

Student: \_\_\_\_\_

**IA #3 – 11<sup>th</sup> Grade – College Readiness Exam**

College Knowledge

You will have 60 minutes to complete this part of the exam

Student: \_\_\_\_\_

Directions: For questions 1 through 10, refer to the information provided in the scenario and accompanying table below. (2 points each)

Marcus is a junior at an Achievement First high school. He is in the process of creating a preliminary college list, using extensive research, to determine which college are a ‘best-fit’ for him. You will learn about his college selection criteria in the questions below. He is using the research protocols he learned in CRS-III to uncover the necessary information about five possible colleges that he found through his Naviance College Search. In order to compare and ultimately decide which schools he should select to include on his college list, Marcus gleans key information from his research and organizes into the table displayed below:

Student: \_\_\_\_\_

	Union College	MIT	Central Connecticut State University	Trinity College	University of Connecticut
<b>GPA and SAT Admission Requirements</b>	3.5 GPA  1210-1380 SAT	3.9 GPA  1410-1570 SAT	3.0 GPA  910-1110 SAT	3.5 GPA  1190-1390 SAT	3.2 GPA  1130-1330 SAT
<b>Annual cost of attendance:</b>	\$28,000	\$49,000	\$19,000	\$59,860	\$22,700
<b>6-year Graduation Rate</b>	86%	92%	47%	85%	82%
<b>Sophomore Retention Rate</b>	93%	97%	81%	92%	93%
<b>% of Pell Recipients</b>	17%	19%	30%	13%	19%
<b>College Rankings</b>	More Selective	Most Selective	Selective	More Selective	More Selective
<b>% of Need Met</b>	98%	100%	61%	100%	64%
<b>Average Alumni Giving Rate</b>	34.5%	36.8%	4.5%	43.5%	16.9%
<b>6-year Graduation Rate for Students of Color</b>	81%	85%	30%	82%	68%
<b>Public or Private</b>	Public	Private	Public	Private	Public
<b>Undergraduate Enrollment</b>	2,179	4,268	8,645	2,213	16,867
<b>Size</b>	Small	Medium	Medium	Small	Large
<b>Location/ College Town</b>	Urban	Urban	Suburban	Urban	Rural
<b>Distance from home</b>	166 Miles (2 h, 42 min)	135 miles (2 h, 20 min)	36 miles (37 min)	40 miles (40 min)	62 miles (60 min)
<b>Majors Offered</b>	English, Philosophy	English, Philosophy	English, Philosophy	English, Philosophy	English, Philosophy
<b>% of Students Admitted (Selectivity)</b>	37%	9%	67%	32%	45%
<b>Academic Approach</b>	Open Curriculum	Core Requirements	General Edu Requirements + Major Course Requirements	Liberal Arts with Core Requirements	General Edu Requirements + Major Course Requirements
<b>Residential or Commuter Campus?</b>	Residential	Residential	Residential and Commuter	Residential	Residential

Student: \_\_\_\_\_

1 Marcus' is interested in going to a college that is small, offers a course of study in English or philosophy, is located in a suburban or urban location that is a "college town," suburban, or urban location, and is no more than three hours from home by car or train. Which colleges in the above chart would meet his criteria?

- MIT, UCONN, and Central CT State
  - Union College Only
  - Trinity College and Central CT State
  - Union College and Central CT State
- 

2 Marcus wants to go to the most selective school he can, so that he: 1) will be challenged and learn with peers who have similar abilities; and 2) will graduate with a prestigious degree--a competitive advantage in job interviews. Based on this criterion alone, if he gets accepted to the following schools, which one school should he choose?

- MIT only
  - Union College and Trinity College
  - UCONN and Central Connecticut State University
  - MIT and Union College
  - Cannot be determined from the information provided.
-

Student: \_\_\_\_\_

3 After continued research, Marcus has been thinking more about his social and emotional needs on his college campus. Marcus realized that he wants attend a college where there are multiple opportunities to explore passions and interests outside of the classroom. He's looking to a school where the social life is not only at parties on campus. Based on that additional information, what colleges should remain on Marcus' list?

- Union College only
- Central Connecticut State University
- Both Union College and Trinity College
- Neither MIT or UCONN
- Cannot be determined from the information provided.

4 **Questions 4-8.** Marcus is still considering the **five** colleges listed in the chart for his college list. Using the admissibility grid, determine which classification each school fits for Marcus' profile.

SAT: 1100 (CR + M)	GPA: 3.5	
Reach	Probable	Very Probable
4.	6.	8.
5.	7.	

**Teacher Scoring**, please score Q4 below and 5-8 numbers in the corresponding scoring area.

Teacher's Scoring Area:		
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2

Student: \_\_\_\_\_

**5** **Teacher Scoring**, please score Q5 below.

Teacher's Scoring Area:		
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2

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**6** **Teacher Scoring**, please score Q6 below.

Teacher's Scoring Area:		
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2

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**7** **Teacher Scoring**, please score Q7 below.

Teacher's Scoring Area:		
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2

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**8** **Teacher Scoring**, please score Q8 below.

Teacher's Scoring Area:		
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2

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Student: \_\_\_\_\_

9

It's March of Marcus' senior year and he's learned that he's been accepted to four of the five colleges on his list: Union College, Trinity College, Central Connecticut State University and the University of Connecticut. He's considering the initial list of criteria that were important to him in the college list research process as he starts weighing the factors to make a decision. Which of the following are true statements about his options?

- Union College is the only school that meets all of his criteria
  - Trinity College and Union College are meet his academic fit.
  - Trinity College, Union College, and UCONN meet his academic and social/emotional
  - Central CT State is the only school that meets his academic fit.
-

Student: \_\_\_\_\_

10

Imagine you are Marcus' college counselor and you're going to meet with him to help him weigh his options and make a final decision. Assuming that the cost to attend would be equal, what school would you recommend he attend and why? Be sure to give specific rationale and explanation as to why you're advising a particular college, based on his requirements for a college and on what you learned about college choice in CRS III. (5 points; 3 points for quality of response, 2 points for complete sentences)

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Teacher's Scoring Area:					
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5





Student: \_\_\_\_\_

**IA #3 – 11<sup>th</sup> Grade – College Readiness Exam**

Process-Based Project Rubric

(For teacher use only)

Student: \_\_\_\_\_

As a junior at an Achievement First high school, you will attend a college trip in the spring. In preparation for that visit, it is important to research and prepare appropriate questions for the colleges you will visit. In addition, it will be important to reflect on your experiences after the visit. It is early April and she must sign and commit to one college or the other within the next three weeks. Alissa has been invited to the admitted student fly-ins at each campus and is planning to attend both of these special overnight events within the next two weeks so that she can learn more about each school. She decides to make a list of the important factors she will weigh most heavily in her decision. Alissa has been offered equally attractive financial aid packages by each school. Her remaining decision factors are summarized in the table below:

<b>Academic fit</b>	Major	Alissa thinks she may want to major in Psychology. She is also considering Sociology. She wants to learn more about the quality of the programs at these colleges for her intended major.
	Advising	Alissa has never had to choose all of her classes before and wants support with this process so that she can make sure to choose wisely and stay on track with her distribution requirements and course credits in order to graduate on time.
	Academic resources	Alissa knows that she is a strong reader, but she would like to get extra help with her writing and math.
<b>Social emotional fit</b>	Diversity on campus	Alissa wants to attend a culturally, racially, and socioeconomically diverse college. She isn't sure to what extent this diversity exists at Skidmore and Lafayette.
	Geography	Alissa wants to be in a suburban environment for college, roughly 3-5 hours away from home.
	Student life	Alissa has been heavily involved in Student Government and Debate Club at her high school and would like to continue these activities in college. She also wants to volunteer working with children and wants to know whether such opportunities exist at each of these colleges.

Carefully craft a list of 10 key questions that Alissa will want to plan to ask and get answered while on campus during her admitted student weekends at each college, in order to have the information she needs to make her final college choice. Be sure to organize your questions, clearly indicating whether she should ask each question of an admissions officer or a current student.

Student: \_\_\_\_\_

**Teacher Directions:** Each student's College Readiness teacher will score the project rubric below for an overall process-based project grade for IA3. The question must meet all 5 criteria for success in order to earn the 2 points. [Project is a summative assessment worth 20 points toward the total 51 points in the IA.]

Scoring key:

0 = Does not meet criterion

2 = Meets criterion

**12 Note an X where Criteria Met**

Criteria	Question is addressed to the appropriate individual/group.	Question is clearly and concisely phrased.	Question is appropriate in tone.	Student has prepared appropriate follow-up questions where appropriate.	Question is appropriately specific and topical and is likely to unveil the information the student needs.
Q1					

Teacher's Scoring Area:
<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2

**13 Note an X where Criteria Met**

Criteria	Question is addressed to the appropriate individual/group.	Question is clearly and concisely phrased.	Question is appropriate in tone.	Student has prepared appropriate follow-up questions where appropriate.	Question is appropriately specific and topical and is likely to unveil the information the student needs.
Q2					

Teacher's Scoring Area:
<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2

Student: \_\_\_\_\_

**14 Note an X where Criteria Met**

Criteria	Question is addressed to the appropriate individual/group.	Question is clearly and concisely phrased.	Question is appropriate in tone.	Student has prepared appropriate follow-up questions where appropriate.	Question is appropriately specific and topical and is likely to unveil the information the student needs.
Q3					

Teacher's Scoring Area:

0     1     2

**15 Note an X where Criteria Met**

Criteria	Question is addressed to the appropriate individual/group.	Question is clearly and concisely phrased.	Question is appropriate in tone.	Student has prepared appropriate follow-up questions where appropriate.	Question is appropriately specific and topical and is likely to unveil the information the student needs.
Q4					

Teacher's Scoring Area:

0     1     2

**16 Note an X where Criteria Met**

Criteria	Question is addressed to the appropriate individual/group.	Question is clearly and concisely phrased.	Question is appropriate in tone.	Student has prepared appropriate follow-up questions where appropriate.	Question is appropriately specific and topical and is likely to unveil the information the student needs.
Q5					

Teacher's Scoring Area:

0     1     2

Student: \_\_\_\_\_

**17 Note an X where Criteria Met**

Criteria	Question is addressed to the appropriate individual/group.	Question is clearly and concisely phrased.	Question is appropriate in tone.	Student has prepared appropriate follow-up questions where appropriate.	Question is appropriately specific and topical and is likely to unveil the information the student needs.
Q6					

Teacher's Scoring Area:

0     1     2

**18 Note an X where Criteria Met**

Criteria	Question is addressed to the appropriate individual/group.	Question is clearly and concisely phrased.	Question is appropriate in tone.	Student has prepared appropriate follow-up questions where appropriate.	Question is appropriately specific and topical and is likely to unveil the information the student needs.
Q7					

Teacher's Scoring Area:

0     1     2

**19 Note an X where Criteria Met**

Criteria	Question is addressed to the appropriate individual/group.	Question is clearly and concisely phrased.	Question is appropriate in tone.	Student has prepared appropriate follow-up questions where appropriate.	Question is appropriately specific and topical and is likely to unveil the information the student needs.
Q8					

Teacher's Scoring Area:

0     1     2

Student: \_\_\_\_\_

**20** Note an X where Criteria Met

Criteria	Question is addressed to the appropriate individual/group.	Question is clearly and concisely phrased.	Question is appropriate in tone.	Student has prepared appropriate follow-up questions where appropriate.	Question is appropriately specific and topical and is likely to unveil the information the student needs.
Q9					

Teacher's Scoring Area:

0     1     2

**21** Note an X where Criteria Met

Criteria	Question is addressed to the appropriate individual/group.	Question is clearly and concisely phrased.	Question is appropriate in tone.	Student has prepared appropriate follow-up questions where appropriate.	Question is appropriately specific and topical and is likely to unveil the information the student needs.
Q10					

Teacher's Scoring Area:

0     1     2

