

Conley Readiness Index Survey Outline

- **Key Cognitive Strategies**

- **Communication:** The ability to organize your work, support positions, and construct the work product.
 - Construct - to create work products (projects, papers, or presentations) that are supported by evidence, well organized, and developed through several drafts and revisions using feedback from others.
 - Present ideas and hypotheses in ways that are clear and others can follow
 - Communicate ideas through writing
 - Construct oral presentations of work to share with others in class
 - Use feedback from others to make revisions that improve my work
 - Provide useful feedback to my peers about their work
 - Organize - to arrange your ideas and information before creating a project, paper, or presentation.
 - Make or use outlines or pro and con lists to help organize thoughts and how to approach a task
 - Make points that you can support with facts
 - Use logic to build arguments and defend your point of view
 - Think about how to organize thoughts on a topic or about a problem before beginning writing
 - Organize collected information so it is easy to use and cite later
- **Interpretation** – The ability to analyze competing and conflicting descriptions of an event or issue.
 - Analyze - to examine information by thinking about the facts it is based on.
 - Have several strategies for analyzing information.
 - Look for patterns in information that help solve problems or make points.
 - Make charts, tables, or diagrams to better understand information.
 - Think about the strengths and weaknesses of different information.
 - Evaluate - to group information into useful pieces, connect ideas and evidence, make conclusions, and reflect on the quality of the conclusions.
 - Question if there might be other explanations when reviewing evidence supporting information you're learning.
 - Think about the evidence that supports or conflicts with your conclusions.
 - Connect what you learn in one class with what you learn in other classes.
 - Think about different explanations for why new information might be true.
 - Reflect on conclusions and identify ways to do similar work better next time.
- **Precision/Accuracy** - The ability to know what type of precision (level of detail) is appropriate to a task or subject area and increase accuracy (truthfulness) through successive tasks.
 - Confirm - to do a final check of all your work before turning it in.
 - It should be important to you that your work is accurate.
 - Allow enough time to do a final check of work before turning it in.
 - Check for spelling and grammar errors before deciding an assignment is complete.
 - Check to sure you correctly followed all instructions before deciding an assignment is complete.
 - Check to make sure your ideas and conclusions are supported and logical before deciding an assignment is complete.
 - Monitor - to pay attention to the accuracy and quality of all your work.
 - Follow instructions describing assignment deadlines, length, formatting, and purpose.
 - Be careful to use correct vocabulary, symbols, and notations.
 - Use most appropriate writing style.
 - Carefully read all test instructions and skim questions before beginning to take a test.
 - Complete multiple drafts of assignments and make improvements between versions.

- **Problem Formulation** – The ability to develop and apply multiple strategies to formulate routine and non routine problems.
 - Hypothesize - to pose possible solutions to a problem that you can then research.
 - Think about the purpose of a problem when coming up with a plan to solve it.
 - Consider what information is available and what information is needed but missing.
 - Create a hypothesis.
 - Create multiple hypotheses and figure out which is best.
 - Use past experiences solving similar problems when formulating hypotheses.
 - Strategize - to consider different ways to solve a problem.
 - Think about how you've solved similar problems in the past and apply those strategies when solving a problem.
 - Make a plan or come up with a strategy to solve a problem.
 - Come up with many different ways to solve a problem.
 - Think of different ways to solve a problem and pick the best one.
 - Break problems into smaller pieces.
 - Try something different if your first approach doesn't seem to be working.
- **Research** - The ability to identify appropriate resources to help answer a question or solve a problem.
 - Collect - to gather information from many sources.
 - Think about the information and resources needed to help find a solution before researching.
 - Collect information from different sources (such as books, articles, and websites).
 - Keep hypothesis in mind while collecting.
 - Keep track of where all information comes from.
 - Identify - to find information and resources needed to solve a problem.
 - When information is needed, know where to find different kinds of information.
 - Use the Internet to find information and evidence for research (e.g. scholarly articles).
 - Evaluate credibility.
 - Separate fact from fiction.
 - Use the library for research.
- **Key Content Knowledge**
 - Attribution - knowing that hard work determines how well you do, not whether you are “good” or “bad” at something.
 - If you try harder you could do better
 - You are good because you work hard
 - Value - seeing the value in coursework and understanding that what you learn in class will be useful later in life.
 - You will be able to use what you learn in college later in life.
 - What you learn in college is important
 - Talk about what you learn in school with people outside of school
 - Challenge Level - how you rise to meet a difficult task and do not choose the easiest option.
 - Rising to challenges
 - Challenged by instructors
 - Preference of challenging courses
 - Experience with Technology - using technology to create documents, analyze or summarize data in spreadsheets, give presentations, or communicate electronically.
 - Presentation software (PowerPoint or similar)
 - Spreadsheet software (Excel or similar)
 - Word processing software (Word or similar)
 - Structure of Knowledge - understanding the “big ideas” of what you’re learning, and how what you’re learning now fits into your overall education.
 - Understand that knowledge evolves and what we know today may change in the future

- What you learn in one course will be needed for other courses
 - Understand why things taught in class are important to know and understand
 - Try to learn and understand the big ideas and concepts from class that you will continue to use, rather than just memorize facts
 - Student Effort - being motivated to work hard and knowing that hard work produces satisfying results.
 - Understanding the big ideas in class is more important than grades
 - Work hard to get good grades
 - Work hard to do well even if you don't like or are not interested
 - Like to do well
- **Learning Skills**
 - Collaborative Learning Strategies - working well in groups by listening to the ideas of others and staying on task.
 - Work with other students to complete group assignments
 - Study groups
 - Study with serious students who can help you do better
 - Make an effort to listen to others' points of view and ideas
 - General Study Strategies - different kinds of learning strategies that change based on what is being studied.
 - Study at a time of day when most focuses
 - Study in a place free of distractions
 - Review all information including notes, readings, and homework
 - Break down long assignments into shorter sections to help manage the work
 - Information Retention Strategies - for remembering important information.
 - Rewrite what you're trying to learn, combining information from notes, assignments, and the textbook
 - Identify what needs to be memorized for courses
 - Make rhymes to remember things easier
 - Look for patterns or other ways to break material into groups of three to four familiar elements
 - Tricks to recall memorized information
 - Quiz yourself to test remembering
 - Note Taking Strategies - using different methods to take notes, reviewing notes before class, and using notes to prepare for tests and complete assignments.
 - Highlight or make notes from reading
 - Look up vocabulary words when necessary
 - Refer to notes when completing assignments
 - Make a list of important terms and memorize their definitions
 - Strategic Reading Strategies - changing the way you read depending on what you are reading.
 - Read to understand, not just to get to the end
 - Change the way you're reading when you don't understand
 - Think about how reading relates to what you already know
 - Use different strategies for different types of material
 - Think about what you need to get out of a reading assignment before you begin reading
 - Test Taking Strategies - using a variety of strategies to do well on a test.
 - For multiple choice questions, eliminate incorrect answers first
 - Monitor the time
 - Outline answers to essay questions before starting to write
 - Answer the questions you know first
 - Try to come up with the answer to multiple choice questions in your head before looking at the answers
 - Time Management Strategies - the process of estimating how much time it takes to finish work and then planning enough time to do so.
 - Concentrate on only one task at a time
 - Keep up with assigned readings

- Use the syllabus to plan ahead and see what will be expected of me in class
 - Keep track of due dates for homework or other important tasks using a to-do list, planner, or calendar
 - Prioritize most important tasks
 - Finish homework before socializing
- Goal Setting Strategies - setting reasonable goals for school, work, and personal life.
 - Know what grades you need in order to pursue your goals after college
 - Set goals for what you want to accomplish or learn in each class
 - Identify resources and steps needed to take to reach goals
 - Set a goal for how well you want to do in college
 - Set goals for what you want to get done in each study session
- Persistence Strategies - not giving up on difficult tasks, assignments, or projects.
 - Ask for help
 - instructor
 - classmates
 - others
 - When challenged, take a break and come back with a new method or approach
- Self-Awareness Strategies - reflecting on your personal strengths and weaknesses.
 - Know you can improve in areas where you already do well
 - Know how you learn best (learning style)
 - Keep track of current grades
 - Know what you're good at and not so good at in your coursework
 - Review incorrect answers on tests to make sure you understand why they were wrong
 - Keep track of your progress toward meeting goals and change plans or goals when needed
- **Transition Knowledge**
 - College and Career Expectations - understanding the level of difficulty in college courses, including the greater demands of higher education or the depth of advanced career training.
 - Have a way to contact experts who work in the field you are interested in
 - Actively participate in class discussions
 - College and Career Preparation - knowing college expectations.
 - Know what courses you need to take to qualify for the degree you are interested in
 - Have a written resume` and cover letter
 - Get feedback on resume` and cover letter from an instructor, counselor, or other professional
 - Identify what is necessary for entry into the careers that I may be interested in
 - Feel that you will be well prepared for a career immediately after finishing college
 - Career Awareness - understanding the steps needed to get a good job, and includes taking part in internships or other job-search opportunities.
 - Participate in an internship or job-search opportunity
 - Have thoughts about the kind of career you might like
 - Talk to professionals who work in the career that interests you
 - Learn about the types of careers that exist today
 - Take a career interest survey
 - Financial Aid Awareness - understanding that money is available to help pay for college (such as scholarships, grants, and loans) and knowing how to apply for it.
 - Learn about the different types of financial aid that exist
 - Learn about the resources that are available to help you complete scholarship forms
 - FAFSA
 - Conduct research on scholarships
 - Speak to support staff about scholarships and financial aid