

10-POINT GLOBAL READINESS AUDIT

Designed for A4 download, parent-facing language, print-ready

Global Readiness Audit

Is Your Child Truly Ready for a Global University?

News24Media Education Edge | Vinod Singh

news24media.org

HOW TO USE THIS AUDIT

Read each parameter carefully. Based on your honest observation of your child's current abilities and preparation, mark one rating for each point.

Rating Scale:

- STRONG** — Clearly demonstrated, consistent, documented
 - DEVELOPING** — Partially present, needs more work and time
 - NEEDS WORK** — Not yet present, requires immediate attention
-

PARAMETER 1 — Academic Score

What it means:

Consistent, strong academic performance across all subjects in school — not just one or two favourite subjects.

What to look for:

- Are marks consistently above the student's own past performance?
- Is there improvement trend or stagnation?
- Are weak subjects being actively addressed?

Parent question to ask:

"Is my child's academic performance genuinely consistent — or dependent on coaching and last-minute preparation?"

Rating: Strong Developing Needs Work

PARAMETER 2 — Subject Rigor

What it means:

The subjects chosen must align with and support the student's target university major or field of study.

What to look for:

- Engineering/CS target → Strong Mathematics, coding exposure, problem-solving
- Economics target → Mathematics, analytical reading, data awareness
- Psychology target → Reading habit, observation skills, research interest
- Humanities target → Essay writing, debate, critical thinking
- Design target → Portfolio, creative problem-solving, visual thinking

Parent question to ask:

"Do my child's current subjects genuinely prepare them for what they want to study abroad — or are we just following the default stream?"

Rating: Strong Developing Needs Work

PARAMETER 3 — External Benchmark

What it means:

A verifiable academic credential or achievement beyond school internal marks that proves the student's ability to an external evaluator.

What counts:

- SAT or ACT score (if applicable to target universities)
- AP Course completion with strong exam score
- National or International Olympiad participation or award
- Verified competition result (national level or above)
- Recognised online course certification from accredited platform
- Research paper or project with documented outcome

Parent question to ask:

"If a university doubts my child's school marks — what external proof do we have?"

Rating: Strong Developing Needs Work

PARAMETER 4 — Academic Writing Ability

What it means:

The ability to write structured, evidence-based, original academic content — essays, arguments, research summaries, critical reviews.

What to look for:

- Can the student write a 500–1000 word essay with a clear argument?
- Do they support opinions with evidence, not just opinion?
- Do they understand plagiarism and basic citation?
- Have they written anything beyond school exam answers?

Parent question to ask:

"If a university asked my child to write a 600-word essay on why they want to study their chosen subject — could they do it confidently right now?"

Rating: Strong Developing Needs Work

PARAMETER 5 — Reading Habit

What it means:

Regular reading beyond textbooks — newspapers, academic articles, non-fiction books, long-form journalism, subject-specific content.

What to look for:

- Does the student voluntarily read anything beyond assigned syllabus?
- Can they discuss a recent article, book, or topic they read independently?
- Do they read in English regularly enough to be comfortable with university-level texts?

Parent question to ask:

"When did my child last read something — not for an exam — but out of genuine curiosity?"

Rating: Strong Developing Needs Work

PARAMETER 6 — Project Depth

What it means:

A serious, documented piece of independent work — a research project, coding project, design portfolio, science experiment, community initiative, or creative body of work — that demonstrates real intellectual investment.

What to look for:

- Does the project show original thinking, not just copying?
- Is it documented well enough to include in an application?
- Does it connect to the student's target field of study?
- Did it produce a result, outcome, or learning that can be articulated?

Parent question to ask:

"What has my child made, built, researched, or created — that exists beyond a school assignment?"

Rating: Strong Developing Needs Work

PARAMETER 7 — Communication Skill

What it means:

The ability to speak clearly, present ideas confidently, participate in academic discussion, and perform well in interviews — in English.

What to look for:

- Can the student explain their interests clearly in English?
- Are they comfortable in group discussions or debates?
- Can they handle a 10-minute university interview without freezing?
- Can they present a topic without reading from notes?

Parent question to ask:

"If a university called my child for a video interview tomorrow — would they be confident or panicked?"

Rating: Strong Developing Needs Work

PARAMETER 8 — Digital Skill

What it means:

Responsible and productive use of digital tools for learning, research, and productivity — including AI tools, academic databases, online learning platforms, and research resources.

What to look for:

- Does the student know how to find credible academic sources online?
- Can they use tools like Google Scholar, JSTOR, or equivalent platforms?
- Do they use AI tools (ChatGPT, Claude, etc.) responsibly for learning — not for cheating?
- Are they comfortable with digital collaboration tools used in global universities?

Parent question to ask:

"Does my child use technology to learn more deeply — or only for entertainment and shortcuts?"

Rating: Strong Developing Needs Work

PARAMETER 9 — Profile Direction

What it means:

A clearly visible, consistent academic identity — the student knows what they are interested in, why, and how their activities, subjects, and experiences connect to that direction.

What to look for:

- Does the student have a clear answer to "What do you want to study and why?"
- Are their activities, interests, and subject choices connected to one direction?
- Can they articulate their academic passion in a conversation?
- Is their profile "spiky" — deep in one direction — or scattered across many unrelated activities?

Parent question to ask:

"If I asked my child right now — 'What is your academic direction and why?' — could they answer clearly and confidently?"

Rating: Strong Developing Needs Work

PARAMETER 10 — Self-Management

What it means:

The ability to independently manage time, deadlines, stress, and learning — without constant parental or teacher intervention.

What to look for:

- Does the student manage their own study schedule?
- Do they meet deadlines without reminders?
- Can they recover from setbacks independently?
- Are they comfortable with unstructured time — or do they need constant direction?

Parent question to ask:

"If my child were living alone in a foreign country with no family support — could they manage their academic and personal life independently?"

Rating: Strong Developing Needs Work

YOUR AUDIT SCORE

Count your ratings:

Result	Score	What It Means
<input type="checkbox"/> 8–10 Strong	Excellent	Your child is on a strong global-ready track. Fine-tune and maintain.
<input type="checkbox"/> 5–7 Mix of Strong/Developing	Good Progress	Solid foundation. Address the Developing areas with a structured plan.
<input checked="" type="checkbox"/> 4 or fewer Strong	Needs Attention	Begin structured preparation immediately. The earlier you start, the better the outcome.

Remember: This audit is a starting point — not a verdict. Every gap identified here is fixable with time, planning, and the right support.

Download this audit, rate your child honestly, and begin your action plan.

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