



# Tri-Township High School Graduation Pathway Checklist

Student Name: \_\_\_\_\_ Cohort: \_\_\_\_\_

<p><b>1</b></p> <p>High School Diploma</p>	<p>Meet the State of Indiana requirements for a high school diploma:</p> <p><input type="checkbox"/>General    <input type="checkbox"/>Core 40    <input type="checkbox"/>Academic Honors    <input type="checkbox"/>Technical Honors</p>
<p><b>2</b></p> <p>Learn and Demonstrate Employability Skills</p> <p>(Students must complete <u>at least one</u> of the following:)</p>	<p><input type="checkbox"/> <b>Project-Based Learning:</b> Working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. Students engage in a rigorous, extended process of asking questions, finding resources, and applying information. Students often make work public by explaining, displaying, and/or presenting it to people beyond the classroom. This can include completion of a research project, completion of a course capstone, an AP Capstone Assessment, or any other experience as approved by the State Board of Education.</p> <p>Description: _____</p> <p>Verification Product: _____</p> <p><input type="checkbox"/> <b>Service-Based Learning:</b> Integrates meaningful service to enrich and apply academic knowledge, teach civic and personal responsibility, and strengthen communities. This can include participation in a meaningful volunteer or civic engagement experience, engagement in a school-based activity, such as a co-curricular or extra-curricular activity or sport for at least one academic year, or another experience as approved by the State Board of Education.</p> <p>Description: _____</p> <p>Verification Product: _____</p> <p><input type="checkbox"/> <b>Work-Based Learning:</b> Reinforces academic, technical, and social skills learned in the classroom through collaborative activities and employer partners, allowing students to apply classroom theories to practical problems, explore career options, and pursue personal and professional goals. This can include completion of a course capstone, completion of an internship, obtaining the Governor’s Work Ethic Certificate, employment outside of the school day, or another experience as approved by the State Board of Education.</p> <p>Description: _____</p> <p>Verification Product: _____</p>
<p><b>3</b></p> <p>Postsecondary-Ready Competencies</p> <p>(Students must complete <u>at least one</u> of the following:)</p>	<p><input type="checkbox"/> Honors Diploma:    <input type="checkbox"/>AHD    <input type="checkbox"/>THD</p> <p><input type="checkbox"/> ACT College Ready Benchmarks (18 in English or 22 in Reading and 22 in Math or 23 in Science) English or Reading: _____ and Math or Science: _____</p> <p><input type="checkbox"/> SAT College Ready Benchmarks (480 in EBRW, 530 in Math)    EBRW _____ Math _____</p> <p><input type="checkbox"/> ASVAB (minimum score of 31) AFQT score _____</p> <p><input type="checkbox"/> State and Industry Recognized Credential or Certification    Certification: _____</p> <p><input type="checkbox"/> CTE Concentrator (earn “C” average in at least 6 high school credits in career sequence) CTE 1 _____ CTE 2 _____ CTE 3 _____ CTE 4 _____ CTE 5 _____ CTE 6 _____</p> <p><input type="checkbox"/> AP/IB/Dual Credit/Cambridge International/CLEP Exam (earn “C” average in at least 3 courses – at least one in a core) AP/DC 1 _____ AP/DC 2 _____ AP/DC 3 _____ AP/DC GPA _____</p> <p><input type="checkbox"/> CLEP Exams (minimum score of 50 on at least 3 subject area exams – at least one in core)</p> <p><input type="checkbox"/> Locally Created and Approved Pathway    LCP: _____</p>

Counselor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_