

## ICAS STATEMENTS OF COMPETENCIES

2002 ICAS COMPETENCY STATEMENT	Comparable Reference in California Language Arts Content Standards	Comparable Reference in CERT Standards
<b>Fostering Habits of Mind Essential for Success: Academic Literacy and Critical Thinking</b>		
<p>Students entering colleges and universities will be expected to</p> <ul style="list-style-type: none"> <li>▶ sustain and express intellectual curiosity</li> <li>▶ experiment with new ideas</li> <li>▶ generate hypotheses</li> <li>▶ synthesize multiple ideas into a theory</li> <li>▶ identify and use rhetorics of argumentation and interrogation in different disciplines, for different purposes, and for diverse audiences</li> <li>▶ read skeptically</li> <li>▶ prepare and ask provocative questions</li> <li>▶ challenge their own beliefs</li> <li>▶ engage in intellectual discussions</li> <li>▶ manifest interest in and exhibit respect for others' diverse views</li> <li>▶ postpone judgment and tolerate ambiguity</li> <li>▶ respect principles as well as observations and experiences</li> <li>▶ respect facts and information in situations where feelings and intuitions often prevail</li> <li>▶ compare and contrast own ideas with others'</li> <li>▶ interrogate own beliefs</li> <li>▶ sustain and support arguments with evidence</li> <li>▶ embrace the value of research to explore new ideas through reading and writing</li> <li>▶ enjoy the exchange of ideas</li> <li>▶ work collaboratively on reading and writing</li> <li>▶ meet deadlines for assignments</li> <li>▶ demonstrate initiative and develop ownership of their education</li> <li>▶ exercise the stamina and persistence to pursue difficult subjects and tasks</li> <li>▶ work collaboratively with others</li> <li>▶ gain attention appropriately</li> <li>▶ be attentive in class</li> <li>▶ exercise civility</li> <li>▶ engage in self-advocacy</li> </ul>	[Not addressed in this Standards Statement]	[Not addressed in this Standards Statement]

<b>Making The Reading/Writing Connection</b>	<b>CaL LACS</b>	<b>CERT</b>
Students entering colleges and universities are expected to		Reading for Information
▶ read texts of complexity without instruction and guidance	2.0	1
▶ summarize information		2.1
▶ relate prior knowledge and experience to new information		
▶ make connections to related topics or information		2.2, 2.3, 3.
▶ synthesize information in discussion and written assignments		
▶ synthesize information from reading and incorporate it into a writing assignment		1.1; (Interpret)1.5
▶ argue with the text		
▶ anticipate where an argument or narrative is heading		
▶ suspend information while searching for answers to self-generated questions		
<b>Reading Competencies</b>		
Students entering colleges and universities will be expected to	Reading Strategies	Reading for Inform/Under.
▶ read a variety of texts, including news articles, textbooks, essays, research of others, Internet resources	2.0	1.2, 2.0
▶ read texts of complexity without instruction and guidance	2.0	1
▶ use vocabulary appropriate to college-level work and the discipline	1.0	1, 1.4
Students entering colleges and universities will be expected to demonstrate these features of reading:		
<b>Comprehension and Retention</b>		
▶ summarize information		2.1
▶ summarize reading		
▶ analyze information and argument	2.0, 2.1, 2.3, 2.4, 2.5	1.2, 1.3
▶ retain the information read		
▶ identify the main idea of a text		1.2, 1.3
▶ determine major and subordinate ideas in passages		1.3; Writing to Learn 2.1.3, 2.2
▶ synthesize information from assigned reading		
▶ synthesize information from reading and incorporate it into a writing assignment		2.1.3, 3; Writing to Learn 2.3.3; Finding 2.
▶ identify appeals made to reader	2.6	1.1 (Finding)
▶ use the title of the article/essay/text as an indication of what will come		
▶ predict the intention of the author from extratextual cues		
▶ understand “rules” of various genres		1
▶ retain versatility in reading various forms of organization—both essay and paragraph		
▶ read texts of complexity without instruction and guidance	2.0	1
▶ decipher the meaning of vocabulary from the context		1.4

PART II. STATEMENT OF COMPETENCIES

▶ have strategies for reading convoluted sentences		
▶ reread (either parts or whole) for clarity		
<b>Depth of Understanding</b>		
▶ identify the evidence which supports, confutes, or contradicts a thesis	2.6	3
▶ argue with the text	2.4	3.1
▶ retain information while seeking answers to self-generated questions		
▶ understand separate ideas and then be able to see how these ideas form a whole		
<b>Depth of Analysis and Interaction with the Text</b>		
▶ read with awareness of self and others		
▶ anticipate the direction of an argument or narrative		
▶ suspend information while searching for answers to self-generated questions		
▶ relate prior knowledge and experience to new information		3.2
▶ make connections to related topics or information		2.2, 2.3; 1.1 (Interpret)
▶ identify appeals made to the reader [pathos, logos, ethos]	2.6	1.1 (Finding)
▶ have patience		
<b>Writing Competencies</b>	<b>Cal LACS</b>	<b>CERT</b>
Students entering colleges and universities will be expected to demonstrate these features of writing:	Writing Strategies	Writing to Learn and Communicate
<b>Invention</b>		
▶ generate ideas for writing by using texts in addition to past experience or observations	2.1.4	1
▶ duly consider audience, purpose	1.1	1
▶ participate in recursive prewriting process		
▶ develop main point or thesis		
<b>Arrangement</b>		
▶ develop thesis convincingly with well-chosen examples, reasons, and logic	1.0	1.1
▶ organize information		1
▶ structure writing so that it is clearly organized, logically developed, and coherent	1.3	1
▶ structure writing so that it moves beyond formulaic patterns that discourage critical examination of the topic and issues		
▶ use revision techniques to improve focus, support, and organization		1.1., 1.2, 1.4.
<b>Style/Expression</b>		
▶ vary sentence structures and word choice as appropriate for audience and purpose	Writing to Learn 1.9	1, 1.3, 2.1.2; Grammar 1.4
▶ edit or proofread to eliminate errors in grammar, mechanics, and spelling, using standard English conventions	2.0; (Written/Oral Conventions 1.1, 1.3)	Grammar: 1, 1.1, 1.2, 1.3, 1.5, 1.6, 1.7

Students will be assigned writing tasks that require them to do the following:		
▶ write to discover and learn new ideas		
▶ critically analyze or evaluate the ideas or arguments of others	Writing Applications 2.2	Finding, Analyzing Info
▶ summarize ideas and/or information contained in a text		2.1.3, 2.3.5
▶ write well-organized, well-developed essays	1.0	1
▶ synthesize ideas from several sources		2; Interp Lit 1.5; Finding 2.1
▶ provide factual descriptions		2.1.3
▶ report facts or narrate events		2, 2.1.0-2.1.4
▶ prepare lab reports using conventions of the discipline		2.4
▶ produce informal writing in and out of class (e.g., journals, "quick-writes")		3
▶ provide short answer responses or essays		
▶ conduct college-level research to develop and support their own opinions and conclusions	1.6-1.8	
▶ use the library catalog and the Internet to locate relevant sources	1.6	Finding 2.3
▶ critically assess the authority and value of research materials that have been located		Finding 1.2-1.8
▶ correctly document research materials to avoid plagiarism		
<b>Listening and Speaking Competencies in Academic Settings</b>	Cal LACS	CERT
Students entering colleges and universities will be expected to demonstrate these strategies of	Listening/Speak	Speaking/Listening
<b>Listening</b>		
▶ listen and simultaneously take notes		
▶ identify key ideas of speakers in lectures or discussion, identifying the evidence which supports, confutes, or contradicts the thesis	1.0	1.2
▶ infer meaning of unfamiliar terms		
▶ identify digressions and illustrations		1.2
▶ identify emotional appeals	1.1, 1.2, 1.3., 1.6, 1.12	
▶ retain information		1.3, 1.5. 2.4. 2.5
▶ participate in class discussions		1.3
▶ produce comprehensible speech		
▶ use the vocabulary of the discipline	1.0 (Conven/ Oral )	2.1
▶ attend to and understand directions for assignments	1, 1.8	
<b>Speaking</b>		
▶ ask clearly framed and articulated questions		
▶ engage in intellectual discussions and the serious interrogation of diverse views		1.4, 1.6
▶ ask questions for clarification		1.6, 2.4, 2.5
▶ contribute to class discussions		1.4, 1.6, 2.7
▶ employ transitional language to show how various ideas are related		2.7

Additional Listening and Speaking Competencies Expected of Students Whose Home Language is Not English (See Appendix D)		
In addition to the other competencies noted, L2 Learners should be able to do the following:		Speaking/Oral Writing
▶ comprehend English spoken by various speakers whose language styles include a variety of pitches, rates of speech, accents, and regional variations		2.2, 2.6
▶ identify nuances of meaning indicated by shifts in vocal inflection and non-verbal cues, such as facial expressions or body language		Speaking/List 2.4; Conventions 1.1, 2.6
▶ recognize the spoken form of vocabulary—including idiomatic expressions—previously encountered only in written form		
▶ demonstrate a full range of pronunciation skills including phonemic control mastery of stress and intonation patterns of English		2.2 2.5

Technology Competencies	Cal LACS	CERT
<p>Students entering college are expected to be able to do the following:</p> <ul style="list-style-type: none"> <li>▶ type</li> <li>▶ use word-processing software to cut, paste, and format text; spell-check; and save and move files</li> <li>▶ navigate e-mail; compose, send, and receive e-mail; and post attachments</li> <li>▶ employ e-mail etiquette</li> <li>▶ navigate the Internet and the World Wide Web, recognizing the significance of domains (e.g., com, net, edu, org, gov)</li> <li>▶ use search engines effectively</li> <li>▶ evaluate material found on the Web, including the authenticity of the Website and the author, and the validity of the material</li> <li>▶ know how to cite Internet sources</li> <li>▶ know what constitutes plagiarism and how to avoid it when using the Internet</li> </ul> <p>In addition, while not yet considered essential, the <b>desirable</b> competencies listed below will enable a student to pursue greater success:</p> <ul style="list-style-type: none"> <li>▶ submit drafts and papers electronically</li> <li>▶ use electronic handbooks or references</li> <li>▶ join a class listserv, a threaded discussion, or mailing list</li> <li>▶ consult experts by e-mail</li> <li>▶ present material in Web format or media such as PowerPoint</li> <li>▶ use interactive lab-based software</li> <li>▶ keep electronic logs or journals</li> <li>▶ create multimedia documents; publish work on a Website</li> <li>▶ use “chat rooms”</li> <li>▶ use video conferencing</li> </ul>	<p>Writing Strat 1.8; Writing Appl 2.6; Speak Appl 2.4</p>	