ACADEMIC ELIGIBILITY

LESSON 12-22 ▲ BUILDING A STRONG TRANSCRIPT IN 12TH GRADE

|  |
| --- |
| **GRADE LEVEL FOCUS**  *Because of the importance of this topic, this lesson spirals itself each year from 8th through 12th grade, with a combination of consistent content and new content.* |
| The focus for this Strong Transcript Lesson is as follows:   * *Grade 8: Introduction to Transcripts* * *Grade 9: Transcript Case Studies* * *Grade 10: Identifying appropriate Dual Credit Options* * *Grade 11: Continuing with Dual Credits* * *Grade 12: Maximizing and Sharing your Transcript* |

**LEARNING GOALS/OUTCOMES**

* Definition of dual credit.
* Options for dual credit equivalency.
* Identify or list opportunities for dual credit equivalency within their own school system.

**MATERIALS NEEDED**

* **Student Handouts:**
* Dual Credit Opportunities: Washington State Summary
* **School or district materials on dual credit**
* **Students’ personal career and college planning documentation** (such as their most recent High School and Beyond Plan with their four-year course plan updated)

**CLASSROOM ACTIVITIES**

*Grade 12 Focus: Continuing with Dual Credits*

*Since this lesson spirals (repeats itself from grade to grade), a recommended focus for 12th grade is to have students continue to learn about and pursue dual credit opportunities.*

1. **Open the session by asking students what they know about dual credits or dual equivalency for credit**. Share that there are ways for them to begin to build college credit as high school students and share that they are going to explore those options through evaluating the decisions made by four students.
2. **Organize students in partner pairs and hand out the student information on dual credits.** Ask students to divide up what they read with one person reading about programs that allow dual credit through equivalency examinations and one person reading about dual credit through college course enrollment. Give students time to share with their partner what they learned.
3. **Bring the whole group back together and have the partner teams share out what information was most interesting.** Relate this to the opening and the initial assessment of what students knew noting where this is repeat information and where it is new information.
4. **Walk students through school or district materials that explain dual credit opportunities**. Be prepared to answer questions or have someone attend the lesson such as a school counselor who can potentially answer questions.
5. **To conclude, give students time to get out their High School and Beyond Plans or other planning documents**. Have them look at their course selections in regard to their long-term educational plans. Ask the question: are there dual credit opportunities that would help you achieve your goals? Help students plan how they can meet with school counselor or others to talk individually about changes or next steps in building their schedules.

**STUDENT PRODUCTS**

* **Dual Credit Discussion Page**

**ADDITIONAL RESOURCES AND OTHER INFORMATION**

* **SUPPLEMENTAL FACILITATOR NOTES**

Dual Credit programs allow students to take rigorous college-level courses while still in high school. Students may become eligible for the awarding of college credit based on scores obtained in year-end examinations, as well as through taking college-level classes either in their high school or at colleges and universities. This workshop/lesson gives students a chance to evaluate for themselves the value of researching and participating in dual credit opportunities.

The opportunities in each school and each region will be different. It will be important for facilitators to be familiar with what is available for their specific students.

**Strong Transcripts: Dual Credit + College & Career Readiness**

* **Washington Student Achievement Council (WSAC)**

<http://www.wsac.wa.gov/college-credit-high-school>

Dual Credit Resources

<http://www.wsac.wa.gov/college-readiness>

College and Career Readiness

* **Washington State Board of Community and Technical Colleges**

<http://www.sbctc.edu/becoming-a-student/high-school/dual-credit-student.aspx>

SBCTC’s Dual Credit Programs

<http://www.sbctc.edu/about/agency/initiatives-projects/bridge-to-college.aspx>

Smarter Balanced Scores for College Placement

<https://www.sbctc.edu/colleges-staff/programs-services/student-success-center/guided-pathways.aspx>

Guided Pathways from State Board for Community and Technical Colleges (SBCTC).

* **The Office of the Superintendent of Public Instruction (OSPI) in Washington State**

<http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/DualCredit/default.aspx>

Information about Dual Credit Opportunities

<http://www.k12.wa.us/resources/default.aspx#2>

Smarter Balanced Assessment Family Resources

<http://www.k12.wa.us/CurriculumInstruct/BridgetoCollege/>

Bridge to College Math and English courses

<http://www.k12.wa.us/CareerTechEd/ProgramsofStudy.aspx>   
CTE Program of Study: Up to 78 detailed Program of Study forms for each Career Cluster

<http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/pubdocs/CollegeReadinessInitiaveReplicationProject.pdf>

PDF document contains important college ready transcripts for 2-year and 4-year colleges

<http://www.k12.wa.us/Resources/>

WA State Family Resources for Learning Standards, Assessment, Graduation, Enrollment Options

* **Ready, Set, Grad**

<http://readysetgrad.org/rsg_cred_wiz/form>

Dual Credit Look-Up Tool

ACADEMIC ELIGIBILITY

LESSON 12-22 STUDENT HANDOUT

DUAL CREDIT OPPORTUNITIES: WASHINGTON STATE SUMMARY

Note: *The information from the Office of the State Superintendent of Instruction describe programs that area available in the State of Washington. You will need to investigate information provided by your school and your school district about other opportunities that may be available in your area.*

**PROGRAMS ALLOWING DUAL CREDIT THROUGH STANDARDIZED EXAMINATIONS (**<http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/DualCredit/StandardizedExams.aspx>)

* **Advanced Placement (AP)** (<http://www.k12.wa.us/AdvancedPlacement/default.aspx>)  
  Allows students to take rigorous college-level courses while still in high school. Students may earn college credit and/or advanced placement into upper-level college courses by taking AP exams. Many colleges and universities recognize AP courses when making admissions decisions. All Washington public universities and colleges award credit for any exam that is scored 3 or higher.
* **International Baccalaureate (IB)** (<http://www.ibo.org/>)  
  Offers high quality programs of international education to a worldwide community of schools. The three programs for students aged 3 to 19 help develop the intellectual, personal, emotional, and social skills to live, learn, and work in a rapidly globalizing world., as well as having colleges and universities award credit based on performance on IB exam.
* **University of Cambridge International Examinations** (<http://www.cie.org.uk/>)  
  Offers an international, pre-university curriculum and examination system that emphasizes the value of a broad and balanced education for academically-able students. Just as with International Baccalaureate (IB) and Advanced Placement (AP), colleges and universities have recognition policies for the awarding of credit based on exam scores.

**PROGRAMS ALLOWING DUAL CREDIT THROUGH COLLEGE COURSE ENROLLMENT**

(<http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/DualCredit/CollegeEnrollment.aspx>)

* **Running Start** (<http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/RunningStart.aspx>)  
  Running Start allows students in grades 11 and 12 to take college courses at Washington’s community and technical colleges, and at Central Washington University, Eastern Washington University, Washington State University, Spokane Tribal College, and Northwest Indian College. Running Start students and their families do not pay tuition, but they do pay college fees and buy their own books, as well as provide their own transportation. Students receive both high school and

college credit for these classes, therefore, accelerating their progress through the education system.

* **College in the High School** (<http://www.sbctc.ctc.edu/college/e_hscollegeprogs.aspx>)  
  College in the High School is an opportunity for students to be concurrently enrolled in high school and college and to earn high school and college credit in the same course offered on the high school campus. Costs to students vary with each institution.
* **Tech Prep** (<http://www.k12.wa.us/careerteched/TechPrep.aspx>)  
  The Tech Prep program helps students transition from high school into college professional technical programs. Tech Prep is a cooperative articulation agreement between K–12 schools, community and technical colleges to develop applied integrated, academic, and technical programs. Washington Tech Prep (<http://sers.techprepwa.org/searcharticulations.aspx>) awards high school students’ dual credit for career and technical education (CTE) courses articulated to college programs.

ACADEMIC ELIGIBILITY

LESSON 12-22 STUDENT HANDOUT

DUAL CREDIT DISCUSSION

**Discussion Questions:** *As you review the dual credit handouts, talk with a partner.*

1. Do you know anyone (including yourself) pursuing dual credit options?
2. Give examples of dual credit options you know someone is pursuing.
3. What dual credit options sound interesting and viable to you?
4. What questions might you have for your school counselor?
5. What action steps do you plan to take?