

ENTRY E – DIGITAL PORTFOLIO INTERVIEW PROJECT
FAVORITE POEM PROJECT

In order to maximize the Academy student's competitive edge in preparation for post-secondary study, the Favorite Poem Project is bolstered by the following university-level learning standards:

Inter-segmental Committee of Academic Senates: Statement of Competencies

Released by the University of California system in 2002, this collection of standards identifies skills, attitudes and habits deemed crucial for successful post-secondary study but nevertheless excluded from many state standards for high school education.

PLEASE NOTE: THE FOLLOWING STANDARDS ARE INCLUDED FOR RESEARCH AND PEDAGOGICAL PURPOSES ONLY. STUDENTS, PARENTS AND PORTFOLIO INTERVIEW PANELISTS ARE INVITED BUT NOT REQUIRED TO PERUSE THIS DOCUMENT

INTERSEGMENTAL COMMITTEE OF ACADEMIC SENATES: STATEMENT OF COMPETENCIES

ACADEMIC LITERACY & CRITICAL THINKING

Students entering colleges and universities will be expected to:

1. sustain and express intellectual curiosity
2. experiment with new ideas
3. generate hypotheses
4. read skeptically
5. prepare and ask provocative questions
6. engage in intellectual discussions
7. manifest interest in and exhibit respect for others' diverse views
8. postpone judgment and tolerate ambiguity
9. interrogate own beliefs
10. enjoy the exchange of ideas
11. work collaboratively on reading and writing
12. meet deadlines for assignments
13. demonstrate initiative and develop ownership of their education
14. exercise the stamina and persistence to pursue difficult subjects and tasks
15. gain attention appropriately
16. be attentive in class
17. exercise civility
18. engage in self-advocacy

THE READING / WRITING CONNECTION

Students entering colleges and universities are expected to:

1. read texts of complexity without instruction and guidance
2. summarize information

3. relate prior knowledge and experience to new information
4. make connections to related topics or information
5. suspend information while searching for answers to self-generated questions
6. read texts of complexity without instruction and guidance
7. summarize reading
8. retain the information read
9. determine major and subordinate ideas in passages
10. understand “rules” of various genres
11. reread (either parts or whole) for clarity
12. read with awareness of self and others
13. relate prior knowledge and experience to new information
14. have patience

LISTENING & SPEAKING COMPETENCIES IN ACADEMIC SETTINGS

Students entering colleges and universities will be expected to demonstrate these speaking strategies:

1. ask clearly framed and articulated questions
2. engage in intellectual discussions and the serious interrogation of diverse views
3. ask questions for clarification
4. contribute to class discussions
5. employ transitional language to show how various ideas are related