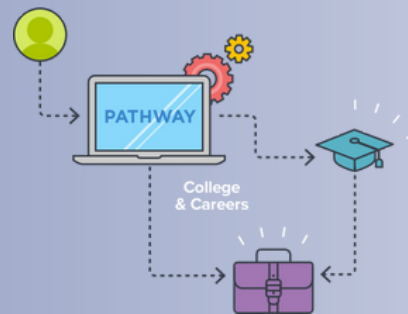


# Building Your College List



## Grade Level:



11, 12

## Domain:



College & Career Exploration

## TIME:



45 Minutes

This lesson is designed to provide students with tools and resources that will help them create an evolving college list.

## Objectives

*Students will:*

1. Learn to define Probable, Target, and Reach Schools.
2. Select colleges that fit into their Probable, Target, and Reach School lists.
3. Review the details of their favorite colleges.
4. Write a journal entry reflecting on their college list.

## MEFA Pathway Activities

- College Search
- My Colleges
- My Journal

## Materials Needed

- Internet connection
- MEFA's article, [\*How to Build the College List with Probable, Target and Reach Schools\*](#)
- *Probable, Target, and Reach Schools* Resource Sheet (attached)
- Student's most recent transcript

## Vocabulary

- Reach
- Probable
- Target
- College List

## Future Ready Skills

- Evaluating Best-Fit Colleges

## PART 1

### CONTENT KNOWLEDGE

Students should learn about Probable, Target, and Reach schools by reviewing the two resources below:

- [\*How to Build the College List with Probable, Target, and Reach Schools\*](#)
- Probable, Target, and Reach Schools Resource Sheet (attached)

After reading both resources, students should be provided with their most recent transcript and review their academic performance. For this activity students need to know their GPA and highest standardized test score.

## PART 2

### APPLYING INFORMATION

Part 1: Students should begin to create their college lists by using the College Search tool. The objective is to create three college lists: Probable Schools, Target Schools, and Reach Schools.

1. Students should log in to MEFA Pathway.
2. Once logged in, students should click *College Search* under the *Explore Colleges* tab
3. Students should select their preferences for the criteria listed on the left side of the page. This will allow students to find schools that match their college preferences.
4. A list will be shown of schools that fit their criteria.
5. Students can click the green *SAVE TO LIST* button to save a college to their **My Colleges** list.
6. Students should utilize the *Probable, Target, and Reach Schools Resource Sheet* to categorize the colleges they have added to their **My Colleges** list. Instruct students to turn in the resource sheet to educators at the end of the activity.

Part 2: Students should begin narrowing down their college list.

1. In their **My Colleges** list, students should click the heart icon next to their favorite colleges and click the plus sign to indicate if they are interested in applying.

## PART 3

---

### EVALUATING INFORMATION

Students should utilize the college list they've created to do deeper research. Within their **My Colleges** list, students should click on each school's name to look at key details about the college. For each school, students should examine the acceptance rate, average GPA, average test scores, majors offered, and application deadline. Encourage students to click on the college's website to review pictures and learn about student life.

## PART 4

---

### CRITICAL THINKING/CREATIVE APPLICATION

Students should click on **My Journal** under the *About Me* tab. Have students create a new journal entry reflecting on their college list. Within their journal entry, students should identify the schools that are their Probable, Target, and Reach schools. They should also reflect on the colleges they favorited and why they would like to apply to them. Have students save their journal entry and share it with an educator.

## Probable, Target, and Reach Schools Resource Sheet

### **Probable (Back-Up)**

- Your academics (GPA, standardized testing, etc.) exceed the requirements
- The acceptance rate is high (above 80%)
- The school offers the degree/major you are interested in

### **Target (Match)**

- Your academics (GPA, standardized testing, etc.) are aligned with the requirements
- The acceptance rate is moderate (around 50%)
- The school offers the degree/major you are interested in

### **Reach (Dream)**

- Your academics (GPA, standardized testing, etc.) are below the requirements
- The acceptance rate is low (less than 20%)
- The school offers the degree/major you are interested in

## Probable, Target, and Reach Schools Resource Sheet

[illegible]

## GRADING RUBRIC FOR JOURNAL ENTRIES

| CATEGORY                  | EXCELLENT                                                                                                          | GOOD                                                                                 | SATISFACTORY                                                       | NEEDS IMPROVEMENT                                    |
|---------------------------|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------|------------------------------------------------------|
|                           | 4                                                                                                                  | 3                                                                                    | 2                                                                  | 1                                                    |
| <b>Description</b>        | Offers a vivid, detailed, and insightful description of the experience, setting the stage for deeper reflection.   | Provides a clear and detailed account of the experience, including relevant details. | Clearly describes the experience, event, or learning.              | Offers a limited description of the experience.      |
| <b>Analysis</b>           | Engages in critical thinking, questioning assumptions, and demonstrating a thorough understanding of the learning. | Connects the experience to personal learning and raises some insightful questions.   | Attempts to analyze the experience but may lack depth or clarity.  | Superficial analysis, lacking deeper thought.        |
| <b>Future Application</b> | Formulates clear, actionable plans for utilizing new insights and knowledge in future learning and experiences     | Identifies specific ways to apply the learning to future situations or goals.        | Suggests some possible connections to future learning or practice. | Makes no clear connection to future learning/action. |