

# California State University (CSU) Early Assessment Program (EAP)

2026



# CSU Early Assessment Program (EAP)

CSU EAP helps high school students evaluate their academic preparation for college, specifically for general education (GE) math and writing

**Housed in College & Career  
Readiness Center**



# California State University ( CSU)

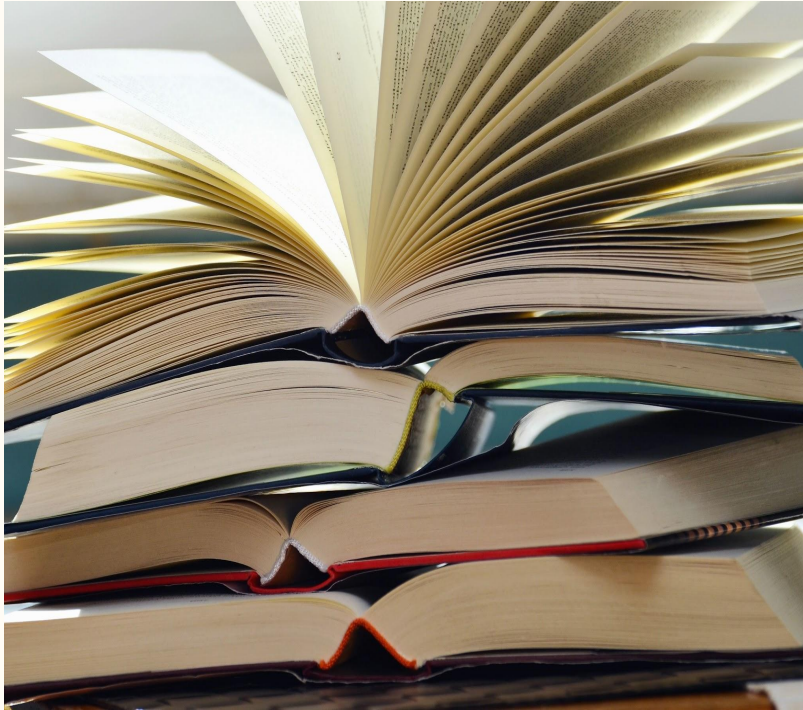


EAP exists at every CSU Campus but **why is it important?**

Students, write your response!



# Academic Preparation Building skills for Pre-College and Career success



# General Education Requirements

## General Education (GE)

requirements are specific courses students must complete to graduate from a four year university along with their specific major requirements ( Composed of lower and upper division courses)

**GE** courses include **different areas** of study

**GE** courses are designed to help students **build knowledge and skills**

## The Sacramento State GE Program lays the foundation for the University's Learning Goals:

- Knowledge of Human Cultures
- Physical and Natural World
- Intellectual and Practical Skills
- Personal and Social Responsibility
- and Integrative Learning .

### General Education/Graduation Requirements Checklist

General Education requirements cover a breadth of areas spanning A. Basic Subjects, B. Physical Universe & Its Life Forms, C. Arts & Humanities, D. The Individual and Society, E. Understanding Personal Development, and F. Ethnic Studies. For a list of courses that satisfy each Area and Requirement, please see the <a href="#">University Catalog</a> .		Units
<b>General Education Requirements:</b>		<b>48</b>
Lower Division: A total of 39 units of General Education Courses must be taken at the lower-division level (courses numbered 1-99) covering Areas A, B, C, D, and E.		39
Upper Division: A total of 9 units of General Education Courses must be taken at the upper-division level (courses numbered 100-199) from Areas B, C, and D. Upper Division GE courses must be taken within the CSU.		9
<b>GE Area A. Basic Subjects: 9 Lower Division Units</b>		<b>9</b>
A1. Oral Communication (C- or better required)		3
A2. Written Communication (C- or better required)		3
A3. Critical Thinking (C- or better required)		3
<b>GE Area B. Physical Universe &amp; Its Life Forms: 9 Lower Division Units and 3 Upper Division Units</b>		<b>12</b>
B1. Physical Science		3
B2. Life Forms		3
B3. Lab (NOTE: Lab must be taken with one of the following: B1, B2 or B5.)		3
B4. Mathematics/Quantitative Reasoning (C- or better required)		3
B5. Upper Division Area B		3
<b>GE Area C. Arts &amp; Humanities: 9 Lower Division Units and 3 Upper Division Units</b>		<b>12</b>
C1. Arts		3
C2. Humanities. C2 courses may also satisfy the Foreign Language Graduation Requirement.		3
C1/C2. Additional course from Area C1 or C2.		3
C1/C2. Upper Division Area C.		3
<b>GE Area D. The Individual &amp; Society: 6 Lower Division Units and 3 Upper Division Units.</b>		<b>9</b>
<ul style="list-style-type: none"> <li>• Area D courses must be taken in a minimum of 2 separate disciplines (e.g. ANTH, ECON, ETHN, HIST, RPTA, etc.).</li> <li>• No more than three units completed in Area D can also be used to satisfy the CSU American Institutions Graduation Requirements in US History the US Constitution and California Government.</li> </ul>		
D. Any Area D Course		3
D. Any Area D Course		3
D. Upper Division Area D		3
<b>GE Area E. Understanding Personal Development: 3 Lower Division Units</b>		<b>3</b>
E. Any Area E Course		3
<b>GE Area F. Ethnic Studies: 3 Lower Division Units</b>		<b>3</b>
F. Any Area F Course		3
<b>Graduation Requirements:</b>		
<b>Minimum 2.0 GPA required for GE</b>		
<b>Graduation Requirements (required by CSU)</b>		
American Institutions (AI): U.S. History. The following Area D courses also satisfy this requirement: HIST 17A, 17B, 159, 161, 162, 167, 177; ANTH 101, WOMS 110. (Note: Only one AI course can double count with GE Area Requirements).		3
American Institutions (AI): U.S. Constitution & California Government. The following Area D courses also satisfy this requirement: POLS 1, 113, 150. (Note: Only one AI course can double count with GE Area Requirements).		3
Writing Intensive (WI) WI courses may also satisfy an Upper Division GE or Major Requirement (C- or better required).		3
<b>Graduation Requirements (required by California State University, Sacramento)</b>		
English Composition II: ENGL 20 (C- or better required)		3
Race & Ethnicity in American Society (R&E). R&E courses may also satisfy a GE Area C, D, or E Requirement		3
Foreign Language Graduation Requirement (FLGR). If not satisfied before entering CSUS, 4-5 units towards the FLGR may also satisfy a GE Area C2 Requirement. (C- or better required). The Foreign Language Graduation Requirement is described here: <a href="https://www.csus.edu/college/arts-letters/world-languages-literatures/foreign-language-requirement.html">https://www.csus.edu/college/arts-letters/world-languages-literatures/foreign-language-requirement.html</a>		0-8

It is possible to use single courses to meet multiple requirements. Please complete this checklist with a professional advisor. The Academic Advising Center can be visited at [www.csus.edu/acad](http://www.csus.edu/acad) or please call: (916) 278-6351 or email at [advising@csus.edu](mailto:advising@csus.edu).

# Academic Preparation Policy

## Multiple Measures for Placement Include:

\*Standardized Tests **CAASPP/EAP**,  
**ACT**, **SAT AP**, **IB**, and **CLEP**

**High School  
Math GPA**

**High School Grade  
Point Average (GPA)**

**High School and  
College Coursework**

Which one of these measures do you think is most stressful for highschool students?

\* For 2021-2023: ACT and SAT test scores will not be used for admission decision process. However, If a student is admitted to a CSU and applicant has already taken/submitted their scores, they will be used as part of the multiple measures to evaluate college level English and math placement.



Students, drag the icon!

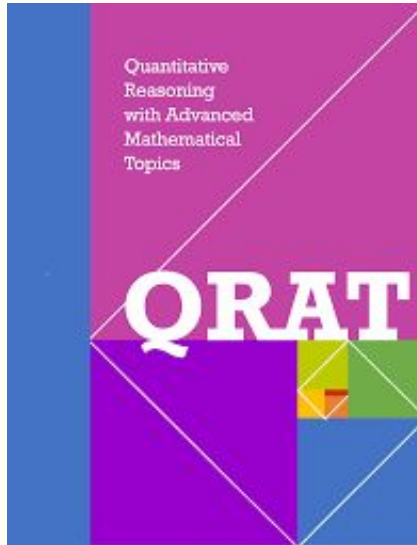
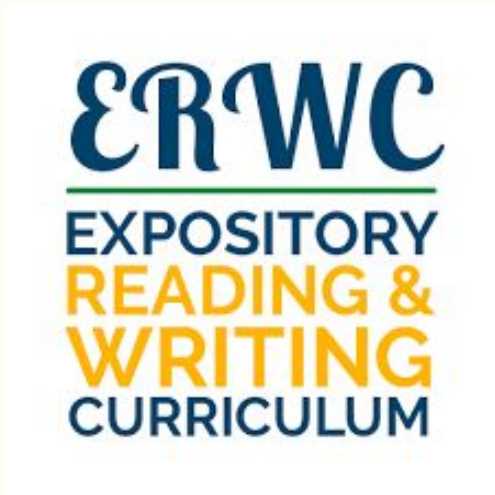
How can you use your knowledge of the multiple measures to alleviate some of your students' stress?



Students, write your response!

# CSUS Curricula

High school courses that prepare students for the UC or CSU



## ERWC is

- Professional learning for English language arts teachers, and also special educators, adult educators, teachers who teach multilingual students, administrators...). Free.
- A network for teachers (in CA originally, now in Hawaii, New Mexico, Washington state as well) for collaboration, learning together, sharing of ideas, instructional methods, & moves
- A curriculum that has modules that follow the same template for 6th grade through 12th grade students. These modules explore rhetorical concepts and ideas, writing, complex texts in many genres, and current topics which take an inquiry-based approach.
- Inclusive. Modules have integrated and designated instruction and vary the culminating tasks.
- Researched and studied to show its positive impact on students.

- A rigorous curriculum designed to teach students how to read and write rhetorically using a variety of texts
- A course that integrates “real-life” writing experiences and activities where students have the opportunity to make rhetorical decisions and take rhetorical action
- Heavily interactive and discussion-based
- Supportive of all student learning
- Organized and scaffolded along an arc that moves students from reading a professional text to writing their own text
- Recursive in skill-building

**\* ERWC is one of the 11th and 12th grade approved English classes (B course)**

9th and 10th  
grade coming in  
next two years

6th, 7th, 8th have  
stand-alone  
modules coming  
in June



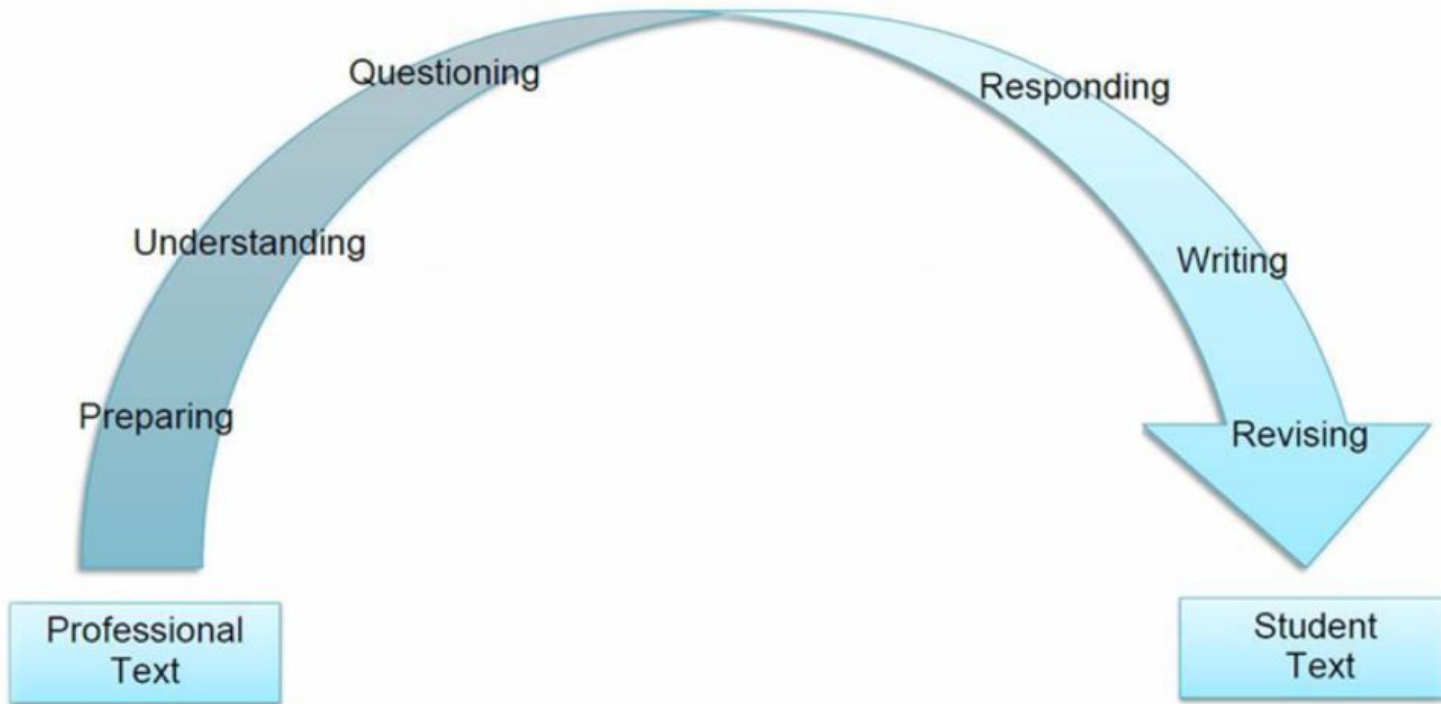
# Key Principles of an Effective Expository Reading and Writing Curriculum

1. The integration of interactive reading & writing processes
2. A rhetorical, inquiry-based approach that fosters critical thinking & engagement through a relentless focus on the text
3. Materials & themes that engage student interest
4. A student-centered approach that emphasizes student agency & metacognition
5. Classroom activities designed to model & foster successful practices of fluent readers & writers
6. Research-based methodologies with a consistent relationship between theory & practice
7. Built-in flexibility to allow teachers to support students' development as expert learners & respond to instructional contexts

How would this approach benefit the students at your school?



## The ERWC "Arc"



### ERWC 3.0 Assignment Template Overview

<p><i>Teacher Version: Setting Teaching Goals for this Module</i>                  Setting Learning Goals for the Module</p>		
<b>Reading Rhetorically</b>	<b>Preparing to Read</b>	<ul style="list-style-type: none"> <li>- Getting Ready to Read</li> <li>- Exploring Key Concepts</li> <li>- Surveying the Text</li> <li>- Making Predictions and Asking Questions</li> <li>- Understanding Key Vocabulary</li> <li>- Creating Personal Learning Goals</li> </ul>
	<b>Reading Purposefully</b>	<ul style="list-style-type: none"> <li>- Reading for Understanding</li> <li>- Annotating and Questioning the Text</li> <li>- Negotiating Meaning</li> <li>- Examining the Structure of the Text</li> <li>- Considering the Rhetorical Situation</li> <li>- Analyzing Rhetorical Grammar</li> <li>- Analyzing Stylistic Choices</li> </ul>
	<b>Questioning the Text</b>	<ul style="list-style-type: none"> <li>- Summarizing and Responding</li> <li>- Thinking Critically</li> <li>- Synthesizing Multiple Perspectives</li> <li>- Reflecting on Your Reading Process</li> </ul>
<b>Preparing to Respond</b>	<b>Discovering What You Think</b>	<ul style="list-style-type: none"> <li>- Considering Your Task and Your Rhetorical Situation</li> <li>- Gathering Relevant Ideas and Materials</li> <li>- Developing a Position</li> </ul>
<b>Writing Rhetorically</b>	<b>Composing a Draft</b>	<ul style="list-style-type: none"> <li>- Making Choices about Learning Goals</li> <li>- Making Choices as You Write</li> <li>- Negotiating Voices</li> </ul>
	<b>Revising Rhetorically</b>	<ul style="list-style-type: none"> <li>- Analyzing Your Draft Rhetorically</li> <li>- Gathering and Responding to Feedback</li> </ul>
	<b>Editing</b>	<ul style="list-style-type: none"> <li>- Editing Your Draft</li> <li>- Preparing Your Draft for Publication</li> <li>- Reflecting on Your Writing Process</li> </ul>
<p>Reflecting on Your Learning Goals  <i>Teacher Version: Reflecting on Your Teaching Process</i></p>		

# ERWC Expository Reading and Writing Curriculum

**LITERACY:** We provide an English curriculum that develops students' reading, writing, listening, speaking, and critical thinking skills; standards-based; early college and career readiness preparation

**RESEARCH:** We share the findings of how ERWC identifies good practices and develops student achievement. We point partners to these studies.

**FUTURE:** we have BIG grants for module development, professional learning, materials, pilot possibilities, webinars, blogs, communication with partners

**EAP:** On OUR campus: Explain, teach ERWC courses, provide tours to middle and high school classes; host meetings and/or conferences for teachers on our campuses, hold meetings with students and their families and school administrators; OFF CAMPUS: presentations (to classrooms, teachers, administrators, counselors), speak about adoption of ERWC, Certify English teachers and preservice teachers

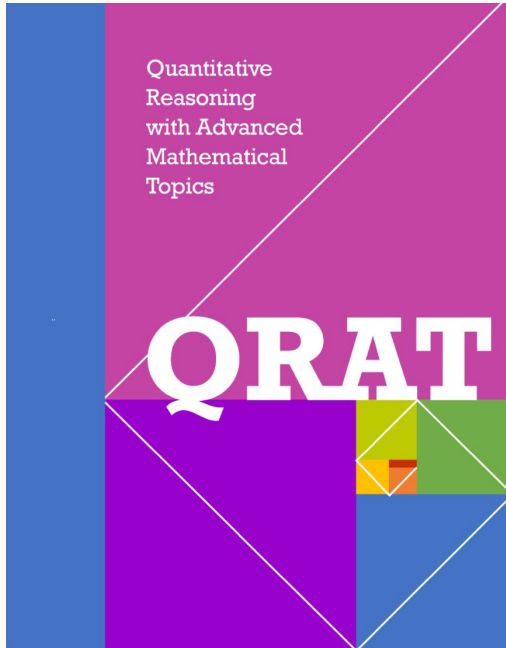
## Why Participate?

- Courses designed to better prepare students in English/written communication and mathematics/ quantitative reasoning
- Improve students' English/written communication and mathematics/ quantitative reasoning skills
- Supports student success and completion of a baccalaureate degree



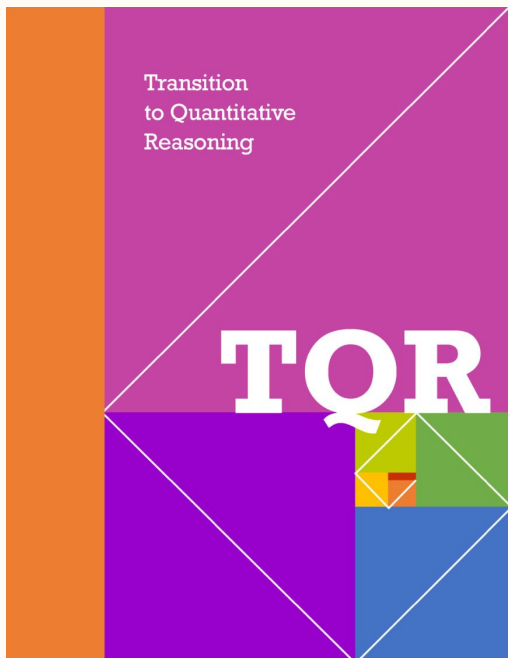
<p>Check that school has enrolled students in CALPADS and adopted under UC A-G Course management portal under CSU Expository Reading and Writing.</p>	<p>Plan a Course Design considering genre culminating writing task, learning goals, standards, and your students' needs.</p> <p style="text-align: center;"><i>REMINDERS</i></p>	<p>Complete 24 hours of face-to-face certification in an ERWC high school introductory course (18 hours for Middle School teachers).</p>
<p>Check that the students' transcripts reflect the adopted title (see above).</p>	<p>Adapt the curriculum to fit the needs of your students.</p>	<p>Teach required number of modules.</p>
<p>Follow requirements for adoption process at your local school districts.</p>	<p>Teach for transfer, ensuring that your lessons endure beyond the walls of your classroom.</p>	<p>Follow the Arc in your modules but don't teach "lock step."</p>

# Our UCOP 'C' Approved Course



1. Developing Mathematical Practices
2. Algebraic Representation for Higher Mathematics
3. Complex Numbers, Polar Coordinates & Vectors
4. Polynomials & Rational Functions
5. Introduction to the Concepts of Calculus
6. Inverse Functions
7. Linear Programming & Matrices
8. Piecewise & Non-Invertible Functions
9. Economics Applications

# Our UCOP 'G' Approved Course



1. Team Building & Problem Solving
2. Linear Functions
3. Quadratic Functions
4. Exponential Functions
5. Logarithmic Functions
6. Systems of Equations & Inequalities
7. Absolute Value & Piecewise Functions
8. Financial Mathematics

## Fulfilled GE Math (B4) Requirement

### Advanced Placement (AP) Test Score:

- 3 or above: Calculus AB
- 3 or above: Calculus BC
- 3 or above: AP Statistics

### International Baccalaureate (IB) Test Score:

- 4 or above on Math Higher Level (HL)

### College Level Examination Program (CLEP) Score:

- 50 or above on calculus, college algebra, precalculus or college mathematics

### College Transfer Coursework:

- Completed CSU course prior to fall matriculation or college course (C- or better) that satisfies the CSU GE Area B4 math/QR requirement

If you checked one of the boxes in this orange section **stop here**. If needed, you will be placed in the next math course per your major requirement.

If none of the criteria above apply, go to the next section



NON STEM or undecided majors

## Enroll in GE Math (B4) Course

### CAASPP/EAP Math Exam Score:

- Standard Exceeded (Level 4)
- Standard Met (Level 3) and completed 12th-grade-approved yearlong advanced math course beyond algebra II or integrated math III (C- or better)
- Standard Nearly Met and completed four or more years of high school math or QR

### High School Courses and GPA:

- Weighted math GPA 3.0 or above and completed 12th-grade-approved yearlong math course beyond algebra II or integrated math III (C- or better)
- Weighted math GPA 3.0 or above and completed five or more years of math or QR
- Weighted GPA 3.7 or above
- Weighted GPA 3.5 or above and completed four or more years of math or QR

### SAT Math Test Score:

- 570 or above
- 520-560 and completed 12th-grade-approved yearlong advanced math course beyond algebra II or integrated math III (C- or better)

### ACT Math Test Score:

- 23 or above
- 20-22 and completed 12th-grade-approved yearlong advanced math course beyond algebra II or integrated math III (C- or better)

If you checked one of the boxes in this blue section **stop here**. You will be placed in a GE B4 math/QR course appropriate for your major.

If none of the criteria section apply, go to the next section



STEM or Math intensive majors



## Enroll in Supported GE Math (B4) Course

You may benefit from additional support through the Supportive Pathways for First-Year Students program. These programs and services, which may have different names at each CSU, are intended to help contribute to a successful first year at the CSU.

Offerings may include stretch math/QR courses that are extended over multiple terms, study labs, mentoring and advising support, workshops and tutoring.

Learn more about what services are available to you by reaching out to the CSU you plan to attend.

## Fulfilled Requirement

### Advanced Placement (AP) Test Score:

- 3 or above: Calculus AB
- 3 or above: Calculus BC
- 3 or above: AP Statistics

### International Baccalaureate (IB) Test Score:

- 4 or above on Math Higher Level (HL)

### College Level Examination Program (CLEP) Score:

- 50 or above on calculus, college algebra, precalculus or college mathematics

### College Transfer Coursework

- Completed CSU course prior to fall matriculation or college course (C- or better) that satisfies CSU GE Area B4 math/QR requirement

If you checked one of the boxes in this orange section **stop here**. You will enroll in the next math/QR course per your major requirement.

If none of the criteria above apply, go to the next section



## Enroll in GE Math Course

### CAASPP/EAP Math Exam Score:

- Standard Exceeded (Level 4)
- Standard Met (Level 3) and completed 12th-grade-approved yearlong advanced math course beyond algebra II or integrated math III (C- or better)

### High School Courses and GPA:

- Weighted math GPA 3.5 and completed 12th-grade-approved yearlong advanced math course beyond algebra II or integrated math III (C- or better)
- Weighted math GPA 3.5 or above and five or more years of math or QR
- Weighted GPA 3.7 or above (C- or better)

### SAT Math Test Score:

- 570 or above
- 520-560 and completed 12th-grade-approved yearlong advanced math course beyond algebra II or integrated math III (C- or better)

### ACT Math Test Score:

- 23 or above
- 20-22 and completed 12th-grade-approved yearlong math course beyond algebra II or integrated math III (C- or better)

If you checked one of the boxes in this blue section **stop here**. You will be placed in a GE B4 math/QR course appropriate for your major.

If none of the criteria above apply, go to the next section



## Enroll in Supported GE Math (B4) Course

You may benefit from additional support through the Supportive Pathways for First-Year Students program. These programs and services, which may have different names at each CSU, are intended to help contribute to a successful first year at the CSU.

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## QRAT in ACTION

What stands out to you from this video?



Students, write your response!

Pear Deck Interactive Slide  
Do not remove this bar

# Website Tour

Features to note:

Handouts  
Presentations  
Contact  
Trainings

# Outreach

We aim to provide **students, teachers, counselors,** and **administrators** with relevant information to help them navigate higher education systems.

## Student

Information and support on various **post-graduate pathways, course selection, test preparation, and college readiness.**

## Teachers

Information **on free professional development** for our math and English courses and **CAASPP Support**

## Counselors

Information on our various **bridge courses and details surrounding their A-G requirements.**

## Administrators

Information on our various **bridge courses, enrollment support in our free professional development, and evidence on the effectiveness of our curriculum.**

***Want to know more? Set up a meeting today!***