

ENTRY F – DIGITAL PORTFOLIO INTERVIEW PROJECT
SHORT STORY PROJECT

In order to maximize the Academy student's competitive edge in preparation for post-secondary study, the Short Story 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. challenge their own beliefs
4. engage in intellectual discussions
5. respect principles as well as observations and experiences
6. enjoy the exchange of ideas
7. work collaboratively on reading and writing
8. meet deadlines for assignments
9. demonstrate initiative and develop ownership of their education
10. exercise the stamina and persistence to pursue difficult subjects and tasks
11. work collaboratively with others
12. gain attention appropriately
13. be attentive in class
14. exercise civility
15. 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. relate prior knowledge and experience to new information
3. make connections to related topics or information
4. synthesize information in discussion and written assignments
5. synthesize information from reading and incorporate it into a writing assignment

6. argue with the text
7. anticipate where an argument or narrative is heading
8. read a variety of texts, including news articles, textbooks, essays, research of others, internet resources
9. read texts of complexity without instruction and guidance
10. use vocabulary appropriate to college-level work and the discipline
11. summarize reading
12. analyze information and argument
13. retain the information read
14. identify the main idea of a text
15. synthesize information from reading and incorporate it into a writing assignment
16. use the title of the article/essay/text as an indication of what will come
17. understand “rules” of various genres
18. retain versatility in reading various forms of organization—both essay and paragraph
19. argue with the text
20. understand separate ideas and then be able to see how these ideas form a whole
21. read with awareness of self and others
22. anticipate the direction of an argument or narrative
23. relate prior knowledge and experience to new information
24. have patience

WRITING COMPETENCIES

Students entering colleges and universities will be expected to demonstrate these features of writing:

1. Invention

- a. generate ideas for writing by using texts in addition to past experience or observations
- b. duly consider audience, purpose
- c. participate in recursive prewriting process

2. Arrangement

- a. organize information
- b. structure writing so that it is clearly organized, logically developed, and coherent
- c. structure writing so that it moves beyond formulaic patterns that discourage critical examination of the topic and issues
- d. use revision techniques to improve focus, support, and organization

3. Style/Expression

- a. vary sentence structures and word choice as appropriate for audience and purpose

- b. edit or proofread to eliminate errors in grammar, mechanics, and spelling, using standard English conventions

Students will be assigned writing tasks that require them to do the following:

1. write to discover and learn new ideas
2. report facts or narrate events

LISTENING & SPEAKING COMPETENCIES IN ACADEMIC SETTINGS

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

1. listen and simultaneously take notes
2. identify key ideas of speakers in lectures or discussion, identifying the evidence which supports, confutes, or contradicts the thesis
3. infer meaning of unfamiliar terms
4. retain information
5. participate in class discussions
6. use the vocabulary of the discipline
7. attend to and understand directions for assignments

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

TECHNOLOGY COMPETENCIES

Students entering college are expected to be able to do the following:

1. type
2. use word-processing software to cut, paste, and format text; spell-check; and save and move files

In addition, while not yet considered essential, the desirable competencies listed below will enable a student to pursue greater success:

1. submit drafts and papers electronically
2. use electronic handbooks or references
3. join a class listserv, a threaded discussion, or mailing list
4. keep electronic logs or journals