

## **Freshman Parents Senior Transition Information**

This is some information about what you and your student can do to be prepared for being a senior. I realize that it seems like a long ways down the road, but it will be here before you know it. Here are some suggestions on what you and your student can do during their 4 years of high school to be ready for Senior Portfolio.

Most important items are – **A Box and Memory Stick**

In this box just toss some of the suggestions listed below. When they get to be seniors, we will help them sort out the items that they have saved. There is a file in the counseling center with their name on it. Some teachers will file work in there for your student. The memory stick is for your student to also save stuff they can use. (Example: English paper, PowerPoint that was created in world studies, Excel document created in Applied Business Systems.)

### High School:

Your student should save at least 1 item from every class they take during high school. It does not have to be “A” work, but possibly something that they learned from.

Other things that can be used:

Sports: Pictures of your student participating in the sport  
JV or Varsity Letter  
Certificate/award  
Programs

Clubs: Pictures of your student participating in the activities  
Certificate of participation or Award from that club  
Programs

National Honor Society: Certificate

Awards received at the end of the year for academics or extra curricular

### Outside of High School:

Boy Scout activities  
Girl Scout activities  
Church activities  
4-H Activities

Newspaper articles about something your student participated in or with  
Take pictures of activities your student is doing.

Attached is the skill sheet we use in Senior Transitions class. You may use that as a guide for specifics.

## Portfolio Benchmarks and Skills

Revised August 2011

### Benchmark 1 – Individuality

Students will each create his/her own benchmark that is “all about them.” It must include an autobiography and at least six skills, which must be approved the by the instructor.

The students should remember that they are going to be up against many types of people for jobs, careers, scholarships, relationships. This benchmark should show what makes them unique.

**The objective of completing this benchmark is to show why someone should be interested in you.**

### Benchmark 2 – Future (Career/College)

This benchmark will contain:

- A. Cover Letter
- B. Resume
- C. At least **two (2)** letters of recommendation, only one of which may be from a teacher and none of which may be from someone related to the student.
- D. A completed Educational Development Plan (EDP)
- E. List of at least **five(5)** Personal and **five(5)** Professional goals, **two (2)** of which must be long-term goals (over five years from now)
- F. Chart demonstrating the students strengths and weaknesses and a  $\frac{3}{4}$  **page typed analysis** using the information to evaluate why they will be successful in their future.
- G. At least **two (2)** of the following professional forms, properly completed by the student:
  - a. College application
  - b. Scholarship application
  - c. Job application
  - d. Federal or state taxes form
  - e. Credit application
  - f. Loan application
- H. Career Exploration proof consisting on at least **one (1)** of the following
  - a. Actual research
  - b. Job Internships
  - c. Job Shadowing
- I. At least **five (5)** technical terms and definitions related to the student’s chosen career and **five (5)** technical terms and definitions related to life after high school.

### Benchmark 3 – Academic

This benchmark will contain:

- A. Updated transcript
- B. At least **one (1)** of the following
  - a. Academic awards
    - i. Departmental award
    - ii. Renaissance award
    - iii. Honor roll award

- iv. Career center award
- b. MEAP scores
- c. ACT/SAT scores
- d. Work keys scores
- e. Dual enrollment certificate
- f. National Honor Society certificate
- g. Top ten certificate
- C. Top **two (2)** pieces of work, and an analysis on why work was chosen, in the following areas
  - a. English/Language Arts
  - b. Math
  - c. Science
  - d. Social Studies
- D. Top **one (1)** piece of work, and an analysis on why work was chosen, in the following areas
  - a. Business/Technology
  - b. Health/Physical Education
- E. Top **four (4)** pieces of work, and an analysis on why work was chosen, in the following areas
  - a. Elective classes (including career center or college classes)

**Benchmark 4 – Personal Management**

This benchmark will contain analysis and exhibits for each of the following skills:

- P101-Have a good attendance record at school, work, and/or extracurricular activities
- P102-Demonstrate safety and self-control requiring minimum direction and supervision
- P103-Meet School and/or work deadlines
- P104-Find new and creative ways to solve problems
- P105-Use timelines, document steps you take, and evaluate your results in a problem solving process
- P106-Use charts, graphs, or graphic organizers to demonstrate organizational skills
- P107-Be self-motivated in taking responsibility
- P108-Go beyond what is asked to improve personal, educational, or work-related projects
- P109-Recognize a need or opportunity and take appropriate action
- P110-Accept new and changing responsibilities

**Benchmark 5-Teamwork/Communication**

- TC101-Understand the cultural traditions of others
- TC102-Seek to understand different points of view
- TC103-Anticipate the impact of actions or words on others
- TC104-Listen to different group members and ask relevant questions
- TC105-Express one’s point of view in a teamwork setting
- TC106-Give and accept feedback in a positive way
- TC107-Understand and contribute to the mission and goals of the team
- TC108-Show commitment to the team
- TC109-Make and/or follow a set of rules and procedures
- TC110-Help other team members accomplish their tasks
- TC111-Serve as a leader in your own area of expertise
- TC112-Request support or help from others when needed