



ROBINSON

SENIOR
PLANNING
GUIDE

ROBINSON
SECONDARY SCHOOL

ROBINSON COLLEGE APPLICATION PROCEDURE AND CHECKLIST

1. Request College application materials directly from the college website or from the Admission offices for the colleges to which you intend to apply. Remember to make a copy of the blank application to use for practice (or in case you make a mistake). If you are applying online, do not forget to download the Secondary School Report for the counselor, if there is one. **YOU ARE RESPONSIBLE FOR YOUR APPLICATION SUBMISSION!** Many applications request the High School CEEB Code Number. Robinson Number is **470789**
2. Register for and report SAT or ACT scores yourself by requesting from www.act.org or www.collegeboard.com PLEASE NOTE: ROBINSON DOES NOT SUBMIT OFFICIAL TEST SCORES TO COLLEGES!

Complete and submit to counselor along with transcript release form if you are requesting a Counselor Letter of Recommendation:

Student Input Form

Parent Input Form

2 Teacher Input Forms (give teacher input forms directly to teachers)

3. **INSTRUCTIONS FOR GETTING AN OFFICIAL TRANSCRIPT:** Transcript request form- Include \$5.00 for each transcript requested (the first three are free) AND **ATTACH SECONDARY SCHOOL REPORT FORM** from within each application, and give to your counselor. Once signed by your counselor, the student will then walk entire packet to the Transcript Secretary to submit **20 days prior to college deadline.**

School Transcript Request Deadlines 2010-2011 School Year:

Any November College Deadline → due to Robinson counselor by Oct 1

Any December College Deadline → due to Robinson counselor by Nov 3

Jan 1 College Deadline → due to Robinson counselor by Nov 24

Jan 15 College Deadline → due to Robinson counselor by Dec 3

Any February College Deadline → due to Robinson counselor by Jan 7

Any March College Deadline → due to Robinson counselor by Feb 4

Table of Contents

College Application Procedure and Checklist	1
Table of Contents	2
Post-Secondary School Planning at Robinson Secondary	3
Course Requirements for College Admission	4
Post-Secondary Options	5
What's Next? Decision-making model	7
Creating an Academic Resume	10
Sample Resume	11
College and Career Center/Family Connection	12
College Terminology	13
What Colleges are looking for	14
Students with Special Needs	14
Senior Planning Calendar by month	15
College Admissions Tests	16
SAT and ACT comparisons.....	18
Testing Dates	19
Applying to College/Choosing a College.....	21
The College Application	26
Requesting Transcripts	30
Financial Aid	31
Military Options	33
Apprenticeships	35
Volunteerism	37
Post-Secondary Planning Websites	38
Student Rights and Responsibilities in the College Application Process ...	38

APPENDICES

TRANSCRIPT REQUEST DEADLINE DATES	41
TRANSCRIPT REQUEST FORMS	
STUDENT/PARENT/TEACHER INPUT FORMS	42
TRANSCRIPT REQUEST FORMS	
NCAA REQUIREMENTS	

ROBINSON SENIOR PLANNING OVERVIEW:

This handbook guides you to your college and career planning. It outlines Robinson's process for helping you assess your goals, abilities, and interests. Since approximately 93.1% of Robinson graduates go directly to college (based on 2008 data), this handbook concentrates on the details of their search, application and decision-making process. If you are considering delaying college or pursuing a vocation or the military, you will find additional information in the College/Career Resource Center as well as from your school counselor.

What do you want to study? Where in the country—in the world—do you want to be? What careers intrigue you? What must you do to attain your goals? The Robinson counseling staff will present guidelines and information, provide facilities and materials for you to use, and offer professional insights to college and career issues. The department's homepage located on the Robinson website supplements this information. (www.fcps.edu/RobinsonSS). You will also want to check out significant software, print matter, and relevant internet sites by going to the College/Career Resource Center. The College/Career Resource Center specialist is available for individual consultation. If you use all the resources available to help you prepare for life beyond Robinson, the steps to your future will be easier to take.

The Importance of the High School Curriculum

Your high school curriculum is crucial to you as you focus on finding the best match in a college. A strong and challenging curriculum is also important to college admission departments when they evaluate candidates. At most of the four-year accredited colleges in the country, the difficulty of being admitted is governed by a single principle of supply and demand. If a college has a large number of applications, but only has to accept a small number to fill the freshman class, the college can be highly selective. Conversely, if the college must take most of its applicants to fill the spaces available, the institution cannot be very selective. College selectivity is not directly correlated to the college's academic integrity. A college's selectivity may not be important to you when you make your choice. The best college for you matches your desires, goals, objectives, abilities, and development. Your high school curriculum is crucial as you focus on finding the best match in a college. It is also key to college admission departments when they evaluate candidates. Criteria for college admissions varies greatly, however, all colleges focus on the rigor and quality of your high school curriculum.

Admissions personnel judge "rigor" and "quality" by evaluating the importance of the academic subject matter in your courses, the grades you earn in those courses, the level of difficulty of your courses, and the rank in class that results from the grades you have Achieved, and the program you have taken. Generally, colleges now prefer a traditional and classical college preparatory curriculum that includes the following areas:

- English (literature and composition courses)
- Mathematics (general level courses may not be acceptable; computer science is not generally accepted as math, but it may be recognized as a significant curricular component)
- Science (laboratory courses)

- Social Studies
- Foreign Language

Take as rigorous and personally challenging a program as you can. Fit your course selection to your interests and goals. Draw upon the information gained from your self-assessment, your earlier performances, and from standardized testing to determine the best program for you. All colleges also look favorably on enrichment courses when they supplement a strong academic program. Performing arts, business, home economics and technical/applied arts all provide important electives for students who wish to enhance their course of study.

Different types of institutions of higher education have general requirements unique to their classification. Useful classifications include public universities, private four-year colleges, highly selective colleges, two-year colleges, and community colleges. The more selective a college, the more that college can demand in academic achievement.

Minimum course requirements for entrance into four different types of colleges are shown in the following list. **Use the academic prerequisites only as general minimum guidelines.** Many colleges look for candidates who take the most rigorous program and achieve successfully. Because college expectations may change from year-to-year, obtain specific information directly from the college or from your counselor.

Course Requirements for Admission—Types of Colleges

Public Universities

English----- 4 years
 Social Studies----- 4 years
 Mathematics----- 3-4 years*
 Science----- 3 years
 Foreign Language---- 2-3 years
 Physical Education--- 2 years
 Academic Electives-- 2 years

Highly Selective Colleges

English----- 4 years
 Social Studies----- 4 years
 Mathematics----- 4 years*
 Lab Science----- 4 years
 Foreign Languages---- 4 years*
 Physical Education--- 2 years
 Academic Electives--- 2 years

Private 4-Year Colleges

English----- 4 years
 Social Studies----- 4 years
 Mathematics----- 3-4 years*
 Science----- 3 years
 Foreign Language---- 2-3 years
 Physical Education--- 2 years
 Academic Electives--- 2 years

Community Colleges

Requirements vary greatly from an open-door admission policy to selective admission for particular courses as specified by the different departments.

*High school courses taken in grades seven and eight: for example, Algebra I, Geometry, and the first year of any foreign language are counted in this total (except for NCAA eligibility).

Post-Secondary Options

More than half of all recent high school graduates in the United States pursue some type of postsecondary education. In many other countries, a smaller percentage of students go on for more schooling after high school. However, in America, recent surveys show that most parents want their children to get some college education. There is a wide range of higher education options in the United States. For this reason, your child is likely to find

a college or program that is well suited to his or her needs. There are many post-secondary opportunities for students graduating from high school:

Four-Year Colleges and Universities

Students who wish to pursue a general academic program usually choose a four-year college or university. Such a program lays the foundation for more advanced studies and professional work. Four-year colleges and universities offer bachelor's degrees (B.A. and B.S.) in most areas in the arts and sciences, such as English literature, foreign languages, history, economics, political science, biology, zoology, chemistry, and in many other fields. Here are the main differences between four-year colleges and universities.

Four-Year Colleges: These are post-secondary schools that provide four-year educational programs in the arts and sciences. These colleges confer bachelor's degrees.

Universities: These are post-secondary schools that include at least a college of arts and/or sciences, one or more programs of graduate studies, and one or more professional schools. Universities confer bachelor's degrees and graduate and professional degrees. When a student earns a bachelor's degree it means that he or she has passed examinations in a broad range of courses and has studied one or two subject areas in greater depth. (These one or two subject areas are called a student's "major" area(s) of study or area(s) of "concentration.") A bachelor's degree is usually required before a student can begin studying for a graduate degree. A graduate degree is usually earned through two or more years of advanced studies beyond four years of college. This might be a master's or a doctoral degree in a particular field or a specialized degree required in certain professions such as law, social work, architecture, or medicine.

Community Colleges

When you enroll at a community college, you may choose to earn an Associate Degree and transfer after your first two years to a four-year institution, or you may choose a career program designed to prepare you for a job when you graduate. More than 1,200 courses of study are available including, engineering, computer science, pre-law, pre-med, nursing, marketing, psychology, law enforcement, filmmaking, business management, economics, and fine arts. A list of associate degree and career programs offered by the community colleges is available in the College/Career Resource Center. The programs often lead to a license, a certificate, an associate of arts (A.A.), an associate of science (A.S.), or an associate of applied science (A.A.S.) degree. The programs at the community colleges that lead to an A.S. or A.A. are usually in academic areas and are often comparable to the first two years of a general academic program offered by a four-year college or university. In many cases, two-year degrees can be transferred to four-year schools and credited toward a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree. Many community colleges offer technical/occupational training, as well as academic courses. For example, many cardiovascular technicians, medical laboratory technicians, and computer technicians received their education and training at community colleges and/or technical colleges. Many community and technical colleges offer technical programs in cooperation with local businesses, industry, public service agencies, or other organizations. Some of these programs are formally connected to

education programs that students start in high school; they are often referred to as “tech-prep” or “school-to-career” programs. (Footnote: These “school-to-career” or “tech-prep” programs often provide students with an opportunity to learn new skills by working for a local employer and by taking high school courses that link with courses offered at local colleges.) Two-year colleges such as community colleges often operate under an “open admissions” policy that can vary from school to school. At some institutions, “open admissions” means that anyone who has a high school diploma or GED certificate can enroll. At other schools, anyone over 18 years of age can enroll or, in some cases, anyone deemed able to benefit from the programs at the school can enroll. Application requirements at colleges with two-year programs and shorter programs may include a high school transcript – a list of all the courses the student took and grades earned in four years of high school – and college entrance examination scores as well. Some schools have programs that allow “open admissions,” while other programs in the same school – particularly in scientific or technical subjects – may have further admission requirements. Since requirements vary widely, it is important to check into schools and programs individually. Virginia’s community colleges have **transfer agreements** in place with four-year colleges and universities – both public and private – in Virginia. These agreements guarantee admission to more than 20 of the Commonwealth’s four-year colleges for students who have completed an associate’s degree program at a two-year college. Those students guaranteed admission must meet certain requirements – such as minimum grade point average – that vary among the four – year colleges. These agreements provide uniform access to our four-year partners for students from all of the 23 Virginia community colleges.

Technical Schools

A number of privately owned schools provide technical training. Areas of specialization include broadcasting, fashion, cosmetology, medical and technical training, and many more. When choosing a private school, carefully check the school’s credentials. Read about the school in brochures available in the College/Career Resource Center or online. Be sure that the school is licensed. Visit the school to check its facilities and equipment. You can also investigate the program quality and the school’s financial stability by contacting graduates of the school and their employers, the Better Business Bureau, and the Virginia State Department of Education.

Armed Services

Opportunities in education and training are available for men and women in all branches of the Armed forces. In peacetime, one of the major functions of the armed services is training. All branches of the services now prefer to take high school graduates for specialized training. Training in the armed services can range from a few weeks to a year depending on the field of specialization. Some of the training is related to military service, but much of it is applicable to jobs in civilian life.

Apprenticeship Training (On-the-Job Training by Business and Industry)

The amount of money spent by business and industry in training and educating employees exceeds that spent by all formal schools and colleges combined. At times the training lasts only a few days or a few weeks while some occupations might take a year

with frequent retraining as the employee advances in the company. Companies will often finance all or part of the training for students who want to take job-related courses. As a result, increasing numbers of employees are working toward high school diplomas or college degrees with financial assistance from employers.

Workforce

Some students choose to go directly into the workforce after high school. There are many reasons as to why they may select this path: financial, personal, or undecided regarding future goals.

Volunteerism

Some students will take a year off to work with others in a planned volunteer program. This gives the student the opportunity to work in a supervised group setting as a trained volunteer in all kinds of venues learning several types of skills.

Taking Time Out

Some students and their parents want to explore organized opportunities for personal growth and experience during an interim semester or year. Exciting and valuable programs are now well established in the United States. They range widely in type and location and may include the following:

- Internships in community social service;
- Leadership training, outdoor education;
- Post graduate year at preparatory school;
- Structured travel/education.

Read about these programs in materials you request from the College/Career Resource Center.

THE QUESTIONS: WHAT'S NEXT?

Life is full of decisions. Some are relatively easy to make, such as what to wear or what movies to see; but making decisions about your future can be confusing. It is difficult to know where to start because there are many things to think about. While considering your next step, the following seven-step Decision-Making Model gives you structure, while processing and identifying the necessary information.

Decision-Making Model

Step One: Identify the Decision to be Made

Before you begin gathering information, it is important that you have a clear understanding of what it is you are trying to decide. Think about what you want to achieve and state that as your goal. Some decisions you might be facing could include:

1. What do I want to do after graduation?
2. What will I do to prepare for the next phase of my life?
3. What are my short-term and long-term goals?
4. Where do I want to be in five years and what is the best way to get there?

Step Two: Know Yourself (Self-Assessment)

Before you begin exploring careers and trying to identify jobs and careers which will prove satisfying, you must first get a sense of what makes you - your skills, interests, values, and personality characteristics. Your journey of self-knowledge will never end, but to get started, use an interest inventory and other assessments available on Family Connection (*My Personality Type, My Learning Style*) and in the College/Career Resource Center. Your College/Career Center specialist or counselor can give you the school password. Questions you may want to ask yourself are:

Skills:

1. What can I do best?
2. What are my strengths and weaknesses?
3. What are my most prominent skills and abilities?
4. What skills do I want to use on the job?
5. What skill do I need to acquire?

Interests:

1. What am I interested in doing?
2. What activities have I enjoyed the most?
3. With what kinds of people would I like to go to school/work?
4. What kind of school/job settings would I enjoy?

Values:

1. What satisfactions do I seek in a career?
2. In what ways must I be challenged and rewarded on the job?
3. In what type of school/work environments would I be happy?

Personality:

1. What personal qualities do I possess that will help me on the job?
2. How will my personal style influence my career choice?
3. How will I get along with my supervisor? Co-workers?

Dream: (Dream BIG. Your crazy idea might not be so crazy.)

1. If I could do anything, what would my life look like?
2. What do I feel passionate about?
3. What would your best workday look like 10 years from now?
4. What makes you feel energized or connected?

Step Three: Identify Options

1. Post-Secondary Education
2. Military
3. Workforce
4. Apprenticeships and Internships
5. Self-employment and Entrepreneurship
6. Other

Step Four: Gather Information and Data

1. Examine the information and resources available to you.
2. Visit your counselor, College/Career Resource Center, library, and the Internet.
3. Network – take advantage of all networking opportunities with peers, recent graduates,

parents, staff, college and military reps, business contacts, and community members.

4. Identify what additional information and resources you will need.

5. Seek out and utilize new information.

6. **Use the Family Connection website for academic and career planning.** Access Family

Connection through your Blackboard account (24/7).

7. Seek out learning through experience opportunities (volunteer, job shadow, etc.).

Step Five: Evaluate Options That Will Identify Your Best Post High School Plans

If you have completed your research, you are ready to evaluate each of the options you have identified:

1. Identify the pros and cons of each alternative.

2. Identify the values and needs that are satisfied by each.

3. Identify the risks involved with each alternative.

4. Project the probable future consequences of selecting each.

Ask yourself:

1. Will I feel good about this choice? How will my parents feel about it?

2. Will certain risks be involved? Am I willing to take such risks?

3. Will it be satisfying for me? How will I feel about this choice five years from now?

Step Six: Select One of the Options

Based on the information you have gathered and analyzed, you should be able to choose one of the options. Do you have enough information to choose one option over another? If not you might need to do more research. Consult with your parents, counselor, school staff, experts in your field of interest, or other community members. Don't forget to talk with graduates who have just experienced a similar option.

Step Seven: Design a Course of Action to Implement the Decision

Having chosen one of the options, you can now begin developing and implementing a plan of action. Confirm that the following have been evaluated:

1. What information or resources are needed to complete each step?

2. What are the obstacles to implementing my decision and how can I overcome them?

3. Identify steps to implement the decision.

4. Identify when to begin and end each step.

5. Take time to review your course of action and/or change direction if necessary.

Remember, not very many courses of action or career pathways are direct. Sometimes it is in the process that we learn what the next step needs to be.

Decision-making is a lifelong skill, so know you will have a lot of opportunities to practice this important process. The more you are willing to contribute to the process and to be open to the variety of resources and people available to you, the more likely it is you will meet with success! A little luck helps, too!

CREATE AN ACADEMIC RESUME

An academic resume is a summary of your educational experience and should highlight your scholastic honors, grade point average, standardized test scores, leadership positions and personal achievements. All extra-curricular activities, community service and relevant work experience should be included on your one-page resume. The objective of this resume is to give both faculty member(s) writing your recommendation and admission representatives reading your recommendation(s) a quick overview of your abilities, interests, and values. Developing an academic resume is an important first step in making educated college and career choices. Organize your resume by listing all your contact information at the top of the page. This may include your name, address, telephone number, e-mail address, and social security number (optional). The high school name, address and phone number should follow your personal information under an "Education" heading. Add your graduation year, GPA, and test scores to this category. If you have received any academic honors, be sure to include these awards. Next, you will want to emphasize any leadership positions with your extra-curricular activities affiliated with school or other organizations. Use action verbs to describe your responsibilities as a leader. Include the number of years you have participated in these activities. Please list activities in chronological order.

Follow these tips to make your resume easier to read and scan into the database:

- Use 8-1/2" x 11" white or off-white paper.
- Use a font size of 10-14 points.
- Use non-decorative typefaces.
- Do not use vertical lines, graphics or shadings.
- Do not fold your resume.

See sample academic resume on the next page.

Janie Robinson

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Fairfax, VA 22032
JRobinson@gmail.com
703-555-1234

Education

Robinson Secondary School 2007-Present

Honors and Awards

GRADE(S)

National Honor Society	11,12
Most Improved Lacrosse	11
All-State Band	11, 12

Extracurricular Activities

In School

Band	9, 10, 11, 12
Valor Dictus Newspaper Editor	11, 12
Junior Varsity Spring Track	10
Lacrosse Team	9, 10, 11, 12

Out of School

Vacation Bible School	
Teacher	Summer 2008
Assistant Teacher	Summer 2007

Special Skills

Music: Trumpet	9, 10, 11, 12
Life Guard	Summer 2009

Work Experience

Wegman's Grocery	Sept. 2009 to Present
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COLLEGE/CAREER RESOURCE CENTER

The College/Career Resource Center is a library media facility devoted to college and career exploration. It provides resources for students and parents to use there or to check out for home use.

You will find:

- Circulating library of post high school planning materials
- Commercially published guidebooks
- College catalogs
- Files on colleges, universities, and professional schools
- Computer programs and Internet sites to help you research colleges and careers
- DVD's of colleges and universities
- Testing information
- Current schedule of college visits
- Scholarships
- Financial Aid information
- Career exploration materials
- Career testing
- Armed Services information
- GED information
- Alternative Programs
- Preparatory schools
- Summer opportunities and educational travel
- Employment opportunities
- Volunteer opportunities

The College/Career Resource Center is located next to the Blue Cafeteria. The hours are 7:15AM to 3:00PM on Mondays through Friday. The College/Career Resource Specialist will assist you in finding the materials and information you need. To reach the College/Career Resource Center by phone, call 703-426-2118

Family Connection

Accessed through student FCPS 24-7 Learning accounts, Family Connection allows students to:

- View your GPA and college admissions test scores
- Update your resume and post-secondary plans
- Research colleges by matching the acceptance history from each school, criteria, and admissions graphics
- View additional career and college counseling resources

Family Connection also allows counselors to share information with students about upcoming meetings and events, local scholarship opportunities, and other web resources for two- and four year colleges, professional schools, and military and career information. Counselors and students will use e-mail to communicate through their Family Connection accounts. Follow your student on the path to lifelong learning, goal setting, and achievement. For additional questions about Family Connection, please contact your school counselor or College/Career Resource Center specialist.

To log in to FCPS 24-7 Learning, go to <http://www.fcps.edu/fcps247.htm>. For answers to many frequently asked questions, go to <http://www.fcps.edu/news/fcps247home.pdf>.

COLLEGE TERMINOLOGY:

Application Deadline: The date by which applications, including transcripts and SAT or ACT scores are due at a college. Deadlines vary by college. Check each college for the deadline.

College: A school of higher learning, offering an academic degree; may be public or private and can be two-year or four-year.

College Calendar: The calendar explains the basic method used to divide the academic year (for instance: semester, trimester, quarter term) and lists all pertinent dates for beginning terms, holidays, vacations, exams, etc.

Common Application Form: A single application form which is accepted by more than 300 institutions. After completing the original application, you make copies and submit these copies (electronically or by mail) to each of the institutions to which you are applying that accept the Common Application. Participating colleges pledge to view this common application as equal to their own application.

Concentration: Usually referred to as a major, particular subject or area in which a student specializes. Usually most of the courses taken in the junior and senior year are in the major field.

Consortium: Several colleges and universities within close proximity of each other that allow students the opportunity to use the libraries or take classes at all member institutions. Consortium members often present joint lecture programs or unusual courses.

Deferred Admission: Deferred admission is a plan which permits a student, once accepted, to postpone matriculation for one year in order to pursue other plans.

Deferred Decision: The college or university determines that more information is needed to make a final decision about a candidate's application. Often the decision is delayed until seventh semester grades and/or new test scores are received.

Early Action: Early action is a plan that invites early application but does not require the student to attend if accepted. Application deadline is usually in early November through December. Preferred date may be in October. Students may apply to as many "EA" schools as they wish.

Early Decision: Early decision, a plan offered by a select number of colleges, allows a student to apply between October and mid-January (generally) for an early determination of admissibility. Strong academic students, who are sure where they want to go to college, may apply to their preferred school early. If accepted, the student is obligated to attend. The student may submit other applications during this period, but **only one** can be early decision. If accepted through the early decision program, the student must withdraw all other applications.

Freshman Profile: A document published by a college that includes a summary of the GPAs and SAT or ACT scores of the previous freshman class. It can give you a sense of where you stand in relation to other students.

Grade Point Average (GPA): The cumulative average of all your grades. The GPA is calculated at the end of each year and the seventh semester of your senior year.

Need-Blind: The philosophical position that a college accepts a student on the basis of his or her meeting specific requirements without regard to the student's ability to pay. The understanding is that the school's Financial Aid Office will assemble an appropriate package for that student.

Rolling Admissions: The College will notify the applicant as soon as the application has been processed (usually four to six weeks) and the file is complete. It is to the student's advantage to apply early. (A complete file may include seventh semester grades.)

Semester System: Academic school calendar where the academic year is divided into two parts.

Transcript: The student's academic record that is sent by the high school to the colleges where the student is applying. This includes courses taken, final grades, cumulative GPA, and work in progress (senior classes).

University: A school of higher learning containing more than one college and offering graduate programs.

Waitlist: A list maintained by selective schools containing names of students predicted to succeed at the institution but not accepted until those accepted outright decide whether or not they will attend. If space remains available, the school contacts students "waitlisted" generally between May 1 and August 1.

Students with Special Needs

If you have been identified as needing special education support services, you are eligible for specialized professional help in your college search. The Career and Transition liaison, available through the Special Education Department, provides unique expertise. The liaison continuously researches support programs at colleges and universities throughout the country and keeps counselors informed about the actual range and delivery of services on campuses. In addition, the liaison helps you interpret your strengths and recognize your particular needs. Ultimately the liaison's goal is to guide you in developing self-advocacy skills so you determine your best opportunities for success once you enroll in a program of studies. Since the liaison for special education teams with your school counselor and the College/Career Resource Center specialist, you should be working with everyone simultaneously. Together they will help you find the best post secondary plan and career fit.

What Colleges Look For

College admissions officers are looking for well-rounded students who will be academically successful at their institutions. Since most colleges have more applicants than they have available space, they establish certain criteria for selection:

Academic Record/GPA	Letters of Recommendation
Leadership and Awards	Summer Experience
Sports Involvement	Interviews
Strength of the academic program	Internships
Special Talents	Student Essay
Test Scores	Music
HS and Community Service	Diversity
Activities	Employment

While the criteria may be the same from school to school, their order of importance will vary. No single factor will determine acceptance or rejection. Some colleges may look only at grades and test scores. Most, however, are interested in more than just the academic record. They want to know about accomplishments, interests, and future goals. It is most important, however, to take challenging courses, work hard, and earn good grades.

SENIOR YEAR COLLEGE PLANNING CALENDAR

SEPTEMBER

- Create a personal college planning calendar that includes test dates (SAT, ACT), college application deadlines and transcript request deadlines.
- Register for the October or November SAT I/SAT Subject or ACT. Investigate whether the colleges to which you are applying require SAT Subject tests for admission, or for placement. Make arrangements to take the TOEFL if necessary.
- Narrow your college choices and send for applications.
- Listen/look for announcements of visiting college representatives to the Career Center. Invite your parents to **COLLEGE PLANNING NIGHT FOR SENIOR PARENTS at Robinson on September 22 at 5:30 p.m.**
- Set up visits and interviews at the colleges of your choice.
- Consider early decision if you are a strong student and know the college you want to attend.
- Verify with your counselor the need for recommendations. A **Student Input Form** must be completed before your counselor will write a recommendation.

OCTOBER

- Maintain good academic grades.
- Take the October SAT I/SAT Subject or ACT, if applicable.
- Register for the November/December SAT I/SAT Subject or ACT if applicable
- Submit early decision transcript requests to the transcript secretary
- Begin checking for announcements of scholarships on Blackboard *and/pr* pick up a copy in the Career Center. This information is also available on the Career Center link on the Robinson website, <http://www.fcps.edu/RobinsonSS/>.
- **Attend the College Fair at Fair Oaks Mall on Sunday, October 17 from 7:30 to 9:30 p.m. Attend the College Night at Hayfield Secondary on Monday, October 18 from 7:00 to 9:00 p.m.**

NOVEMBER

- Maintain good academic grades
- Take the SAT I/SAT Subject or ACT or TOEFL, if applicable
- Submit transcript requests to the transcript secretary
- Take ASVAB test if interested in Military Careers. Registration is in the Career Center.

DECEMBER

- Maintain good academic grades.
- Take the SAT I/SAT Subject or ACT or TOEFL, if applicable.
- Register for the January/February SAT I/SAT Subject or ACT or TOEFL, if applicable. This is the last test date for colleges requiring SAT II tests for placement.
- Submit transcript requests to the transcript secretary.

COLLEGE ADMISSIONS TESTS:

Most colleges and universities require candidates to submit scores from either the SAT or the ACT. Additionally some colleges may recommend or require you to take a number of SAT subject tests. Standardized testing is only part of all the information that represents you and your accomplishments. You should have taken the PSAT. It is a practice test and may provide useful information about your test-taking skills as well as practice in testing. If you plan to go to college, you should take the SAT and/or the ACT twice, once in the spring of your junior year and again in the fall of your senior year. You may find that you score better on one type of test than the other. You will be permitted to select which results you send to colleges. Speak with your school counselor about the SAT subject tests and the AP exams. Fee waivers are available for these tests for those students who qualify. See your counselor or College/Career Resource Center specialist for details.

TYPES OF TESTS:

PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test)

The PSAT/NMSQT is given in October to high school juniors nationwide. The PSAT is a useful indicator of scholastic aptitude as well as the basis of some merit scholarships. Administered by the College Board, the PSAT is the source of some college mailings that you may receive. Students receive three scores: verbal, math, and writing. The “Selection Index” (SI) is used exclusively for the National Merit competition.

ACT (American College Test)

These are four 35-60 minute tests in academic areas of English, mathematics, social studies, reading, and science reasoning. Students receive four separate scores plus a composite score. Each score is reported as the accurate portion from a total of 36. There is an optional writing assessment which is required by certain colleges. Check the ACT website (www.actstudent.org) or the college website to determine if you will need this section.

SAT (Scholastic Assessment Test) Reasoning Test

This three hour and 35 minute test, which is administered by the College Board, measures critical reading and mathematical reasoning, language usage and writing. Each of the three areas has a total possible point score of 800 and is reported as part of the top score of 2400. All scores are reported to the colleges that you request them to be sent to. Colleges then have the option of taking your best scores from all the tests you have taken or they may choose to select the best combination of scores taken at any one time. **It is their choice, not yours.**

SAT Subject Tests

These are one-hour tests measuring knowledge and the ability to apply that knowledge in specific subject areas. Students may register for up to three tests on one date. Some highly selective four-year colleges require three SAT subject tests. The SAT subject tests are usually offered on the same days as the SAT, however, there are exceptions. Check carefully! Tests are given in American History, European History, Biology, Chemistry, English Literature, mathematics level I, mathematics level II, Physics, French, German, Hebrew, Italian, Latin, Chinese, Japanese, Korean, and Spanish. **You should take a**

specific SAT subject test as soon after completing the course as is possible.

AP (Advanced Placement Tests)

These are high school examinations based on college level courses taken in high school. AP exams are administered by College Board once a year in May. The scores are primarily used for college placement, credit, or advanced standing. The most highly selective colleges may also consider AP scores as part of the admission decision. In Fairfax County, we offer an AP Diploma. If you have taken five or more Advanced Placement courses and passed the AP exam with a score of 3 or better, you are eligible to receive an AP Diploma in addition to the Advanced Studies Diploma or the Standard Diploma.

TOEFL (Test of English as a Foreign Language)

The TOEFL, administered by the College Board, provides an alternative test for students who have been speaking English for five years or less or whose first language is not English. The test is used to evaluate the English proficiency of these students. Highly selective colleges may require students to submit SAT scores for the mathematics component along with the TOEFL.

College Admission Test Dates

Registration Information

- Registration forms, including important information about preparing for standardized tests, may be obtained in the College/Career Resource Center. You are encouraged to apply for these tests online. The College/Career Resource Center has information on how to apply online or refer to the following websites:
www.collegeboard.com OR www.act.org .
- Unless otherwise noted, SAT and SAT subject tests are given at the same time on each of the test dates. You cannot take both on the same day. You can take up to three subject tests on the same date.
- If you are registering for the first time, register as early as possible.
- **470789:** The CEEB Code for Robinson.
- SAT and ACT college codes are included in the registration packets, and online and in Family Connection.

Reporting Your Scores

Students must instruct testing companies to send scores directly to colleges and universities. Robinson does not report official test scores.

Four score report requests are included with your registration. Additional score requests will incur a cost. Forms are available in the College/Career Resource Center or online if you did not identify the colleges to which you wanted to receive your scores when you registered. Registration deadlines (postmark or online) range from three to five weeks before the test date. Check registration materials in print or online for specific dates. Late registration is available at an additional cost. Check in the College/Career Resource Center or online to determine which subject tests are offered on SAT testing dates. Not all subject tests are given at every test administration. Check the registration bulletins or online registration to verify where the testing sites are located close to your home and apply early.

SAT and ACT Score Comparison

This chart shows comparative scores for the ACT, the Current SAT, and the New SAT.

ACT	Current SAT	New SAT
If you scored a...	or a...	It's about the same as a...
36	1600	2400
35	1560-1590	2340
34	1510-1550	2260
33	1460-1500	2190
32	1410-1450	2130
31	1360-1400	2040
30	1320-1350	1980
29	1280-1310	1920
28	1240-1270	1860
27	1210-1230	1820
26	1170-1200	1760
25	1130-1160	1700
24	1090-1120	1650
23	1060-1080	1590
22	1020-1050	1530
21	980-1010	1500
20	940-970	1410
19	900-930	1350
18	860-890	1290
17	810-850	1210
16	760-800	1140
15	710-750	1060
14	660-700	1000
13	590-650	900
12	520-580	780
11	500-510	750

Test Dates for SAT and ACT 2010-2011

Robinson CEEB Code: 470789

SAT Test Dates for 2010-2011 Register online at: www.collegeboard.com

1.866.756.7346

SAT Test Date	Registration Deadline
October 9, 2010	September 10, 2010
November 6, 2010	October 8, 2010
December 4, 2010	November 5, 2010
January 22, 2011	December 23, 2010
March 12, 2011	February 11, 2011
May 7, 2011	April 8, 2011
June 4, 2011	May 6, 2011

ACT Test Dates for 2010-2011 Register online at: www.actstudent.org

1.319.337.1270

ACT Test Dates	Registration Deadline
September 11, 2010	August 6, 2010
October 23, 2010	September 17, 2010
December 11, 2010	November 5, 2010
February 12, 2011	January 7, 2011
April 9, 2011	March 4, 2011
June 11, 2011	May 6, 2011

Most colleges and universities will accept *either* the SAT or the ACT test as part of the admission process. Very selective schools will require SAT Subject tests; check the college admission website for accurate information.

Register **early** for all test dates. The Robinson Secondary School test site fills very quickly, ***often several months before the test date.***

Students receiving ***Free and Reduced Lunch*** may qualify for a test fee waiver. See Mrs. Henderson in the Main Office for information on fee waivers.

SAT vs. ACT

The road to college can be a confusing and hectic one. Choosing the right admissions test to take - SAT or ACT - doesn't have to be. While most colleges across the country accept scores from either test, the SAT and ACT are significantly different, and in many ways, they measure different skills. Check with your guidance counselor and preferred colleges, then use the information below to decide which test is right for you.

Differences at a glance:	
SAT	ACT
• no science section	• science reasoning section
• no trigonometry section	• math sections include trigonometry
• vocabulary emphasized	• vocabulary less important
• non multiple choice questions included	• entirely multiple choice
• guessing penalty	• no guessing penalty
• no English grammar	• English grammar tested
• math accounts for 50% of your score	• math accounts for 25% of your score
• questions go from easy to hard in most sections	• easy and hard questions mixed within sections
• all your SAT scores reported to colleges	• report scores only from the test dates

Many colleges have yet to decide how to incorporate the writing/essay scores for these tests; hence the comparison of only critical reading and math sections is shown above. The best preparation for scoring well on college entrance examinations is to take a strong high school program, to do your homework diligently and to read regularly for information and enjoyment. However, if your scores on the PSAT suggest that you test poorly or that you have gaps in your knowledge base, you and your family may want to consider some form of test preparation. A wide range of options is available with dramatic differences in description, time commitment, and cost. Select carefully. Make sure that test preparation does not negatively affect your performance in school. Robinson does not advocate specific test preparation opportunities. However, a list of current test preparations is available through your school counselor or the College/Career Resource Center specialist.

Remember, standardized testing is only part of all the information that represents you and your accomplishments.

APPLYING TO COLLEGE

Researching the Institutions

Now for the exciting part of this process: researching and selecting an institution that offers you the best opportunity to achieve your goals. The experience is made more manageable if you use the resources available. College fairs and the Robinson High School Counseling Services Department offer two types of opportunities to visit with college admissions representatives in a convenient setting.

College Fairs

Fairfax County Public Schools sponsors a College Fair and College Night every October. The College Fair is held on a Sunday night at Fair Oaks Mall. The following evening is the College Night held at Hayfield Secondary School. In addition to representatives from over 300 colleges, several seminars are offered on relevant college admission topics. In the fall and spring, many schools and organizations, including the National Association for College Admission Counseling, sponsor college fairs. If you attend these fairs with your parents, you learn more about educational and career opportunities after high school. You also will have the opportunity to meet with admission representatives. These fairs are held in several locations through out the Washington Metropolitan area. You will learn of the dates and locations of these fairs through the College/Career Resource Center. You may obtain details on how to prepare for them from your counselor and from the College/Career Resource Center specialist.

Visiting with College Representatives at Robinson

Each year, approximately 150 colleges send representatives to Robinson to talk with prospective students. The majority of these visits occur during first semester and in late spring. The representative provides current, accurate information about the institution and the admission policies. He or she also is another contact for you with the admission office. The representative with whom you speak at Robinson may be the same one who will process your application and participate in your admission decision. The schedule of college visits appears in the College/Career Resource Center, and is posted on Family Connection in addition to the Robinson website. You should plan ahead to visit with the college representatives and browse visit times through Family Connection. You can sign up for college visits directly through Family Connection. Then, print out the confirmation sheet, and have it signed by your teacher(s) of the at least 24 hours in advance of the visit. If you need help printing the confirmation sheet/pass, see your counselor or Mrs. Doyle in the Career Center.

Before Seeing the Representative

- Make an appropriate arrangement.
- Learn about the campus from the resources in the College/Career Resource Center, the catalog, friends and/or the Internet.
- Know your standardized test scores and your grade point average for a better conversation with the representative.

When you are with the Representative

- Meet the representative in the College/Career Resource Center or other room specified in the bulletin.
- Plan to meet with the representative for about 30 minutes. If you cannot attend, leave your name and address and ask that the representative call you or send you information. Some representatives are in the area for at least a week at a time, and it is often possible to schedule evening appointments.
- Recognize that you are not there to impress the representative, but to gain information.
- Be courteous, prompt, and professional. Dress appropriately.
- Take notes so you may refer to them later.
- Ask for the correct spelling of the representative's name and write it down. If you apply to that school, you will want to name the representative you met.

Campus Visits

It would be unfair – to yourself and to the college – to judge a school just on the basis of its catalog. Visiting or revisiting a college campus will help you make the “right” choice for you. While we realize that it can be very costly to visit all the colleges before you apply, it is essential to visit the colleges after you have been accepted and before you make your final decision. If you cannot visit a college or university before you apply, we suggest you check the College/Career Resource Center or call the admissions office seeking a video. Remember, however, their video will be trying to sell you the college. We also suggest that when you call the admissions office, you request to have an upper classman call you, so you can ask them pertinent questions. Most students, while advocating for their school, are usually open and honest. Also remember, we live in the vicinity of many colleges. Taking tours of local campuses can give you a good idea of what you like and dislike in a prospective college. It will help you be more discerning in your choices.

BEFORE YOUR TRIP

1. Go online or call the admissions office and inquire about campus tours and admission talks. There usually are set days and times.
2. If time permits, arrange an overnight stay in the dorm.
3. Inquire about an interview with an admissions counselor. Some schools will not interview at all. If you do get an appointment, be prepared to ask questions. Come with your resume and an unofficial transcript, which you can obtain from your counselor.
6. Pick up back copies of the campus newspaper. They are very revealing about the issues affecting the student body.
7. Pick up last year's course offerings. While many schools list hundreds of courses in their catalog, it is important to find out what they actually offered. Can you get all the courses you need within four years?

WHILE ON CAMPUS

1. Take a tour and hear an admission talk.
2. Walk around on your own and talk to students. You may feel bashful, but chances are they are flattered to tell you about their school.
3. Eat a meal on campus.
4. If you have a strong inclination toward a course of study, visit that department. Interview a faculty person. If you are in the science department, check out the labs. What research is going on? Can lower classmen participate?

5. Find the student placement office. Browse through the bulletins. Where do students find jobs after graduation? How?
6. Record your personal impressions of the school – both negative and positive. Did people seem friendly? Stressed? (Exam time does not count.) Did you like the dorms? Was it easy to get around? Also record the names of any college personnel that you met and their title to recall later. It may help you as certain reps tend to work with Robinson.
7. Jot down some comparisons with other colleges. Such as “I like this better at College A than at B because . . .” The more careful notes you take now, the better prepared you will be when it comes time to make a decision.
8. When you get home, set up a college file. One folder or file per school. You can invest in a cheap “egg crate,” which is an essential in most dorm rooms anyway. Every time you receive information from that college, put it in the file. Keep everything together.

Choosing a College

With thousands of colleges and universities to choose from, your task can be challenging. However, if you take the time to think about some of the following considerations, the decision will be easier. Take your list of priorities to your school counselor who will help you choose several places where you can be successful and happy.

Academic Environment

When assessing the academic environment of the college or university, ask yourself the following questions:

- Will this college admit me?
- Have I satisfied the course or other academic requirements of the college?
- Are my test scores in the appropriate range for this school?
- Are the standards appropriate for my abilities and interests?
- What courses are required of all freshmen?
- When will I have the opportunity to study with full professors rather than graduate students?
- What are the typical class sizes both for first year students and upper class students?
- What is the availability of counseling or tutorial programs in the event that I experience academic difficulty?
- Where do graduates of this college attend graduate school?
- What kinds of professions and careers do they enter after graduation?

Majors

Most students change their majors at least once during their college careers. Some courses of study are not available at the high school level and other fields that seem unappealing to you now may become much more exciting as you become more involved. However, you probably have a general idea of at least two or three areas that interest you, and you may want to consider how strong those departments are at the colleges you are considering. Also of concern is the library and laboratory facilities or other special equipment required by your area of interest.

Geographic Location

For some students, attending a college close to home is a priority while others choose to be far away. Perhaps as important as the distance from home is the type of college community.

- Do you yearn for a peaceful academic environment in a small intellectual town?
- Do you prefer the stimulation and excitement of a large urban campus?

- Is there a particular part of the country where you have always wanted to live?
- Do you prefer a location where you have relatives or close friends?
- If coming home for the holidays and long weekends is important, are distance, transportation costs, and availability prohibitive?

Size of Campus

- A **large campus** (15,000 – 50,000) may offer a variety of academic opportunities including elaborate facilities and large libraries, as well as the stimulation of a large faculty, graduate students, and undergraduates. However, housing may be more difficult to obtain, more courses may be taught by graduate students, lecture sessions may be very large, and opportunities for leadership in campus organizations may be diminished.
- A **medium – sized school** (5,000 – 15,000) may offer fewer majors and more modest facilities than a large school, but may offer greater opportunities to participate in activities of your choice and to be integrated into a compatible crowd.
- **Small schools** (fewer than 5,000) usually offer more personal classes, earlier opportunities to take classes with well-known professors, and more chances for leadership in campus activities. However, facilities may be limited and options for activities and diversity reduced.

Affordability

Calculate what it costs to attend your selected college for a year. Also calculate your college costs on a four-year basis. Identify the ways to pay for these costs. Examine the college's track record for providing scholarships, loans, and other financial assistance. Housing, food, books, and the cost of participating in extracurricular activities are part of the college expense as well. Also calculate the cost of travel to and from home. If the college offers scholarships, grants, loans, or employment programs that can assist you in financing your education, learn the application deadlines and which programs are available to freshmen. Ask if the college assists with finding part-time work on campus or locally.

Housing and Dining Options

Some college students prefer the independence of having an apartment and being self-sufficient. For others, a large coed residence hall with 100 students on each floor sounds like an ideal way to make new friends. Still others may prefer a smaller single sex residence hall with the chance to get to know a few people well. All of these options exist, many on the same campus. On many campuses, sororities and fraternities provide much of the housing. While you may want to join a fraternity or sorority, also find out what housing exists for those who choose not to join particularly at the junior or senior levels. College is probably your first real opportunity to be “on your own” with more responsibility for your actions than you may have had in high school. College can provide a wonderful transition to independent adult living, so use the housing options available to make that transition in the best way for you.

Health and Other Services

Most colleges provide basic physical and psychological health services to students. Some may have full service hospitals on campus or have affiliated medical schools which provide such services. Others may have a simple infirmary and refer complicated illnesses and injuries to local physicians. Find out what services are provided and which will require additional payments. If you have particular health problems or physical limitations, make a more thorough inquiry of services available.

Colleges also provide a number of services to help students with special needs compensate for their disabilities. Support services range from minimal support to comprehensive programs depending on individual assessment of students' needs. Tutoring, writing and mathematic labs, and career guidance are generally available to all students. Investigate the nature of these services.

Student Life

Explore the atmosphere on the campus you are considering.

- Is it liberal, conservative, homogeneous, or diverse?
- Do the students appear friendly and enthusiastic about their school?
- Can you observe how students and faculty relate to each other?
- Are you satisfied with the recreational facilities and social activities offered?
- Are sports facilities adequate to meet your interests?
- Are there sororities and fraternities, and if so, what part do they play in the social life on campus?
- Does the campus “clear out” on weekends?
- Are there special interest groups in areas that interest you?
- Are activities like the newspaper, debate, or the ceramic shop available to all students or just to those majoring in related areas?
- Can you find opportunities for political expression?
- Is the college affiliated with a religion, and if so, how strongly?
- Can you attend religious services of your preference easily?
- What type of academic advice is available? Some schools have a faculty advisement system. At others the student must find a faculty mentor.

You also may want to consider a single-sex college. In all considerations, determine if the campus atmosphere will be comfortable for you as a man or a woman.

The best advice regarding “student life” is to look for an intellectual and social climate that fits your sense of self and one in which you will feel comfortable and challenged.

Making a Final List

Once you have researched and obtained answers to your questions about the schools that interest you, your next step is choosing a college:

- Summarize what you want from your college experience.
- List the colleges which meet your criteria including all the items on your summary as well as admission standards, geographic location, and affordability.
- Organize your list according to the colleges you most want to attend and the ones that are most likely to accept you.
- Request the applications or obtain online. **Remember: apply only to colleges you would gladly attend if accepted.**

THE COLLEGE APPLICATION

The college application is your opportunity to make a good impression on the college of your choice. **You won't get a second chance to make that first impression.** With the exception of the service academies, the college application process begins in earnest in the fall of your senior year. You should follow these steps:

- Obtain the applications directly from the colleges, from the College/Career Resource Center, or download them through the individual college websites. The Common Application may be downloaded from the following website, www.commonapp.org, used by over 300 colleges. Apply online or print and send a hard copy.
- Make a copy of the applications before you fill them out.
- Organize your personal records, such as the resume. This will help you determine what information you want to include on your application.
- Make a draft of all required essays. Allow time to review your essays while you complete the application forms.
- Read the directions carefully and obey all instructions.
- Pay specific attention to the application deadlines. Allow **four weeks** for the Counseling Services Department to process the transcript packet and send your transcripts to requested colleges. After the first three (free) transcript requests, every transcript will be \$5.00.
- Answer all questions.
- Make sure your essay is in its final form.
- Select references wisely. Use those who personally know you, your academic record, your strengths and your accomplishments.
- Make a copy of each application for your records.

Most colleges mail their notification letters by April and you will have until May 1 to choose from colleges offering admission. You should inform the Counseling Services Department when you receive a response to an application. Once you have decided where you will attend, please notify all other schools to which you have applied of your intent.

Electronic (Online) Applications

Even though you know you have applied electronically, your counselor does not. Please help the counselor and the Transcript Assistant by following these important steps:

- Request in writing by filling out the Transcript Release Form for the colleges to which you have applied/plan to apply and require an official transcript to be sent. Please be cognizant of deadlines for requests. "An emergency on your end does not constitute an emergency on our end."
- Arrange for your official ACT or SAT scores to be sent by contacting College Board or ACT. Because you are e-applying, your application will arrive at the admissions office in parts. **Do not panic** if you receive a post card indicating that the college has not yet received your high school transcript. In addition to the three-four weeks Robinson may require to prepare and mail the transcript packet, another two to three weeks may be necessary for the college to receive the transcript, enter it in the computer system, and place it with your application materials for admission consideration. As a result, if you telephone the college admission office to determine whether or not they have your transcript, understand that it may be a mail or data processing queue and not yet acknowledged. In some cases transmission of the application is not completed. Keep a

calendar of when you submitted the e-application and look for signals that it has been received: a postcard or e-mail verifying receipt, or the “missing parts” letter requesting your transcript and scores. Watch to make sure that any application fee is actually posted on your family credit card report.

Writing the Essay

Colleges often include one or more essay questions on their applications. Some schools require you to write on a specific topic; others request essays about personal goals and ambitions. Essays give admissions officers opportunity to evaluate your writing ability and to estimate your potential contribution to the non-academic life of the college. It is helpful to describe previous jobs and to show how these jobs influenced the choice of a career or college major. The essay may also describe family responsibilities. There is no one way to write an effective essay, but the following is a list of some suggestions that will help you:

DO

- try to encapsulate the main idea in one sentence before writing
- write clearly - if it sounds vague, change it
- use words with which you feel comfortable
- try to be unique and engaging
- express, not impress
- edit and rewrite until your essay says what you mean
- check all spelling and grammar before typing your essay onto the application
- be specific and use details
- let the first draft sit a while without reading it

DO NOT

- use slang
- try to be “cute”
- use words you cannot define
- begin your essay with, “My name is...”
- digress from the original topic
- continue your essay beyond the specified number of words
- be too general - focus on one meaningful episode in your life rather than a complete history

Sample Essay Questions

Since our knowledge is limited to the information provided, why not then use this opportunity to tell us anything you think we should know?

What do you see as the turning point(s) or important events in your life and why do you view them as such?

Who are the people who have done the most to influence your personal development and in what ways were they influential?

What prominent person (past or present) do you particularly admire? Why?

What idea has most influenced your life? Explain.

What is the most critical moral, ethical, or social problem facing America?

Describe your ideal of the honorable person. Feel free to use examples.

Discuss briefly the one or two extracurricular, work or community activities that have meant the most to you.

Write a brief essay of 200-500 words on any topic of direct personal importance to you.

What responsibility have you had for others and how has it affected your personal growth?

Make up a question, state it clearly, and answer it. Use your imagination, recognizing that those who read it will not mind being entertained.

If you were given the opportunity to spend an evening with any one person, living, deceased, or fictional, which person would you choose and why?

Please cite and discuss a literary quotation or brief passage that has special meaning to you.

We invite you to reflect on an issue or experience that is significant to you or to your perspective on the world around you. We do not ask a specific question or present a topic for this essay because the subject you choose tells us almost as much about you as the way you discuss it. We encourage you to choose your own topic and write about it in a way consistent with both the topic and your personality.

Write a personal essay of 250-500 words. Use this essay to help us learn more about you – your experiences, values, or interests. You might describe a person or event that has been especially influential in your life; you might write about your goals for the future; or you may write about anything that you feel will enable us to know you better.

Describe a situation in which your values or beliefs caused conflict with someone you respect. How was the situation resolved?

Recommendation Letters

Many colleges ask you to supplement your application with letters of recommendation. It is **your** responsibility to determine what letters, if any, are required. Colleges may specify that recommendations come from:

- Teachers in academic subjects who can speak to your academic strengths.
- Coaches and teachers who can attest to your athletic or artistic talent.
- Counselors who can address your personal strengths, accomplishments, and special circumstances which might impact on an admission decision; or others, such as club sponsors, religious leaders, employers, who can give evidence of your character and leadership ability.

Steps for Securing Recommendations:

- Read the directions on the application. How many recommendations do you need? Whom should you contact for a recommendation? Prepare a short list of teachers who you think would write good recommendations for you. Most colleges prefer a variety of disciplines, for example English and science. Generally, the teachers should be ones you have had either junior or senior year.
- Choose the teachers who know you well to write recommendations for you. If you have decided on a general area of college study, you may want to select a teacher

in that discipline. For example, if you are interested in engineering, select a math or science teacher. If you are interested in law, perhaps your social studies or English teacher would be advisable.

- Ask your selected teachers if they are willing to write you a recommendation letter. Do not assume they will do so. Some teachers are asked to write more than 50 recommendations per year. Ask early. Confirm the request in writing.
- Provide all necessary forms and information to your teacher at least one month before the recommendation letter is due. Since the teacher may be asked to comment on your intellectual and your personal attributes, provide your resume of activities and interests beyond the specific teacher's course as requested. Include a pre-addressed, stamped envelope for each college for your teacher's convenience. Ask your teacher to also provide a copy of the letter to your counselor.
- Approximately one week before the letter is due, thank your teachers for writing the letters for you. If they have already written their letters, they will appreciate the thoughtfulness. If they have not yet written the letter, your comments will remind them of the deadline.

When you matriculate or enter a particular college, you have the right under Federal Law to view your recommendation letters although you can waive that right. You may want to waive that right to see the letter since some admissions officers will note your waiver and may give added credibility to the honest, un-reviewed letter of your teacher or counselor. The choice is yours.

Requesting Transcripts

- Student turns in transcript release form with Secondary School Report to transcript secretary **AFTER** counselor has signed release form.
- Transcript secretary prepares packet and gives to counselor
- Counselor completes transcript packet and mails to college.
- **STUDENTS ARE RESPONSIBLE FOR THEIR OWN APPLICATIONS**
- Very Important: ALLOW A **MINIMUM OF 20 SCHOOL DAYS** FOR PROCESSING

TRANSCRIPT REQUEST DEADLINES

<u>COLLEGE DEADLINE DATE</u>	<u>DUE BY</u>	<u>TURN IN RELEASE DATE</u>
ALL NOVEMBER	DUE BY	OCTOBER 1
ALL DECEMBER	DUE BY	NOVEMBER 3
JANUARY 1	DUE BY	NOVEMBER 24
JANUARY 15	DUE BY	DECEMBER 3
ALL FEBURARY	DUE BY	JANUARY 7
ALL MARCH	DUE BY	FEBRUARY 4

The Parents' Role in the College Application Process

The application period is a time of anxiety for your son or daughter. Help your child by seeing that he/she follows the procedures properly and meets all deadlines. Be an active participant in the exploration process and offer your guidance as your child weighs information and creates the list of schools to which he or she will apply. Be certain that your daughter or son completes all admission requirements in accordance with required deadlines. With your child, file all required financial aid forms by the deadline. Colleges may require one or more of the following financial aid and related forms.

- Free Application for Federal Student Aid (FAFSA), required by all colleges for applicants for need-based aid and/or loans from state and federal sources. There is no charge to submit the FAFSA.
- CSS Profile or the College Scholarship Service, is required by some colleges and universities (mostly private). Check to determine whether each college requires the CSS Profile and send the Profile only to the colleges that require it. There is a fee for processing the Profile and sending it to each college.
- The college's own financial aid form, which is returned directly to the college and for which there is no fee.
- Financial records are requested by the college, most often copies of the parents' and students' federal income tax returns.

The college application process can be time consuming and detract from routine student responsibilities. Make sure that your daughter or son keeps up with all schoolwork and maintains good study habits during this active time. Encourage patience, persistence, and good humor at all times.

If your son or daughter has applied to a range of different types of schools, your child will have a choice if he/she selected well. Should a negative response be received, provide consolation and support. When

good news is received, seize the time to praise and congratulate your child. It will be a very happy time for everyone. You now have a college freshman in the family!

FINANCIAL AID

Financial aid is the combination of resources which supplement what parents and students are able to contribute to meet the costs of a college education. The assumption of the financial aid system is that the cost of higher education is the responsibility of the family. This federally funded system is **designed to provide access and choice** for students and families who would otherwise be limited in their educational opportunities. Financial need is determined by calculating all the various costs of the education and subtracting an estimated family contribution. Financial aid comes in four forms. Most financial aid packages usually offer a combination of these four:

- **Grants** (need-based monies) and **Gifts** (merit-based monies).

Grants and gift monies do not have to be repaid. Some schools term these “scholarships.” In other cases, “scholarships” are gifts offered in the name of the person endowing the fund to the students who fit the particular stipulation of the fund.

- **College Work Study** allows the student to work on campus in a job arranged by the Financial Aid Office.

- **Loans**, which usually have low interest rates, must be repaid.

- **Federal and/or State Loans** must be repaid as stipulated.

Application Process for Need-Based Financial Aid

To qualify for financial aid, a student should use one or both of the following forms which are available through the College/Career Resource Center or the FAFSA website at

www.fafsa.ed.gov. Check with your college or university to find out which form is required.

- **FAFSA: Free Application for Federal Student Aid** is the application all students must file to be considered for Title IV aid. This form should be completed by all families desiring need-based financial aid. The FAFSA is the core document required for all need-based aid. This FAFSA is to be compiled, signed and mailed, or e-transmitted soon after January 1 of the student’s senior year.
- **The CSS/Financial Aid Profile form** is a second form required by some colleges, primarily private schools. Registration for the Profile may be done via Internet beginning mid September. You may obtain both FAFSA and the CSS/Financial Aid Profile information from the College/Career Resource Center in the fall of your senior year. In addition, colleges often have their own needs analysis form. Follow the instructions carefully for each different institution. Ultimately, all financial aid decisions are made by the individual college; therefore, it is necessary for you to work with the financial aid officer at the school to which you are applying. Also be sure to apply on time. File the FAFSA form soon after January 1 of your senior year and preferably before February 1. (The sooner you file, the better your chances for being considered for limited funds. Also be aware that meeting these deadlines necessitates that income tax forms be completed early.)

Check deadlines carefully on all other applications, such as scholarships. Once you matriculate to the college of your choice, be sure to reapply every January. Your financial aid is not automatically renewed. Check the renewal requirements of all other awards.

Additional Sources of Financial Aid Information (Need- and Merit-Based)

- Religious Organizations
- Club Memberships
- Civic Organizations
- College-Sponsored Aid Programs
- National Merit Scholarship Program

- Parent/Student Employers
- Veteran Organizations
- Insurance Companies

Ultimately, all financial aid decisions are made by the individual college; therefore, it is necessary for you to work with the financial aid officer at each school to which you are applying. Also, be sure to apply on time.

Researching Financial Aid at Robinson

Locating scholarships and other awards is somewhat complicated. Unfortunately, no single source lists where all financial information might be found; places of employment, places of worship, and clubs and organizations may provide awards. One central source is the College/Career Resource Center. Financial funding guidebooks are also located in the College/Career Resource Center. Scholarship notices received by Robinson are categorized and filed for easy accessibility.

- Notice of all funding opportunities, including scholarships from institutes and foundations, FAFSA availability, and deadlines are provided to seniors through the College/Career Resource Center or Family Connection (scholarship database). Additional information on all scholarships announced may be available in the College/Career Resource Center, as well.
- High School Counseling Services sponsors a Financial Planning Night on January 8, 2009.
- **Scholarship web site: The FCPS scholarship data base has been moved to Family Connection.**

Questions to ask Colleges about Financial Aid

- What kind of financial assistance does the college offer: need-based, merit-based, or both?
- What forms are needed in order to apply?
 - FAFSA
 - institutional application
- When is the application deadline date?
- What institutional costs are taken into account by the financial aid offer? Tuition, room, board? Does the assistance take into account additional costs? Books and fees, transportation, personal expenses, etc.?
- When will the family be notified about the amount of assistance they could expect?
- Does the institution have an appeal process to review special circumstances?
- Is there a commitment for assistance beyond the first year?
- How and when do you apply for financial aid after the freshman year?
- What if the family doesn't qualify for need-based aid? Are there alternative financing options available?
- What is the average loan indebtedness of students at the time of graduation?
- How long does it take a student to graduate? Four years? Longer?

Helpful References

Federal Student Aid Information Center

1-800-4-FED-AID

P.O. Box 84

Washington, D.C. 20044

www.collegesavings.org

www.fastweb.com

www.wiredscholar.com

www.fafsa.ed.gov

Cost-Saving Alternatives

Whether or not you apply for financial aid, you and your family may want to discuss alternative strategies for paying for college. As with each decision involved in planning for your future, be sure to choose one that matches your abilities, goals, and personality.

A Wise College Choice

Over 50 percent of college freshmen do not graduate from the college where they start.

Transferring from college to college may cost you one or more semesters and a considerable amount of additional money. If you think you are likely to switch majors, be sure to attend a college that offers a broad range of majors so you need not transfer.

Advanced Placement (AP) Credit

Many colleges and universities grant college credit on a course-by-course basis for Advanced Placement courses/tests taken in high school. Strategically considered, the AP program can facilitate completing college in less than the traditional four years, a definite cost savings.

Additional Years to Earn Degree

Sixty percent of all college graduates now take up to six years to graduate. If you take fewer courses and work part time, with careful planning and self-discipline, you can maintain your grades and help pay some costs during your college years.

Cooperative Education Program

A cooperative education program allows you to attend school for a semester or more and then work at a related, paying job for a semester or more. A co-op program, which usually takes five or more years to complete, can open opportunities for employment upon graduation.

ROTC – Army, Navy, Air Force, or Marines

You can receive a stipend of \$100 per month up to the full cost of your college education, plus all expenses, if you make a commitment to serve in the military after college. Contact the college ROTC office or your local recruiting office to find out how the military will help pay for your college education.

Financial aid information is subject to change.

MILITARY OPTIONS

Service Academies

The United States maintains five service academies: the United States Military Academy at West Point, New York; the United States Naval Academy at Annapolis, Maryland; the United States Air Force Academy at Colorado Springs, Colorado; the United States Coast Guard Academy at New London, Connecticut; and the United States Merchant Marine Academy at Kings Point, New York. The mission of the service academies is to provide the instruction and experience necessary to produce graduates with knowledge, character, and leadership abilities to become career military officers.

Students interested in attending a service academy should begin research/planning as early as the spring of their junior year.

Service Academy Admissions Process

1. Determine if you meet the requirements and qualifications. Each candidate must:

- Be 17 but not yet 22.
- Be a U.S. citizen at the time of enrollment.
- Be unmarried with no dependents.
- Have an above average high school record.
- Have strong scores on the SAT or ACT.
- Be in good physical health.
- Have above average strength, endurance, and agility.

2. Apply for a nomination. As a minimum you should apply to your two United States senators, your congressional representative, and the Vice President. Some members of Congress will not accept applications for nominations after a specific date. You should request a nomination as soon as possible. In addition to the letter, the nomination process may include a questionnaire or interview.
3. Start a file at the academy. Send a letter to the admissions office requesting a pre-candidate questionnaire. The academy will open a file for you upon receipt of the completed questionnaire.
4. Fill out the academy forms. These forms will be sent to you after an evaluation of your pre-candidate questionnaire.
5. Take the SAT or ACT. Send your scores to the academies to which you are applying.
6. Pass the medical exam from the Department of Defense Medical Examination Review Board (DOD MERB) and the Physical Aptitude Exam (PAE).
7. Receive notification of the evaluation and status of your application. This may arrive as early as November for outstanding candidates; final decisions are made in April.

Service Academy Addresses

U.S. Air Force Academy

Cadet Admissions Office
Colorado Springs, CO 80840-5651
800-443-9266
www.usafa.edu

U.S. Coast Guard Academy

Director of Admissions
New London, CT 06320-4195
860-444-8500
www.cga.edu

U.S. Merchant Marine Academy

300 Steamboat Road
Kings Point, NY 11024-1699
516-773-5391/866-546-4778
www.usmma.edu

U.S. Naval Academy

117 Decatur Road
Annapolis, MD 21402-5018
410-293-4361
www.usna.edu

U.S. Military Academy of West Point

Director of Admissions
West Point, NY 10996-1797
845-938-4041
www.usma.edu

Reserve Officer Training Corps (ROTC)

The ROTC program provides you the opportunity to attend a civilian college while studying military leadership as part of a total undergraduate program. ROTC is a college elective, which requires about four hours a week. It is offered at hundreds of campuses. Applications are available upon request from college ROTC units or on the websites.

www.armyrotc.com - Army ROTC

www.afrotc.com - Air Force ROTC

www.nrotc.navy.mil/ - Navy ROTC

The program is divided into two parts, the basic course and the advanced course. The basic course is normally attended during your first two years of college with no military commitment. After completing this course, students may enroll in the advanced course. At this time, they will incur a military obligation.

Military Enlistment

Opportunities for enlistment in the military are plentiful. The five services offer over hundreds of schools and thousands of courses of instruction. This training, and the experience that follows, give the military veteran a real advantage in the civilian world.

Enlisting in military service right after high school is an option. The U.S. Army, Navy, Air Force, Marines, and Coast Guard provide job training in many fields, as well as opportunities for enlistees to take some college-level courses. The services can also help you build a college fund. The U.S. National Guard consists of two components: the Army National Guard (ARNG) and the Air National Guard (ANG). Its mission is to serve the state in times of natural disaster or civil disturbance, and the nation in time of war. Flexible scheduling makes it possible for you to combine service in the National Guard with work or school. The Guard meets one weekend per month and two weeks in the summer. U.S. National Guard also offers educational benefits. Each service sets its own enlistment qualifications. Contact your local recruiters for information or visit their websites regarding qualifications and program opportunities.

www.army.mil - Army

www.navy.mil - Navy

www.af.mil - Air Force

www.mc.mil - Marine Corps

www.uscg.mil - Coast Guard

www.ngb.dtic.mil - National Guard

For additional information see the Military Career Guide at www.militarycareers.com

APPRENTICESHIPS

Apprenticeship is an employer's training program. It is a time-honored program combining on-the-job training (OJT) with related instruction (RI). The result is a skilled craftsperson. When you complete both on-the-job training and the related instruction, you become a registered apprentice. Registered apprentices completing a full program receive a State Apprenticeship Certificate upon completion. This certificate is nationally recognized. **Over 300 employers sponsor more than 1,200 apprentices in Northern Virginia each year.**

Examples of Apprenticeship Programs:

Carpentry

Cosmetology

Electricity

Heating, Ventilation and Air Conditioning

Machinist
Nail Technician
Office Administrative Support Specialist
Optician
Plumbing
Surveying

Apprenticeship Terms/Definitions

Apprentice

• Person 16 years or older, learning a trade with on-the-job training and related instruction in accordance with state and federal apprenticeship standards.

Apprenticeship

• A certified, structured, well defined program of training that combines supervised on-the job training skills with related instruction training in the classroom.

Apprenticeship Agreement

• Voluntarily signed document between employer (sponsor) and the apprentice that establishes their commitment and responsibilities.

Certification Card

• Wallet-size identification card issued by Virginia Department of Labor and Industry (VADOLI), certifying that you are a registered apprentice.

Licensing

• Upon completion of the apprenticeship program, the apprentice will receive an application at graduation or in the mail to take the exam.

Program Sponsor/Sponsor

• A “registered program sponsor” is an individual employer, association, or joint apprenticeship committee with a Virginia address who has adopted Virginia Apprenticeship Standards with Virginia Department of Labor and Industry (VDADOLI). There must also be a structured, registered OJT training program including specific work assignments, wage scales, and the requirement to attend RI classes.

Registered Apprentice

• A person is a registered apprentice only if he/she has signed an apprenticeship agreement with a registered program sponsor who is his/her employer and has been certified by VADOLI.

Virginia Department of Labor and Industry (VADOLI)

• Agency responsible for supervision and certification of OJT, registering apprentices, certifying and registering employers, and issuing state certificates.

Apprenticeship Information in the Washington, D.C. Area:

Bureau of Apprenticeship and Training
200 Constitution Avenue, NW
Washington, DC 20001
202-698-5099

Virginia Community College System

www.so.cc.va.us/workforce/ari

Construction Workforce Development Coalition

www.futureforthenow.com

Procedure for Enrollment

1. Complete enrollment form. Call the Apprenticeship Office at 703-227-2300 if you have questions.
2. Attach copies of proof of State Apprenticeship Registration.
3. Include appropriate payment (Make checks payable to FCPS Adult Education.) or complete credit card information.

4. Choose method to register:

Mail: Apprenticeship Office
Office of Adult and Community Education
5775 Spindle Court,
Centreville, VA 20121

Fax: 703-277-2327 or 703-449-1537 (credit card payment or company purchase order only)

Phone: 703-227-2377 (credit card payment only)

Fax or mail proof of apprenticeship registration to Apprenticeship Office.

Walk In: Bring the complete form to the adult center that is most convenient to you.

Scholarship opportunities can cover BOTH the adult high school tuition and the apprenticeship classes for the period of time you are enrolled – if you qualify.

Volunteerism

<http://www.americorps.org/>

For example, AmeriCorps

AmeriCorps is an opportunity to make a big difference in your life and in the lives of those around you. It's a chance to apply your skills and ideals toward helping others and meeting critical needs in the community.

Each year, AmeriCorps offers 75,000 opportunities for adults of all ages and backgrounds to serve through a network of partnerships with local and national nonprofit groups. Whether your service makes a community safer, gives a child a second chance, or helps protect the environment, you'll be getting things done through AmeriCorps!

AmeriCorps members address critical needs in communities all across America. As an AmeriCorps member, you can:

- Tutor and mentor disadvantaged youth
- Fight illiteracy
- Improve health services
- Build affordable housing
- Teach computer skills
- Clean parks and streams
- Manage or operate after-school programs
- Help communities respond to disasters

WEBSITES RELATED TO POST-SECONDARY PLANNING

General College/Career Search Information

www.fcps.edu/RobinsonSS/ go to Career Center tab with links to Career Connection, Post-Secondary Information, Financial Aid, Military Links, Special Programs, College Visits, Scholarships, Testing.

www.fcps.edu/fcps247.htm - Family Connection: information about college planning.

www.collegeboard.com - The College Board homepage.

www.petersons.com - Peterson's Guides: includes a lot of information on colleges, the application process, and many other links.

www.geocities.com/canadian_universities/index.html - listing of Canadian universities and links to homepages.

www.smart.net/~pope/hbcu/hbculist.htm - information on historically black colleges and universities and related links of interest to African American universities.

www.careerbuilder.com - search through help wanted ads from many papers from around the country.

Standardized Testing Information

www.collegeboard.com - The College Board homepage.

www.kaplan.com - Kaplan's homepage with information on colleges, financial aid, and test preparation.

www.review.com/college - Princeton Review's page of information, including many practice SAT questions.

www.act.org - Information on the American College Testing Assessment.

Financial Aid Information

www.finaid.org - Financial Aid Information Page: free information on financial aid and scholarships; one of the most comprehensive financial aid sites.

www.fastweb.com - Fast Web: financial search through the web, free scholarship search.

www.ed.gov/finaid/landing.jhtml?src=rt - U.S. Department of Education: information on the FAFSA and federal student financial aid programs.

www.salliemae.com - Sallie Mae: information on college costs and financing college.

<http://www.fafsa.ed.gov/> - information and application for federal student aid.

www.ncaa.clearinghouse.org - information about initial-eligibility at NCAA Division I and II member colleges and universities.

STUDENTS' RIGHTS AND RESPONSIBILITIES IN THE COLLEGE ADMISSION PROCESS

Your Rights:

Before you apply:

- You have the right to receive full information from colleges and universities about their admission, financial aid, scholarship, and housing policies. If you consider applying under an early decision plan, you have a right to full disclosure from the college about its process and policy.

When you are offered admission:

- You have the right to wait to respond to an offer of admission and/or financial aid until May 1st.
- Colleges that request commitments to offers of admission, financial assistance, and/or housing prior to May 1st, must clearly offer you the opportunity to request (in writing) an extension until May 1st. They must grant you this extension and your request may not jeopardize your status for housing and/or financial aid. (This right does not apply to candidates admitted under an early decision program.)

If you are placed on a waitlist or alternate list:

- The letter that notifies you of that placement should provide a history that describes the number of students on the waitlist, the number offered admission, and the availability of financial aid and housing.
- Colleges may require neither a deposit nor a written commitment as a condition of remaining on a waitlist.
- Colleges are expected to notify you of the resolution of your waitlist status by August 1st at the latest.

Your Responsibilities:

Before you apply:

- Research and understand the policies and procedures of each college or university regarding application fees, financial aid, scholarships, and housing. Be sure that you understand the policies of each college or university regarding deposits that you may be required to make before you enroll.

As you apply:

- Complete all material required for application, and submit your application on or before the published deadlines. Be the sole author of your applications.
- Seek the assistance of your high school counselor early and throughout the application period. Follow the process recommended by your high school for filing college applications.
- Arrange for visits and/or interviews at the colleges of your choice, if appropriate.

After you receive your admission decisions:

- Notify each college or university that accepts you whether you are accepting or rejecting its offer. Make these notifications as soon as you have made a final decision, but no later than May 1st.
- Confirm your intention to enroll and, if required, submit a deposit to only one college or university. (The exception to this arises if you are put on a waitlist by a college or university and are later admitted to that institution. You may accept the offer and send a deposit. However, you must immediately notify the college or university at which you previously indicated your intention to enroll, if applicable.)
- If you are accepted under an early decision plan, you must promptly withdraw the applications submitted to other colleges and universities and make no additional applications. If you are an early decision candidate and are seeking financial aid, you need not withdraw other applications until you have received notification about financial aid. If you think that your rights have been denied, contact the college or university immediately to request additional information or the extension of a reply date. In addition, ask your counselor to notify the president of the state or regional affiliate of the National Association of College Admission Counselors. If you need further assistance, send a copy of any correspondence you have had with the college or university and a copy of your letter of admission to: Executive Director, NACAC, 1631 Prince Street, Alexandria, VA 22314-2818.

The information presented here is consistent with changes to the NACAC Statement of Principles of Good Practice, approved in 2005.

Appendices



Robinson Secondary Transcript Request Deadlines

2010-2011

College deadline date

**Final Date to
Transcript
Secretary**

ALL NOVEMBER due OCTOBER 1

ALL DECEMBER due NOVEMBER 3

JANUARY 1 due NOVEMBER 24
JANUARY 15 due DECEMBER 3

ALL FEBRUARY due JANUARY 7

ALL MARCH due FEBRUARY 4

ROBINSON PARENT INPUT: COUNSELOR RECOMMENDATION

Student _____ Home Phone Number _____
Mother _____ Work Phone Number _____
Father _____ Work Phone Number _____
Parent Email Address _____

Parent/Guardian:

Please write comments and provide specific information that will aid me to write a confidential recommendation reflecting the personality and strengths of your child. Attach additional information if you wish.

1. Describe your child's outstanding personality traits.

2. *Please explain any unusual circumstances, obstacles, or challenges that have affected your child's educational experiences or personal development.

3. What would you like a college admissions officer to know about your child? Please write a "brag note" about his/her strengths and achievements.

****ALSO IN ELECTRONIC FORM ON ROBINSON WEBSITE
ROBINSON STUDENT INPUT: COUNSELOR RECOMMENDATION**

Student _____ E-mail _____
Home Phone _____ Foreign Languages spoken _____

DIRECTIONS:

Please answer the following questions ***thoughtfully and truthfully***. The effort and time you invest in this confidential questionnaire will enable me to write an effective and positive recommendation.

1. What three words would you use to describe yourself? Why? (Give specific examples.)

2. Describe your academic strengths. (For example, organization, research, writing ability.) Give details demonstrating these strengths.

3. Describe your personal assets. (For example, tenacity, resourcefulness, reliability.) Give details that demonstrate these traits.

4. What accomplishments are you most proud of (academic, extracurricular, personal)?

5. Relate life experiences that have significantly impacted you. (For example, a personal obstacle that you have overcome special circumstances that affected your academic performance, financial issues.)

6. In my recommendation, I will write about you as a unique individual. What other information can you share to help me? *i.e., For what are you most grateful? . . . Describe any work/travel/volunteer experiences where you have made a significant impact on others or where the experience has had a major impact on you. Explain. What are you most passionate about and why?*

7. What is your possible career major? Possible career goals? **Why?**

8. Name two teachers to whom you will give the teacher input form. Choose teachers from core subjects or those who know you best. You may want to contact a junior year teacher.

_____ Subject _____
_____ Subject _____

9. Which courses/teachers were most influential to you during high school? Explain.

Fill this page out OR attach a resume

10. EXTRACURRICULAR, PERSONAL AND VOLUNTEER ACTIVITIES (including summer activities)

**Approximate time Positions Held, Honors Won, Letters earned
Activity Grade(s) Hrs./Wks Wks./ year Special contributions made**

11. WORK EXPERIENCE LIST – list any jobs (including summer employment for the last 3 years.

Approx. # of hrs.

Specific Nature of Work Employer spent per week

12. ACADEMIC RECOGNITION-briefly describe any scholastic honors and awards.

****also located in electronic form on the Robinson website**

Please rate this student compared to other college bound students:

	Average	Above Average	Excellent	Outstanding	One of top few ever encountered	No basis to judge
Academic achievement						
Academic promise						
Leadership potential						
Responsibility						
Personal motivation						
Character/Integrity						
Academic self-discipline						
Creativity						
Overall evaluation						

What are the first words that come to mind in describing this student? Why?

1) _____ 2) _____ 3) _____

Teacher Signature _____ Date _____

Please return to (Counselor) _____ SS _____

Thank you for your time and effort!

Request for Teacher Letter of Recommendation

Dear _____,
(teacher)

I am requesting that you write a letter of recommendation for me and mail it directly to the college(s) listed below. I have provided self-addressed, stamped envelopes for your convenience.

I greatly appreciate your efforts, and as you know me well, you may want to include some specific examples from class illustrating the qualities below:

- Academic motivation
- Responsibility
- Academic creativity
- Academic self-confidence
- Initiative
- Leadership
- Maturity
- Other outstanding qualities, i.e., enthusiasm, sense of humor, etc.

I am also citing specific examples of my work below: projects, assignments, and significant events that I think may be helpful to you in composing this letter for me:

I greatly appreciate your efforts. Thank you.

Student signature _____ Printed Name _____

Today's date _____ Please mail this letter by (date) _____

Stamped envelopes are provided for the following colleges:

*Please provide my counselor with a copy of the letter.

My counselor is _____ Subschool _____

**ROBINSON SECONDARY SCHOOL
AUTHORIZATION FOR RELEASE OF
TRANSCRIPT / SECONDARY SCHOOL
REPORT**

For Office Use Only:
Date Received:
Date to Counselor:
Date Counselor Sent:

Student Name: _____

College/University _____

Address:

Signature: _____
(If not 18, Parent Signature)

Date: _____

Application Deadline: _____

Early Decision

Counselor: _____

Counselor Recommendation: YES NO
(Circle One)

*I waive my right to access to the Secondary
School Report/Counselor Recommendation.*

Yes No

Important Information

1. A minimum of 15 school days required before application deadline
2. Three Transcripts sent free
3. Additional Transcript Fee \$4.00

**ROBINSON SECONDARY SCHOOL
AUTHORIZATION FOR RELEASE OF
TRANSCRIPT / SECONDARY SCHOOL
REPORT**

For Office Use Only:
Date Received:
Date to Counselor:
Date Counselor Sent:

Student Name: _____

College/University _____

Address:

Signature: _____
(If not 18, Parent Signature)

Date: _____

Application Deadline: _____

Early Decision

Counselor: _____

Counselor Recommendation: YES NO
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School Report/Counselor Recommendation.*

Yes No

Important Information

1. A minimum of 15 school days required before application deadline
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NCAA FRESHMAN-ELIGIBILITY STANDARDS QUICK REFERENCE SHEET

KNOW THE RULES:

Core Courses

- **NCAA Division I requires 16 core courses as of August 1, 2008.** This rule applies to any student first entering any Division I college or university on or after August 1, 2008. See the chart below for the breakdown of this 16 core-course requirement.
- **NCAA Division II requires 14 core courses.** See the breakdown of core-course requirements below. Please note, Division II will require 16 core courses beginning August 1, 2013.

Test Scores

- **Division I** has a sliding scale for test score and grade-point average. The sliding scale for those requirements is shown on page two of this sheet.
- **Division II** has a minimum SAT score requirement of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the four sections on the ACT: English, mathematics, reading and science.
- **All SAT and ACT scores must be reported directly to the NCAA Eligibility Center by the testing agency. Test scores that appear on transcripts will not be used. When registering for the SAT or ACT, use the Eligibility Center code of 9999 to make sure the score is reported to the Eligibility Center.**

Grade-Point Average

- Only core courses are used in the calculation of the grade-point average.
- **Be sure** to look at your high school's list of NCAA-approved core courses on the Eligibility Center's Web site to make certain that courses being taken have been approved as core courses. The Web site is www.eligibilitycenter.org.
- **Division I** grade-point-average requirements are listed on page two of this sheet.
- **The Division II** grade-point-average requirement is a minimum of 2.000.

DIVISION I 16 Core-Course Rule

16 Core Courses:

- 4 years of English.
- 3 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 1 year of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or nondoctrinal religion/philosophy).

DIVISION II 14 Core-Course Rule

14 Core Courses:

- 3 years of English.
- 2 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 2 years of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 3 years of additional courses (from any area above, foreign language or nondoctrinal religion/philosophy).

PLEASE NOTE: Beginning August 1, 2013, students planning to attend an NCAA Division II institution will be required to complete 16 core courses.

OTHER IMPORTANT INFORMATION

- Division II has no sliding scale. The minimum core grade-point average is 2.000. The minimum SAT score is 820 (verbal and math sections only) and the minimum ACT sum score is 68.
- 14 core courses are currently required for Division II. However, beginning 2013, students will be required to complete 16 core courses.
- 16 core courses are required for Division I.
- The SAT combined score is based on the verbal and math sections only. The writing section will not be used.
- SAT and ACT scores must be reported directly to the Eligibility Center from the testing agency. Scores on transcripts will not be used.
- Students enrolling at an NCAA Division I or II institution for the first time need to also complete the amateurism questionnaire through the Eligibility Center Web site. Students need to request final amateurism certification prior to enrollment.

For more information regarding the rules, please go to www.NCAA.org. Click on "Academics and Athletes" then "Eligibility and Recruiting." Or visit the Eligibility Center Web site at www.eligibilitycenter.org.

Please call the NCAA Eligibility Center if you have questions:

Toll-free number: 877/262-1492.

NCAA DIVISION I SLIDING SCALE CORE GRADE-POINT AVERAGE/ TEST-SCORE New Core GPA / Test Score Index		
Core GPA	SAT Verbal and Math ONLY	ACT
3.550 & above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	59
2.700	730	60
2.675	740-750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	80
2.125	960	81
2.100	970	82
2.075	980	83
2.050	990	84
2.025	1000	85
2.000	1010	86

FAIRFAX COUNTY PUBLIC SCHOOLS

Parents and students are invited to the

2010

COLLEGE

FAIR & NIGHT

COLLEGE FAIR: October 17
7:30 - 9:30 PM
Fair Oaks Mall

COLLEGE NIGHT: October 18
7:00 - 9:00 PM
Hayfield Secondary School

2010  **Approximately 400 colleges/universities represented!**  **2010**

Visit web site for complete listing of colleges at:
<http://www.fcps.edu/DIS/SchoolCounseling/FCPSCollegeFairNight>

TICKET

ADMISSION TICKET REQUIRED FOR THE COLLEGE FAIR AT FAIR OAKS MALL

**THIS FLYER SERVES AS AN ADMISSION TICKET TO THE
FAIR OAKS COLLEGE FAIR
FOR A STUDENT AND PARENT(S)/GUARDIAN(S).**

TICKET