Name: English 12

Block: Stravino

**2015-2016 CommonApp College Essays**

Directions: Using specific and concrete examples, choose **one** of the essays to be completed in class. Use the ROSE strategy to create strong evidence that will set you apart from the other applicants (**R**eadings, **O**bservations, **S**tudies, and **E**xperiences)

1. *Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it.* If this sounds like you, then please share your story.
2. *The lessons we take from failure can be fundamental to later success.* Recount an incident or time when you experienced failure. How did it affect you, and what did you learn from the experience?
3. Reflect on a time when you challenged a belief or idea. What prompted you to act? Would you make the same decision again?
4. *Describe a problem you’ve solved or a problem you’d like to solve. It can be an intellectual challenge, a research query, an ethical dilemma-anything that is of personal importance, no matter the scale. Explain its significance to you and what steps you took or could be taken to identify a solution.*
5. Discuss an accomplishment or event, formal or informal, that marked your transition from childhood to adulthood within your culture, community, or family.

**Rubric for VBCPS Writing Pretest (Combination of SOL and SAT Rubrics)**

|  |  |  |
| --- | --- | --- |
| **SCORE of 6** | **SCORE of 5** | **SCORE of 4** |
| An essay in this category demonstrates *clear and consistent mastery*, although it may have a few minor errors. A typical essay | An essay in this category demonstrates *reasonably consistent mastery*, although it will have occasional errors or lapses in quality. A typical essay | An essay in this category demonstrates *adequate mastery*, although it will have lapses in quality. A typical essay |
| * effectively and insightfully develops a thorough and thoughtful argument and demonstrates outstanding critical thinking, using clearly appropriate and convincing examples, reasons, and other evidence to support its position | * effectively develops a thorough and thoughtful argument and demonstrates strong critical thinking, generally using appropriate and convincing examples, reasons, and other evidence to support its position | * develops a thorough and thoughtful argument and demonstrates competent critical thinking, using adequate and convincing examples, reasons, and other evidence to support its position |
| * is well organized and clearly focused, demonstrating clear coherence and smooth progression of ideas | * is well organized and focused, demonstrating coherence and progression of ideas | * is generally organized and focused, demonstrating some coherence and progression of ideas |
| * exhibits skillful use of language, using a varied, accurate, and apt vocabulary | * exhibits facility in the use of language, using appropriate vocabulary | * exhibits adequate but inconsistent facility in the use of language, using generally appropriate vocabulary |
| * demonstrates meaningful variety in sentence structure; is free of most errors in grammar, usage, and mechanics | * demonstrates variety in sentence structure; is generally free of most errors in grammar, usage, and mechanics | * demonstrates some variety in sentence structure; has some errors in grammar, usage, and mechanics |
| **SCORE of 3** | **SCORE of 2** | **SCORE of 1** |
| An essay in this category demonstrates *developing mastery*, and is marked by ONE OR MORE of the following weaknesses: | An essay in this category demonstrates *little mastery*, and is flawed by ONE OR MORE of the following weaknesses: | An essay in this category demonstrates *very little or no mastery*, and is severely flawed by ONE OR MORE of the following weaknesses: |
| * develops an argument, demonstrating some critical thinking, but may do so inconsistently and unconvincing or use inadequate examples, reasons, or other evidence to support its position | * develops argument that is vague or seriously limited, and demonstrates weak critical thinking, providing irrelevant or insufficient examples, reasons, or other evidence to support its position | * develops no viable point of view on the issue, or provides little or no evidence to support its position |
| * is limited in its organization or focus, or may demonstrate some lapses in coherence or progression of ideas | * is poorly organized and/or focused, or demonstrates serious problems with coherence or progression of ideas | * is disorganized or unfocused, resulting in a disjointed or incoherent essay |
| * displays developing facility in the use of language, but sometimes uses weak vocabulary or inappropriate word choice | * displays very little facility in the use of language, using very limited vocabulary or incorrect word choice | * displays fundamental errors in vocabulary |
| * lacks variety or demonstrate problems in sentence structure; contains an accumulation of errors in grammar, usage, and mechanics | * demonstrates frequent problems in sentence structure; contains errors in grammar, usage, and mechanics so serious that meaning is somewhat obscured | * demonstrates severe flaws in sentence structure; contains pervasive errors in grammar, usage, or mechanics that persistently interfere with meaning |
| **Essays not written on the essay assignment will receive a score of zero.** | | |