

REDEFINING READY!

America’s high schools have a profound responsibility to ensure that our nation’s students are college ready, career ready, and life ready. Standardized test scores – traditionally used as the primary readiness indicator – do not always provide an accurate representation of our students’ potential. Today’s students are driven by ideas and innovations. They should not be reduced down to, or defined by, a single test score.

Our students are MORE than a SCORE.

Providing an opportunity to consider the whole child, we seek to redefine readiness and change the national narrative surrounding public education in the country by focusing on the three main areas of importance to students, parents, teachers, and employers: college readiness, career readiness, and life readiness. Since the implementation of No Child Left Behind, educators have looked to meet the needs of a diverse student body with a narrow focus on assessment results. Now with the Every Student Succeeds Act the law of the land, Redefining Ready! offers educators an opportunity to diversify the manner in which we measure student success overall.

It is imperative that we consider research-based, multi-metrics when assessing readiness for life after high school. We know that our students are more than one standardized test score and using a “one score judges all” approach is simply unfair to our students, our teachers, our school boards and our communities. We need a more authentic, appropriate, and relevant definition of readiness in this country. We are educating a generation of innovators – motivated by ideas and ingenuity. They learn in a variety of ways. And, they should be able to demonstrate college, career, and life readiness in a variety of ways. A multitude of decisions are based on student readiness including college acceptance, which oftentimes sets a course for a student’s success in career and life. Higher education institutions and businesses will have a broader look into a student’s commitment, character, and resilience rather than basing their decisions on a standardized test score that may or may not accurately reflect a student’s readiness level. This new definition provides a full picture of how well students are prepared for a 21st century workforce that relies on creativity, vision, communication, and other skills that cannot be measured through standardized tests.

To view the research source documents, visit the Redefining Ready! Website at www.RedefiningReady.org.



LIFE READY

Being Life Ready means students leave high school with the grit and perseverance to tackle and achieve their goals. Students who are Life Ready possess the growth mindset that empowers them to approach their future with confidence, to dream big, and to achieve big. Our nation's schools provide social and emotional support and experiences to equip students with the Life Ready skills they will need for success in their future. In grades 6-12 in the School District of Marshfield, students receive one general rating for social skills and one general rating for work skills for each subject area quarterly, which are considered Life Ready indicators for students in the school district. Life Ready students exhibit a minimum score of "2" in all classes for Social and Work Skills.

Social Skills

1. Respects others and property
2. Takes responsibility for own actions
3. Seeks positive solutions to problems
4. Practices self-control
5. Displays effort to produce quality work

Work Skills

1. Organized and prepared for class
2. Follows directions and participates
3. Pays attention
4. Completes tasks/uses time wisely

Performance Levels

- 1 – Exemplary – Student shows this quality with words and actions without reminders and is a highly productive member of the class.
- 2 – Doing Well – Student shows this quality with words and actions most of the time.
- 3 – Needs Improvement – Frequent reminders and redirection are needed.

Career Ready

Students are Career Ready if they have identified a career interest and meet two of the behavioral and experiential benchmarks listed below. In addition, students entering the military upon graduation must meet the passing scores on the Armed Services Vocational Aptitude Battery (ASVAB) for each branch of the military. Career Ready indicators include a student identifying a Career Cluster of interest and two or more of the following benchmarks:

- 90% Attendance
- 25 hours of Community Service
- Career-based Learning Experience (Youth Apprenticeship, Internship, Capstone, Pathway Partners)
- Industry Credential
- Dual Credit Career Pathway Course
- Two or more organized Co-Curricular Activities

College Ready

Students are College Ready if they meet the academic indicators OR standardized testing benchmarks below.

Academic Indicators

GPA 2.8 out of 4.0 and one or more of the following academic indicators:

- Advanced Placement Course (A, B, or C) and/or Advanced Placement Exam (3+)
- Dual Credit College English and/or Math (A, B, or C)
- College Developmental/Remedial English and/or Math (A, B, or C)
- Algebra II (A, B, or C)

Standardized Testing Benchmarks (minimum score on one or more of the following)

- SAT Exam: Math (530) | Reading and Writing (480)
- ACT Exam: English (18) | Reading (22) | Science (23) | Math (22)
- College Readiness Placement Assessment (determined by post-secondary institution)

Additional Factors that Contribute to College Success

- Earning As, Bs, Cs
- FAFSA completion
- Enrollment in career pathway course sequence
- College academic advising
- Senior year math class