



Assessing “COLLEGE READINESS”
A Developmental Education Outcomes Research Project

Fundamental to the *Learning Outcomes* for Developmental Education is the premise that “critical thinking” and “study skills” are embedded in each of the disciplines: reading, writing, mathematics, observing, listening and speaking, student responsibility and technology. College-ready students:

- Must use analysis, synthesis, interpretations, and evaluation of ideas and reasoning to test information presented to them and to test their own thinking;
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READING

Learning Outcome The student is able to:	Content Standards The student does:
<u>R1</u> Use varied appropriate skills and strategies to understand what is read.	<p>R1.1 Demonstrate understanding of the components of the reading process used at every stage of the reading task, such as questioning, monitoring and using background knowledge and appropriate reading rate.</p> <p>R1.2 Use a productive pre-reading strategy to preview, make predictions and set purpose.</p> <p>R1.3 Demonstrate appropriate strategies for understanding main ideas, inferences, and multiple vocabularies.</p> <p>R1.4 Organize and evaluate what he/she has read for later use.</p> <p>R1.5 Distinguish between major and minor details.</p> <p>R1.6 Paraphrase author’s ideas.</p>
<u>R2</u> Begin to read and understand a variety of college entry-level materials.	<p>R2.1 Read and begin to understand academic, technical and/or online texts.</p> <p>R2.2 Independently read and understand general information such as voter’s pamphlets, catalogues, schedules, course syllabi and/or online texts.</p> <p>R2.3 Read and begin to understand literature.</p>
<u>R3</u> Use reading as a tool for learning in academic, personal and career situations.	<p>R3.1 Search out resources and analyze and evaluate their use.</p> <p>R3.2 Make informed choices about when and what technologies to use to gain information R3.2.1 – Use library technology to acquire research material. R3.2.2 – Demonstrate a basic ability to “navigate/surf” the Internet. R3.2.3 – Begin to critically evaluate material from electronic sources.</p>
<u>R4</u> Set goals and evaluate progress to improve reading.	<p>R4.1 Assess reading strengths and needs and apply this assessment to improve reading.</p> <p>R4.2 Use reflection to monitor understanding and connect to personal experience and prior knowledge.</p> <p>R4.3 Share knowledge gained from reading with others to improve</p>



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WRITING

Learning Outcome The student is able to:	Content Standards The student does:
<u>W1</u> Understand and use writing as a process.	W1.1 Use reading and forms of brainstorming to generate varied details and ideas.
	W1.2 Create a coherent plan of major ideas and supporting points to use as a guide in drafting.
	W1.3 Understand the need for revision in crafting successful writing and use it as a vital part of the process.
	W1.4 Follow a timeline in carrying out the revision process.
<u>W2</u> Write clearly and effectively	W2.1 Produce a main idea.
	W2.2 Organize information to develop and support a main idea.
	W2.3 Demonstrate critical thinking in developing ideas.
	W2.4 Use specific details to support more general claims.
	W2.5 Organize ideas in a coherent manner.
	W2.6 Use language that helps guide the reader from one idea to another.
	W2.7 Generate clear, grammatically and mechanically correct prose.
	W2.8 Produce neat, legible final copies.
	W2.9 Use sentence construction suitable to the content.
<u>W3</u> Write in a variety of forms for different audiences and purposes.	W3.1 Choose details, language and organizational patterns consistent with a particular public or private purpose.
	W3.2 Modify diction and level of formality in light of different audiences.



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Writing (continued)

Learning Outcome The student is able to:	Content Standards The student does:
<u>W4</u> Independently use writing as a tool for learning in academic, personal, and career situations.	W4.1 Use writing tools such as listing, brainstorming, mind mapping, outlining, and journal writing to explore issues and discover connections in a variety of contexts. W4.2 Recognize the appropriate format to use in academic, personal and work-related communication.
<u>W5</u> Analyze and evaluate the effectiveness of his/her own writing and that of others.	W5.1 Recognize, understand, and apply criteria for effective writing. W5.2 Provide useful feedback to improve the writing of his/her peers. W5.3 Make revisions that improve development and effective argument. W5.4 Make revisions that improve the clarity and grammatical correctness of his/her prose.
<u>W6</u> Analyze and evaluate his or her own growth as a writer.	W6.1 Develop an understanding of the importance for writing. W6.2 Demonstrate an awareness of his/her strengths and weaknesses as a writer. W6.3 Demonstrate an increased confidence in his/her ability to communicate through writing. W6.4 Recognize that existing information can be combined with original thought and/or analysis to produce new information.



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MATHEMATICS

Learning Outcome The student is able to:	Content Standards The student does:
<u>M1</u> Understand and use the basic concepts and procedures of mathematics.	M1.1 Use and apply the concepts of numbers and numerations, computations, and estimations. M1.2 Use and apply systems of measurement and properties of geometric relationships. M1.3 Use and apply geometric properties and relationships (spatial sense). M1.4 Analyze data and use probability or statistical models to make inferences about real-world situations. M1.5 Understand the concept of functions by several means – verbally, numerically, graphically, and symbolically - and demonstrate how a variety of problem situations can be modeled by functions. M1.6 Represent mathematical situations symbolically and utilize appropriate algebraic, graphical, or numerical methods and technology to solve problems.
<u>M2</u> Use mathematical reasoning to define and solve problems.	M2.1 Draw logical conclusions and justify solution processes by using models, known facts, properties, patterns and/or relationships. M2.2 Use mathematical reasoning that involves informal thinking, conjecturing, and validating results. M2.3 Formulate questions, analyze the problem, select appropriate strategies and resources to carry out a plan and, and check for reasonableness of results. M2.4 Organize and integrate information collected from multiple sources. M2.5 Reflect on, evaluate procedures or results, and make necessary revisions.



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Mathematics (continued)

Learning Outcome The student is able to:	Content Standards The student does:
M3 Effectively communicate mathematical ideas in both everyday and mathematical language.	M3.1 Read and listen to mathematical presentations and arguments with understanding. M3.2 Write, restate, summarize and speak mathematics using appropriate vocabulary and notation. M3.3 Share, explain and defend mathematical ideas, concepts, and procedures using appropriate language and symbolism.
M4 Recognize and appreciate relationships among different concepts in mathematics and use mathematics in other curriculum areas and in daily life.	M4.1 Explore problems and describe results using geometric, numerical, graphical, and algebraic representations. M4.2 Identify and apply mathematical thinking and notation in other subject areas. M4.3 Make connections between mathematics and problem solving skills used in the world around them. M4.4 Demonstrate an increased confidence in his or her personal ability to use mathematics. M4.5 Analyze and interpret information from real-life charts and graphs.
M5 Identify and use appropriate quantitative technology.	M5.1 Use a scientific calculator effectively.



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OBSERVING, LISTENING, SPEAKING

Learning Outcome The student is able to:	Content Standards The student does:
<u>O1</u> Observe and listen to gain and process information.	O1.1 Interpret verbal and non-verbal cues. O1.2 Draw inferences from verbal and non-verbal communication. O1.3 Use appropriate listening strategies.
<u>O2</u> Express ideas clearly to ask for and to give information.	O2.1 Check for understanding by asking questions and/or paraphrasing. O2.2 Communicate clearly in small-groups and whole-class discussions. O2.3 Demonstrate a basic understanding of making presentations.



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STUDENT RESPONSIBILITY

Learning Outcome The student is able to:	Content Standards The student does:
<u>S1</u> Use study skills effectively.	<p>S1.1 Identify and use appropriate study strategies across the curriculum.</p> <p>S1.2 Identify and understand individual learning styles.</p> <p>S1.3 Identify study strengths and formulates plans for improvement.</p>
<u>S2</u> Make informed choices when using resources to gain information.	<p>S2.1 Know when and how to get help from a variety of campus resources.</p> <p>S2.2 Use appropriate technology.</p> <p>S2.3 Search out and use material from a variety of sources.</p> <p>S2.4 Begin to evaluate source materials.</p>
<u>S3</u> Work effectively with others.	<p>S3.1 Understand and take various roles within groups.</p> <p>S3.2 Suspend judgment while information is being processed.</p> <p>S3.3 Seek and offer feedback.</p>
<u>S4</u> Understand and respond to behavioral expectations within a learning environment.	<p>S4.1 Follow through on academic commitments.</p> <p>S4.2 Work alone or in a group as appropriate to the learning task.</p> <p>S4.3 Demonstrate appropriate classroom behavior.</p> <p>S4.4 Follow directions—both written and oral.</p> <p>S4.5 Follow established guidelines for academic honesty.</p>



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Student Responsibility (continued)

Learning Outcome The student is able to:	Content Standards The student does:
S5 Address problems that interfere with the learning process.	S5.1 Understand and use the problem solving process both independently and cooperatively. S5.2 Address life problems that interfere with the student’s pursuit of learning. S5.3 Address problems within a particular course of study.
S6 Analyze and evaluate his/her growth as a responsible learner.	S6.1 Evaluate his/her strengths and weaknesses as a learner. S6.2 Develop a more positive attitude toward learning. S6.3 Demonstrate an increased confidence in his/her ability to be a successful learner.



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TECHNOLOGY

Learning Outcome The student is able to:	Content Standards The student does:
T1 Use technology.	<p>T1.1 Use technology to complete assignments across courses.</p> <p>T1.2 Improve current skills or develop new skills.</p> <p>T1.3 Identify and use appropriate mathematics technology.</p>
T2 Demonstrate basic computer literacy	<p>T2.1 Employ competent keyboard, mouse use and computer operation skills.</p> <p>T2.2 Use basic computing and Internet vocabulary.</p> <p>T2.3 Use word processing software.</p> <p>T2.4 Use e-mail.</p> <p>T2.5 Recognize the uses of computer software programs.</p> <p>T2.6 Use college resources such as touch tone registration and online course schedules and transcript access.</p>
T3 Make informed choices about when and what technologies to use to gain information.	<p>T3.1 Use library technology to acquire research material.</p> <p>T3.2 Demonstrate a basic ability to “navigate/surf” the Internet.</p> <p>T3.3 Begin to critically evaluate material from electronic sources.</p> <p>T3.4 Understand and practice ethical behavior in using technology and information.</p>