

Objective: Students will monitor and reflect on their progress toward meeting college readiness objectives using the Ramp-Up Readiness Rubric.

Resources Needed for this Activity:

- **[9_ Readiness Rubric Handout]** in hard copy format or they will need access to a computer to access it electronically where it is stored.
- Current information regarding students' grades and GPA that have posted since the previous Readiness Rubric Check-In. How students get this information is determined by the school.

Opening: 2 minutes – The advisor explains to students that today they will be updating their Readiness Rubric for Checkpoint ___. If this check-in is being done on a paper-copy and will later be updated electronically, be sure to tell students when they will be doing that.

Activity: 20 minutes – The advisor should project the 9th grade Readiness Rubric **[9_ Readiness Rubric Handout]** on the board. Depending upon how familiar students are with the Readiness Rubric, it may be important for the advisor to review the components of the Readiness Rubric with the students and how it should be completed.

The advisor should either distribute the grade updates to students or tell them to access their updated grades online to complete the Grades section. If the student's updated GPA does not appear on that same document, the advisor should distribute the updated GPAs to students so they can complete the GPA section.

The advisor should give the students about 5-7 minutes to complete page 1 of the Readiness Rubric for that particular Checkpoint.

The advisor tells the students to turn to page 2 of the Readiness Rubric, or if this is the second or third Checkpoint, distributes blank copies of page 2 or instructs students to copy and paste page 2 to create a page 3 or 4. If the students copy and paste, tell students to delete the entered information in the copy and pasted page so they can complete a new reflection for this Checkpoint.

While questions one and two should be completed each time, the third question applies only at the second and any additional reviews of the Rubric. Ask students to review each of their goals from the last Checkpoint and decide if their goal has been met or is still in progress. If the goal has been met, they should designate that by typing in Met and the date, or writing "Met" and today's date over the goal. If the goal is still in progress, instruct them to move the goal to the new Checkpoint Reflection and update steps as to how they will accomplish the goal. If they have met all of their goals from the last Checkpoint, they should reflect on why they were successful and then set new goals. Advisors should be assisting students one to one during this time, inquiring about their progress, helping them formulate goals and strategies for reaching those goals based on their performance.

Closure: 3 minutes – Remind students that monitoring the progress of performance and goals is an important part of preparing for high school, postsecondary education, and an eventual career.