EAP Essay and the UC Analytic Writing Placement Examination (AWPE). This creates an opportunity for further comparisons of writing expectations for incoming freshmen across the CCC, CSU, and UC. A cross-segment group of faculty could conduct an analysis of direct writing assessment passages/prompts, rubrics, and anchor papers. The resulting common expectations for college-ready writing across all postsecondary segments should be made publicly available for K-12 students and educators statewide.

3. *Devise a communication strategy for educators, students, and communities that clarifies the level of preparation that students must reach in order to demonstrate college readiness and the specific course in which they would be placed with successful completion of the EAP.*

Achieve found that across K-12 and postsecondary, communications and documentation about the EAP are extensive but not always consistent. The EAP has the potential for impacting more 11th graders throughout the state by signaling college readiness while students have time to address preparation in high school and potentially avoid remediation when entering postsecondary. It is important that the partners in this effort clarify the expectations students need to meet for success on the EAP in order to secure placement in credit-bearing coursework. In addition, students and educators may not understand what the first credit-bearing course is in English and mathematics on various UC, CSU, and CCC campuses and when and if there are exceptions. The expansion of the EAP to select community college campuses provides the opportunity to update public communications, websites, and other support materials with respect to the requirements and benefits of the EAP.

4. *Encourage more students to take mathematics at and above the level of Algebra II.*

While the numbers of students taking the EAP has increased over the years, it is true in mathematics that this “early indicator” system is only available to those students who are enrolled in or have completed Algebra II or higher. Given that the state graduation requirements specify two units of mathematics including Algebra I, students may not have the incentive to go further than Algebra I—a level that falls far short of the required mathematics at California postsecondary campuses. While 79% of students participate in the English EAP, only 36% of students participate in the mathematics EAP. Both the English and mathematics EAP provide incentive and opportunity for students to learn more about their level of preparation and consider college as an option. State leaders should consider strategies for encouraging many more students to take this assessment or the potential for the EAP will not be fully realized.

In conclusion, Achieve commends the leaders from the California State University System and the California Department of Education who have collaborated over the years in the creation of this unique approach to college-ready assessment. The EAP provides a national model - an “early indicator” of postsecondary preparation so that students can increase their knowledge

and skill while still in high school and avoid failure and remediation in their entry-level college experience. The expansion of the EAP beyond the CSU campuses provides the opportunity to engage other educators across the state in a systematic program to provide greater numbers of students with the opportunity to prepare for entry into credit-bearing coursework in postsecondary.

Introduction

The California Diploma Project (CDP) is focused on helping leaders in the state reach agreement on the use of a common assessment that would serve as an indicator of satisfactory progress toward college readiness. The proposed instrument is the augmented 11th grade California Standards Test (CST), which is the cornerstone of the Early Assessment Program (EAP). The California Diploma Project sought the assistance of Achieve in order to determine the degree to which the EAP tests in Algebra II, Summative Mathematics, and English provide an assessment of the level of college readiness required for entry-level coursework. For the purpose of this analysis of these EAP assessments, Achieve considered the California standards and additional expectations targeted by the CSU faculty as the benchmarks for college readiness – that is, as indicators of the level of preparation needed for entry into credit bearing coursework in English and mathematics on the CSU campuses.¹

This analysis was preceded by a preliminary comparison of the *California Content Standards in English and Mathematics K-12* (adopted 1997) with the ADP Benchmarks in English and mathematics. There was a subsequent comparison of these standards with other frameworks of college readiness. A description of these prior analyses follows.

Preliminary Analysis

In October 2008, Achieve completed a comparison of the *California Content Standards in English and Mathematics K-12* (adopted 1997) with the ADP Benchmarks in English and mathematics. Achieve reviewers found that the California standards are well aligned with the ADP Benchmarks, with some minor exceptions. Given that a portion of the alignment came from California standards at the middle and upper elementary level, Achieve recommended that standards included in lower grades be fully reflected in later grades. No recommendations were made for revision of the California standards.

Phase I—Comparison of College Readiness Frameworks

A subsequent analysis of the California standards—Phase I of this study—was conducted in Spring 2009. This analysis included a crosswalk of the California Content Standards assessed on the EAP (as indicated on the assessment blueprints), the Statement of Competencies in academic literacy and mathematics from the Intersegmental Committee of the Academic Senates (ICAS), and the ADP Benchmarks. The review suggests that there is a shared set of college readiness expectations in the state, particularly in writing and the foundational skills found in Algebra I, Geometry, and Algebra II.

¹ See www.achieve.org/CaliforniaDiplomaProject for supplemental materials that crosswalk the California Content Standards for K-12 with ELM specifications (in mathematics), the ICAS competencies, and the American Diploma Project Benchmarks.

Phase II—Analysis of the EAP Assessments in Algebra II, Summative Mathematics, and English

This analysis focuses on the degree to which the EAP tests in Algebra II, Summative Mathematics, and English provide an assessment of the level of college readiness required for entry-level coursework. A detailed description of the standards targeted for assessment by the EAP for Algebra II (Appendix A), Summative Mathematics (Appendix B), and English (Appendix C). As noted, each of the EAP assessments includes items selected from the CST by the CSU faculty, however, this analysis should not be interpreted as an evaluation of the entire CST as this is neither the intent nor an accurate picture of the assessments examined.

This analysis focuses on the following questions related to entry-level college readiness (as defined by the standards targeted for assessment by CSU faculty):

- How do the specific areas of students' knowledge and skill that are assessed in English and mathematics align with entry-level college readiness?
- To what degree is students' knowledge of content as well as performance assessed and aligned with entry-level college readiness?
- At what level of challenge and cognitive demand do the items assess student knowledge and performance?
- Is the level of reading comparable to that required at an entry-level college readiness level?
- What are the characteristics of the direct writing assessment that are indicative of authentic, college-level writing?
- Are there areas for improvement?

The Early Assessment Program (EAP)

The EAP serves as a college readiness signal for students while still in high school, enabling them to better prepare for college in their senior year. The test is voluntary and is only available to students in the 11th grade. The EAP is a combination of select items from the California Standards Test (CST)—in Algebra II, Summative High School Mathematics (Summative Math), and Grade 11 English-Language Arts (ELA)—and a set of 15 items developed by faculty at CSU. In English, the EAP also includes a direct writing assessment.

The CSTs measure student progress toward achieving California's state-adopted academic content standards, which describe what students should know and be able to do in each grade and subject tested. Students in grades two through eleven take a set of CSTs in various subject areas. Eleventh grade students who choose to take the EAP will receive a college readiness score as part of their STAR report, an annual progress report on CST performance sent to students and parents.

Mathematics

The 15 augmented items are added to the Algebra II and Summative Mathematics CSTs. Note that only students who are enrolled in or have completed Algebra II may take these CSTs, and

thus the EAP. The Algebra II CST assesses content from the California Content Standards in the Algebra II and Probability and Statistics standards. The Summative Mathematics is intended to assess content across Algebra I, Geometry, Algebra II, and Probability and Statistics standards from the California Content Standards. While the full CSTs consist of 65 items, only a subset of these items are included as part of a student’s college readiness score. The subset of items is selected by a Test Committee based on content addressed on the Entry Level Mathematics (ELM)². For example, the CST items that address probability and statistics are not counted towards a student’s EAP score. The 15 augmentation items are developed for alignment to the ELM specifications in Algebra and Geometry and are the same item set for both CSTs.

Based on performance on the subset of CST items and 13 augmentation items³, students receive one of three college readiness scores in mathematics.

1. Ready for College: Students have met the CSU expectations in mathematics for incoming freshmen and are ready for the first-year, credit-bearing mathematics course. Students are exempt from placement tests at any CSU campus.
2. Ready for College—Conditional: Students are on track to be prepared by the time they graduate high school, given they take a mathematics course in their senior year. Students who enroll and earn a C or better in a mathematics course—with an Algebra II prerequisite—in their senior year will be exempt from placement tests at any CSU campus.
3. Did Not Demonstrate College Readiness: Students will need to take the ELM placement exam upon enrollment at a CSU campus.

English

The 15 augmentation items are added to the Grade 11 English-Language Arts CST. All students are required to take the assessment. Like mathematics, a faculty Test Committee selects a subset of the 75 CST items—based on English Placement Test (EPT)⁴ content—to include as part of a student’s EAP score. The numbers of items range from 33-55 and are ideally around 42. The augmented items are released items from CSU’s EPT and focus on demonstration of critical reading and writing skills.

To mirror the placement requirements of incoming freshmen, CSU faculty added to the EAP a 45-minute direct writing assessment that asks students to read a short passage and essay prompt, to think and analyze, and to write an essay in response to the prompt.

Upon completing all three parts of the EAP (CST, augmented items, and essay), students are notified of their college readiness score.

² The ELM is the placement instrument used by CSU to place incoming freshmen into first-year mathematics courses.

³ Two of the 15 augmented items are field test items.

⁴ The EPT is the placement instrument used by CSU to place incoming freshmen into first-year English courses.

1. Ready for College: Students have met the CSU EPT requirements and are ready for credit-bearing English courses upon enrollment at CSU. Students are exempt from taking the EPT for placement.
2. Did Not Demonstrate College Readiness: Students are not yet ready to succeed in college level English courses. Students will be required to take the EPT for placement.

Representative forms provided to Achieve

One representative form for each assessment—English Language Arts, Algebra II, and Summative High School Mathematics—was reviewed. Due to state policy restrictions, Achieve was unable to review full, intact forms of the CST assessments. This analysis therefore, should not be interpreted as a review of the CST but rather as a review of the EAP assessments that are comprised of a subset of CST items and augmentation. The CST items as well as the augmented items and writing samples were submitted to Achieve by the Educational Testing Service (ETS), the organization responsible for developing the CST, as representative of the items used by CSU to arrive at a student’s EAP college readiness score. A description of each of the EAP Assessments follows.

Algebra II EAP

The Algebra II EAP representative test form included CST Algebra II items that were used as part of a previous EAP test, but were not all used on the same test form. The CST items provided are those that have been released to the public. Using released test items limited the items available for this study. According to ETS, the items are statistically representative of the test and the test blueprint, but these items probably would not have been used for the same test administration. The Algebra II EAP augmentation items were used as part of the 2007 EAP test administration. The EAP math augmentation items are the same for both Algebra II and Summative Mathematics.

Summative Mathematics EAP

The Summative Mathematics EAP items were selected from the pool of released mathematics test questions that met the specifications for EAP but may not have been specifically selected for use in a CST or Summative Mathematics EAP test. According to ETS, this ad hoc form met the statistical requirements of both the CST and EAP, and it matched the test blueprint. The EAP augmentation items were used as part of the 2007 EAP test administration. The EAP mathematics augmentation items are the same for both Algebra II and Summative Mathematics.

English EAP

The English EAP representative test form included CST ELA items that were used as part of a previous EAP test, but were not all used on the same test form. The CST items provided for Achieve’s purposes have been released to the public or were associated with passages that were released. Using released test items limited the items available for this study. According to ETS, the items are statistically representative of the test and the test blueprint, but these

items probably would not have all been used for the same test administration. The English EAP augmentation items and essay topics were used as part of the 2007 EAP test administration.

Methodology—Achieve Assessment to Standards (ATS) Alignment Protocol

To conduct the analysis, Achieve convened a group of content experts in each subject area—English and mathematics. The assessment panels followed the Achieve Assessment to Standards (ATS) Protocol, developed by Achieve with assistance from psychometricians and content experts. Panel members independently reviewed the CST and augmented items and then, through detailed discussion of each item, reconciled any differences in judgments. The protocol considers several criteria in determining the degree of alignment between an assessment and standards.

- ***Confirmation of the test blueprint***

Achieve analyzed several documents including the blueprint and item card in order to validate the mapping of an item to a standard. The assessment blueprint shows the intended match between a test item and the standards. Reviewers judge whether or not the item is appropriately matched to a standard. Comparisons of the state’s blueprint for the CST with the representative forms of the EAP analyzed by Achieve for this report provide a perspective on the standards targeted for assessment by the EAP for Algebra II (Appendix A), Summative Mathematics (Appendix B), and English (Appendix C).

- ***Content centrality***

This criterion analyzes the match between the content that is targeted by a test question and the content described in a standard. Reviewers assign a content centrality score to each item that reflects the degree or quality of alignment between the content described in a standard to that addressed by the item as follows:

- 2 - clearly consistent
- 1a - not specific enough (standard or objective is too general to be assured of item’s clear consistency)
- 1b - somewhat consistent (item assesses only part of a compound standard. In mathematics, the item assesses the less central part of the standard)
- 0 - inconsistent

A score of 2 is awarded when the standard is specific and the item clearly measures the content spelled out in the standard. A score of 1a indicates that the standard to which the item was mapped is not effectively communicating the content to be addressed. A high number of 1a scores, therefore, signal concerns about the clarity of the standard. Items that receive 1b scores are examined as a set when discussing balance of the assessment. Any item that receives a 0 is reviewed against the other standards for potential matches. If a better match is found, the item is then scored for its alignment to the remapped standard.

- **Performance centrality**

This criterion focuses on the degree of the match between the type of performance required by a test item and the performance required by the related standard. Each item elicits a type of cognitive performance (e.g., the item requires that the test taker “select,” “identify,” “represent,” or “analyze”). Reviewers assign a performance centrality score for each item based on whether there is a clear consistency between the type(s) of performance demanded by the item and the type(s) of performance described in the standard as follows:

- 2 - clearly consistent
- 1a - somewhat consistent/not specific enough (standard or objective is too general to be assured of item’s clear consistency/strong alignment)
- 1b - somewhat consistent (standard or objective uses more than one verb, but the item matches the less cognitively demanding of the verbs)
- 0 - inconsistent

- **Source of challenge**

This judgment attempts to uncover whether individual test items are “fair.” The question asked about an item’s source of challenge is whether or not choosing the correct answer is a probable indication that the skill being targeted is actually the skill being assessed.

Items with appropriate sources of challenge help ensure two things: (a) that a student who does well on the item probably has a good grasp of the content targeted, and (b) that a student who does poorly on the item probably has a weak grasp on the content targeted. Said another way, analyzing source of challenge helps to identify those questions where a student may get the *right* answer for the wrong reason (false positive), or the *wrong* answer but in fact has the knowledge to answer the item correctly (false negative). In an item with appropriate sources of challenge, the greatest challenges in the item lie in the content and type of performance targeted in the relevant objective(s) as opposed, for example, to challenges of background knowledge or interpretation of the item’s context.

Reviewers rate each item for source of challenge as follows:

- 1 - appropriate source(s) of challenge
- 0 - inappropriate source(s) of challenge

- **Level of Cognitive Demand**

Judgments about level of cognitive demand focus on the type and level of thinking and reasoning required by students on individual items.

In mathematics, the protocol differentiates between four levels of cognitive demand, ranging from the simple recall of information to complex reasoning and thinking. Complexity of the mathematics determines the cognitive level, not difficulty for students.

- Level 1 (recall) – item requires the recall of information such as a fact, definition, term, or simple procedure. Level 1 items are usually rote and procedural in nature, such as performing an algorithm or applying a formula or property.
- Level 2 (skill/concept) – item calls for the engagement of some mental processing beyond a habitual response, with students required to make some decisions as to how to approach a problem or activity.
- Level 3 (strategic thinking) – item requires students to reason, explain their thinking, plan, conjecture or use evidence. Level 3 items are non-routine or strategic in nature. Students must establish meaning.
- Level 4 (extended/abstract thinking) – item requires complex reasoning, planning, developing, and thinking, most likely over an extended period of time.

In English, the levels represent a hierarchy based on Bloom’s Taxonomy that describes levels of sophistication and complexity of thinking. The sophistication will depend on the degree to which simple knowledge and skills have to be recalled or drawn upon, the amount of cognitive processing required, the degree to which the task requires going beyond the text, and the need to extend or produce novel findings.

- Level 1 (recall or locate) – item requires little beyond simple recall or identification such as identify figurative language or basic facts in a reading passage.
- Level 2 (infer or integrate) – item demands a level of inference involving some comprehension and subsequent processing of texts, such as using context clues to identify unfamiliar words, predicting logical outcomes, or deciding appropriate verb tense by considering the meaning of a sentence.
- Level 3 (analyze or apply) – item requires analysis of the text and an understanding of how a passage works. Level 3 items include determining author’s purpose, understanding the use of symbols, or accomplishing a rhetorical purpose.
- Level 4 (critique or evaluate) – item requires evaluation of material and are often open-ended.

In English, reviewers also evaluate the level of demand of the reading passage. Here, reviewers analyze various elements of the passage including vocabulary, sentence structure, and the skill in literary analysis required.

- ***Balance***

Balance compares the emphasis of content offered by an item set to the emphasis of content described by the standards. In addition to evaluating alignment, reviewers also judge whether the set of items emphasizes the more important content at the grade level.

- ***Level of Challenge***

This criterion is applied to a *set* of items, and reviewers consider whether the set of items mapped to a standard represent an appropriate range of challenge.

The criteria and process that have been developed unpack different factors that contribute to the quality of the alignment between assessments and standards, thereby providing a level of information about assessments typically unavailable to states and organizations.⁵ It is important to recognize that the process relies on the *clinical judgments* of experienced content and assessment experts. The criteria and the training of reviewers are rigorous, and seasoned judgment is a major aspect of the review.

Those who are charged with the actual development/selection of the EAP items have been provided with a detailed technical review of the findings of this analysis. A summary of major findings by criteria for the English (Reading, Writing, and EAP Essay) EAP Assessment follows.

⁵ It is assumed that any state or organization evaluating a particular exam will run its own bias review, drawing upon the work of a representative and well-qualified panel of experts, so this aspect of an assessment is not a part of this protocol.

Findings English - Reading and Writing

Achieve found:

- I. The English EAP addresses essential college-ready content identified by the CSU faculty for entry into credit bearing English coursework.
- II. The English EAP includes rigorous reading passages.
- III. The EAP Essay assesses not only a student's writing ability but also critical thinking.

Achieve recommends the following:

1. When assessing reading, the EAP Test Committee should select questions on reading passages that are as text dependent as possible in order to test students' ability to derive meaning from the college level passages provided.
2. Consider convening faculty representatives from the UC and the CSU higher education systems with Community Colleges to conduct a cross-sector analysis of the assessment of direct writing and identify opportunities for alignment.
3. Consider a cross-sector communication outreach effort to educators, students, and communities regarding the expectations that students must meet in order to demonstrate readiness for entry-level college coursework in English.

This section presents findings relative to the three parts of the English EAP assessment:

1. EAP reading items
2. EAP writing items
3. EAP Essay for the assessment of direct writing.

The EAP reading and writing include a subset of around 42 multiple choice items selected by CSU faculty from the Grade 11 CST in English-Language Arts. The CSU faculty include 15 items for the augmentation that have been retired from the EPT—a test that has proven itself a valid predictor of student readiness in reading and writing. The CSU faculty also include the EAP Essay and rubric in part because the CST does not have a measure of direct writing at Grade 11. To further inform this analysis of the EAP Essay, Achieve reviewers considered similarities between this assessment and the UC Analytical Writing Placement Examination (AWPE). Given that the partners in the California Diploma Project are considering the expansion of the EAP, we conclude with recommendations for making this college ready assessment even better.

EAP Reading

What Content Does the English EAP Cover in Reading?

The English EAP addresses essential content and skills in reading, ranging from word analysis and the use of rhetorical devices to understanding the structure of an argument. The EAP includes seven augmentation reading items—retired EPT items—that assess analytical reading skills deemed essential by CSU for success in first-year, credit-bearing English courses. The

augmentation items expect students to understand the meaning of words in the context of a sentence as well as the relationship between two ideas. Specifically, students are asked whether the ideas contrast, illustrate cause and effect, or contradict each other. Though the augmentation items were not developed to specifically address the California Content Standards, Achieve reviewers mapped the items to the standards for the purposes of discussing full content coverage of the standards. See Appendix C for the full listing of standards that make up the content and performance expectations and blueprint for the English EAP.

Content Centrality

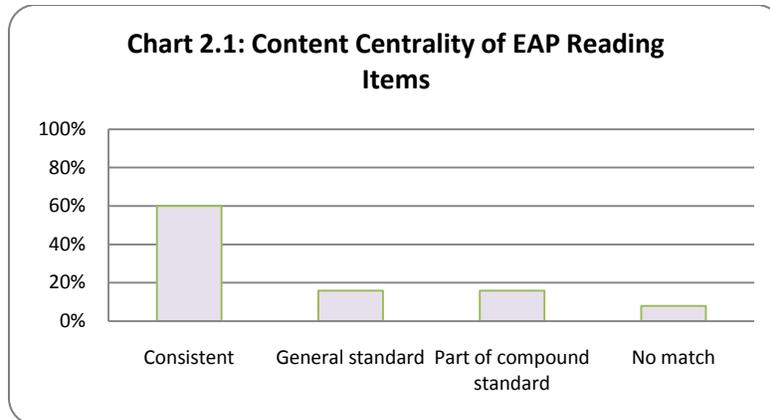
In terms of content centrality, 60% of the items that were mapped to the California Reading Standards were determined to clearly match the intent of the standard, and an additional 16% targeted partial elements of the standards to which they were mapped. That is, those with an interest in the EAP test results could be assured that the majority of the items, 76%, actually target quite clearly the content described in the standards. Only slight flaws with the other six items, 24% of the total reading items, were identified.

Table 2.1: Content Centrality of EAP Reading Items

California Content Standards: Reading and Augmentation Items	Number of items	Content Centrality			
		2 Consistent	1a General standard	1b Part of compound standard	0 No match
1.0 Word Analysis, Fluency, & Systemic Vocabulary Development	5	5	0	0	0
2.0 Reading Comprehension: Focus on Informational Materials	10	4	3	3	0
3.0 Literary Response & Analysis	10	6	1	1	2 ^b
IB Vocabulary in Context	3 ^a	-	-	-	-
IC Logical Relationships	4 ^a	-	-	-	-
Totals	32	15	4	4	2^b
Percent	-	60%	16%	16%	8%

^a The augmentation items were not scored for content centrality and are not included in the denominator of total percentages. As retired EPT items, the augmentation items were not developed to specifically address the California Content Standards and a specification blueprint was not used. The analysis of these items did not include a review of content centrality.

^b Reviewers identified two items that did not seem to match the content called for in the standards to which they were mapped and were not able to remap the items to a more appropriate standard.



Note in Table 2.1 the score of 1a for four of the items (16% of the total reading items) in content centrality. This is an indication that in a few cases the standards to which the items were mapped were too general to guarantee a complete match of the item to the intent of the standard.

Performance Centrality

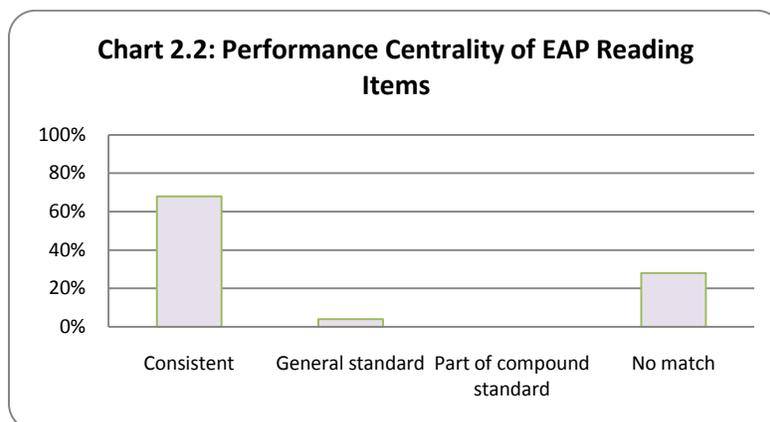
In terms of performance centrality, 68% of the items mapped to California Reading Standards were determined to clearly match the intent of the standard, and one item targeted a standard whose performance (“trace”) was considered by the reviewers as being too vague to evaluate a tight match. In total, 18 of the 25 items mapped to the reading standards (72%) were considered to match to some extent the performance addressed in the standards.

Table 2.2: Performance Centrality of EAP Reading Items

California Content Standards: Reading and Augmentation Items	Number of items	Performance Centrality			
		2 Consistent	1a General standard	1b Part of compound standard	0 No match
1.0 Word Analysis, Fluency, & Systemic Vocabulary Development	5	5	0	0	0
2.0 Reading Comprehension: Focus on Informational Materials	10	6	0	0	4
3.0 Literary Response & Analysis	10	6	1	0	3
IB Vocabulary in Context	3 ^a	-	-	-	-
IC Logical Relationships	4 ^a	-	-	-	-
Totals	32	17	1	0	7^b
Percent	-	68%	4%	0%	28%

^a The augmentation items were not scored for performance centrality and are not included in the denominator of total percentages. As retired EPT items, the augmentation items were not developed to specifically address the California Content Standard and a specification blueprint was not used. The analysis of these items did not include a review of performance centrality.

^b Reviewers identified seven items that did not seem to match the performance called for in the standards to which they were mapped and were not able to remap the items to a more appropriate standard.



In Table 2.2 note that seven items, representing 28% of the 25 scored reading items, were judged not to target the performances in the standards to which they were mapped. See Table 2.3 for examples of what these items assess and do not assess.

Table 2.3: Examples of EAP Reading Items with 0 Performance Rating

Item	Aligned Standard	Comment
<p>In the middle of paragraph 2, Roosevelt implies that “you have acknowledged that you are no longer able to trust in your courts and your law-enforcing machinery” when you allow individuals</p> <p>A to speak and assemble freely. B to organize as labor unions. C to take the law into their own hands. D to think that justice will always prevail.</p>	<p>R2.5: Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.</p>	<p>Though the item stem (“implies”) appears to demand analysis—the performance addressed in the standard—however the reading passage states “...for anybody to <u>take the law into his own hands</u>. The minute you allow that then <u>you have acknowledged that you are no longer able to trust in your courts and your law-enforcing machinery...</u>” Thus the performance required is not analysis, but, rather, fairly simple <i>identification</i> of the referent of a relative pronoun ‘that’.</p>
<p>In paragraph 4, what does the reader learn about Lily?</p> <p>A She did not like traveling to see her aunt B She did not particularly care for her aunt C She did not wish to behave in the same manner as her aunt but felt the need for comfort D She did not approve of her aunt’s expensive country home but stayed anyway.</p>	<p>RL3.3 Analyze the way in which irony, tone, mood, the author's style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both.</p>	<p>Standard asks for an analysis Item only requires students to draw a conclusion about a character, an inferential reading skill.</p>

Item	Aligned Standard	Comment
What political system is reflected in the passage? A democracy B socialism C communism D theocracy	RL3.8 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor). (Political Approach)	In this item, students are asked to identify the political system reflected in the passage, not analyze political assumptions.

Note that the items that received performance centrality ratings of 0 were mapped to standards that required a level of analysis or critique. In a sense, analyzing a reading passage requires breaking down information materials into their component parts in order to understand how they work. Given the rigor of the state’s standards at the high school level, it is not surprising that attempting to measure rigorous performances is a challenge for the multiple-choice format. The level of analysis called for in the California Content Standards is more amenable to a direct writing assessment and, particularly with R2.5, is addressed by the EAP Essay. See EAP Essay Section for further discussion.

Source of Challenge

Two of the EAP reading items were regarded as having source of challenge issues. Overall, the EAP items do not present source of challenge issues and those who use the test results to make instructional and curricular decisions can assume that students who do well grasp the essential content and skills of the standards and those who do poorly have a weak grasp of the essential content and skills identified by the tested standards.

Level of Cognitive Demand

For this analysis, reading items were divided into two categories—text independent (items that do not depend on the passage for an answer) and text dependent (answers that require referencing the reading passage)—each evaluated separately for cognitive demand. The level of demand for text dependent items is calculated using two criteria, which is discussed in the *Demand of Reading Passages section below*. The cognitive demand of text independent items is discussed here.

For a variety of reasons, items in a reading test may not be attached to a reading passage even though they target specified reading skills—vocabulary items for example. Items that address vocabulary are typically focused at the word and sentence level, and, as such, do not target larger text elements. In some cases, however, although the standard refers to the entirety of a text, an item mapped to that standard may not focus on the text as a whole. Such items are often referred to as text independent; that is the test taker can answer a question without reading the passage. Fifteen of the 25 reviewed reading items were categorized as text independent. Although some items were intended to only address a sentence level issue such as vocabulary, other items did not seem to address the full intent of the standard. A few examples of such text independent items are provided in Table 2.4.

Table 2.4: Examples of Text Independent Items

Item	Comments	Cognitive Demand
<p>Read these lines from the beginning of paragraph 3.</p> <p><i>“We must not let those people in back of us down; we must have courage; we must not succumb to fears of any kind; and we must live up to the things that we believe in and see that justice is done...”</i></p> <p>Roosevelt’s use of repetition in phrasing and structure in these lines creates</p> <p>A a hostile tone that increases in anger B an objective tone based on facts C a sympathetic tone supported by example D a persuasive tone that build with intensity</p>	<p>Students do not need to refer back to the passage because the relevant text has been supplied in the item and the sentence provided is sufficient information to determine an answer; reference to the larger passage is not necessary to correctly answer this item. Thus it measures a student’s understanding of the rhetorical effect of repetition, but not of an understanding of the reading passage.</p>	<p>3</p>
<p>Read this sentence from paragraph 3 of the document.</p> <p><i>“To the overwhelmed student, the seemingly simple solutions offered by scholarship companies are like waterfall mirages to a man stranded in the desert.”</i></p> <p>What statement does this analogy make?</p> <p>A People find it hard to come up with original ideas B Pride often prevents people from asking for the help they need C People in desperate situations are subject to distorted perceptions D Fear causes people to further appreciate the things they have</p>	<p>Again, the relevant text has been supplied in the item stem, providing the student with enough information to answer the question. The item does not ask about an analogy in the context of the entire reading passage, but, rather in the context of the sentence itself.</p>	<p>2</p>

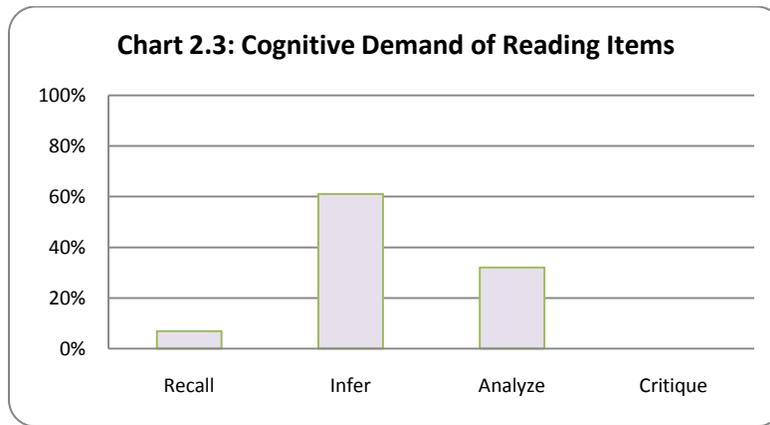
The majority of the text independent items (86%) were rated level 2 for cognitive demand (See Table 2.5). These items require students to make inferences in order to choose a correct answer. Three of the five items aligned to the word analysis section of the California standards and the three logical relationship items asked students to deal with analogies. Although such items require a high level of inference, they do not require the level of analysis demanded on other EAP items. The level 3 item asks the test taker not for a translation of what was said, but, rather, to describe the effect of *how* it was said.

Table 2.5: Cognitive Demand of Reading Items

California Content Standards: Reading and Augmentation Items	Number of items	Cognitive Demand			
		1 Recall	2 Infer	3 Analyze	4 Critique
1.0 Word Analysis, Fluency, & Systemic Vocabulary Development	5 ^a	0	4	0	0
2.0 Reading Comprehension: Focus on Informational Materials	10 ^a	2	3	4	0
3.0 Literary Response & Analysis	10 ^b	0	3	5	0
IB Vocabulary in Contexts	3	0	3	0	0
IC Logical Relationships	4	0	4	0	0
Total	15	-	-	-	-
Total Scored Items	28	2	17	9	0
Percent	-	7%	61%	32%	0%

^a One item rated as 0 for source of challenge was not reviewed for cognitive demand

^b Two items rated 0 for both content and performance centrality were not reviewed for cognitive demand



Demand of Reading Passages

Unlike mathematics or writing items, the demand of a reading item attached to a reading passage is only partially affected by the level of its cognitive demand; the other component that determines the challenge of an item is the level of complexity of the reading passage which it addresses. Readability formulas, objective and quantitative, have traditionally been used as the measure of reading difficulty. The Dale-Chall Readability Formula and later variations of such formulas such as the Flesch-Kincaid rely on mathematical computations involving total number of words per sentence and total number of syllables per word to describe the reading demand of a text. Achieve includes Flesch-Kincaid Grade Levels for each reading passage on a reading test as one indication of reading complexity.

In 1996, Jeanne Chall and others published *The Qualitative Assessment of Text Difficulty: A Practical Guide for Teachers and Writers*, which presents a method of qualitative assessment of text difficulty that relies on a total impression rather than on an analysis of text features. Based on matching samples of text to exemplars that have been scaled for comprehension difficulty, a

range is established that scales reading materials from grade 1 through college. Whereas quantitative readability measures are based only on two or three particular text features such as sentence length and word difficulty, the assessment method presented in *Qualitative Assessment of Text Difficulty* is sensitive to the complete range of variables that differentiate the relative difficulty of written texts. Achieve reviewers used this methodology to gauge the reading demand of a test’s reading passages.

The reading passages included on the EAP were judged by Achieve to represent rigorous texts that are fair examples of the materials students should be able to read to demonstrate college readiness.

Table 2.6: EAP Reading Passage Reading Difficulty Scores

Passage Title	Genre	Flesch-Kincaid Grade Level	Qualitative Assessment
			Grade Level
1. “Eleanor Roosevelt Speaks to the Members...”	Informational: political speech	11	12
2. from <i>The House of Mirth</i> by Edith Wharton	Novel excerpt	12.5	12
3. excerpt from <i>Roughing It</i> , “Flush Times in Virginia City” by Mark Twain	Literary non-fiction	9.1	12
4. “Scholarship Scam Target of New Legislation”	mixed genre		
a. General Exposition	Magazine exposition	11.3	8
b. Legislation Text	Public document	10.3	14
5. “Grinning the Bark off a Tree” by Davy Crockett	Literary, short story	6.7	12

Although the range of genre represented was good and aligned to that described by the California state standards in so far as they represented fiction, non-fiction, and public documents, all of the texts except one in the test form provided were period pieces, three from the late 19th century, and one from the mid 20th century.⁶ The age alone of such pieces tends to influence the reading demand since such texts are more likely to use unfamiliar language, allusions, and sentence structures.

The reading passages included in this sample test are, however, representative of the types of texts students should be reading to show that they are college- and career-ready, and, therefore, strong comprehension of such materials is a good indication of a student’s readiness for college level work.

⁶ According to ETS, a broader representation of time periods in which texts are situated may be found in the actual operational tests; Achieve reviewers did not have access to the full bank of passages and items

EAP Indirect Writing

As noted, the English EAP is made up of three parts including reading items, indirect writing items, and an EAP Essay for the assessment of direct writing. This section focuses on the indirect writing items.

What Content Does the English EAP Cover in Writing?

The English EAP addresses essential college-ready content in writing. Students are expected to demonstrate control of grammar, sentence structure, and understand the use of visual aids when writing. Students are also asked to revise texts for style and meaning. The EAP includes six augmentation reading items—retired EPT items—that assess analytical writing skills deemed essential by CSU for success in first-year, credit-bearing English courses. The augmentation items address much of the same content that is covered on the CST subset, including sentence variety as well as clarity and grammar in writing. Though the augmentation items were not developed to specifically address the California Content Standards, Achieve reviewers mapped the items to the standards for the purposes of discussing full content coverage of the standards. See Appendix C for the full listing of standards that make up the content and performance expectations and blueprint for the English EAP.

Content Centrality

In terms of content centrality, 94% of the scored items that were mapped to the California writing and conventions standards were determined to target partial elements of the standards to which they were mapped (See Table 2.7). That is, those with an interest in EAP test results could be assured that the majority of the indirect writing items target elements of the content described in the standards.

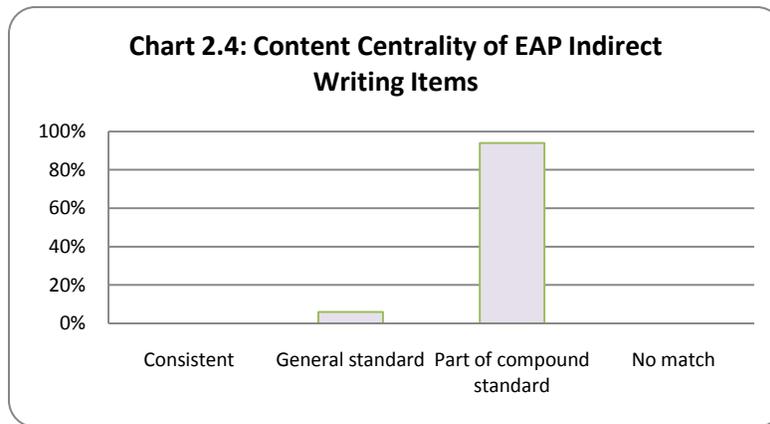
The score of 1a for one of the items in content centrality is an indication that the language in one of the standards was too general to guarantee a complete match of the item to the intent of the standard.

Table 2.7: Content Centrality of EAP Indirect Items

California Content Standards: Writing and Conventions and Augmentation Items	Number of items	Content Centrality			
		2 Consistent	1a General standard	1b Part of compound standard	0 No match
1.0 Written and Oral English Language Conventions	6	0	0	6	0
1.0 Writing Strategies	14 ^a	0	1	9	0
IIA Construction Shift	3 ^b	-	-	-	-
IIB Sentence Correction	3 ^b	-	-	-	-
Total	26	-	-	-	-
Total Scored Items	16	0	1	15	0
Percent	-	0%	6%	94%	0%

^a Four of the Writing Strategies items were not scored because the correct answers were provided in the stem or in the passages. These four items were associated with writing passages that had been released, but the items themselves had not been released. While these items were probably selected to make the test more representative, the passages had not been adjusted to reflect the errors in the items.

^b The augmentation items were not scored for content centrality and are not included in the denominator of total percentages. As retired EPT items, the augmentation items were not developed to specifically address the California Content Standard and a specification blueprint was not used. The analysis of these items did not include a review of content centrality.



Performance Centrality

In terms of performance centrality, Table 2.8 indicates that 44% of the items mapped to California writing standards were determined to clearly match the intent of the standard. Note that all items mapped to the writing convention standards were found to clearly match the intended performance. That is, in answering the items correctly, students *demonstrated a control* of grammar, diction, and paragraph or sentence structure and an understanding of English usage.

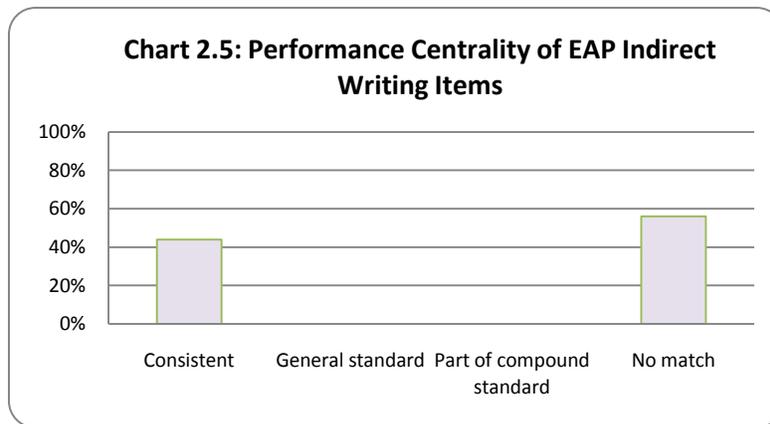
Table 2.8: Performance Centrality of EAP Indirect Writing Items

California Content Standards: Writing and Conventions and Augmentation Items	Number of items	Performance Centrality			
		2 Consistent	1a General standard	1b Part of compound standard	0 No match
1.0 Written and Oral English Language Conventions	6	6	0	0	0
1.0 Writing Strategies	14 ^a	1	0	0	9
IIA Construction Shift	3 ^b	-	-	-	-
IIB Sentence Correction	3 ^b	-	-	-	-
Total	26	-	-	-	-
Total Scored Items	16	7	0	0	9^c
Percent	-	44%	0%	0%	56%

^a Four of the Writing Strategies items were not scored because the correct answers were provided in the stem or in the passages. These four items were associated with writing passages that had been released, but the items themselves had not been released. While these items were probably selected to make the test more representative, the passages had not been adjusted to reflect the errors in the items.

^b The augmentation items were not scored for performance centrality and are not included in the denominator of total percentages. As retired EPT items, the augmentation items were not developed to specifically address the California Content Standard and a specification blueprint was not used. The analysis of these items did not include a review of performance centrality.

^c Reviewers identified nine items that did not seem to match the performance called for in the standards to which they were mapped and were not able to remap the items to a more appropriate standard.



By contrast, reviewers found that nine of the items—all under Writing Strategies—did not target the performances in the standards to which they were mapped. For these nine items, the scores of 0 for performance centrality reflect the tension, found in numerous state assessments, between instructional content standards that call for writing performance and the need to assess writing skills with multiple-choice items in large-scale statewide instruments. Table 2.9 provides of what these items assess and do not assess.

Table 2.9: Example of EAP Indirect Writing Items with 0 Performance Rating

Item	Aligned Standard (underline added to emphasize expected performance)	Comment
<p>Which paragraph might be revised to include the idea “A house divided against itself cannot stand”?</p> <p>A paragraph 1 B paragraph 2 C paragraph 4 D paragraph 5</p>		
<p>In his next draft, Damon can improve paragraph 3 by</p> <p>A briefly summarizing the history of the United States B adding details about the four President’s contributions C describing what each President’s face looked like D providing descriptive details to help the reader imagine the Black Hills setting.</p>	<p>WS1.3 <u>Structure</u> ideas and arguments in a sustained, persuasive, and sophisticated way and <u>support</u> them with precise and relevant examples.</p>	<p>These items address the concepts of support (to which paragraph could a given idea best be added), and the use of details (how could an essay be strengthened?). Such items did not assess how well a student could structure his or her own ideas, but rather, how well they could recognize these elements in a text. Thus these items are more an evaluation of editing skills than the composing skills noted in the standards.</p>
<p>Which sentence could most logically follow the sentence at the end of paragraph 1</p> <p>A Frequently, an inventor will be inspired... B Fleming’s electron tube and Edison’s discovery... C Many inventors have been nearly forgotten... D His early education played a large role...</p>		
<p>In paragraph 3, which one of these does Damon use for rhetorical effect?</p> <p>A repetition B metaphor C persuasion D analogy</p>		

Achieve’s reviewers agreed that while the kinds of performances expected from items in Table 2.9 may provide some information about student learning and performance that may be useful or meaningful, standard WS1.3 intends for students to generate writing and, without doing so, students cannot show mastery of these standards through these items.

Reviewers do not want to suggest that standards should be rewritten so that they can be assessed on a multiple-choice assessment. Having standards that are not assessable on a multiple-choice assessment is appropriate and often desirable (particularly in the cases of performances such as speaking and writing). California is to be commended for its inclusion of a direct writing assessment on the EAP that does clearly address the performances required by the Writing Strategies standards (see discussion of EAP Essay).

Source of Challenge

Achieve reviewers did not regard any EAP indirect writing items as having an inappropriate source of challenge.

Level of Cognitive Demand

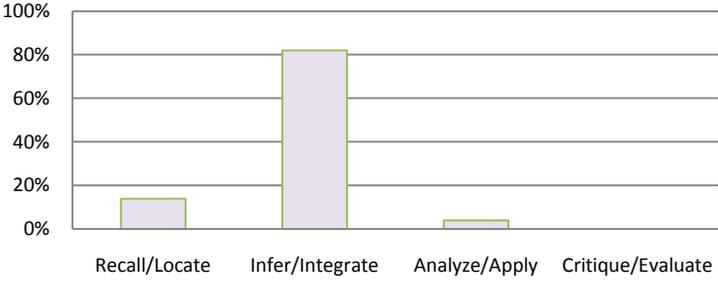
A majority of the EAP indirect writing items (82%) ask students to demonstrate fairly routine skills such as revising sentences for clarity or grammar (See Table 2.10). Most of these items deal with revision within a single sentence. The one item that received a score of 3 required students to consider the logic and coherence of an entire paragraph and choose the most effective ending for that paragraph.

Table 2.10: Cognitive Demand of EAP Indirect Writing Items

California Content Standards: Writing and Conventions and Augmentation Items	Number of items	Cognitive Demand			
		1 Recall/ Locate	2 Infer/ Integrate	3 Analyze/ Apply	4 Critique/ Evaluate
1.0 Written and Oral English Language Conventions	6	1	5	0	0
1.0 Writing Strategies	14 ^a	2	7	1	0
IIA Construction Shift	3	0	3	0	0
IIB Sentence Correction	3	0	3	0	0
Total	26	-	-	-	-
Total Scored Items	22	3	18	1	0
Percent	-	14%	82%	4%	0%

^aFour of the Writing Strategies items were not scored because the correct answers were provided in the stem or in the passages. These four items were associated with writing passages that had been released, but the items themselves had not been released. While these items were probably selected to make the test more representative, the passages had not been adjusted to reflect the errors in the items.

Chart 2.6: Cognitive Demand of EAP Indirect Writing Items



EAP ESSAY

In addition to the multiple-choice items, the EAP includes a direct writing assessment (EAP Essay). This section focuses on the EAP Essay, which reveals a strong match to the English expectations in both reading and writing.

Description

The EAP Essay is taken by students who opt to take the EAP augmented section of the grade 11 CST. The EAP Essay is a 45-minute essay whose format and scoring schema is identical to that used for CSU's own English Placement Test (EPT). The students must respond to a task that requires them to explain the author's argument presented in a short reading passage and to discuss the extent to which they agree or disagree with the author's views. They are asked to support their positions by referring to the passage and by providing reasons and examples from their own experience, observations, or reading.

Each essay is read independently and scored holistically by one reader who uses a scoring guide that defines 6 levels of performance on the essay. In addition, 20% of the essays are scored a second time, 10% by a second reader and the other 10% by the Scoring Leaders. Readers score the essays on a scale from 1 (low) to 6 (high). The score is assigned a weight and then combined with the scores from the CST item subset and augmentation items for a student's total score. The total score is used to assign to students a college-ready status, which is reported to students. Neither students nor districts receive individual or total scores.

Alignment of EAP Essay to Standards

In terms of writing, the California writing standards call for the application of language skills and the construction of thoughtful, detailed, and well-organized communications. The EAP Essay is much more aligned with the intent of the California standards and provides stronger and more complete coverage of the California writing standards than is provided by indirect multiple-choice items.

Reviewers mapped the writing assessment to the standards by noting the standard(s) assessed by both the writing prompt and rubrics provided. Though a comparison of the EPT/EAP Essay and the California standards is provided in CSU's *Focus on English*—a document that provides an overview of the EPT—Achieve found the comparison not as clear or as accurate as it could be. In addition to a misalignment, the EPT/EAP Essay categories used in the CSU comparison do not fully reflect the EAP Essay writing rubric, though they correspond. Since the review of content centrality centers around the scoring rubric, Achieve reviewers remapped the California Content Standards to the EAP Essay rubric provided by ETS.

The Scoring Guide for the EAP Essay is clear, specific, and relevant to the standards. Six criteria are applied by the scorers:

- a. = response to the topic

- b. = understanding and use of the passage
- c. = quality and clarity of thought
- d. = organization, development, and support
- e. = syntax and command of language
- f. = grammar, usage, and mechanics

The EAP Essay criteria could be defined even more clearly by referring to the guide’s description of a 6 point (the highest score) essay:

Score of 6: Superior

A 6 essay is superior writing, but may have minor flaws.

A typical essay in this category:

- a. addresses the topic clearly and responds effectively to all aspects of the task
- b. demonstrates a thorough critical understanding of the passage in developing an insightful response
- c. explores the issues thoughtfully and in depth
- d. is coherently organized, with ideas supported by apt reasons and well chosen examples
- e. has an effective, fluent style marked by syntactic variety and a clear command of language
- f. is generally free from errors in grammar, usage, and mechanics

Using the criteria for a level 6 paper, Achieve mapped the EAP Essay scoring guide to the California Standards for grades 11-12. See Table 2.11.

Table 2.11: Suggested Mapping of the EAP Essay to the California Grade 11-12 ELA Standards

CSU EAP ESSAY Scoring Guide	California ELA Grade 11-12 Standards— Achieve Mapping	Degree of Alignment
<p>a. Response to topic 6⁷-addresses the topic clearly and responds effectively to all aspects of the task</p>		<p>The state does not include a standard that address the response to a topic.</p>
<p>b. Understanding and use of the passage 6-demonstates a thorough critical understanding of the passage in developing an insightful response</p>	<p>RC1.0 Word analysis, fluency, and systemic vocabulary development RC2.2. Comprehension and Analysis of Grade-Level-Appropriate Text: Analyze the way in which clarity of meaning is affected by patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text RC2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: make</p>	<p>Strong alignment The alignment of this criterion to these standards is particularly strong. Because the EAP ESSAY requires the students to grapple with ideas to make “warranted assertions” and back those up with elements from the text,</p>

⁷ The level 6 description is used here in order to describe all of the positive elements of the writing.

CSU EAP ESSAY Scoring Guide	California ELA Grade 11-12 Standards— Achieve Mapping	Degree of Alignment
	<p>warranted and reasonable assertions about the author’s argument by using elements of the text to defend and clarify interpretations</p> <p>RC2.5. Comprehension and Analysis of Grade-Level-Appropriate Text: Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject</p>	<p>the intent of these standards appears to be clearly in line with the criteria considered in the EAP Essay.</p>
<p>c. Quality and clarity of thought 6-explores the issues thoughtfully and in depth</p>	<p>RC2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: make warranted and reasonable assertions about the author’s argument by using elements of the text to defend and clarify interpretations</p> <p>RC2.5. Comprehension and Analysis of Grade-Level-Appropriate Text: Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject</p>	<p>Strong alignment A writer can show that she has explored “the issues thoughtfully and in-depth” by analyzing a author’s assumptions, making assertions about that, and supplying evidence from the text.</p>
<p>d. Organization, development, and support 6-is coherently organized, with ideas supported by apt reasons and well chosen examples</p>	<p>WS1.1. Organization and Focus: Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments</p> <p>WS1.3. Organization and Focus: Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples</p>	<p>Strong alignment The EAP ESSAY criterion here is almost a verbatim parallel to Writing Strategies 1.3.</p>
<p>e. Syntax and command of language 6-has an effective, fluent style marked by syntactic variety and a clear command of language</p>	<p>WS1.2 Organization and Focus: use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes</p> <p>WS1.4. Organization and Focus: <u>Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy;</u> the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action</p> <p>WS1.5 Organization and Focus: use language in natural, fresh, and vivid ways to establish a specific tone</p> <p>WS1.9. Evaluation and Revision: Revise text to highlight individual voice,</p>	<p>Strong alignment</p>

CSU EAP ESSAY Scoring Guide	California ELA Grade 11-12 Standards— Achieve Mapping	Degree of Alignment
	improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and genre	
f. Grammar, usage, and mechanics 6-is generally free from errors in grammar, usage, and mechanics	WC1.1 Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English	Strong alignment

Content Centrality and Performance Centrality

To determine content centrality reviewers ask:

1. To what degree does the writing prompt reflect one of the types or genres of writing identified in the standards?
2. To what degree does the rubric reflect the kind of performance described in the standards?

Reviewers score both the prompt and the rubric using the following scale:

- 2 – clear consistency with the standard
- 1 – moderate consistency
- 0 – inconsistency

In terms of question 1, whether the prompt reflects the genres described in the standards, reviewers gave a score of 1, indicating moderate consistency. The writing applications targeted in grades 11-12 are much more specific types than that required by the typical EAP Essay prompt. Three new types of compositions are introduced in the eleventh and twelfth grades: reflective essays, reports on historical investigations, and writing job applications and resumes. Students at these grade levels are also expected to write fictional, autobiographical, or biographical narratives as well as responses to literature. The kind of analytic and persuasive writing demanded by the EAP Essay prompt is not specifically included as a standard at the late high school level, although such writing is clearly demanded at grades 9-10:

Writing Applications 2.3 Write expository compositions, including analytical essays and research reports:

- a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
- b. Convey information and ideas from primary and secondary sources accurately and coherently.
- c. Make distinctions between the relative value and significance of specific data, facts, and ideas.

- d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
- e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
- f. Use technical terms and notations accurately.

That the expository composition is not included in the California 11-12 ELA Standards is not to suggest that such writing is less demanding or aimed at a lower level of rigor than the types stipulated at the higher grade levels. Expository writing is a mainstay of academic writing, and, as such, is a type quite appropriate for an assessment of college-ready skills. Additionally, California has produced a Reading/Language Arts Framework.⁸ In its description of what is needed by students in grades 11 and 12 in regards to writing, the Framework appears to fully endorse the kind of assessment represented by the EAP Essay:

Writing Strategies

[Students] should be able to write well-structured arguments with good support and employ rhetorical devices and visual aids to enhance meaning. Their use of language should be fresh and natural. pp. 233-234

This description of writing parallels quite well the criteria expressed in the EAP Scoring Guide, and provides strong support for the alignment of the EAP Essay to the intent of the state's standards.

The answer to question 2—To what degree does the rubric reflect the kind of performance described in the standards?—is provided by Table 2.11 above. Other than response to topic, all of the scoring guide's criteria align quite clearly to the Writing Strategies elements of the California standards, and, as well, to important elements of the reading comprehension standards.

A very important aspect of this EAP Essay is, in fact, its attention not only to the writing skills displayed in a direct writing assessment, but also to the relevant and critical reading skills demanded by the task. Using one constructed response to address both writing and reading ability is perhaps unique among the various assessments used by states. Most typically, a state test may include short constructed responses to questions about a reading passage, but the scoring guides for such items are stringent in their caution to the scorers to attend only to the reading skills displayed in a student's answer. In a parallel fashion, when states use a direct writing assessment, the topic is rarely a reading passage, but, rather, a description of a situation or perspective that the students are asked to consider. The scoring guides for such assessments never include reading skill as a consideration—restricting scorers to only consider the writing ability displayed in a sample.

⁸ *Reading/Language Arts Framework for California Public Schools, Kindergarten through Grade 12*, Adopted by the California State Board of Education, published by the California Department of Education, Sacramento, 1999.

This distinction between pure reading skills and pure writing skills is not a part of the EAP Essay, and the Achieve reviewers regarded this as a major strength of the assessment. If it is the intention of the EAP to determine whether a student has abilities commensurate with the demands she will face in college, the examination of the interaction of reading and writing seems to be an authentic task that is a typical college demand. CSU's publication, *Focus on English*, states that the direct writing required for the EPT, and thus the EAP, presupposes a close relationship between reading and writing—a supposition that appears quite valid.

Source of Challenge

It is the goal of every assessment to present a fair and honest evaluation of a student's achievement in the skills and knowledge outlined in the standards identified in the assessment blueprint. This agreement with the student is an important pact—and it is this that is examined in any alignment study.

To evaluate source of challenge in a prompt, reviewers ask questions such as:

- Is the prompt accessible to all students? The prompt should not require specific background knowledge or experience in order to address it.
- Is the task clear? If the assignment intends to prompt a persuasive essay, for example, that purpose should be clear to the writer.
- Are the basic criteria for assessment of the writing sample articulated for the writer?

The following example was provided by CSU, and will be referenced in the discussion of source of challenge and in the consideration of the level of demand of the total EAP.

Directions: You will have 45 minutes to plan and write an essay on the topic assigned below. Before you begin writing, read the passage carefully and plan what you will say. Your essay should be as well organized and as carefully written as you can make it.

In a recent editorial essay, a working mother of four laments being made to feel guilty for not "being there" every minute for her children. She notes, "The school nurse has taken me to task for not being immediately accessible, and my kids--who live in a world where instant gratification has become the norm--complain about my intermittent unreachability. To which I say, hey, deal with it. I'm not cavalier about my mothering responsibilities.... I'm an involved parent. We modern moms and dads are not only expected to make sure our kids are perfectly nourished, endlessly enriched, and absolutely safe at all times: now, with cell phones and pagers, we are also supposed to be instantly reachable and immediately responsive.... We cannot and should not orchestrate every moment in our children's lives for them--partly because the effort turns out to be futile, but more importantly because it prevents our kids from learning skills they need to succeed in the real world. There are times they need to ad lib. There are times they need to wait. There are even times they need to turn to someone else."

Explain the author's argument and discuss the extent to which you agree or disagree with her views. Support your position by referring to the passage and by providing reasons and examples from your own experience, observations, or reading.⁹

This topic appears to be accessible to the vast majority of students; one need not be a parent to understand the stresses described in the passage. Any writer should be able to provide examples from her experience, whether her life was highly structured or not. The task clearly calls for an explanation of the author's argument and the extent to which the test taker agrees or disagrees with that argument. The basic criteria for success in the task are described as "Your essay should be as well organized and as carefully written as you can make it," an injunction that may be unnecessary given the context of a text, but the writers are given a clear task and directed, as well to support the position taken. Providing support, therefore, is clearly a requirement for an effective response.

Given that the actual EAP Essay is of the quality of the sample included here, the task appears to be not only fair to the test taker, but also authentic to a typical college task in its requirement of analyzing an argument or point of view presented in a passage. In all, this sample task is a good example of an appropriate source of challenge for a direct writing assessment.

⁹ http://www.calstate.edu/eap/documents/topic_i.pdf

Similarities between the EAP Essay and the UC Analytical Writing Placement Examination (AWPE)

As is the case with many colleges and universities across the country, both the CSU and the University of California (UC) systems require an assessment of entering students' literacy skills in order to find out whether or not they need remediation before they can succeed in college level work. Most often these placement tests take the form of a direct writing assessment that is developed and assessed at the local level or one of the commercially available assessments such as the College Board's WritePlacer or ACT's e-Write. Both the EAP Essay and the UC Analytical Writing Placement Examination (AWPE) are developed internally by faculty, and they are similar in many ways, as shown in Table 2.12 below.

Table 2.12: Similarities between the EAP Essay and the UC Analytic Writing Placement Examination (AWPE)

	CSU EAP Essay	UC AWPE Direct Writing Assessment
Schedule	either attached to the CST Grade 11 test or administered on site	administered on site
Time	45 minutes	2 hours
Reading passage length	60-180 words	700-1000 words
Reading demand	<ul style="list-style-type: none"> • approximately 10.0 - 11.0 on Flesch Kincaid Reading Level • 8 on Qualitative Assessment 	<ul style="list-style-type: none"> • approximately 10.0 - 11.00 on Flesch Kincaid Reading Level¹⁰ • 8 on Qualitative Assessment
Topic	<p>Explain the author's argument and discuss the extent to which you agree or disagree with her views. Support your position by referring to the passage and by providing reasons and examples from your own experience, observations, or reading.</p>	<p>How does Kluckhohn [<i>author of the passage</i>] explain the differences and similarities among the world's peoples? What do you think about his views? Use examples from your own experience, reading or observation in developing your essay.</p>
General criteria	Your essay should be as well organized and as carefully written as you can make it.	Your essay will be evaluated on the basis of your ability to develop your central idea, to express yourself clearly, and to use the conventions of written English.
Scoring Guides	<p>A 6 essay is superior writing, but may have minor flaws.</p> <p>A typical essay in this category:</p> <ol style="list-style-type: none"> addresses the topic clearly and responds effectively to all aspects of the task demonstrates a thorough critical understanding of the passage in developing an insightful response explores the issues thoughtfully and in 	<p>A 6 paper commands attention because of its insightful development and mature style. It presents a cogent response to the text, elaborating that response with well-chosen examples and persuasive reasoning. The 6 paper shows that its writer can usually choose words aptly, use sophisticated sentences effectively, and observe the conventions of written English.</p>

¹⁰ The 1987 University-wide Subject A Examination, Kluckhorn passage. Also used for Qualitative Assessment score.

	CSU EAP Essay	UC AWPE Direct Writing Assessment
	depth d. is coherently organized, with ideas supported by apt reasons and well-chosen examples e. has an effective, fluent style marked by syntactic variety and a clear command of language f. is generally free from errors in grammar, usage, and mechanics	
	Comparison of each criterion	
	g. Response to topic 6 ¹¹ -addresses the topic clearly and responds effectively to all aspects of the task	
	h. Understanding and use of the passage 6-demonstrates a thorough critical understanding of the passage in developing an insightful response	a cogent response to the text
	i. Quality and clarity of thought 6-explores the issues thoughtfully and in depth	insightful development
	j. Organization, development, and support 6-is coherently organized, with ideas supported by apt reasons and well-chosen examples	elaborating that response with well-chosen examples and persuasive reasoning
	k. Syntax and command of language 6-has an effective, fluent style marked by syntactic variety and a clear command of language	choose words aptly, use sophisticated sentences effectively mature style
	l. Grammar, usage, and mechanics 6-is generally free from errors in grammar, usage, and mechanics	observe the conventions of written English.

Each writing assessment requires students to read and respond to a reading passage and each requires analysis of that passage. Both assessments ask the student to analyze the passage and agree or disagree with the author’s views, and support that view from the text and from prior knowledge. The elements of the scoring guides are relatively parallel, each valuing apt, well-chosen examples, an understanding of the passage, and control of language conventions. The primary differences between the two tests are the length of the reading passages and the amount of time allowed for writing. The EAP Essay allows 45 minutes and includes a relatively short reading passage, while the UC assessment allows two hours and includes a relatively

¹¹ In order to define more fully the criteria of the scoring guide, the criteria as described for a 6 level paper (the highest score) have been used.

lengthy reading passage. This relationship between the length of the reading passage and the length of time allotted for the test is obvious in terms of a lengthy passage taking longer to read than a short one. Additionally, the longer texts can present more complex information than a short one may and, thus, take more time to analyze.

It could be argued that the longer text on the UC test is more representative of the type of reading that college students will meet, rather than the short passage on the EAP Essay assessment. Tests are designed for specific contexts, however, as are these two direct writing assessments. While the EAP includes the direct writing as part of a larger assessment set that includes multiple-choice items that assess some reading and writing skills, the UC's AWPE is a stand-alone assessment; no other test items are combined with it. If the time spent on the reading and writing multiple-choice items for the EAP were combined with the EAP Essay, the time allotted for each assessment would be quite similar.

CSU has determined that its EPT tests, which are similar in many ways to the EAP, are valid in identifying students who are in need of remediation in literacy. UC is similarly confident in its AWPE that has been in place for almost 20 years. The different forms of each test, however, communicate different messages about what is being assessed--UC's attempt to present as authentic a task as possible in an assessment situation or CSU's preference to assess a breadth of reading and writing skills rather than the depth in writing only.

Both UC and CSU, however, accept as requirements for placement alternatives to the EAP and the AWPE. In these exceptions, their expectations are more often alike than different as seen in the Table 2.13.

Table 2.13: Comparison of the CSU and UC Placement Requirements

CSU	UC
Placement in the "Ready for CSU College-level English courses" category on the Early Assessment Program (EAP) English taken in conjunction with the 11th grade California Standards Test in English Language Arts	
680 or above on the College Board SAT II Writing Test	680 or better on the College Board SAT-II Writing Test
680 or better on the College Board SAT Reasoning Test, Writing section	680 or better on the College Board SAT Reasoning Test, Writing section
24 or above on the ACT English Test (indirect writing assessment)	30 or better on the ACT Combined English/Writing test (includes a EAP ESSAY)
3, 4, or 5 on either Advanced Placement (AP) Examination in English	3, 4 or 5 on either Advanced Placement (AP) Examination in English
	5 or above on an International Baccalaureate High Level English A exam 6 or above on an International Baccalaureate Standard Level English

	A exam
550 or above on the critical reading section of the College Board SAT™ Reasoning Test	
Completion and transfer to the CSU of a college course that satisfies the requirement in English Composition, with a grade of C or better	

Analysis of both the EAP Essay and UC’s AWPE reveal similarities between the knowledge and skills expected of first-year students. Both require an ability to read, understand, and provide an insightful response to a reading passage. Both demand a well-developed essay that includes well-chosen examples, logical organization, effective style and word choice, and a clear grasp of written English conventions. Both mirror the reading and writing skills that will be demanded of students during their postsecondary careers.

Concluding Recommendations—English

Achieve completed this analysis of the English EAP at the request of the partners who lead this effort for the CSU and the CDE. Given that the partners in the California Diploma Project are considering the expansion of the EAP, recommendations have been offered for their consideration as well as that of the EAP Test Committee.

- 1. When assessing reading, the EAP Test Committee might consider selecting as many text dependent items as possible in order to test students’ ability to derive meaning from the college level passages provided.***

Achieve reviewers noted several reading items as text independent. That is, the reading passage is not required to answer the question. As noted previously, the reading passages found on the CST reading portion of the assessment were viewed as complex ones that closely approximate the level of texts that students might encounter in college. When students are asked to the read rigorous passages provided on the English EAP, the opportunity to assess their ability to derive meaning from these passages should be fully utilized.

- 2. Consider convening faculty representatives from the UC and the CSU higher education systems with Community Colleges to conduct a cross-sector analysis of the assessment of direct writing and identify opportunities for alignment.***

The expansion of the EAP to select community colleges creates an opportunity for further comparison of writing expectations for incoming freshmen, similar to the one conducted by Achieve for this analysis. A cross-sector group of faculty could conduct an analysis of direct writing assessment passages/prompts, rubrics, and anchor papers in order to increase the alignment of these expectations across the three sectors.

3. Consider a cross-sector communication outreach effort to educators, students, and communities regarding the expectations that students must meet in order to demonstrate readiness for entry-level college coursework.

The analysis of the English EAP revealed discrepancies among various sources as to what standards served as the focus for this assessment. Communications to the public as to the essential expectations that are most indicative of college success should be as clear and consistent as possible. The expansion of the English EAP to select community colleges provides the opportunity to update public communications, websites, and other support materials with respect to the requirements and benefits of the EAP for students entering postsecondary.

Appendix C: Standards Assessed on the English Early Assessment Program
as defined by the representative form provided to Achieve for this analysis

This Appendix indicates the California Content Standards included in the entire English CST blueprint. Also included are the number of items aligned to the California Content Standards in the CST Subset, the augmentation item set, and the total reviewed English EAP.

California Content Standards		CST Blueprint ^a	Reviewed CST Subset	Reviewed Augment. Set ^b	Total Reviewed EAP ^c
Reading					
1.0	Word Analysis, Fluency, and Systematic Vocabulary Development				
1.1	Vocabulary and Concept Development: trace the etymology of significant terms used in political science and history	2	2	0	2
1.2	Vocabulary and Concept Development: apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology	2	0	0	0
1.3	Vocabulary and Concept Development: discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences	4	3	4	7
2.0	Reading Comprehension (Focus on Informational Materials)				
2.1	Structural Features of Informational Materials: analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices	4	4	0	4
2.2	Comprehension and Analysis of Grade-Level-Appropriate Text: analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text	3	1	3	4 +essay rubric
2.3	Comprehension and Analysis of Grade-Level-Appropriate Text: verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents	2	0	0	0
2.4	Comprehension and Analysis of Grade-Level-Appropriate Text: make warranted and reasonable assertions about the author's argument by using elements of the text to	2	0	0	0 +essay rubric

California Content Standards		CST Blueprint ^a	Reviewed CST Subset	Reviewed Augment. Set ^b	Total Reviewed EAP ^c
	defend and clarify interpretations				
2.5	Comprehension and Analysis of Grade-Level-Appropriate Text: analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject	2	2	0	2 +essay rubric
2.6	Expository Critique: critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion)	6	3	0	3
3.0	Literary Response and Analysis				
3.1	Structural Features of Literature: analyze characteristics of sub-genres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres	3	3	0	3
3.2	Narrative Analysis of Grade-Level-Appropriate Text: analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim	1	0	0	0
3.3	Narrative Analysis of Grade-Level-Appropriate Text: analyze the way in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both	2	2	0	2
3.4	Narrative Analysis of Grade-Level-Appropriate Text: analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke reader’s emotions	1	0	0	0
3.5	Narrative Analysis of Grade-Level-Appropriate Text: analyze recognized works of American literature representing a variety of genres and traditions:	3 <i>(rotating annually)</i>			
	1) trace the development of American literature from the Colonial period forward	0-3	1	0	1
	2) contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period	0-3	0	0	0
	3) evaluate the philosophical, political,	0-3	0	0	0

California Content Standards	CST Blueprint ^a	Reviewed CST Subset	Reviewed Augment. Set ^b	Total Reviewed EAP ^c
religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings				
3.6 Narrative Analysis of Grade-Level-Appropriate Text: analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare’s tragedy <i>Macbeth</i>)	1	0	0	0
3.8 Literary Criticism: analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women’s role in organized labor) (Political Approach)	3	1	0	1
3.9 Literary Criticism: analyze the philosophical arguments presented in literary works to determine whether the authors’ positions have contributed to the quality of each work and the credibility of its characters (Philosophical Approach)	3	1	0	1
Writing				
1.0 Written and Oral English Language Conventions				
1.1 demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English	7	6	3	9 +essay rubric
1.2 produce legible work that shows accurate spelling and correct punctuation and capitalization	2	0	0	2
1.0 Writing Strategies				
1.1 Organization and Focus: demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments	4	5	0	5 +essay rubric
1.2 Organization and Focus: use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes	2	0	0	0 +essay rubric
1.3 Organization and Focus: structure ideas and	4	4	0	4

California Content Standards	CST Blueprint ^a	Reviewed CST Subset	Reviewed Augment. Set ^b	Total Reviewed EAP ^c
arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples				+essay rubric
1.4 Organization and Focus: enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action	4	2	0	2 +essay rubric
1.5 Organization and Focus: use language in natural, fresh, and vivid ways to establish a specific tone	2	0	0	0 +essay rubric
1.7 Research and Technology: use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies)	2	0	0	0
1.9 Evaluation and Revision: revise text to highlight individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre	4	3	0	3 +essay rubric
Grades 9-10 1.0 Written and Oral English Language Conventions				
1.2 Written and Oral English Language Convention: Understanding sentence construction(e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses)	0	0	3	3
Grade 8 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development				
1.3 Vocabulary and Concept Development: use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.	0	0	3	3

^a CSU EAP Test Committee is able to select from the full range of standards assessed on the CST

^b Achieve reviewers mapped the augmentation items to the California Content Standards. Some items address several standards.

^c The final column includes the CST subset, the augmentation items, and the EAP Essay rubric.

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