**“College Readiness” Meeting Notes – December 5, 2014**

**Collaborative Meeting**

During the collaborative meeting, we discussed the following information:

* Transitional Courses for junior and senior high school students still not “college ready”
* Math transitional course was discussed in depth
	+ Not for stem students
	+ Remedial
	+ Inquiry based
	+ On iTunes for a charge
* No representative for English Language Arts transitional course
* Presentation of IUPUC rubrics – positive reception

**Breakout Session, English Language Arts**

During the breakout session, the English Language Arts group discussed the following information:

* IUPUC rubrics are beneficial for a variety of reasons
	+ Predictive evidence separate from academic evidence
	+ Visually organized content
	+ Separate categories (prepared, marginally prepared, exceptionally prepared)
* Math rubrics vs. ELA rubrics

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| --- | --- |
| Math Rubric | ELA Rubric |
| Detailed and concise terminologyEx) Familiar with: Logarithms, factoring, exponent rules – basic operations  | Slightly vague terminologyEx) Evidence, Genre |
| Broken into subcategories (finite and college algebra) | No subcategories |
| Qualifiers | Limited qualifiers (familiarity, working knowledge, sophisticated knowledge)  |

* Suggestions for ELA ‘Predictive Evidence’
	+ Predictive evidence would be most beneficial if secondary education was more consistent with college
		- Ex) No Late work – late work does not benefit students, but prevents them from being responsible and active participants in their own learning
	+ Group Collaboration
		- Students in secondary and postsecondary will need to work in groups to foster good classroom relationships (that transfers to developing good professional relationships)
	+ Student/Teacher Communication should be added
		- Email etiquette
		- Verbal etiquette
* Suggestions for ‘Academic Evidence’
	+ Provide clear qualifiers for repeat terms
		- Ex) How are ‘working knowledge of’ and ‘sophisticated knowledge of’ different? What do these terms truly mean?
		- Suggestions:
			* Specifically identify what these terms mean
			* Ex) ‘Marginally Prepared’ students are ‘familiar with critical reading and thinking’ while ‘Prepared Students’ can ‘Identify characteristics of critical thinking and reading’ while ‘Exceptionally Prepared Students’ can ‘Perform Critical Reading and Thinking’
	+ Some terminology on the rubric appears to be vague. What exactly do these terms mean?
		- Critical thinking and reading
		- Rhetorical modes
		- Quoting, citations
		- Genre
		- Argument
		- Essay exams
	+ Below are suggestions of improved terminology for ‘Exceptionally Prepared Students’

|  |  |
| --- | --- |
| Exceptionally Prepared for: | Exceptionally Prepared for: |
| Reading | Written and Verbal Communication |
| Ability to Perform Critical Reading and Thinking* Identify purpose, audience, evidence, and voice within a text
* Perform close reading of a text, create annotations

Ability to identify characteristics of Genre* Nonfiction (biographies, historical texts)
* Fiction (short story, novels)
* Poetry
* Drama
* Informational (technical texts)
* Current Events (periodicals)

Ability to Recognize Conventions of Standard English* Recognizes conventional and unconventional usage
* Recognize reasons for an author’s choices of usage

Awareness of Literacy Practices* Recognize personal reading habits that maximize comprehension
 | Ability to Demonstrate Strong Essay Organization* Focused thesis
* Fully developed and supported introduction, body, and conclusion

Awareness of Rhetorical Strategies* Audience awareness
* Rhetorical appeals (emotional, logical, ethical/credible)
* Voice and style

Ability to Write within Different Modes* Informative
* Persuasive
* Research
* Narrative

Familiarity and Usage of the Composition Process* Prewriting/Planning
* Drafting
* Peer Review
* Evaluating
* Revising
* Editing and Finalization

Ability to Write with Informational Literacy* Searching for and locating print and digital sources in libraries and databases
* Evaluating, analyzing, and incorporating print and digital sources
* Avoiding plagiarism

Ability to Use Conventions of Standard English* Grammar
* Mechanics
* Spelling

Ability to Incorporate Evidence* Accurate and ethical synthesis of sources
* Paraphrase, summary, and quotation of multiple sources
* Citation practices: MLA and/or APA

Ability to Perform Reflective Practice* Self-assessment
* Peer assessment
* Publish/performance
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**Next Steps**

* Website
	+ Complete by Spring
	+ Restricted access – who should have access and when?
* Establish audience
	+ Who should these rubrics reach?
		- Secondary teachers and counselors?
		- Postsecondary establishments?
* Collect and share samples
	+ Who is responsible for what samples?
	+ Samples of the items on rubrics (student work) from both secondary and postsecondary would be great to assess how expectations align

**Dates to Consider**

* Tentative Spring Meeting – April 10th, 2015
* Grant ends – September, 2015