**Which Student to Admit to High School?**

**Summary**

Students will complete the **Which Student to Admit to High School?** **e-Learning Activity**. This mini-simulation allows students to play the role of the high school admissions counselor.  They will review different Student Profiles and evaluate them given specific criteria. They will then make a supported recommendation about which student to admit. Students may use this activity to reinforce key concepts around building a strong student profile.

**Grades**

* 7

**Content Modules**

* High School Awareness and Selection

**Objectives**

Students will:

* Describe how high school admission counselors analyze the components of students’ profiles to make admission decisions.
* Evaluate fictional prospective middle school students’ high school applications.

**Length**

1 Session

**Additional Resources**

**Related Lessons**

* [What is GPA? – 6th Grade](https://www.6to16.org/lessons/view/217)

**Related E-Learning**

* [Which Student to Admit to High School](https://www.6to16.org/elearning/activities/149)

**Materials and Resources**

**Offline:**

* 6to16 Notebook

**Online:**

* Which Student to Admit to High School? E-Learning activity

***Teacher’s Note:****This lesson must be**completed in a computer lab, as its core component is an e-Learning activity.*

**Prep-work**

**Teacher’s Note**: *Students must complete both related lessons prior to this lesson*.

**Higher-Level Thinking Skills**

Evaluate, analyze

**Vocabulary**

Student profile, GPA (Grade Point Average), Personal statement, Core components, Selective high school

**Assessment(s)**

**Which Student to Admit to High School?**Students will evaluate the applications for four fictional students. Based on the admission criteria, the students will determine which student(s) have the strongest profiles and should be admitted.

**Do Now (5 minutes)**

1)  Ask students to answer the following prompt in their **6to16 Notebooks**:

* What are the core components of the high school application?  Explain why each component is important in complete sentences.

2)  Ask a few students to share their responses with the class. Write students’ responses on the board. Make sure to ask students to explain why each component is important.

3)  After giving students a few moments to think and write, ask them to turn to a partner and share their responses.

4)  Ask several students to share their responses with the class. Write students’ responses on the board. Discuss any of the following components of a high school application that students do not mention, specifically:

* Student Profile (i.e., GPA, coursework, attendance record)
* Personal Statement
* Letters of Recommendation
* Interview
* Standardized test scores

**Class Activity (40 minutes)**

1)  Instruct students to login to the 6to16 platform. They should access the **“Which Student to Admit to High School?” e-Learning Activity**. If there are not enough computers for every student, divide students into groups.

**Teacher’s Note:***Either put the independent learners on individual computers and guide a small group of students who need extra support****or****put the students in heterogeneous pairs to encourage peer mentoring.*

2)  Explain to students that they will now play the role of a high school admissions officer at a selective high school. Remind students that the admissions process is competitive and that not all students who wish to be admitted to a particular high school will be accepted. If students are working in groups, remind them that they will have to reach a consensus on their admissions decisions.

3)  Ask students to take turns reading the description of the activity and the directions out loud.  Check for understanding by reviewing with them the admission criteria of the fictional school. Inform the students that they will rate the applicants in five areas: Profile, Transcript, Resume, Essay and Recommendation.

4)  Explain the following to students:

* Students must rate the applicants in all five areas before they can decide whether to admit or deny the student.  They will need to click on the tab for each component and then click on the scoring options at the bottom of the page.
* Students may need to use the scrolls on the right side of the page to read all of the responses.
* The activity will not let users make a final admission decision until they rate the student in all five areas. (Profile, Transcript, Resume, Essay, and Recommendations)
* If students forget the criteria during this activity, they can click on the button entitled, “Instructions and Admissions Criteria,” located at the bottom of the page.
* The activity provides feedback about students’ admission decisions.  If students change their ratings and resubmit their admission recommendations, the activity will provide new feedback.

5)  After answering any questions that the students have, instruct them to click on “Let’s Get Started.”

6)  Monitor students or groups as they complete the activity online.

7)  Encourage the students to watch the Expert Video after reviewing the applications to answer questions they may have about how to best prepare for the high school application process.

**Group Discussion**:

1)  After everyone completes the activity, check in with students and use the following questions as suggested prompts for the class discussion:

* Why did you decide to accept some candidates and not others?
* What characteristics about the candidates helped you make up your mind?
* Do you see any connection between a strong 8th grade student entering high school and a strong college candidate?
* What do you think is the connection between the components of a strong high school application and a successful high school student?
* Why do you think the components high schools look at (to decide if they will accept a middle school student) are good predictors of a successful high school student?
* What do you think are other good predictors of a successful high school student that we may not have mentioned, and why?

**Assessment:**

1)  Ask students to respond to the following question in their **6to16 Notebooks:**

* What did you learn today about what high schools look for in prospective students?

**Homework**

1)  Ask students to reflect on today’s activity as it relates to them personally and write responses to the following questions in their **6to16 Notebooks**:

* Did this activity make you think about your own profile?
* What is your strongest area?
* What’s your weakest area?
* What steps do you need to take to improve your student profile so that you can stand out to admissions officers?
* Would you be impressed with your own high school application if you were an admissions officer at a high school?

**Additional Activities**

Debate

Ask students to vote on the fictional students that should be accepted to the high school from the **Which Student to Admit to High School? E-learning Activity**. Create the debate topic “Which student to admit to high school?” Encourage students to identify the fictional student that they believe should be selected to the high school and their reasoning. Ask students to analyze the strengths and challenges of each of the students in the E-learning activity.