

HIGHER EDUCATION COORDINATING BOARD  
ENGLISH COLLEGE READINESS DEFINITIONS

PRELIMINARY

JANUARY 2007

STUDENT ATTRIBUTES

The student attributes common to English, Science and Math college readiness are in black type; the attributes applicable only to English college readiness are in *blue italic* type.

Intellectual curiosity is the heart of college readiness. Students succeed when they motivate themselves to persevere through difficult tasks and effectively navigate cultural and ethical norms.

COMPONENT	EVIDENCE OF LEARNING
Demonstrate intellectual engagement.	<ul style="list-style-type: none"> <li>• Recognize that ideas and knowledge are constructed and contested.</li> <li>• Perceive that every discipline is a way of understanding and not just a sequence or compilation of discrete information.</li> <li>• Develop intellectual curiosity: actively explore new ideas and pose questions about meaning, significance, and implications.</li> <li>• Recognize one's own assumptions and challenge them as part of the learning process.</li> <li>• Question, integrate, synthesize and connect new ideas to previously learned concepts.</li> <li>• Actively seek to use the resources, tools, and strategies necessary to accomplish tasks.</li> </ul>
Take responsibility for own learning.	<ul style="list-style-type: none"> <li>• Engage in self-reflection and self-evaluation (i.e. examine and learn from errors, seek help when needed, and understand that failure is part of the learning process).</li> <li>• Participate in class and when absent seek ways to learn the material covered in class.</li> <li>• Take advantage of available resources - class time, notes, textbooks, assignments, tutoring services, supplemental materials, instructors, peers, equipment, electronic resources, <i>and libraries.</i></li> <li>• Prepare work assigned for class: devote the time necessary to be successful and plan ahead to meet deadlines</li> <li>• Seek help addressing issues outside the classroom that may interfere with the learning process.</li> <li>• <i>Seek ways to improve technology skills and understand that knowledge of technology increases one's own efficiency in a professional and/or academic setting.</i></li> <li>• Contribute to and benefit from group problem-solving.</li> </ul>
Persevere through the learning process.	<ul style="list-style-type: none"> <li>• Understand that sustained effort is an important component of successful learning.</li> <li>• Persist at tasks that may be unlike tasks encountered through previous experience and for which simply replicating an example will not work.</li> <li>• Successfully complete tasks that may be time-consuming and require organizing and applying multiple steps, concepts, or techniques</li> <li>• Recognize when an approach is unproductive and make logical modifications and/or switch to another approach.</li> <li>• Accept ambiguity as part of the learning process.</li> </ul>

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Pay attention to detail.	<ul style="list-style-type: none"> <li>• Develop strategies to follow correctly all parts of oral and written directions without needing additional reminders.</li> <li>• Understand the importance of accuracy and use conventions appropriate to the discipline.</li> <li>• Work toward precision in the use of the discipline-specific language.</li> <li>• Take time to review or edit work prior to submission.</li> </ul>
Demonstrate ethical behavior.	<ul style="list-style-type: none"> <li>• Treat others with respect through appropriate interpersonal behaviors.</li> <li>• Follow established guidelines for academic honesty, such as the WAC (Washington Administrative Code) or other student codes of conduct. Refrain from academically dishonest behaviors, such as copying another's assignment, copying and pasting from Internet sources, and using sources without attribution.</li> <li>• Take into account how one's decisions impact self, others, and the larger society.</li> <li>• Exhibit an awareness of and respect for different cultural perspectives.</li> </ul>
Communicate effectively across a variety of audiences and purposes.	<ul style="list-style-type: none"> <li>• Choose language appropriate to the academic, social, and cultural conventions of the particular audience.</li> <li>• Contribute relevant ideas, clear illustrations, and clarifying examples with an awareness of how one's contribution will impact others.</li> <li>• Express disagreement in ways that permit continued dialogue.</li> </ul>
<i>Recognize the role of language in communication.</i>	<ul style="list-style-type: none"> <li>• <i>Understand that language is fluid and evolves over time.</i></li> <li>• <i>Realize that language is a means of effective and responsible human interaction and also a mode of inquiry into the beliefs and philosophies of oneself and others.</i></li> <li>• <i>Understand that language reflects a person's identity, and that people communicate in many different ways, depending on culture, class, environment, and location.</i></li> <li>• <i>Understand that attitudes about language need to be examined because language often reflects unchallenged biases.</i></li> <li>• <i>Demonstrate creativity in the use of the English language to interpret text and to construct written products.</i></li> </ul>
<i>Understand that evaluation of one's own and others' communication is a lifelong process.</i>	<ul style="list-style-type: none"> <li>• <i>Use and monitor the qualities of effective communication (e.g. body language, pace, volume, tone, expression.)</i></li> <li>• <i>Assess the effect of presentation on audience (e.g., use verbal and nonverbal audience response and feedback to determine effect).</i></li> <li>• <i>Offer constructive, non-threatening feedback to peers in support of improving both formal and informal communication.</i></li> <li>• <i>Seek, consider, and use feedback from a variety of sources to improve written and verbal communication (e.g., teachers, peers, community members, and family members).</i></li> </ul>

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<p><i>Use interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.</i></p>	<ul style="list-style-type: none"> <li>• <i>Detect and respond to the clarification needs of others (e.g. inviting questions, adding examples, using specific references).</i></li> <li>• <i>Create group consensus for success and evaluate self and others according to the criteria established.</i></li> </ul>