

### **College/University Preparedness**

**Background:** I remember being a senior in high school. I was so stressed out that I almost quit playing soccer, I told my basketball coach I wasn't going to play that season, I pulled my hair out (you see, I don't have it anymore); it was awful. My job is to do for you what I wish my teachers had done for me. We are going to get ready for this together.

#### **What you will need to complete for credit:**

#### **Due Dates:**

- College Due Date and Requirement Matrix
- List of Recommendation Requests and Thank You Notes
- Evidence of Guidance Visit and Meeting Minutes
- Common Application Profile Completed

#### **Things we may do because I think it is helpful:**

- Alumni Panel—Senior Year, College Application, College Experience
- Guidance Visit—The College Application
- Class Discussions on: College Searches, Majors, etc.

#### **Items of Note:**

- I will check all elements (including drafts, peer edits, process checks, etc.) as homework/classwork grades.
- The elements of the College Essay will be graded using the University of Denver Rubric as an assessment grade.
- You will be summatively assessed by compiling a portfolio of all completed elements and sharing it with me at the end of the unit. I will assess it as a collection of all you have completed. This will count as an assessment grade.

Evaluating a College Writing Sample RUBRIC

CRITERIA / SCALE	-3-	-2-	-1-	-0-
<b>Structure</b>	<ul style="list-style-type: none"> <li>• Paper is logical &amp; organized</li> <li>• Thesis followed</li> <li>• Literature, sources, and quotations follow</li> <li>• Transition phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Paper has a clear organization in time or logical progression</li> <li>• Arguments or evidence are clearly followed</li> <li>• Basic transitions</li> <li>• Structured format</li> </ul>	<ul style="list-style-type: none"> <li>• There is some level of organization in the paper</li> <li>• Quotations, analysis, and evidence are not clearly followed</li> <li>• Inconsistent follow-up</li> <li>• Poor transitions</li> <li>• Poor organization</li> </ul>	<ul style="list-style-type: none"> <li>• There is no apparent organization in the paper</li> <li>• Transition phrases</li> <li>• No clear transitions</li> <li>• No format</li> </ul>
<b>Grammar, mechanics, sentence structure, punctuation, etc.</b>	<ul style="list-style-type: none"> <li>• Manipulates complex sentences for effectiveness</li> <li>• No punctuation or mechanical errors</li> </ul>	<ul style="list-style-type: none"> <li>• Uses complex sentences</li> <li>• Few punctuation or mechanical errors</li> </ul>	<ul style="list-style-type: none"> <li>• Uses compound sentences</li> <li>• Too many punctuation and/or mechanical errors</li> </ul>	<ul style="list-style-type: none"> <li>• Uses simple sentences</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>• Vocabulary is sophisticated and correct</li> <li>• Word choice is varied</li> <li>• Thesis and main arguments are clear</li> <li>• Writer's tone is clear, consistent, and appropriate for intended audience</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary is varied, specific and appropriate</li> <li>• Frequently uses varied specific vocabulary</li> <li>• Writer's main arguments are generally clear to audience</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary is used sporadically throughout the paper</li> <li>• Infrequently uses varied specific vocabulary</li> <li>• Writer's main arguments are unclear</li> <li>• Writer's tone is unclear</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary is not sophisticated, too vague</li> <li>• Word choice is very simple</li> <li>• Uses adjectives, specific vocabulary not sparingly</li> </ul>
<b>Content, information</b>	<ul style="list-style-type: none"> <li>• Clarity of purpose</li> <li>• Critical and logical thought</li> <li>• Use of examples</li> </ul>	<ul style="list-style-type: none"> <li>• General idea as well as developed and clarity of purpose is evident</li> <li>• Thorough the paper</li> <li>• Abundance of evidence of critical, careful thought and analysis and/or insight</li> <li>• Evidence and examples are vivid and specific</li> <li>• Writer's main arguments are clear</li> </ul>	<ul style="list-style-type: none"> <li>• General idea and clarity of purpose are generally evident throughout the essay</li> <li>• Evidence of critical, careful thought and analysis and/or insight</li> <li>• There are good relevant supporting examples and evidence</li> </ul>	<ul style="list-style-type: none"> <li>• The main idea is expressed throughout the paper</li> <li>• Some sense of purpose is conveyed throughout the essay</li> <li>• Some evidence of critical, careful thought and analysis is evident</li> <li>• There are some examples and evidence, though general</li> </ul>

Total:

/12 x 4 = 48

**Letters of Recommendation Requests and Thank You Letters**

<b>Name</b>	<b>Relationship to student</b>	<b>Thank you note completed?</b>

**Please attach copies of all thank you notes on this page. I am not going to read them, I just need to know that you have completed them.**

**Guidance Visit and Meeting Minutes**

**Date/Time of Meeting:**

**Guidance Counselor Name:**

**Guidance Counselor Signature (to be signed at meeting):**

**Write down at least five questions you had about the college application/search process going into your meeting?**

**What was discussed at the meeting? Give a detailed summary.**

**Were your questions answered during the meeting? (Y/N) Explain**

**What additional questions do you have about the college application/search process?**

## College/University Preparedness Final Rubric

ACTION ITEM	POINTS AVAILABLE
• Due Date/Requirements Matrix	/10
• Guidance Meeting Evidence	/15
• College Essay Drafts, Conferences	/15
• Recommendations/Thank You Notes	/15
• Completed Common App Profile	/35
• Cooperation/Participation	/5
• Meeting Preparedness	/5

**Final:            /100**