# PERSIST

## College and Career Readiness

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| Lesson | CA.06: Transcript Deep Dive |
| Objective | Understand the purpose and function of a high school transcript in the college admissions process. |
| Assessment | What is the purpose of the high school transcript in the context of the college admissions process?<br><br>*Exemplar response: The high school transcript shows how the applicant has performed academically in the immediate context of their high school. It is used to make predictions about how successful that student will be in the college classroom.*<br><br>What are college admissions counselors looking at/for when reviewing a high school transcript?<br><br>*Exemplar response: When reviewing the transcript, admissions counselors are looking for high grades, rigorous courses, upward or steady grade trends, high overall GPA, and high class rank (if available).* |
| Agenda (80 mins) | ● Opening (5 mins)<br>● Do Now (5 mins)<br>● Video (10 mins)<br>● Application Components Review (10 mins)<br>● Reading (15 mins)<br>● Transcript Review (20 mins)<br>● Exit Ticket (15 mins) |
| Materials | ● Lesson Plan<br>● PPT Presentation<br>● Student Packet<br>● Student computers |
| Preparation | ● Review and internalize all lesson materials.<br>● Print student packets.<br>● Create exit ticket (paper or Google form). |
| Follow-Up | ● Review and grade exit ticket responses. |

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| Opening<br>(5 mins) | Give students time to enter the classroom, collect the student packet, and take a seat.<br><br>Welcome students and instruct them to remove everything from their desks except for the student packet and a writing utensil. |
| Do Now<br>(5 mins) | *Find another student with a middle name that has the same number of syllables as yours OR starts with the same letter as yours.*<br><br>*Share with your partner one of the goals you set in last week's class and one action step you can take this week to move closer to that goal.* |
| Video<br>(10 mins) | Watch the USA Today video linked in today's PPT ([also here](#)).<br><br>Discuss the following questions as a class:<br>● What did you find interesting or surprising about the committee conversations shown in this video?<br>● Jacques Steinberg says in the interview that students should not view admissions decisions as a referendum. What does that mean?<br>● Steinberg also says that this process is used at highly selective colleges. How do you think the process might be different at a *less* selective school?<br>● What do you think about his final advice of just relaxing and being yourself in the admissions process? |
| Review<br>(10 mins) | Have students respond to the questions below individually, then discuss in small groups or whole class:<br><br>● What are the five major components of a college application?<br>● Which of these components is the most important? Why?<br>● Why do colleges review students' high school transcripts as part of the admissions process?<br>● What specifically are colleges looking for when they review applicants' transcripts? |
| Reading<br>(15 mins) | Give students 10 minutes to read the two excerpts in their student packets titled "High School Transcripts" and "Academic Achievement."<br><br>When students are done reading, give them 5 minutes to identify the following in partners or small groups:<br>● A fact or idea from the reading that was new to them<br>● A fact or idea they already knew that the reading reminded them of<br>● Something from the reading they have a question about |

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| | If there is time, have students post their follow-up questions to the class. |
| Sample (20 mins) | Give students 10-15 minutes to review the sample transcript in their packet and respond to the reflection questions. Circulate while students work, giving feedback and shout outs as needed.<br><br>*If students are struggling to decipher the transcripts, teachers may want to take a few minutes at the beginning of work time to walk through all of the information provided in this document and where to find it.*<br><br>When students are done with their work, share and discuss their answers to the reflection questions as a class. |
| Exit Ticket (15 mins) | Give students 10 minutes to respond to the exit ticket. Circulate while students are working, giving feedback on content and detail of responses.<br><br>When time is up, instruct students to submit or turn in their exit ticket responses. |