## Academic Evidence of College Readiness for English/Language Arts

### Predictive Indicators:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English Composition (Ivy Tech Community College: ENGL 111)</td>
<td>English Composition (Ivy Tech Community College: ENGL 111)</td>
<td>English Composition (Ivy Tech Community College: ENGL 111)</td>
</tr>
<tr>
<td></td>
<td>• 8 credits of language arts</td>
<td>• Earned English 9, 10, 11, 12 without repeating a course</td>
<td>• Earned English 9, 10, 11, 12 without repeating a course</td>
</tr>
<tr>
<td></td>
<td>• English 9 10, 11, 12</td>
<td>• SAT composite score: 800-999</td>
<td>• SAT composite score: 1200+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• ACT composite score: 20-25</td>
<td>• ACT composite score: 30+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• PASS ECA Core 40</td>
<td>• PASS ECA Core 40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• SAT composite score: 1000-1199</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• ACT composite score: 26-30</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• PASS ECA Core 40</td>
<td></td>
</tr>
</tbody>
</table>

### English/Language Arts Learning

- • 8 credits of language arts
- • English 9 10, 11, 12

### Standardized Test Scores (ACT, SAT, other)

- • SAT composite score: 800-999
- • ACT composite score: 20-25
- • PASS ECA Core 40

### Readiness

- **Familiarity with:**
  - Critical reading and thinking
  - Audience awareness
  - Thesis development
  - Essay organization
  - Rhetorical modes
  - Genres
  - Prewriting activities
  - Composition processes
  - Library research
  - Information literacy
  - Conventions of standard written English
  - Essay exams
  - Paraphrase, summary, and quotation
  - APA and/or MLA style
  - Avoiding plagiarism
  - Evidence
  - Analysis
  - Argument

- **Working knowledge of:**
  - Critical reading and thinking
  - Audience awareness, including the audience-subject relationship
  - Thesis development
  - Essay organization
  - Rhetorical modes
  - Genres
  - Prewriting activities, including generating ideas, narrowing subjects, and determining audiences
  - Composition processes, including drafting, collaborating, evaluating, and revising
  - Library research
  - Information literacy, including locating, evaluating, analyzing, and incorporating material from various electronic sources
  - Conventions of standard written English
  - Essay exams
  - Paraphrase, summary, and quotation of multiple sources
  - Accurate and ethical synthesis of sources
  - APA and/or MLA style
  - Avoiding plagiarism
  - Evidence
  - Analysis
  - Argument

- **Sophisticated knowledge of:**
  - Critical reading and thinking
  - Audience awareness, including the audience-subject relationship
  - Focused thesis development
  - Strong essay organization
  - Rhetorical modes
  - Genres
  - Prewriting activities, including generating ideas, narrowing subjects, and determining audiences
  - Composition processes, including drafting, collaborating, evaluating, and revising
  - Library research
  - Information literacy, including locating, evaluating, analyzing, and incorporating material from various electronic sources
  - Conventions of standard English
  - Clear, concise, cohesive writing and precise usage and diction
  - Essay exams
  - Paraphrase, summary, and quotation of multiple sources
  - Accurate and ethical synthesis of sources
  - APA and/or MLA style
  - Avoiding plagiarism
  - Evidence
  - Comprehensive analysis
  - Well-supported argument
  - Reflective practice
Parents, students, educators, and guidance counselors are encouraged to use the attached rubric (guideline) to help identify students who are ‘marginally prepared,’ ‘prepared,’ or ‘exceptionally prepared’ for college credit bearing courses in English/language arts upon entry to college immediately following high school graduation. Freshman college credit bearing courses in English/language arts include Reading, Writing, and Analysis and English Composition at IUPUC and Ivy Tech Community College, respectively. The spirit of this rubric is to highlight ideal student behaviors in English/language arts at the high school level that ensure college readiness (i.e. to avoid remediation at the college level and therefore to reduce potential costs to stakeholders).

The rubric cross compares:

- Preparedness Levels
  - Marginally Prepared
  - Prepared
  - Exceptionally Prepared

- Indicators
  - English/language arts Learning
  - Standardized Test Scores
  - Readiness

*The ‘Marginally Prepared’ column identifies a student who may need remediation at the college level.

*The ‘Readiness’ row identifies topics in English/language arts with which students should have ‘Working Knowledge’ or ‘Sophisticated Knowledge’ to be college ready.