

Advisory Goal 3:**Grade:****NOTE**

To help advisees identify and develop the necessary attitudes, behaviors and skills to succeed in school, college and life

11th

This is the first of two sessions and should be followed by the College Happens Now (Part Two): Creating Action Plans session.

Gathering: Pair-Share (a technique enabling multiple, simultaneous conversations; see Glossary)
2 MINUTES

Activity/Topic: College Happens Now: Common Application Scavenger Hunt (Part One of Two)
38 MINUTES

Closing: Popcorn (a technique in which a set amount of time is allotted for sharing ideas in a random order; see Glossary)
5 MINUTES

Materials: Common Application Scavenger Hunt (one per student), Common Application (one per pair/triad) — five forms: First-Year Application, Teacher Evaluation, Secondary School Report, Midyear Report, Final Report

NOTE: Download the most current version of the forms from the Common Application website: <https://www.commonapp.org/CommonApp/DownloadForms.aspx>

Scavenger Hunt Adviser Reference, pens, blackboard or interactive whiteboard

Grouping: Whole group, small groups, pairs

Session Goal:

This session will expose students to a sample college application and the specific criteria used by colleges to evaluate applicants. It will also raise awareness about what actions the students can take this year to become more competitive applicants next year.

Gathering: Pair-Share

One thing a favorite teacher might say about me in a college recommendation is...

NOTE: This is a **suggested** gathering connected to the activity. You may want to substitute a gathering you do routinely in your advisory that is unconnected to the activity.

Activity/Topic: College Happens Now: Common Application Scavenger Hunt (Part One of Two)

1. Tell advisees that colleges look at a number of different things when assessing potential students, including teacher recommendations. Explain that advisees will look at an actual college application to identify these criteria and start thinking about where they are in the process of presenting themselves as competitive candidates. Explain that they will conduct a scavenger hunt of the Common Application, which is accepted by a variety of colleges.
2. Have students form pairs or triads and provide each group with a copy of the Common Application.

3. Review with students the five different forms: First-Year Application, Teacher Evaluation, Secondary School Report, Midyear Report and Final Report.
4. Distribute the Common Application Scavenger Hunt worksheet and explain that the students will have 15 minutes to find the answers.
5. Bring the advisees back together and go over the questions. As you do so, make some notes on the board regarding Red Alert! College Is Now Action Items that students will want to work on now so that they will have competitive applications next year. These action items include:
 - Setting up e-mail accounts and IM names that are appropriate
 - Raising GPA
 - Students should aim for an 85 and above in general (3.0 GPA) to be competitive.
 - Educational Opportunity Programs (EOP) require 82–88 minimum GPA.
 - Preparing for and taking the SAT®
 - Students should aim for at least a score of 500 in each section.
 - Enrolling in college prep courses in high school
 - Students should take the most rigorous courses available (Advanced Placement® and/or Honors classes).
 - Participating in and sticking with extracurricular activities
 - Students should participate in activities outside of the classroom and demonstrate that they persevered.
 - Planning for teacher recommendations
 - Students must identify teachers, ask them in a timely manner, and make sure they are competitive candidates.
 - Planning the summer before senior year
 - Students should think about work or activities that can help them prepare for the responsibilities of college.
 - Gaining work experience
 - Getting to know the college counselor
 - Students should make themselves known and seek out a relationship with the college counselor if they haven't already done so.
 - Preparing for the college essay
 - Students should start thinking about essay topics and who could help them work on their essays.

Debriefing:

- What were the challenges navigating the application?
- What surprised you about the parts of the application?
- What questions does this raise about how you can improve your college candidate profile?
- How comfortable would you be in completing and submitting this application today?

Adviser's Talking Point: Tell students that the Common Application requires students to submit TWO teacher recommendations.

Closing: Popcorn

One thing I want to focus on in the coming year to make myself a strong, competitive candidate for college is...



COMMON APPLICATION SCAVENGER HUNT

Vocabulary

Class rank: where you stand compared to your peers (#1 out of 95, #26 out of 200)

GPA: Grade Point Average (number representing your average score)

REVIEW THE FIRST-YEAR APPLICATION FORM. REFERENCE THIS FORM TO ANSWER QUESTIONS 1 – 6.

1. The First-Year Application is comprised of nine different sections. What are the titles of these sections?

- a.
- b.
- c.
- d.
- e.
- f.
- g.
- h.
- i.

2. Under the “Applicant” section, what two pieces of information are required that could potentially make a bad impression on the admission officers?

- a.
- b.

3. Under the “Academics” section, what are two types of test scores that need to be reported?

- a.
- b.

Have you registered to take or attempted to take any of these tests?

Are there any tests you don’t recognize? If yes, which ones?

4. Under the “Extracurricular Activities and Work Experience” section, what are three different types of activities you could list here?

- a.
- b.
- c.

5. Under the “Extracurricular Activities and Work Experience” section, what are two pieces of information about your activities that are required?

- a.
- b.

6. Under the “Writing” section, which essay topic would you be interested in answering?
 Who could help you with your essay?
 Essay topic:
 Who could help me:

REVIEW THE TEACHER EVALUATION FORM. REFERENCE THIS FORM TO ANSWER QUESTIONS 7 – 8.

7. From the “Ratings” section, choose two criteria that you think would be ranked highly by your teachers.
- -
8. From the “Ratings” section, choose two criteria that would be your lowest ranking by your teachers.
- -

REVIEW THE SCHOOL REPORT FORM. REFERENCE THIS FORM TO ANSWER QUESTIONS 9 – 11.

9. Look in the “Background Information” section. What two pieces of information about your GPA are required?
- -
10. Find the “Ratings” section. List two things your counselor is asked to rate you on:
- -
- How do you think you’d be rated?*

Do you think you know your counselor well enough for her or him to answer these questions about you?

11. Look under the “Evaluation” section. What two questions are you asked about your discipline record?
- -

REVIEW THE MIDYEAR AND FINAL REPORT FORMS. REFERENCE THESE FORMS TO ANSWER QUESTIONS 12 – 13.

12. Look under the “To the Applicant” section on either the midyear or the final report. What two pieces of information are you asked to present about your senior year?
- -
13. Look at the “Midyear Report” and “Final Report.” Why do you think that the application calls for you to submit these reports in the middle and at the end of your senior year?

COMMON APPLICATION SCAVENGER HUNT

Adviser Reference Sheet

Vocabulary

Class rank: where you stand compared to your peers (#1 out of 95, #26 out of 200)

GPA: Grade Point Average (number representing your average score)

REVIEW THE FIRST-YEAR APPLICATION FORM. REFERENCE THIS FORM TO ANSWER QUESTIONS 1 – 6.

1. What are the titles of the nine different sections of this part of the application?
 - a. *Applicant*
 - b. *Future Plans*
 - c. *Demographics*
 - d. *Family*
 - e. *Education*
 - f. *Academics*
 - g. *Extracurricular Activities and Work Experience*
 - h. *Writing*
 - i. *Signature*

2. Under the “Applicant” section, what two pieces of information are required that could potentially make a bad impression on the admission officers?
 - a. *E-mail address*
 - b. *IM address*

3. Under the “Academics” section, what are two types of test scores that need to be reported?
 - *ACT*
 - *SAT®*
 - *SAT Subject Tests™*
 - *AP®/IB Tests*
 - *TOEFL/IELTS/MELAB*Have you registered to take or attempted to take any of these tests?
 - *Yes/No*Are there any tests you don’t recognize? If yes, which ones?
 - *ACT = College admission test similar to the SAT*
 - *IB = International Baccalaureate Test*
 - *TOEFL/IELTS/MELAB = English language tests for nonnative speakers*

4. Under the “Extracurricular Activities and Work Experience” section, what are three different types of activities you could list here?
 - *Extracurricular*
 - *Community*
 - *Volunteer*
 - *Family activities*
 - *Hobbies*

5. Under the “Extracurricular Activities and Work Experience” section, what are two pieces of information about your activities that are required?
- *Grade level*
 - *Approximate time spent*
 - *When (summer or school year?)*
 - *Positions held/honors won/letters earned*
6. Under the “Writing” section, which essay topic would you be interested in answering? Who could help you with your essay?
- *Student’s choice*

REVIEW THE TEACHER EVALUATION FORM. REFERENCE THIS FORM TO ANSWER QUESTIONS 7 – 8.

Look in the “Teacher Evaluation” part of the application.

7. From the “Ratings” section, choose two criteria that you think would be ranked highly by your teachers.
- *Student’s choice*
8. From the “Ratings” section, choose two criteria that would be your lowest ranking by your teachers.
- *Student’s choice*

REVIEW THE SCHOOL REPORT FORM. REFERENCE THIS FORM TO ANSWER QUESTIONS 9 –11.

9. Look under the “Background Information” section. What two pieces of information about your GPA are required?
- *Weighted or unweighted?*
 - *What is the scale used?*
 - *Highest GPA in class?*
 - *School’s passing mark?*
10. Find the “Ratings” section. List two things your counselor is asked to rate you on:
- *Academic achievement*
 - *Extracurricular accomplishments*
 - *Personality and character*
- How do you think you’d be rated?*
- *Student’s choice*
- Do you think you know your counselor well enough for her or him to answer these questions about you?*
- *Student’s choice*
11. Look under the “Evaluation” section. What two questions are you asked about your discipline record?
- a. *Has the applicant ever been found responsible for a disciplinary violation that led to suspension, probation, removal, dismissal or expulsion?*
 - b. *Has the applicant ever been convicted of a misdemeanor, felony or other crime?*

REVIEW THE MIDYEAR AND FINAL REPORT FORMS. REFERENCE THESE FORMS TO ANSWER QUESTIONS 12 – 13.

12. Look under the “To the Applicant” section on either the midyear or the final report. What two pieces of information are you asked to present about your senior year?
- *What courses did the applicant take?*
 - *What is the level of the courses?*
 - *What is the credit value of the courses?*
13. Look at the “Midyear Report” and “Final Report.” Why do you think that the application calls for you to submit these reports in the middle and at the end of your senior year?
- *To see if the applicant is keeping up with his or her grades throughout the senior year.*