



Illinois PaCE

Post-Secondary Benchmarks

Instructions: Using the Illinois PaCE Framework, take an inventory to assess what is currently being done within the school or district. To get started, use the Degree of Completion Scale to report the percentage of students currently meeting each benchmark. Enter the corresponding number in the box next to each benchmark.



Step 1: Take an Inventory

Key

AP Advanced Placement
 CCRI College/Career Readiness Indicators
 ELA English Language Arts

HS High School
 ISBE Illinois State Board
 PS Postsecondary

Degree of Completion Scale

1 Less than 25% of students 4 76-99% of students
 2 26-50% of students 5 100% of students
 3 51-75% of students

By the end of 9th grade	By the end of 10th grade	By the end of 11th grade	By the end of 12th grade
<p>students should be supported to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> select course work for PS/career plans aligned with the ISBE College and Career Readiness Indicators <input type="checkbox"/> enroll as appropriate in early college credit courses <input type="checkbox"/> outline a plan for community service and extracurricular activities related to PS plans <input type="checkbox"/> attend a PS options workshop 	<p>students should be supported to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> connect and build relationships with 2-3 adults to support the PS and career selection process <input type="checkbox"/> review coursework, and PS/career plans in relation to the ISBE College and Career Readiness Indicators (every year) 	<p>students should be supported to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> complete at least one early college credit opportunity <input type="checkbox"/> attend a college fair <input type="checkbox"/> visit at least 3 PS institutions <input type="checkbox"/> take at least one college entrance exam <input type="checkbox"/> complete a Postsecondary Plan Workshop <input type="checkbox"/> determine readiness for college-level coursework in math/ELA and enrollment in either "catch up" or "speed up" course 	<p>students should be supported to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> address any remedial needs in math/ELA
<p>students should know:</p> <ul style="list-style-type: none"> <input type="checkbox"/> the relationship between HS coursework, attendance, and grades to PS plans <input type="checkbox"/> importance of community service and extracurricular activities to PS and career plans 	<p>students should know:</p> <ul style="list-style-type: none"> <input type="checkbox"/> different types of PS credentials and institutions <input type="checkbox"/> general timing of PS entrance exams and applications <input type="checkbox"/> benefit of early college credit opportunities to PS access and completion 	<p>students should know:</p> <ul style="list-style-type: none"> <input type="checkbox"/> entrance requirements, including application deadlines, for expected PS programs of study <input type="checkbox"/> 3-5 match schools, one safety, one reach school for PS program of study <input type="checkbox"/> negative impact of remediation on PS goals 	<p>students should know:</p> <p>N/A</p>
			<p>students should have:</p> <ul style="list-style-type: none"> <input type="checkbox"/> completed 3 or more admissions applications to PS institutions <input type="checkbox"/> ensure all steps in the PS admissions process are completed on time