

McQUAID JESUIT

Sophomore "Grad-at-Grad" Conversation Worksheet

Student's Name:

Appointment Date and Time:

PLEASE BRING THIS FORM WITH YOU TO YOUR SOPHOMORE CONVERSATION!

Student Questions

Open to Growth- The McQuaid Jesuit student at the time of graduation has matured as a person – emotionally, intellectually, physically, socially, religiously – to a level that reflects some intentional responsibility for one's own growth. The graduate is at least beginning to reach out in his development, seeking opportunities to stretch one's mind, imagination, feelings, and religious consciousness.

1. How has McQuaid Jesuit met your expectations? What has challenged your expectations?
2. What is one thing you have accomplished at McQuaid Jesuit that has made you feel successful? What is something associated with McQuaid that did not go as planned and has been a source of frustration? Why?
3. State one specific, measurable goal you'd like to make in this area:

Intellectually Competent- By graduation the McQuaid Jesuit high school student will exhibit a mastery of those academic requirements for advanced forms of education. While these requirements are broken down into departmental subject matter areas, the student will have developed many intellectual skills and understandings that cut across and go beyond academic requirements for college entrance. The student is also developing habits of intellectual inquiry, as well as a disposition towards life-long learning. The student is beginning to see the need for intellectual integrity in his personal quest for religious truth and in his response to issues of social justice.

4. How would you describe yourself as a student? Do you work to your full potential?
5. How are you handling the workload at McQuaid Jesuit? What do you do to keep up with your classes?
6. State one specific, measurable goal you'd like to make in this area:

Loving- By graduation, the McQuaid Jesuit high school student is continuing to form his own identity. He is moving beyond self-interest or self-centeredness in close relationships. The graduate is beginning to be able to risk some deeper levels of relationship in which one can disclose self and accept the mystery of another person and cherish that person. Nonetheless, the graduate's attempt at loving, while clearly beyond childhood, may not yet reflect the confidence and freedom of an adult.

7. How has McQuaid Jesuit been for you socially? Do you have at least one close friend? How has he supported you throughout your time at McQuaid?

8. Have you joined any clubs or teams at McQuaid Jesuit? How has that experience been for you?

9. State one specific, measurable goal you'd like to make in this area:

Committed to Justice-The McQuaid Jesuit high school student at graduation has acquired considerable knowledge of the many needs of local, national, and global communities and is preparing for the day when he will take a place in these communities as a competent, concerned and responsible member. The graduate has been inspired to develop the awareness and skills necessary to live in a global society as a person for and with others. Although this commitment to doing justice will come to fruition in mature adulthood, some predispositions will have begun to manifest themselves earlier.

10. In what ways have you completed your service hours? Have you gone to the "margins" of society? If not, what is holding you back?

11. Do you feel McQuaid Jesuit provides an environment committed to social justice? Why or why not? What social justice issue is most meaningful to you?

12. State one specific, measurable goal you'd like to make in this area:

Religious- By graduation the McQuaid Jesuit high school student will have a basic knowledge of the major doctrines and practices of the Catholic Church. Having been introduced to Ignatian spirituality, the graduate will also have examined his own religious feelings and beliefs with a view to choosing a fundamental orientation toward God and establishing a relationship with a religious tradition and/or community. What is said here, respectful of the conscience and religious background of the individual, also applies to the non-Catholic graduate of a Jesuit high school. The level of theological understanding of the Jesuit high school graduate will naturally be limited by the student's level of religious and human development.

13. How have you actively participated in the religious life of the school (ex. assisted at Mass, participated in school retreats, etc.)? How has your faith changed since the beginning of high school?

14. How is your relationship with God? For what are you most grateful?

15. State one specific, measurable goal you'd like to make in this area:

Parent Questions

1. Why did you send your son to McQuaid Jesuit?

2. Where have you seen the most growth in your son? Why are you most proud of your son?

3. Which trait in the "Grad at Grad" profile do you want your son to focus on the upcoming years?