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College and Career Readiness Measures: Assessments FAQ

Over the course of the past 18 months, the Vermont Agency of Education has developed Education Quality Reviews (EQR), a process for school systems to better understand where they are succeeding and where they need additional supports in meeting the Education Quality Standards (EQS). As part of EQR, the AOE, in conjunction with extensive field input, developed two new indicators to learn more about school systems' success in meeting College and Career Readiness (CCR) goals.

Below you will find answers to many of the questions teachers, administrators, students, and parents have asked about this change for one of those indicators, College and Career Ready Assessments.

What does College and Career Readiness mean?

For the past decade, Vermont has been steadily moving toward demonstrations of proficiency to assess student readiness in place of hours in school. This has been supported by the adoption of the Common Core State Standards (CCSS) and accelerated with the Education Quality Standards. Vermont defines College and Career Readiness as the student's ability to enter the workforce and/or pursue postsecondary education or training without the need for remediation. Students must possess the foundational skills and learning strategies necessary to begin studies in a career pathway in order to be considered college and career ready.

All Vermont schools share the goal of all students demonstrating readiness for college and careers at the time of graduation. This includes meeting proficiency-based graduation requirements (or completing secondary school successfully), developing the transferrable skills that cut across disciplines and carry into adulthood, and being prepared to engage actively in civic life.

How does this fit into the Education Quality Reviews?

All school systems will publish an "Annual Snapshot" beginning in late autumn of 2018. This snapshot will show performance on several measures demonstrating strengths and areas in need of improvement in meeting the Education Quality Standards. One measure, CCR Assessments, documents the percent of students who have demonstrated CCR by the time they graduate from high school across a menu of potential assessments.

What is "counted" for the CCR Assessment?

The CCR Assessment measures the percentage of students who have demonstrated proficiency on at least one of a number of measures by graduation. Consistent with Act 77 and the Education Quality Standards, the chart below illustrates student flexibility in which measure or measures they choose.

Assessment	Cut score for Career and College Readiness
College Course Completion	Grade of "C" or better in accredited college course
SAT	R/W:480 Math 530
ACT	Composite 21
Advanced Placement Test	Score of 3 or higher
IB Assessments	Score of 24 points or higher
CLEP Assessments	Score of 50 or higher
ASVAB (military)	Score of 31 or higher
Industry Recognized Credential (IRC)	No standardized cut score across certifications

What if there is another measure that our school thinks is a good CCR proxy?

Let us know! The eight options above reflect the input of hundreds of stakeholders across the state. If there is another externally administered assessment that has been validated as a measure that the student is career and college ready that you are aware of, please contact us and we will consider it.

Who pays for the measure?

Payment depends largely on the measure and the student. Measures such as dual enrollment (up to two 4-credit courses) and early college (one full year of tuition) are already paid by the state for eligible students. Others, such as Industry Recognized Credentials, are typically paid by the school as a part of a CTE program. ASVAB costs are covered by the military. Students who are FRL eligible can receive waivers from many of the testing companies to cover some or all of the assessment fees.

How will the AOE get this data?

The AOE is creating data sharing agreements with each of the assessments listed above to capture the performance of students. No additional data collection should be required of school staff.

What should we do to prepare for the change?

This measure will go into effect for the 2018-19 school year. As per 16 V.S.A §941, participation in flexible pathways such as dual enrollment and early college should be reflected in students' PLPs. During the current school year, we suggest discussing which measures are best for each student and memorializing that discussion in Personalized Learning Plans (PLP).

Whom should I contact with my questions about this change?

For more information about the CCR Assessments measure, please contact Jess DeCarolis, Division Director, at jess.decarolis@vermont.gov or Patrick Halladay, Education Project Manager at patrick.halladay@vermont.gov.