

How college ready is your student?

Predictive Evidence of College Readiness (Math and English)



**MARGINALLY
PREPARED**

Student Work Attitudes

- Student goal to earn "C+"
- Awareness of the sequential learning nature of mathematical topics
- Awareness of rhetorical situation
- Awareness of importance of final exam result /or research essay as performance indicator
- Parent/others advocate for student
- Some willingness to adapt to learning environment not compatible with student learning style
- Attendance viewed as necessary for success in course

Student Work Habits

- Completes 75 percent of work
- Teacher motivated
- Struggles with time management; meets some deadlines
- Seeks needed information possibly with prompting
- Copies teacher notes only; inconsistently maintains notebook
- Usually comes with needed supplies

Assessment Strategies

- Average performance with a variety of assessment methods including multiple choice, short answer, essay, projects
- Depends on homework to improve grade (viewed as chore)
- Relies upon test/quiz "do over"
- Expects extra credit in order to succeed

Cognitive Strategies

- Knowledge of facts and some understanding
- Asks operational "how to" questions

Technology Skills

- Success with use of an electronic learning management system
- Knowledge/use of a scientific calculator and/or graphing calculator (NOT used for arithmetic or signed numbers; used minimally for fractional operations)
- Familiarity with word processing and multi-modal software
- Familiarity with search engine techniques (e.g. Boolean search)
- Familiarity with electronic databases



PREPARED

- Student goal to earn "B+"
- Above average awareness of the sequential learning nature of mathematical topics
- Above average awareness of rhetorical situation
- Above average awareness of importance of final exam result and/or research essay as performance indicators
- Learning to self-advocate
- Willing to adapt to learning environment not compatible with student learning style
- Attendance viewed as important for success in course

- Completes 85 percent of work
- Self-motivated
- Effective and consistent time management; meets deadlines
- Seeks needed information without prompting
- Expands upon teacher notes in consistently maintained notebook
- Comes with needed supplies

- Above average performance with a variety of assessment methods including multiple choice, short answer, essay, projects
- Views homework as means to learn material
- Uses extra credit as opportunity to learn (does not expect extra credit)

- Knowledge of facts, understanding and application
- Asks "when and why" questions

- Working knowledge of an electronic learning management system
- Knowledge/use of a scientific calculator and/or graphing calculator used for applications, investigations, and graph analysis (NOT used for arithmetic, signed numbers, or fractional operations)
- Competency with word processing and multi-modal software
- Competency with search engine techniques (e.g. Boolean search)
- Competency with electronic databases



**EXCEPTIONALLY
PREPARED**

- Student goal to earn "A"
- Confident awareness of the sequential learning nature of mathematical topics
- Confident awareness of rhetorical situation
- Confident awareness of importance of final exam result and/or research essay as performance indicator
- Able to self-advocate
- Thrives in learning environment not compatible with student learning style
- Attendance viewed as critical for success in course

- Completes 100 percent of work
- Self-motivated
- Effective and consistent time management; works ahead of deadlines
- Anticipates needed information
- Expands upon teacher notes with personal commentary in consistently maintained notebook
- Comes with needed supplies and backups

- Exceptional performance with a variety of assessment methods including multiple choice, short answer, essay, projects
- Views homework as opportunity to learn material
- Extra credit completed in form of independent study (potentially for additional high school credits)

- Knowledge of facts, understanding, application, analysis and synthesis
- Asks "what if" questions

- Confident knowledge/use of an electronic learning management system
- Confident knowledge/use of a scientific calculator and/or graphing calculator used for applications, investigations, and graph analysis (NOT used for arithmetic, signed numbers, or fractional operations)
- Mastery of word processing and multi-modal software
- Mastery of search engine techniques (e.g. Boolean search)
- Mastery of electronic databases

The spirit of this rubric is to describe ideal high school student behaviors that ensure college readiness. The Predictive Indicators may be observable as early as middle school. However, students have an opportunity to mature and grow over time in the development of both academic knowledge and college-ready behaviors. This document should only be used as a guideline.