

## Excerpt from Proposal Documents Related to College Readiness

### 1.9 How will Riverside determine/indicate a measure of college readiness and provide recommendations for remediation on the individual student reports (2.9.2 a.)?

**College Readiness.** We applaud DESE’s and the Missouri State Board of Education’s focus on improving high school students’ readiness for college and the workplace. One way to help students is to give them indications, as they move through their high school courses, of how the work in those classes will prepare them for college.

These new End-of-Course Assessments can provide information related to students’ college readiness in addition to or in conjunction with students’ achievement in terms of the Missouri’s course-level Grade Level Expectations (GLEs). In order to provide that type of college readiness information on the individual student reports, we propose to work with DESE and Missouri educators during the development of the blueprints and items for these new assessments to identify appropriate correspondences between the GLE clusters assessed and appropriate indicators of college readiness.

The first step in that process will be to determine which college readiness standards or indicators are most appropriate for this purpose in Missouri. Among those that can be considered are the college readiness standards that have been developed by ACT and The College Board. In addition or alternately, Missouri’s Department of Higher Education or Coordinating Board for Higher Education may provide standards or expectations for entry-level students and first-year college students that can be used.

Once the standards to be used are identified, our Development staff—in conjunction with DESE and Missouri committees—will review them to see how they align with the course-level GLE clusters. Based on that review, we can then determine how the test blueprints can incorporate those standards and how best to report results to provide student information relative to those standards. For example, it may be possible to highlight those GLE clusters that are strongly aligned with the standards and are, therefore, key indicators of college readiness on the student report, such as presenting them in a different font or marking them clear in another way. Then, student performance

relative to those clusters could be noted to show where more work is needed to meet college readiness standards. On our sample score report provided on page IV–243 of our original proposal, an asterisk (\*) is used to indicate those GLE clusters on which a student may need additional work relative to the Missouri GLEs. Similar indications could be provided to show areas where students need additional assistance or remediation in order to be college-ready in the content area.

Another way to look at college readiness would be to review Missouri student performance on these new End-of-Course Assessments relative to their performance on the ACT or the SAT and to calculate the correlation between the scores and/or to provide an explicit predictor of students' scores on those assessments. This approach will require matched sets of student data from both assessments. As a result, the correlations or predictor scores would not be available until after students have had an opportunity to take both tests. Once those predictors have been calculated, however, they can be used to give an indication of how students will perform on the ACT or SAT so that teachers, students, and parents will know if remediation is needed before students take those tests. We can also look at how these correlations or predictor scores relate to the predictors for college success that both ACT and The College Board have published for their respective assessments to determine if they can be used as an additional measure of college readiness for Missouri students.

Finally, as noted on pages IV–246 through IV–247 of our original proposal, we will be pleased to explore reporting a *Lexile*<sup>®</sup> measure for the English I and II assessments. Because those End-of-Course Assessments will be administered to high school students, teachers and parents will be able to use the *Lexile* measure to determine if each student is on track to acquire the reading comprehension abilities that are so critical to success in post-secondary education. Again, if the *Lexile* measure indicates that students are not reading at the appropriate level, remediation may be needed to ensure that all students are succeeding and becoming college ready.

We look forward to detailed discussions with DESE about how best to give Missouri students, parents, and teachers an indication of student college readiness as part of their end-of-course assessment score reports.