

SOPHOMORE

(February / Unit 5): Success Team / Test Taking Skills / What do I want to be?

You will need to use information from this Portfolio, do not throw it away

Objectives: *Understand what it takes to make it all the way to the end of your goals. Reflect on your short term and long term goals, did you achieve them, are they achievable?*

To successfully complete this unit and receive your stipend, complete the following activities:

- Complete all activities in this unit.
- Parents/guardians make sure your information is included on the **Reflection Sheet**.
- Complete the **Stipend Request** form.
- **Have your site sponsor and parent sign the Self-Evaluation.**
- Your **Grade Check** will be provided by your Site Sponsor.
- **Be prepared to review it with UB staff on _____ .**

Stipend Requirements

| Stipend Amounts | Possible Portfolio Completions |
|--------------------------|--|
| Complete = up to \$40.00 | <ul style="list-style-type: none"> • <u>Unit 100% complete</u>: turned in on-time, complete by the time of your UB meeting. |
| Partial = \$0 | <ul style="list-style-type: none"> • <u>Unit is between 75% and 100% complete</u> |
| Incomplete = \$0 | <ul style="list-style-type: none"> • <u>Unit less than 75% complete</u> (even if unit includes parent/guardian and site sponsor signatures) |

What to do if you are absent on Portfolio visit days.

| Planned Absences (e.g. sports games, field trips, etc.) | Unplanned Absences (e.g. sick, flat tire, abduction by aliens, etc.) |
|---|---|
| <ul style="list-style-type: none"> • Give your binder to your site sponsor before you leave. UB staff will review your work, and you are eligible for a stipend. • If there are unforeseen problems with finishing your unit, <u>notify your site sponsor and/or UB staff immediately</u>. | <ul style="list-style-type: none"> • Give your binder to your site sponsor the day you return to school. You are still eligible for a stipend. • If there are unforeseen problems with finishing your unit, <u>notify your site sponsor and/or UB staff immediately</u>. |

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Quick Write

Step 1: You will sometimes be asked to complete Quick Writes in your Portfolios. These are opportunities to write what is on your mind concerning the topic listed. You won't have to create an outline, or rough draft.

Please use all the rules and requirements that are needed for a final paper in any of your courses. This should be handwritten or typed on another piece of paper, make it as long as you would like, but make sure it is your best work and completes the question thoughtfully.

Answer question 1 OR 2, not both.

1. **Are you a good test taker? How can you better prepare for the AIMS and will you actually prepare for it?**
2. **Do you think that high stakes (if you don't know what this means find out) tests are fair and should be continued? Explain your answer.**

Connections

(this is mostly for Winslow sophomores, and any other students who were not able to meet with their school counselor in the October Portfolio)

Step 1: You will start to take a proactive role in your academic success. You need to make an appointment (DO NOT WAIT OR YOU WILL NOT BE ABLE TO FULFILL THIS PART OF THE PORTFOLIO) with your school counselor and talk to them about your goals for this year and to prepare for your junior year. The school counselor is there for the same reason we are, trying to help you achieve your dreams to graduate from college.

Look back at the goals that you created in the last Portfolio and create at least 5 questions about how to achieve them. Try not to ask questions that require one word answers.

Possible topics or questions:

1. How can I achieve my goal of a specific GPA?
2. What goals should I be focused on to make it into college?
3. What clubs or extra-curricular activities are available for me to join?
4. How can I use this year to the best of my ability to set a good platform from which to apply for college?
5. Am I on the right track for college?
6. What do I need to know about to make sure I'm on the right track?

Please keep notes about the questions you asked, you will be sharing the information with the UB Staff. Make sure you keep good notes during the meeting on a separate piece of paper; we suggest about one paragraph of notes per question that you ask.

Test Taking Skills

Step 1: Let's have a little fun /AIMS prep

Go to the following website and watch the video. http://www.youtube.com/watch?v=07wxi_ARkZY

What are the five tips for test taking listed in the video:

- | | | |
|----|----|----|
| 1. | 2. | 3. |
| 4. | 5. | |

This webpage gives some more specific help for students before they take a test:

<http://www.studygs.net/tstak1.htm>

Make sure to click on the blue highlighted area and go through the complete suggestions for test taking tips. What are your top three favorite tips and why?

1.

2.

3.

Step 2: Test anxiety

Typically most organizations or specialists define test anxiety as uneasiness, apprehension or even dread when it comes to taking a test. The problem is that I remember that I felt this way before almost every test.

I believe that almost everyone (I know I did) has a little stress or dread about a test, especially the AIMS or even the ACT that you'll take next year.

Here are some suggestions from a website for dealing with any type of test anxiety.

<http://www.studygs.net/tstprp8.htm>

The list is fairly long but very helpful. After 10 years of school you know better than anyone else what works for you.

After reading the suggestions listed above choose three that work for you and list them below and explain why they work for you.

1.

2.

3.

Now think of any hint, secret or idea that works for your test taking stress that may not be listed on the webpage above; write it below and post that on Facebook as a helpful suggestion for your fellow UB students.

1.

What do I want to be?

Step 1: Many of you already have an idea of what you want to major in college and what career you want to find a job in. The problem that most students have is they may not be the best fit for a career even when it's something you've had your heart set on since 5th grade.

For instance many of our students say they want to be doctors, and that's wonderful. But most students don't know the amount of dedication and determination it takes to be a doctor. Here's an example.

Story Time:

Henrietta has wanted to be a doctor since she was 4 years old. Her parents thought it was cute so they kept complimenting and encouraging her. As she went through elementary school she did well, but was not an exceptional student, you know someone who receives A's and B's.

Then in middle school she became interested in sports and found out she was pretty good. Her grades slipped a little but again she maintained about a B (3.0) average. She did start to discover that she really enjoyed science, but not those times when students were just reading from the text or on the computer. She really enjoyed the "hands on" portion when she got to perform experiments and tinker with mixtures. While this was going on she also found out that she had a real talent for writing. She wrote all kinds of stories and many of her friends asked her to write stories about them. The only problem in middle school was that Henrietta started to get a bad taste in her mouth for math, she didn't hate it but she felt like she was behind and always trying to catch up to everyone else.

Once she was in high school she continued to participate in sports and doing well. Her science was about the same, textbook learning BOOOO; hands on YEEAHHH. Her math continued to slip and she found herself really struggling for the first time in school. She was determined to still be a doctor and knew that she needed a lot of math in high school. By her senior year she was taking as little math as possible to graduate from high school, because she wanted to maintain her GPA. The writing that she loved in the past also had to take a back seat because she was just too busy with prom, homecoming, her new job, and sports. By the end of her senior year she realized that her GPA was a 2.86, good enough to go to college, but just barely.

In college she was sure that she would be re-focused and re-energized to be a doctor. She wasn't in sports anymore, besides intramurals, and she found some good strategies for studying. The problem was she was still having a lot of difficulty with math. She decided to see a counselor in the middle of the second semester about her classes (way to be proactive Henrietta) and her decision to be a doctor.

She found out that she would have to major in a science, which she thought she could do, but also take lots and lots of math. Also she would be in school for a long time, up to 12 years in college. She didn't have the money or patience to wait that long and the math courses would just make her nervous and anxious, if she even passed them at all.

In the end her dreams of being a doctor just crumbled away, and she had focused so much on being a doctor that she really didn't have a backup plan. "What do I do now" in the end with the help of her Success Team (yes she had one) she realized she wanted to be a laboratory technician, less math and a lot more hands on science and writing. So things worked out but if she had been more aware of what it took to be a doctor and understood her own skills (or lack of math skills), and how many years of "hard" school it would take then she wouldn't have wasted a year in college and the \$20,000 price tag that comes with it.

Morals of the story:

Know what skills you have

Know what abilities you possess

Know what careers you're interested in

What message did you get out of the story?

1.

Step 2: What skills / abilities do you have?

You have spent a semester finding out who you are through the Upward Bound Portfolio program. Now it's time to put that knowledge to work.

There are numerous skill inventories or ability profiles that will help you understand what career would be a good fit for you. The one that many professional career advisors use is the Dr. Holland format. Dr. Holland developed

the idea that people's personalities, as related to careers, can be divided into six areas: Realistic, Investigative, Artistic, Social, Enterprising, or Conventional.

The six types described by Holland are collectively referred to as RIASEC.

What might be other reasons to go into a career besides it matching your personality?

- 1.
- 2.
- 3.
- 4.

Go to the following site and read the page and answer the questions below.

<http://www.careerkey.org/your-personality/hollands-theory-of-career-choice.html#.Uo0ZlicwJhA>

The first step is to learn about each of the 6 areas. Go to number 1 on the web page and click on each of the 6 personality types.

1. Which personality type do you think you are? Why?
2. Do you think the work environment can be affected by people's personalities? Why or why not?
3. Following number 3 on the web page if you click on the 6 work environments they give examples of these. Which one connects to you the most? Why?
4. How are people's personalities and their work environment related?
5. Are people more likely to be a combination of personality types or just one? Do you think you are a combination of personality types? If so what are they?
6. What does it mean to have compatible work environments or careers?

Read the following descriptions below then go to the website and discover for yourself what career matches your personality. Remember you can always change your plans and there are numerous other reasons to go into a career besides what matches your personality.



Go to the website below after you have found out what types of career personality categories you fit into. Most people do not fit directly into one category, they are a mix of two or three or all six. This means that there are numerous categories that will fit your career interests. Once you're on the website answer the questions on the next page

<http://career.missouri.edu/career-interest-game>

1. Which one of the 6 areas does your personality most fit into? Why?

Every one of the sophomore UB students is doing this Unit and finding out what type of career personality they have. Take the time and post on Facebook which category you fall in. If you feel courageous enough post what career you're interested in as well after completing this Unit.

2. List three categories from each of the sections "Are you", "Like to", "Hobbies" portion that describe you.
 - a. Are you:
 - b. Like to:
 - c. Hobbies:

If you do not agree with the descriptions listed then you need to choose a different personality type

3. The next step is to find a job that you think sounds cool or that you think fits what you want to do from the "Career possibilities". This will take you to a different web page that describes everything you would want to know about that career.
4. Try to list two or three careers you're interested in (remember you don't want to be like Henrietta)
 - a.
 - b.
 - c.

- d. What are some good things you discovered about these careers?

 - e. What are some **not so** good things you discovered about these careers?
5. List **two** items that connect to you the most from each of the areas listed on the website;
- a. Knowledge

 - b. Skills

 - c. Abilities

Next list the amount of education you need to have this career:

What are two other careers that are related to this job?

Then what is the job outlook for this career (some jobs do not have this)?

Step 3: Let's see what the experts say

We want you to take the Interest Profiler at the following website.

<http://www.mynextmove.org/explore/ip>

Go through the test and find out your score for each of the 6 areas and list them below.

| | | |
|----|----|----|
| R. | S. | I. |
| E. | A. | C. |

Then click on the top scoring area and see what careers this site suggests what might connect to your personality. What careers are listed, do they match what you listed earlier?

Remember that you can choose careers in your top three personality matches.

Are there any careers that were not listed that you are interested in? Why do they interest you?

Send the UB staff a Facebook message about what career(s) you want to have. Don't worry you can and probably will change your mind.

Step 4:

How are interests, personalities and abilities related to careers? Be specific and thorough.

SOPHOMORE PORTFOLIO SELF-EVALUATION
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Student Name: _____ **Date:** _____

Directions: To obtain full credit complete this check-in sheet of your unit work.

- It is advisable that you take time to think of what portfolio work you need to complete between now and the day your portfolio is due, and get to work on it!
- Please always answer in complete sentences.
- **Site Sponsor and Parent/Guardian must sign this sheet by due date on the 1st page of your portfolio unit.**

1. This Unit had a lot of parts, which part was the most informative and why?

2. What part of this unit, if any, are you having difficulties with? Why?

3. How did you collaborate to finish the Portfolio, through social media or in person? Who did you collaborate with?

Parent/Guardian Portfolio Evaluation:

Please check on your child’s Portfolio, what do they still have to complete?

Is the time and effort they put into the Portfolio their best work, please explain?

This is a long Unit with a lot of information, what part did your child say was the most informative and why?

Site Sponsor Signature _____

Date _____

Parent/Guardian Signature _____

Date _____

STUDENT REFLECTION

February/Unit 5: Success Team / Test Taking Skills / What do I want to be?

Student Name: _____

Directions: To obtain full credit

- You are required to fully explain your answers to the following questions in full sentences. *Simple yes or no responses are not acceptable.*
- It is advisable to take time to think of what was interesting to you, what you learned, and why.

1. Based on the completion of this Unit what career or job do you want and why?

2. Name the two most important things you learned from speaking with the counselor. Did you make another appointment with them to talk, why or why not?

3. What is the most important thing for you when deciding on a career? Do money or location have anything to do with your decision?

4. Do you think it's important to prepare for high stakes tests, or should you know all the information from your classes, why?

5. Are you going to keep exploring careers or are you certain what you want to do, why?

Student Signature

Date

Student Phone Number

Student E-mail

PARENT/GUARDIAN REFLECTION

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The following questions are for your parent(s)/guardian. If they do not complete the questions you will not be eligible for the complete stipend.

1. Do you agree with the career(s) your child chose, does it fit who they are?

2. The AIMS test and ACT test (taken their junior year) are important to high school graduation and college admission how can you best support your child through these very important tests?

3. Most of the Portfolios have been about your child knowing who they are. Is there anything else you would like us to know about your child that makes them an individual and special?

4. Have your child show you the two websites they liked the most from this Portfolio. Do you think they are helpful for your child?

5. What is your child's personality type according to the website they visited? Do you think it matches who they are, why or why not?

Parent Signature

Date

Parent Phone Number

Parent E-mail