Introduction to the College Essay Rubric

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March 20, 2015

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| Team College & Team Comp Will Be Able To:   * Articulate why we revised the Personal Statement Rubric and how it will lead our scholars towards stronger personal statements and increased acceptance into higher quality schools * Describe the purpose, structure, and function of the Personal Statement Rubric * Norm on the standard bearers and language of the rubric |

**Opening**

**Do Now:** Please review the following data slides about college selectivity and graduation numbers.

1. What are your top three takeaways from this data?
2. How is that related to the college essay?

**Part I: Data on the College Application Landscape**

**Deep Dive 1: The Structure of the Rubric**

**What checkpoints would you make?**

**How would you prioritize the strands?**

**Deep Dive 2: Clarifying Key Terms**

|  |  |  |
| --- | --- | --- |
| **Groups** | **Terms to clarify** | **Notes** |
| Comp 11 & CC | What’s the difference between “artfully” connects vs. “effectively” connects in the STORY strand? |  |
| CRS 9 and 10 Teachers and Summer Program Coordinators | What’s the difference between “enhance connection” and “seamlessly integrate” in the STRUCTURE & ARC strand? |  |
| Deans of College and Comp 12 Teachers | What’s the difference between a “positive message” vs a “’positive, compelling message” is communicated to the audience in the INSIGHT strand? |  |

**Synthesis**

How does this tool promote vertical and horizontal alignment in preparing student for the college essay writing process (CRS 9, 10 and Summer Programs Coordinators) and/or during the college essay writing process (CRS 11, Comp 11, CRS 12, Comp 12)? (3 ways)

How can this tool be used in your class? To move all of your students? (2 ways)

What lingering questions do you have about this tool? (1)

**Part II: Norming Protocol**

1. Read Standard Bearer, and annotate and score for *Insight* strand
2. Share scores for *Insight.*
   1. If the same, articulate rationale and proceed to Step 4.
   2. If different, a representative for each score provides a 30 second rationale using language from the rubric (including definitions) and evidence from the student work.
3. Repeat Step 2.
4. Record score and rationale.
5. Repeat steps 2-4 for *Story* and *Structure & Arc*
6. Repeat steps 1-5 for *Narrative Technique* and *Language*

**Norming: Round 1**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Score | Rationale | Notes |
| Insight |  |  |  |
| Story |  |  |  |
|  |  |  |  |
| Structure & Arc |  |  |  |
|  |  |  |  |
| Narrative Techniques |  |  |  |
| Language |  |  |  |

**Norming: Round 2**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Score | Rationale | Notes |
| Insight |  |  |  |
| Story |  |  |  |
|  |  |  |  |
| Structure & Arc |  |  |  |
|  |  |  |  |
| Narrative Techniques |  |  |  |
| Language |  |  |  |

**Part III: Competitive Norming ☺**

|  |  |  |
| --- | --- | --- |
|  | Score | Rationale |
| Insight |  |  |
| Story |  |  |
| Structure & Arc |  |  |
| Narrative Techniques |  |  |
| Language |  |  |

|  |  |  |
| --- | --- | --- |
|  | Score | Rationale |
| Score | Rationale |
| Insight |  |  |
| Story |  |  |
| Structure & Arc |  |  |
| Narrative Techniques |  |  |
| Language |  |  |

|  |  |  |
| --- | --- | --- |
|  | Score | Rationale |
| Score | Rationale |
| Insight |  |  |
| Story |  |  |
| Structure & Arc |  |  |
| Narrative Techniques |  |  |
| Language |  |  |

|  |  |  |
| --- | --- | --- |
|  | Score | Rationale |
| Insight |  |  |
| Story |  |  |
| Structure & Arc |  |  |
| Narrative Techniques |  |  |
| Language |  |  |

**Cascading Messaging: The What and How**

If your students ask you, “What is the College Essay Rubric?” what will you say?

When you present the college essay process – both the writing and the need to complete this “assignment” what will be the key message(s) that you want to make sure scholars hear?



**Closing**

**Use the space below to craft your pitch: Why the college essay? Why now?**

Criteria for Success:

Articulates

* How this piece of writing is connected to their college acceptance
* Why focus and sharing their stories are so critical to the overall application
* What – if any – personal story you might want to share to engage them in this important, potentially vulnerable work. – to help them be comfortable with sharing stories OR
* How will you create a safe space for students to share their stories – your pitch is should convey that