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

<table>
<thead>
<tr>
<th>Preparedness Level:</th>
<th>Marginal Evidence of College Readiness for English/Language Arts</th>
<th>Prepared for:</th>
<th>Exceptionally Prepared for:</th>
</tr>
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<tbody>
<tr>
<td>Marginal Evidence</td>
<td>Success with a variety of assessment methods, including multiple choice, short answer, essays, and projects</td>
<td>Above average success with a variety of assessment methods, including multiple choice, short answer, essays, and projects</td>
<td>Sophisticated success with a variety of assessment methods, including multiple choice, short answer, essays, and projects</td>
</tr>
<tr>
<td>Technology Skills</td>
<td>Familiarity with learning management system software</td>
<td>Competency with learning management system software</td>
<td>Mastery of learning management system software</td>
</tr>
<tr>
<td>Student Work Attitudes</td>
<td>Student Goal to earn C+</td>
<td>Student Goal to earn B+</td>
<td>Student Goal to earn A</td>
</tr>
<tr>
<td>Student Work Habits</td>
<td>Completes 75% of work</td>
<td>Completes 85% of work</td>
<td>Completes 100% of work</td>
</tr>
<tr>
<td>Cognitive Understanding</td>
<td>Knowledge of facts and some understanding</td>
<td>Knowledge of facts, understanding, and application</td>
<td>Knowledge of facts, understanding, application, analysis and synthesis</td>
</tr>
</tbody>
</table>

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

- **Assessment Exposure and Expectations (adaptability):**
  - Success with a variety of assessment methods, including multiple choice, short answer, essays, and projects
  - Depends on homework to improve grade
    - Viewed as chore
    - Relies upon test/quiz ‘do over’ and rewrites
    - Expects extra credit in order to succeed
- **Technology Skills:**
  - Familiarity with learning management system software
  - Familiarity with word processing and multi-modal software
  - Familiarity with search engine techniques (e.g. Boolean search)
  - Familiarity with electronic databases
- **Student Work Attitudes (observable on a consistent basis):**
  - Student Goal to earn C+
  - Awareness of rhetorical situation
  - Awareness of importance of research essay and final exam/project results as performance indicators
  - Parent/other advocates for student
  - Some willingness to adapt to learning environment not compatible with student learning style
  - Attendance viewed as necessary to success in course
- **Student Work Habits:**
  - Completes 75% 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

### Prepared for: Reading, Writing, and Analysis (IUPUC: ENG-W131)

- **Assessment Exposure and Expectations (adaptability):**
  - Above average success with a variety of assessment methods, including multiple choice, short answer, essays, and projects
  - Views homework as means to learn material
  - Uses extra credit as opportunity to learn (does not expect extra credit)
- **Technology Skills:**
  - Competency with learning management system software
  - Competency with word processing and multi-modal software
  - Competency with search engine techniques (e.g. Boolean search)
  - Competency with electronic databases
- **Student Work Attitudes (observable on a consistent basis):**
  - Student Goal to earn B+
  - Above average awareness of rhetorical situation
  - Above average awareness of importance of research essay and final exam/project results as performance indicators
  - Learning to self-advocate
  - Willing to adapt to learning environment not compatible with student learning style
  - Attendance viewed as important to success in course
- **Student Work Habits:**
  - Completes 85% 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

### Exceptionally Prepared for: Reading, Writing, and Analysis (IUPUC: ENG-W131)

- **Assessment Exposure and Expectations (adaptability):**
  - Sophisticated success with a variety of assessment methods, including multiple choice, short answer, essays, and projects
  - Views homework as opportunity to learn material
  - Extra credit completed in the form of independent study—potentially for additional high school credits
- **Technology Skills:**
  - Mastery of learning management system software
  - Mastery of word processing and multi-modal software
  - Mastery of search engine techniques (e.g. Boolean search)
  - Mastery of electronic databases
- **Student Work Attitudes (observable on a consistent basis):**
  - Student Goal to earn A
  - Sophisticated awareness of rhetorical situation
  - Sophisticated awareness of importance of research essay and final exam/project results as performance indicators
  - Able to self-advocate
  - Thrives in a learning environment not compatible with student learning style
  - Attendance viewed as critical to success in course
- **Student Work Habits:**
  - Completes 100% 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

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IUPUC Southeast Indiana Postsecondary Regional Partnership ELA Predictive Rubric

11-2014
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:

- **Success Level**
  - Marginally Prepared
  - Prepared
  - Exceptionally Prepared

- **Predictive Indicators**
  - Assessment Exposure and Expectations (adaptability)
  - Technology Skills
  - Student Work Attitudes
  - Student Work Habits
  - Cognitive Understanding (Bloom’s taxonomy)

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

*The ‘Predictive Indicators’ may be student behavior categories that are observable as early as middle school. Students at a young age have much room to mature and grow in the academic setting. This document should only be used as a guideline to highlight ideal student behaviors.