**CommonApp 150 word responses: Coding manual**

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**Part 1**

**Type of activity**

**1. Type of activity**

**Codes**

1 = traditional organized extracurricular activities such as team and individual sports, visual arts, performing arts (music groups, solo music, dance, theater), journalism, student government, school clubs, community clubs/organizations, community service/volunteering, religious organizations, etc.

2 = hobbies/self-directed leisure activities that respondents pursue in their free time, apart from organizations, organized groups, classes, or lessons

3 = low-skill service sector jobs (food service, retail, party/leisure/sports venues, swimming pools, etc.) and babysitting

4 = teaching/mentoring positions such as coaching, working as a referee, tutoring, working as a camp counselor, teaching classes, etc.; these may or may not be paid positions

5 = internships or apprenticeships

6 = ambiguous; the nature of the activity is unclear

***\*Notes.*** If a respondent describes an activity as a volunteer activity but it meets the criteria for 4, score it a 4. All other volunteer should be scored 1.

Otherwise, if a response meets the criteria for multiple scores, assign the score that fits the majority of the response.

**Examples of responses scored 1**

“For only two years I have been a member of Webb's Chamber Singers, and it has become a huge part of my life. I was ecstatic when I was selected to be in the group, and to my pleasure, my passion for it in 11th grade led the director to choose me to be the co-president in 12th grade. I am growing so much as a singer, and appreciating the power of music when performing for hospital patients, children, and other audiences. We compete in festivals locally and out of state, which is something I always look forward to. My role as the co-president has taught me invaluable lessons about leadership and motivation, and has given me an enthusiasm for singing groups, which I plan to be a part of throughout my life.”

***\*Explanation:*** This is an example of participation in a music group.

“One of my extracurricular activities throughout my four years of high school was cross country; this year more than ever the experience was more rewarding. Before the season started Cheverus was considered one of the top contenders for the state title. At the start of the season many of our top runners had injuries, this meant that other runners had to step up and contribute. Because of this people worked towards improving themselves for the benefit of the team, this resulted in everyone pushing and helping each other. This created an optimistic attitude amongst the team which led to a community that was much closer than in previous years. Even our coach told us that he has not seen a group as unified and determined to succeed as us this season. In the end we found that the new community we had was more rewarding than the wins.”

***\*Explanation:*** This is an example of participation in a sports activity.

“I volunteered to work at the Historic Harriton House, home of Charles Thomson, Secretary of the Continental Congress. The house has been kept almost exactly the same as it was when Thomson himself lived there, making it a museum of sorts. There is a stable nearby which houses various animals, as well. I was given the opportunity to assist the curator in caring for these animals. I learned about the historic house itself, and I even used some of the old-fashioned woodworking tools to make trinkets like candlesticks, which are sold at Harriton House's annual fair. Through my experiences there I obtained a general idea for what it would have been like living in Charles Thomson's time, and it gave me a real sense of just how far society has advanced in terms of technology and quality of living.”

***\*Explanation:*** This is an example of participation in a volunteer activity.

“Throughout high school I have been involved with an organization called Peer Education. Through this organization I was able to help my peers work through fights and learn how to feel better about themselves. Though I hold leadership positions and participate in other clubs, peer education has always been the one that was most important to me. Throughout the year we plan events that made my school a more accepting and diverse place. We also worked closely with the freshmen at their orientation, first retreat, and volunteered in their guidance classes where they learned the fundamental skills of high school. Through our training, peer educators have become a group that any student feels comfortable approaching with a problem. Being trusted by my peers has made me realize the importance of peer education and this is why it has become the most rewarding activity in my four years of high school.”

***\*Explanation:*** This is an example of participation in a school club.

“As described by the corporation, Jack and Jill of America is a "family organization that provides cultural, social, civic, and recreational activities that stimulate and expand the mind to enhance life". Jack and Jill is not only a club that brings the African American community together, but it is also a place where one may grow and meet people outside of their socioeconomic or social class. Personally, I have been a member of Jack and Jill since the age of four. As an early member of Jack and Jill, you learn how to socialize and develop skills of communication and sharing while becoming closer to God. As you grow in age, so does your participation in the organization. As an adolescent you are able to take leadership positions, in both the community, and chapters around the country. Jack and Jill has given me the opportunity to meet people from across the country, and allowed me to be active in my community.”

***\*Explanation:*** This is an example of participation in a community organization.

“Every month I go to borders and spend about two hours roaming the store and searching for a few books to buy. I find books that are recommended by friends and family who know what genres I like. Once I find a book, I open it to a random page and read an excerpt; if it is interesting, I hold onto it and continue my search. I generally browse for books written in a series because they have a grand storyline that is split into several books. I enjoy doing this activity because it allows me to let my imagination and mind run freely.”

**Examples of responses scored 2**

***\*Explanation:*** Spending time browsing at a book store is an example of a hobby or a self-directed leisure activity. The respondent does this on his or her own, not as part of an organized group or activity.

“Though seeming ridiculous to my friends, I wake up at five A.M. every single day. Before even the sun peeks over the horizon, these few morning hours are my sanctified relaxation time before my day's many classes, meetings, sports practices, and study groups. In these few hours, I sit. I think. I write. I write about politics or world events, philosophy or life's happenings. I write what I think, and, sometimes, I write TO think--to engage my mind on paper. Unlike typical literary analyses, lab reports, and yearbook copy, the solidarity of the morning lets me write freely--without the restrictions of scholastic or journalistic guidelines. Because when I write, only I set my limits. And I often choose to write without limits.”

***\*Explanation:*** Spending one’s free time writing is an example of a hobby or a self-directed leisure activity. The respondent does this on his or her own, not as part of an organized group or activity.

**Examples of responses scored 3**

“In addition to school and sports, I work at the Marble Slab Creamery. It is a gourmet ice cream shop. Our ice cream is always very tasty and remains one of my favorite aspects of my job. However, the best thing about working at an ice cream shop is interacting with many different people. I see people ranging from twenty-something men and women coming in after work to large families who just want some of the sweet stuff. Meeting and interacting with all of these people is a lot of fun. Also, I earn minimum wage. Doing so allows me to see how truly difficult it is to live on a mere $6.55 an hour. So, I empathize with those who have this struggle. All these things make my job very important to me.”

***\*Explanation:*** This is an example of food service employment.

“Working at Best Buy, I was able to look deeper into the retail industry and how huge businesses run. I learned to manage my time, balancing work, school and extra-curricular activities. I also learned to be responsible, showing up for my shifts on time and letting the supervisors know if something came up. Working at a retail store helped me to understand the business aspect of this society better.”

***\*Explanation:*** This is an example of retail employment.

“Working at Airways Golf Course and Country Club has, thus far, been a pleasurable experience. I am responsible for cleaning all of the club's golf carts, transporting them, being a starter on the first tee, and answering phones behind the desk. I met new people and formed new relationships that I hope can last for a long time. I also received free golf for working at the course, which I was very appealed to because the game of golf is one of my passions. I was paid well for my work, and I am even eligible for a scholarship from the Connecticut State Golf Association for being an employee at the course. Working at Airways Golf Course has given me opportunities that I never thought I would have. While working at the course does not give me the same satisfaction of being with my peers in various studednt groups, it has grown to be one of my favorite places.”

***\*Explanation:*** This is an example of employment at a leisure/sports venue.

“During my sophomore and junior year, I babysat my nephew everyday after school while my sister went to work. My sister was struggling, and couldn't handle a child by herself, so I willingly aided her. I dedicated a great deal of my time after school, without any compensation at all.”

***\*Explanation:*** This is an example of babysitting.

**Examples of responses scored 4**

“Every winter I help out the local recreational league and coach a basketball team of 8 boys in the fourth grade. My responsibilities included calling the kids to let them know about games/practices, running practices for an hour once a week, and coaching a game for an hour once a week. Lessons I learned from coaching consist of time management, social skills (dealing with parents who thought their kids were the next Jordon), and teaching methods. I tried to make the game of basketball fun and exciting while teaching them the basic skills needed to play the game.”

***\*Explanation:*** This is an example of a coaching position.

“I participated in the 2007 Special Olympics Soccer Tournament hosted by Paul VI High School. I was assigned to be a referee. It was soon apparent how important this tournament was to these special children and their parents. Each child sat anxiously for their turn to play, and when they got on the field it was hard to miss the excitement and enthusiasm. I am a licensed referee for youth league games. At this event, I heard the cheers of parents and children alike given the constant flurry of goals. Unlike a normal tournament, the cheers did not reflect ordinary competition. These children were not celebrating their triumph over their competitorsâ€” no one was even keeping scoreâ€”rather the children and their parents celebrated personal determination and perseverance. Many of the children struggle to perform daily tasks, yet they and their parents constantly conquer the daily obstacles with unrelenting determination.”

***\*Explanation:*** This is an example of a referee position.

“DC Reads is a literacy program that works with different educational organizations in the DC area, providing tutors for their programs. I work at two different sites: Higher Achievement and CentroNÃ­a. Higher Achievement is for middle-school kids who want to go to the best high schools in the city. The tutoring sessions are intensive and decidedly above grade-level, like small high-school classes; I teach literature there and we've read Steinbeck, Hughes, and Bradbury. CentroNÃ­a is geared towards getting below-grade-average kids where they ought to be. There, I tutor a student (JosÃ©) in math who does poorly on tests and so is struggling in school. My conviction that most students getting poor grades are actually quite smart is only confirmed in JosÃ©'s case. He's incredible at math; I'm teaching him probability because he's bored doing basic division, and he does fantastically because I make him slow down and show his work.”

***\*Explanation:*** This is an example of a teaching/tutoring position.

“The summer after I was diagnosed with diabetes (2002), I attended Gales Creek Camp for children with diabetes. I continued to go for 4 summers after that. GCC became a huge part of my summer. This past July, I volunteered for a week as a counselor for the 4th grade camp. The experience was unforgettable. Watching and helping kids learn to take shots and manage their diabetes, as I had done 5 years ago, was incredibly rewarding. It has inspired me to take better care in managing my own diabetes.”

***\*Explanation:*** The respondent is doing volunteer work as a camp counselor. Because she is working as a camp counselor, the activity is scored 3 instead of 1.

**Examples of responses scored 5**

“My sophomore, junior and senior years of high school, I was a member of the Oakmont Health Careers Academy. My sophomore year, I learned over seventy five hundred medical terms in the Introduction to Medicine course. My junior year, during my Advanced Medical Sciences class where I learned clinical hospital skills, I interned at Kaiser Permanente Hospital. I worked in the Intensive Care Unit and Emergency Department. These clinical internships enhanced and verified my passion for nursing. I was able to transfer, feed and bathe patients. I took vitals, assisted in minor medical procedures and even took part in medical codes and emergencies. I performed CPR on two patients and I watched four patients die. At times, the intensity of the hospital was hard, but it only intensified my desire to help my patients. The Health Academy has been the most valuable experience of my life so far.”

***\*Explanation:*** The respondent reports working in a hospital as an intern.

“Business has been a part of my life ever since I was a kid, browsing and bargaining through tag sales and flee markets or driving opponents out of Atlantic City's housing market. This summer, I got first-hand experience in what life would look like in certain sectors of the business world at the Greater New Haven Chamber of Commerce. The Chamber rarely hired high school students so, to start, I did work only for the accountant. However, after tearing through the projects she gave me, I was assigned the projects that were usually given to the university level interns. My jobs ranged from calculating the budget of Tweed Airport during the 2001-2008 fiscal years to using Photoshop to enhance pictures from various Chamber events. I took pride in the work I did and my co-workers' encouragement and appreciation inspired me. My experience in the GNHCC was a fruitful introduction into what I hope to be a long and successful career in business.”

***\*Explanation:*** The respondent does not explicitly refer to himself or herself as an intern, but the description sounds like a career training experience.

**Examples of responses scored 6**

“Our boat anchored in the middle of the sea. Casting the baited hook into the water, I sat down and waited for the fish to swallow the bait. I stared at the sea for almost six hours, but failed to discover any creature. "No fish at all!" I murmured. Suddenly, I, almost relinquished, felt the fishing pole vibrating intensely. Holding my breath, I seized the bowed pole. "It must be a giant", I thought. The target moved agilely, struggling to free itself. My left hand promptly levered the bar against my waist, and right hand swiftly wrapped the string around the spool. The boat jolted and the waves splashed on my pants. I finally hauled the ten-kilogram fish out of the water and dropped it into my fishing-basket. Looking at the creel, I found what I had harvested was not only the fish, but a whole basket of steeled endurance.”

***\*Explanation:*** The respondent describes a moment rather than an activity. It’s entirely unclear whether this moment occurred in the context of an extracurricular activity, job, internship, or something else entirely.

**Part 2**

**Dichotomous codes**

**2. Accolades**

**Codes**

0 = does not report earning any accolades (e.g., awards, titles, positions); and, does not report performance that otherwise distinguishes respondent from other participants in the activity

1 = reports that an award, title, or position has been earned; or, reports performance that otherwise distinguishes respondent from other participants in the activity

***\*Notes.*** Respondent must mention earning/winning/being selected for the accolade in order to earn a 1. Respondents who simply state that they hold a leadership position without any acknowledgment of the process of obtaining the position will earn a score of 0.

Respondents who earn a 1 in this category have distinguished themselves from others in the activity in some way. Simply being part of a championship team does not merit a score of 1. Playing an integral role in winning the championship (e.g., being the team’s top scorer), however, would earn a score of 1.

Key words such as “earned,” “selected,” “chosen,” “won” or “appointed” may help to identify accolades.

**Examples of responses scored 0**

“Ask anyone around me when it is that I am the happiest, and they will tell you that it is when I am involved in theatre. I have been acting since the age of seven. Since then, I have been fascinated with and passionate about theatre. In following my passion (specifically Shakespeare), I began exploring other areas of theatre in secondary school, and became a member of the backstage crew. While there are many differences between being part of the scenes and working behind them, I enjoy learning about design just as much as I enjoy performing. I cannot wait to study theatre history as well as gain experience as a performer. I love theatre because of the variety, the endless wealth of knowledge, and the sense of community. I am always excited to learn more, and I know that my passion for theatre will grow enormously as I enter university.”

***\*Explanation:*** This response does not reference an accolade or any other performance that distinguishes the respondent from others involved in theater.

“As marketing chairman of the George C. Marshall FBLA (Future Business Leaders of America) chapter, I have come to understand the responsibilities and dedication involved in becoming a leader. This student-run society relies on the creativity of six chairmen to organize events that guide students to success in the business world. While appointing positions and overseeing boards taught me essential management skills, resolving conflicts amongst the 217 members proved my perseverance. Additionally, scheduling reluctant guest speakers and fundraising with businesses reminded me that rejection is merely a motivator to try harder. Lastly, I always strived to keep all the members engaged by creating environments which promote participation. Our extremely effective board reinforced and taught me many lifelong skills: leadership, time-management, creativity, team work and persistence. These skills continue helping me succeed as I am in my second year holding the same position.”

***\*Explanation:*** The respondent refers to himself or herself as marketing chairman, but does not mention the process of obtaining the position. This response therefore earns a score of 0.

**Examples of responses scored 1**

“Lights! Camera! Action! My dream of appearing on the big screen finally became a reality when I joined the Staten Island Kids Against Tobacco (KAT). The program was initiated and fostered by the Richmond University Hospital and comprises of teens from Staten Island high schools. The team's mission is to create a film emphasizing the negative effects of tobacco. Our team represented Staten Island Tech for the first time. The KAT campaign culminates in a film festival, a movie viewing and awards ceremony. Our debut film, Smoking Deception, won best drama and I won best supporting actor. The following year and this year too, I took on the dual role of scriptwriter as well as actor. We won the best action-drama award last year. KAT films make it on CTV, community television. I am proud to be part of KAT because I contribute towards my community and have fun simultaneously.”

***\*Explanation:*** The respondent describes winning an accolade – best supporting actor.

“Participating in Girl's Varsity Golf has been a very rewarding experience. I became a member of the Varsity Golf Team in the seventh grade. I was very young, but the other girls were very nice and welcoming. By my freshman year in high school I was co-captain. The captain was a girl who I greatly admired. She has helped me to become the leader I am today. She helped to guide me through my high school career and began training me to become the best captain possible. I am finally in my senior year, and I am Captain of the Girls' Varsity Golf Team. I help the girls with whatever they need, even if it is not golf related, and help my Coach to organize and plan everything. We are a very close group of girls, and spend a lot of time together practicing during the week, which makes us a better team. Our team is very young, but very determined, and we hope to continue our success throughout the season.”

***\*Explanation:*** The respondent describes the process of earning two new positions – co-captain and then captain of the varsity team.

**3. Learning/development**

**Codes**

0 = respondent does not report that knowledge, skills, abilities have been learned, developed, or improved

1 = respondent reports that knowledge, skills, abilities have been learned, developed, or improved

***\*Notes.*** Learning about oneself is not the focus here. Responses that focus solely on gaining self-knowledge or vague personal growth (e.g., “I have grown a lot as a person” or “I have really matured”) should be scored 0.

**Examples of responses scored 0**

“Student council was my favorite and most important activity throughout high school. To be elected onto student council you have to obtain 15 signatures from fellow students and two recommendations from teacher every year. Then you have to give a speech in front of the entire student body. Then the student body takes a vote and elects their student council members. I found this to be the most important activity because I helped host school activates such as dances and talent shows and then I also helped out in community service such as working in a veteran's shelter and fundraising for sick kids. Student council has broken a lot of my fears especially public speaking. After making a speech in front of a whole school of kids that were older than me I have never been afraid to speak in front of a large crowd.”

***\*Explanation:*** The respondent describes getting over a fear of public speaking, but does not indicate that he or she learned anything new about public speaking or that his or her public speaking abilities actually improved. Getting over a fear is not the same as developing the ability that you are uncomfortable with.

**“**Being an officer of Beta Club has taught me a great deal about responsibility and leadership. Because our school's Beta Club has the largest membership out of any other club, it is very difficult to keep track of all our members with efficiency and speed. Responsibility plays a large role in contacting multiple organizations to set up community service events and communicating with all the members. I have learned that maintaining good relationships with others is very important. My experience with Beta has taught me the importance of developing leadership skills. The ability to lead is an important aspect in building character. Leadership not only applies in situations where there are many needing guidance, but also in situations where crucial decisions need to be made for the benefit of the whole. The most important thing Beta has taught me is the need to have a willing heart ready to serve the community.”

**Examples of responses scored 1**

***\*Explanation:*** The respondent reports learning about responsibility, leadership, the importance of good relationships, and the need to have a heart ready to serve the community.

“I would never describe myself as athletic, let alone coordinated. However,I'd always loved tennis, and wasn't too bad at it either. In fact, playing on the tennis team was one of the things I was most excited for in high school. I had a decent freshman and sophomore year on the J.V. team. I even earned the first singles spot as a sophomore. However, once I got to my junior year and the pressure was on to make varsity, I choked during challenge matches and rode the bench for most of the season. Senior year, however, I was determined to have a successful last season. My doubles partner and I worked on our game during and out of practice and eventually took over the top doubles position. As a result of our hard work and motivation, we went on to win the doubles championship at our sectional tournament! I will always look back on my high school tennis career with pride; remembering both the successes on the court and the friendships I made off the court.”

***\*Explanation:*** This respondent describes the process of developing his or her tennis skills.

“One activity that currently takes up a lot of my time is taking part in Student Council. This year, I currently hold the position of Senior Class Treasurer. Being part of Student Council has taught me many valuable lessons. Being involved has really shaped me into the person I am today. I'm more responsible for my actions, accountable, on time, and most importantly I've learned to work diligently. When it comes to college, I'm sure it's going to be hard to get my work done since I'd much rather hang out with new friends. However, learning to be disciplined in getting my tasks done will definitely help me succeed in college. Student council has changed my personality in a matter of a few months. And, the thing I like the most is that I'm always involved with the student body, and helping others makes me feel good.”

***\*Explanation:*** The respondent describes developing skills/abilities such including responsibility, diligence, and accountability.

“Working at Windsor Childcare during the summer has probably been one of the most rewarding experiences I've ever had. At first my mom volunteered me for the job thinking that "if she knows what it's like to care for children, she will understand what it's like to be a mother." She was completely right. The toddler class I was plopped into on my second day was a handful. I had only just learned the procedures, and because another teacher quit, I suddenly was given the responsibility of caring for eight three year-olds. Getting up every day was difficult. I knew that some form of disastrous mess would occur daily, but by the end of my two month stay, I was in love with the babies and sad to say goodbye. They taught me how to care and teach others, and to push myself, like a mother does every day.”

***\*Explanation:*** The respondent reports that this experience “taught me how to care and teach others and to push myself.” That is, the respondent reports learning new skills.

**4. Perseverance**

**Codes**

0 = does not acknowledge facing or overcoming challenges

1 = acknowledges facing a challenge, but does not quit activity

**\**Notes*.** Effort/hard work does not necessarily imply overcoming a challenge. A score of 1 or 2 requires overcoming a challenge.

Simply using the word perseverance is not sufficient evidence of perseverance. The response must **demonstrate** perseverance.

**Examples of responses scored 0**

“Ask anyone around me when it is that I am the happiest, and they will tell you that it is when I am involved in theatre. I have been acting since the age of seven. Since then, I have been fascinated with and passionate about theatre. In following my passion (specifically Shakespeare), I began exploring other areas of theatre in secondary school, and became a member of the backstage crew. While there are many differences between being part of the scenes and working behind them, I enjoy learning about design just as much as I enjoy performing. I cannot wait to study theatre history as well as gain experience as a performer. I love theatre because of the variety, the endless wealth of knowledge, and the sense of community. I am always excited to learn more, and I know that my passion for theatre will grow enormously as I enter university.”

***\*Explanation:*** The respondent does not acknowledge a challenge.

“Caroline was a shy first grader at Glacier Ridge Elementary. During my first day serving at the school through Future Educators of America (FEA), I developed an immediate connection with her. She had trouble making friends, and as her tutor I was her closest one. Due to Caroline's reserved nature, I saw a tremendous opportunity to go above and beyond my role as a tutor to assist her in breaking out of her comfort zone. By the end of the year she had made extraordinary strides in both her social skills and, most importantly, her academic abilities. Caroline drew me a picture the last day I came to help; it included her, me, and all of her new friends. Being a part FEA and developing such a mutually fulfilling bond was an enriching experience that has solidified my passion for education and prepared me for the next level.”

***\*Explanation:*** The respondent mentions “going above and beyond my role,” which may in some cases involve overcoming a challenge, but it does not necessarily indicate overcoming a challenge. If the respondent’s assigned role was easy to fulfill, going above and beyond that role might be relatively easy.

**Examples of responses scored 1**

“The past two summers I have spent my time working at a Day Camp for children ages 6-12. I love my summer job. The kids are great and I have possibly found my future career of teaching children of the same ages. At first I was hesitant about the idea of woking with children, seeing as how in some ways I still was a child. However by the end of the summer I realized that I loved my job and I started considering teaching as my future. My summer job helped me grow and learn a lot about myself. I hope to pursue a career in Education, which would never have been an option if it was not for my experience at the Fun In The Sun Summer Camp.”

***\*Explanation:*** The respondent mentions being “hesitant about the idea of working with children.” The respondent sticks with the activity, however. This is a brief acknowledgement of overcoming a relatively modest obstacle.

“I took the lifeguard certification course at the end of tenth grade. I worked at the end of that summer at a pool and tennis club, and returned there the following summer, working full-time from June until the weekend after Labor Day. Besides being responsible for the safety of patrons of the pool, I was responsible for pool upkeep and various chores, such as garbage duty and keeping the pool area clean. This gave me a dose of real responsibility in that I would often come in at nine in the morning, alone, and have to vacuum the pool and clean up the deck-a lengthy, tedious process. But I did it, and I did it well. At the close of the summer, I felt satisfied with a job well done and a successful season-and all the fun I had while doing it.”

***\*Explanation:*** The respondent describes cleaning up the pool deck as a “lengthy, tedious process,” but comments that he or she “did it, and…did it well.” By objective standards this is a modest challenge. However, the respondent’s language suggests that he or she found it to be a challenge, and that he or she overcame the challenge.

“Every fall and spring for last three years, I have tried out for the productions at my high school. Sometimes these auditions can be awkward ordeals (this is definitely the case any time I have to sing or dance). Even after putting in my best effort, I do not always get the most glamorous part. Yet, looking back on the work I put in with my fellow cast, I can say I am glad I did it. Nothing unites a group of people like pulling together a production. I hope to be able to participate in theatre in the college setting, not only to further the art, but to bond with fellow classmates.”

***\*Explanation:*** This respondent describes a challenge – going through with an awkward auditions and getting less than “glamorous” parts. However, the respondent reports that he or she worked past these challenges, “putting in my best effort,” and tried out “every fall and spring for the last three years.”

“Tennis. It's a game, but for me, it's so much more. Tennis is a journey, one in which I have put my heart and soul into. I enjoy the process, the sweat, and even the blistering heat as much as I enjoy the end result. For the last seven years, tennis has been my mentor. It has taught me how to deal with both victory and defeat. It has taught me how to overcome my fear of losing, and even given me perspective on what's important in life. And the important thing is to struggle and fight, no matter how impossible the odds may seem. I remember many times when I was down and out, but I pulled through with a victory because I never gave up. Of all lessons I have learned, perhaps the greatest one is to approach everything with a positive and confident attitude.”

***\*Explanation:*** The respondent mentions learning to overcome his or her fear of losing, which is a challenge. There is further evidence of perseverance in the statement, “I remember many times when I was down and out, but pulled through with a victory because I never gave up.”

**Part 3**

**Trichotomous Codes**

**5. Goal orientation**

**Codes**

0 = respondent does not report having a goal

1 = respondent reports having a goal but does not report work or steps toward meeting it

2 = respondent reports having a goal and reports work, steps, or a plan toward meeting it

***\*Notes.*** The respondent’s goal must be specified. It is not enough to say something vague like, “I have goals for the future.”

Further, goals that may be coded here fall into one of four categories: (1) **improvement** of the self (e.g., “I worked hard to improve my golf swing”) or the community/lives of others (e.g., “I worked hard to create a welcoming atmosphere for the new players on my team”); (2) **achieving something** concrete (e.g., winning/attaining a title, award, academic merit, position, job, financial reward) or abstract (e.g., team solidarity, school spirit, a sense of belonging), (3) **creating or planning something** discrete and concrete (e.g., “I spent months organizing an event to honor the teachers in my school”); or, (4) **plans for the future** (e.g., “I plan to continue playing the guitar in college”).

The focus here is on setting individual goals. Responses that describe only the goals of a group do not count as evidence of goal orientation.

Discovering a career or educational path through an activity does not constitute work toward a goal (e.g., “Participating in drama club opened my eyes to a career in acting.”) Participating in an activity that is relevant to a career or educational path only counts as work toward a goal if the career or educational plan predated participation in the activity.

Be careful not to infer goals where a goal has not been explicitly stated.

**Examples of responses scored 0**

“In Boy Scouts, I was always active in a leadership position. I was Patrol Leader on multiple occasions. I was Assisstant Senior Patrol Leader twice. I was also A Senior Patrol Leader, which entailed me making sure that I was always prepared to lead. What i Learned from that Expeience was that the best way to lead is to let others lead and to give others to oppertunity to be involved and make mistakes and to learn from them. I have always been active in scouts and I am currently the Junior Assisstant Scoutmaster. I feel that the experience in scouts has helped make me a better person.”

***\*Explanation:*** There are no goals reported in this response.

“Over the summer of 2008, I attended the University of Southern California as part of their "Summer Seminars" program. I studied video game design under some of the most intelligent professors I have ever known, including Anthony Borquez, the vice president of Konami Games. I learned game logic and design aspects in the Viterbi School of Engineering on the USC campus, which I found to be intriguing as well as personally invaluable, as computer science is one of my intended majors. One of the best things I gained from the program though was the personal experience of actually going to Electronic Arts and witnessing how a company functions first hand. But perhaps the most valuable thing of all was being in a college atmosphere, which was new but very fun for me. My experiences at USC have bettered my knowledge in the areas of computer science, and have prepared me both for college and my future career.”

***\*Explanation:*** It is tempting to infer that the respondent’s goal is to pursue a career in computer science. However, the respondent only refers to his or her future in the abstract, and never clearly states that he or she plans to pursue a major or a career in computer science. Thus, this response earns a score of 0.

“The activity that I enjoy the most is band. I have had lots of opportunities to grow as a leader. I have been section leader of the clarinet section for two years, I was co-principle clarinetist last year, principle clarinetist this year, group leader and loadmaster on our tour, an officer for the Tri-M music honor society for two years, and I will have been to all-District band three years and will have auditioned for all-state twice after this year, and this year I am our tour manager. I played in a pit orchestra for the musical Pippin and am in the pit this year for the musical A Year with Frog and Toad. I have also received several awards including: outstanding achievement in Wind Ensemble, a Certificate of Merit for music from the National Arts Society, and I was a quarter-finalist for the Washington Post Music and Dance Award.”

***\*Explanation:*** The respondent reports auditioning for all-state band. It is tempting to infer that his or her goal was to earn a seat in the all-star band, but the respondent never directly states this. The goal might have been simply to practice auditioning, or perhaps he or she was required to audition by someone else. Not enough information is provided to discern the goal.

“Football at Gloucester is a huge event. Just about everyone goes because of the tradition we have of always being a good team. My junior year our team went an undefeated 13-0 and won the Division 2A Superbowl. We really came together as a team during a regular season away game when we were down 21-6 with under six minutes left in the fourth quarter. We ended up winning the game in an instant classic of a game. My senior year we lost one regular season game which hurt us because one of our goals for the year was to go undefeated. Even though we lost, we pulled through the season and made it to the Division 2A Superbowl again. The outcome was different from my junior year. The team we played was a great team and they beat us pretty good. It was disappointing that we lost our last game, but it was a great season and I really enjoyed playing my last two seasons at Gloucester High School.”

***\*Explanation:*** The respondent indicates that his team had a goal of going undefeated, but does not report any personal goals. The response therefore earns a score of 0.

“Twice a month, I attend meetings for the Franklin Township Youth Council, of which I am Vice-President. The council consists of students who eagerly participate in community wide events and volunteer their time for others. Members, including middle and high school students, get together to discuss projects that the council can initiate as well as events that need volunteers. The council is split up into five committees: environmental, youth and community, diversity, health issues, and education (of which I am a co-committee head). Each committee is responsible for organizing at least two events a year which pertain to the committee's agenda. This year, I organized two free SAT workshops in conjunction with Princeton Review, for students in the community. More than 90 students attended the workshops and the council plans to facilitate this event every year. The FTYC provides a medium through which students can give back to the community.”

***\*Explanation:*** The respondent indicates that he or she organized two events – SAT workshops – but never states that this was a personal goal or project. It’s possible that this was a goal set for the respondent by the organization that he or she was involved in.

**Examples of responses scored 1**

“The past two summers I have spent my time working at a Day Camp for children ages 6-12. I love my summer job. The kids are great and I have possibly found my future career of teaching children of the same ages. At first I was hesitant about the idea of woking with children, seeing as how in some ways I still was a child. However by the end of the summer I realized that I loved my job and I started considering teaching as my future. My summer job helped me grow and learn a lot about myself. I hope to pursue a career in Education, which would never have been an option if it was not for my experience at the Fun In The Sun Summer Camp.”

***\*Explanation:*** The respondent indicates that his or her goal is to pursue a career in education and therefore earns a score of 1. He or she does not report taking steps toward achieving this goal. Because working at the camp inspired the goal, it does not count as work toward the goal.

“I've loved running year round at Brien McMahon High School. Although I have learned a lot about leadership as well as made great friends, I've thoroughly enjoyed that as a distance runner, running has been as much a sociological field study of Norwalk as an intense workout. You see, McMahon is located where three very different neighborhoods meet. It always amazes me how much of a difference a half mile can make when running through Norwalk. I start in one of the highest income areas in the country (Rowayton), and then enter South Norwalk, the complete opposite. The discoveries that running allows me to make of my surroundings is what really inspires me to run, when either out of town, or simply off season just for fun, and will be the primary reason why I continue to take a daily run wherever I may be after high school.”

***\*Explanation:*** The respondent’s goal is to “continue to take a daily run wherever I may be after high school.” This is a plan for the future.

“Running has long been an important part of my life. At just age three, I ran all the way up Pine Mountain in Gorham, NH. Throughout the rest of my childhood, I ran any chance I got. In fifth grade, I joined the middle school cross country team, and continued to run cross country through my senior year of high school. Although I was never one of the fastest runners in high school, I always worked hard and tried to do my best in cross country. However, this year I was especially motivated. I wanted my final season to be my best. During the only home meet of the year, I finally broke my personally record of 19:00. Just the next week, I broke 18:00. By the state championship, I set my final personal record of 17:52. I hope this can inspire this year's freshmen.”

***\*Explanation:*** The respondent reports a goal – breaking his or her personal time record. The respondent does not, however, describe the steps taken to meet the goal.

**Examples of responses scored 2**

“Golf- I have been playing for 6 years now but have played other sports before it. I work hard on getting better and improving my game. Golf is a sport that i will play as long as i can. I enjoy playing it and enjoy seeing people learning the sport.”

***\*Explanation:*** The respondent’s goal is to improve his or her golf game and he or she reports working hard toward that goal.

“Soccer is my time to relax and it is one of the times where I do not have to think. Soccer comes naturally and I have been playing since I was eight years old. I played AYSO, club, and school soccer but playing at school is my favorite. School soccer is more competitive and you are judged on your talent. I love the adrenaline that kicks in on a break away and the excitement that surrounds the whole game. Unfortunately when I was fifteen I tore a ligament in my ankle while playing and since then I have struggled to regain my old playing abilities. It was difficult but I continue to practice everyday and my goal is to be a starter on Varsity.”

***\*Explanation:*** The respondent’s goal is to be a starter on the varsity team. He or she reports practicing daily in order to regain playing abilities following an injury and achieve this goal.

“Being the President of the student body requires many responsibilities. This is the first year that our school has established a real student council. My goal this year is to help embodied school spirit into all of our student body. My job requires me to meet deadlines on a daily basis. I have worked together with a wide variety of students to design and construct unimaginable dances. However, our student council does more than planning dances. We create community service events and organized phone-banking events for both candidates during the election. We have ordered clothes, created mascots and logos, and even devised a unique senior contact list. I feel that I, not only implemented a positive and organized student council, but also have encouraged others in student council to embrace their own personal leadership qualities. I have made an extreme difference in my school, through my being president.”

***\*Explanation:*** The respondent’s goal is to foster school spirit and he or she describes some of the steps he or she took to make that happen (organizing school dances, creating a “positive and organized student council”).

“This past summer I went to Piedras Negras, Mexico, for my mission trip. While in Mexico I painted the town orphanage and rebuilt some of the houses damaged by a recent tornado. I also worked to establish a connection with the children and community of Piedras Negras. Desiring to bridge the gap between cultures, I shared a part of my life with them and they shared a part of their lives with me. I practiced patience when I could not communicate with the children and gained a great deal of gratitude for my family and for the country in which I live. I enjoyed this trip and I will strongly consider returning to Mexico next year.”

***\*Explanation:*** The respondent reports working toward achieving two abstract goals: establishing connections and bridging the gap between cultures.

“During ninth, tenth, and eleventh grade I participated in N.J.R.O.T.C. I had chosen to take this class in eighth grade, terrified of high school but wanting someplace to belong. I didn't know it at the time but I had made one of the best decisions of my life. The core values, discipline, and the ability to think as part of a bigger whole were an important influence on my growth as a person. The lessons I have learned and the people I have met are sure to stay with me through out my life.”

***\*Explanation:*** The respondent’s reports an abstract goal – to feel a sense of belonging – takes a step toward that goal by joining NJROTC.

**6. Leadership**

**Codes**

0 = respondent does not report serving in a leadership role

1 = respondent reports serving in a leadership role but provides little or no information what he or she did in his or her capacity as a leader, and also does not discuss the value, meaning, or importance of leadership

2 = respondent reports serving in a leadership role and either (1) makes multiple comments on what he or she did in his or her capacity as a leader, or (2) discusses the value, meaning, or importance of leadership

***\*Notes.*** Leadership refers to leading one’s peers. Serving as a teacher or camp counselor, where one is in a default position of leadership because the other participants are automatically subordinates, doesn’t count.

Serving as an editor for a school newspaper or yearbook many not qualify as a leadership role. Often these positions involve little more than copy-editing. They do not necessarily involve leading others. An editor position is only evidence of leadership if the respondent provides details that demonstrate leading others.

**Examples of responses scored 0**

“I started playing lacrosse at the age of 13 after watching my brother play for one year. While the sport was fun and exciting to watch, I was unsure if I wanted to play. Once I began competing with my team, I knew I wanted to stick with it. I have progressed in the sport of lacrosse, especially in high school where I have worked hard to make the varsity team. Lacrosse has taught me that the values of dedication and teamwork are important in succeeding in both sports and everyday life.”

***\*Explanation:*** This respondent does not mention a leadership role.

“Sue Bird once said, ‘If I'm playing confidently, there's really, in my eyes nothing I can't do. So I think if anything, for me, in the game of basketball, it's me versus the game.’ Playing basketball for me is one of my biggest accomplishments in life. Basketball has an integral part of my life for twelve years. When I step out on that court everything else around me becomes silent and it's just my team, myself, and my opponent. This game has made me a better person because it's taught me commitment, loyalty, and leadership. One of my major accomplishments that I am very proud of is have made the All-Conference and All-Academic team for all three years of basketball and soccer. This has set the foundation for my success in moving forward.”

***\*Explanation:*** The respondent mentions being selected for all-conference and all-academic teams. Although people selected for these positions are often also team leaders, they are not necessarily team leaders.

**Examples of responses scored 1**

“The ACT (drama club)has changed my life is many ways. Through being part of productions and the board I have been able to meet a diverse group of people I wouldn't have otherwise have known to exist. I have also been able to serve as a role model for younger members and a person that they can always come to talk to. The ACT made it possible for me to find the nooks and crannies with in myself by having the esteemed role as Rizzo in Grease my junior year. I have made nothing but life long friends all thanks to The ACT.”

***\*Explanation:*** The references to leadership in this response are brief and rather vague, but the respondent does report serving on a “board” and as a “role model.” This qualifies the response for a score of 1.

“I was six months old when I went to my first water babies class and though I cannot remember it I am told that the water and I were immediately best friends. Little did I know that this relationship would later become an enormous part of my life. I continued to swim and I am now the captain of my high school's varsity swim team. Swimming at the varsity level has taught me a lot about hard work and dedication. Being a part of this team has also given me some of the best friends I ever could have ever asked for. Swimming is a sport so grueling that I often wonder why I do it, but at the end of the day, I could not imagine my life without it.”

***\*Explanation:*** The respondent mentions serving in a leadership role (team captain), but does not expand on what he or she did as a leader or on the meaning, value, or importance of leadership.

“My interest in debate began when I was about four when I really wanted to go to my friend's house. It wasn't until quite a few years later that a genuine interest in structured debate formed. I attended a debate camp hosted by my school before seventh grade, and took an intensive debate course the following year as part of Duke's Talent Identification Program. It was an incredible experience; I debated everything from immigration laws to school uniforms. As soon as I entered high school, I joined the debate team. My first year, my partner and I placed second in my very first competition. That year, and every year since, I have qualified for Connecticut Debate Association State championships. This year, as President, I plan to take the team to a higher level of participation and success in addition to further honing my own skills in the activity I love.”

***\*Explanation:*** Therespondent reports a leadership role (president) and makes a passing comment about taking the team to a “higher level of participation.” The respondent offers no specific details, however, on what he or she will do as a leader. Nor does the respondent discuss the meaning, value, or importance of leadership.

“One of my extracurricular activities has been my involment in a organazation called "New York Cares." This organazation has allowed me to develop myself as a leader.Some things we have focuse on has been working with animals shelthers and giving the animals loves and care. We have also repainted schools with educational murals and fun desings.These are some of the things we have done.I have gotten more teens in my school involved in this activity. They have devoted themselselves to come and join this organazation to help our community develop and better themselves. This activity did not only offer them the chance to gain community service hours but also to gain experince in helping others. I hope to continue this educational program to help others and help teens get their community service hours in a more creative and fun way.”

***\*Explanation:*** The respondent reports that the activity has helped him or her develop as a leader, and mentions that he or she recruited other participants. This suggests that respondent does indeed serve in a leadership position. However, the respondent does not provide additional details on what he or she did in his or her capacity as a leader. The details provided focus on what the organization does, rather than on what the respondent did in his or her leadership role.

**Examples of responses scored 2**

“As a senior, I was chosen to lead my school's 65-girl cross-country team. I never expected the honor of being named captain, but it was an extremely gratifying experience. I was used to having fun as a member of this team, but I worked extra hard this year. I still remember the captains from my freshman year and how much they impacted my life. It was now my turn to repay the team. I took pride in everything I did for the girls: creating a book of contact information, decorating lockers, organizing secret buddies, designing/ordering logo-wear, making forms, collecting money, calling a parents meeting, planning team dinners, and supporting everyone. Tears came pouring out of my eyes when a few girls came up to me after the last race to thank me and tell me how much they enjoyed the season. It was the best feeling in the world.”

***\*Explanation:*** The respondent describes serving in a leadership role (captain) and elaborates fully on what she did as a leader (“decorating lockers, organizing secret buddies…”). She also makes comments that suggest she valued her role as a leader (“I took pride in everything I did for the girls…” and “It was the best feeling in the world”).

“For the past five years, I have actively participated in the Relay for Life, a 24-hour walk-a-thon that raises money for the American Cancer Society. This event has special meaning for me because my sister underwent treatment for cancer. By participating in the relay, I feel that I am contributing in the fight against this horrible disease. I am the captain of my team which is named in honor of my sister. Being team captain involves recruiting members, attending captains' meetings and holding other fund-raising events. This year I organized a talent show at the local elementary school that raised almost $1,000. I also collect donations by writing letters and by going door-to-door. My involvement in the Relay for Life has taught me leadership skills and helped me become more responsible. The best part is watching my sister join with so many others in the annual survivor walk.”

***\*Explanation:*** The respondent reports serving in a leadership role (team captain) and clearly elaborates on what he or she did as a leader (e.g., recruiting team members, fundraising, organizing a talent show, etc.)

“My experience in music has shown me the importance of hard work and responsibility. In this way, accompanying the St. Albert Adult Choir is a very rewarding experience. As accompanist, I need to prepare hymns for weekly practice and mass. When the choir sings at weddings, I put extra work into perfecting preludes, postludes, and additional songs. This required a lot of work and preparation. It is also my responsibility to help direct the adults and rehearse the four-part harmonies. I need to effectively communicate with the director and with singers in the choir. I have learned that this success is achieved by organization and time management. The ability to lead and responsibility are also important traits needed for success. Accompanying the St. Albert Adult Choir has allowed me to learn significant lessons while sharing my gift of music with others.”

***\*Explanation:*** The respondent does not explicitly refer to his or her role as a leadership role, but the activities described indicate a leadership role (i.e., “direct the adults and rehearse the four-part harmonies” and “effectively communicate with the director and singers in the choir”). The description of activities therefore satisfies both the criterion of reporting a leadership role and the criterion of providing multiple details on what the leadership role entailed. This respondent also reports that the “ability to lead” is an “important trait.”

**7. Psychological connection**

**Codes**

0 = respondent does not demonstrate a psychological connection to the activity

1 = respondent demonstrates a **moderate** psychological connection to the activity through brief references to the activity as enjoyable or interesting (or other synonyms), statements of moderate affinity for the activity (e.g., “I like tennis), or statements of **moderate** identification with the activity (e.g., “Drama club is important to me” or “Drama club is an important part of my life”)

2 = respondent demonstrates a **strong** psychological connection to the activity through repeated references to the activity as enjoyable or interesting (or other synonyms), **strong** statements of affinity for the activity (e.g., “I love marching band” or “I have a passion for math”), **strong** statements of identification with the activity (e.g., “Baseball is a huge part of who I am”), or evocative language that shows the depth of his or her connection to the activity

\****Notes.*** Investing a lot of time in an activity is not necessarily evidence of psychological connection.

Referring to an activity as one’s “favorite” is not enough to warrant a score of 1 or 2. In writing this short essay, respondents are asked to report on only one activity, which in many cases will be a favorite activity. Thus, indicating that an activity is a favorite activity is not a distinguishing remark.

**Examples of responses scored 0**

“My German program was started a year ago. I currently teach students who are interested in German culture or society the language, culture, customs, speech, and writings related to German and German society.”

***\*Explanation:*** This account is purely descriptive and conveys no information about psychological connection.

**“**The Junior Statesmen Summer School program was a great experience. The summer before my junior year, I spent three weeks at Georgetown University. While at Georgetown, I took a class in U.S. Foreign Policy. This course was what made me decide to major in International Relations. We also were able to hear many politicians, including Karl Rove, speak all around the city. Every night we also participated in debates. These were a great way to discuss issues facing our country and become more comfortable with public speaking. While attending this summer school, I really feel that I grew up and realized what I wanted to do with my life.”

***\*Explanation:*** The respondent describes the activity as “a great experience,” which *could* be interpreted as evidence that he or she enjoyed it, but it could also be interpreted simply as evidence that he or she found it beneficial from an academic perspective. This phrase doesn’t really demonstrate a psychological connection to the activity.

**Examples of responses scored 1**

“For the past six months I have volunteered in a Vanderbilt research laboratory. In the lab I worked with C elegance, which are microscopic worms. I performed a life span experiment. I was trying to find out what temperature the worms live best in. I had two strands of worms the wild type and the ones that are grown in the lab. I was responsible for twelve plates, three sets of four. Each set of plates was placed at a different temperature. The first set was put at fifteen degrees Celsius, the second at twenty degrees Celsius, and the third at twenty five degrees Celsius. I found that the worms lived better in the colder temperature. I enjoyed my time in the lab and would like to pursue a career in science.”

***\*Explanation:*** The last sentence of this response (“I enjoyed my time…”) reflects enjoyment. There is no additional evidence of psychological connection, however.

“Nothing could have prepared me for my summer as a counselor at the Clara Barton Camp for girls with diabetes. We counselors were responsible, twenty-two hours each day for the nine diabetic children in our bunk. We kept track of their blood glucose levels, making sure they tested at meals, testing them ourselves at midnight and at three a.m. and treating any "lows" caused by the strenuous camp activity. In addition, we had all the responsibilities that counselors have at other camps: getting kids to their activities on time, planning evening entertainment like "dress up your counselor night" and fending off homesickness. I even designed and taught a beginners foil fencing class to thirteen campers. Altogether, it was the most responsibility that has ever been placed on my shoulders, and yet this summer was the most enjoyable and fun-filled one I have ever had.”

***Explanation:*** This response begins with some relatively lofty language (“Nothing could have prepared me…”) that might reflect a deeper connection to the activity, but the vast majority of the response is actually descriptive. It is only in the last sentence that the respondent refers to the activity as enjoyable.

**Examples of responses scored 2**

“There has always been a desire within me to write fiction, though for what reason, I don't know. Perhaps it's the thought of leaving something on this world whose existence will surpass my own, or just an exercise to relieve boredom. Regardless of the reason, I couldn't be happier in exercising this power of creation, be it designing the most glorious of space-faring vessels, or describing the subtle details of a merchant's wagon. Though my epic universe proclaimed "Starbound" may contain the struggles of Alexander Thompson against the alien armies of Sirius, the grand battles of the Aries starship, or the mysteries of the immortal and shape-shifting Alternators, nothing of it is tangible, save for the pages on which these tales are written. However, my stories are my most prized possessions, for they are my own creations, belonging solely and completely to me.”

***\*Explanation:*** There are multiple comments that reflect psychological connection in this response. The respondent comments that he or she has always had “a desire within me to write fiction,” that he or she “couldn’t be happier in exercising this power of creation,” and that his or her “stories are my most prized possessions.”

“A walking bass line thumps while a swirl of squealing saxophones creates a boisterous dialogue above it. Trumpets howl in a blazing lick as I nervously wet my lips and look into the audience. I hold up my best horn, a King 3B trombone; the next twelve bars are mine. I find jazz to be the most extraordinary form of all music. Jazz, unlike its brother genres, has no limits; its musical structure is infinitely malleable. When improvising, no note or rhythm I play can be considered "wrong" by jazz standards; I am free to play melodies that ebb and flow gracefully or honk with dissonance. Like a kite tethered to the ground, I am musically attached to the bass and drums, but free to hover over the band, diving and spinning as I please. Playing jazz allows me to nurse my creativity and appreciate the art of music.”

***\*Explanation:*** This response is rich with evocative language about the experience that conveys the respondent’s deep connection to the activity.

**“**One of my favorite days each month is the day I attend the Tulsa University Physics Journal Club. Here students and professors discuss physics related articles. We start with a summary and explanation of the articles and then the floor is open for questioning. This is when the fun begins. Through the questions asked, we all start to delve into the deeper aspects of the latest discovery. Each person slowly builds on an idea and occasionally something amazing emerges. Participating in this group has encouraged me to become more thoroughly inquisitive. In this setting I need to have solid evidence to support my ideas. Otherwise, it becomes obvious that I have not completely thought through my point. This is why I look forward to college. Unlike high school where I'm only able to have such conversations with a handful of people, college will be filled with such critical and creative thinking students.”

***\*Explanation:*** The respondent only provides one direct comment that reflects enjoyment (“This is when the fun begins”), but there are two other statements that provide evidence of psychological connection. The statement, “…occasionally something amazing emerges,” reflects an enjoyable experience and an affinity for the experience, and the last sentence suggests that the respondent enjoys being with the kind of people who participate in the activity.

**8. Self-transcendent purpose**

**Codes**

0 = respondent does not report helping others or a desire to help others

1 = respondent reports helping others or reports a desire to help others, or respondent reports working in the service of others who occupy a disadvantaged social position (e.g., children, the elderly, low-income populations, disenfranchised populations, sick or disabled individuals, animals)

2 = respondent reports helping others or a desire to help others, or respondent reports working in the service of others who occupy a disadvantaged social position; **additionally**, there is discussion of how the help will benefit others, why the respondent wants to help, or evidence that the respondent finds the experience of helping others to be enjoyable or rewarding

***\*Notes.*** “Help” in this context refers to improving the lives, conditions, or performance/skills of others/the community. Responses that use the word “help” purely as a synonym for assist should be coded as a 0. (e.g., “I help the receptionist in the main office organize files.” )

Teaching is automatically considered helping others.

Performing service for the environment/earth is considered helping others.

Getting paid for a helping/service activity does not disqualify a response from earning a score of 1 or 2.

**Examples of responses scored 0**

“I have been on the High School Crew team since freshman year, for both the fall and spring seasons. During my freshman year I told myself that I could not continue with the sport because it was too hard for me to go to practice everyday for three hours and put that much physical strain on my body. I never quit even though I told myself I should. Sticking with crew was one of the most rewarding decisions of my high school career. Crew has taught me how to work with others in order to reach a common goal. I have gained the ability to maintain endurance physically and mentally through those times when I want to give up. Knowing that I will complete eight seasons of crew during high school pushes me to achieve even harder tasks that I tell myself are impossible.”

***\*Explanation:*** This response does not focus on anyone other than the respondent.

**“**Have you ever gotten to know thirty-nine eleven-year-olds from nine different countries? I have - twice. CISV, which stands for Children's International Summer Villages, presents youth and adult leaders with the opportunity to learn about different cultures through friendship. Through my two international experiences and numerous national and local trips with CISV, I have made life-long friends and discovered that while the fate of our world sometimes seems dismal, there are youth in eighty countries around the world working to build bridges of peace and understanding. In Sweden, England and soon Brazil, I have laughed, played, learned, cuddled, sung, cried and dreamed with kids and adults from literally all over the world. My participation in CISV has undoubtedly shaped my perspective on the world, the way I live my life and the person I am today.”

***\*Explanation:*** Although this sounds like the kind of organization that might focus on helping others, and the respondent refers to other youth “working to build bridges of peace and understanding,” the respondent never actually describes directly engaging in service activities or helping others. The response is actually focused almost exclusively on what the respondent gained from the experience.

“The Delores Project is an overnight shelter for homeless women located in Denver. The shelter requires complete sobriety in their guests as a condition of residence. The shelter was originally housed in a building which was donated only during the winter months, but has since relocated to a permanent, year-round facility. I have volunteered at the shelter since my seventh grade year, both in helping to facilitate a therapeutic art group, as well as in helping to put together the annual art show fundraiser. The art show is the shelter's largest fundraiser. For all five years I have been a member of the art show board, and for the past two years I have chaired sales for the art show. Many of the women I met in my first months of volunteering still make their residence in the shelter, or have been back periodically throughout the time I have volunteered.”

**Examples of responses scored 1**

***\*Explanation:*** The respondent indicates that she helps run a therapeutic art group and chaired an art show for a shelter. The rest of the response essentially just describes the shelter, however. There is no discussion of how these activities improve the lives of the shelter residents or evidence that the respondent finds his or her service to be enjoyable or rewarding.

**“**After school on fridays i participated in a club called project earth both junior and senior year. The main focus of this group was to recycle the schools weeks worth of bottles, cans, plastics and paper. We also were in charge of getting our school to care about the earth and recycling and such. we did this by making videos, one of which i headed, environmental benefit student band concerts and fliers. I also worked outside of school teaming up with YEA Minnesota and participating in fairs (living green, minnesota green expo), classes and workshops (power-shift MN).”

***\*Explanation:*** This entire response focuses on a service activity. However, the respondent merely describes what he or she did in this activity. The respondent does not explain how this activity benefits others or the earth, or why he or she wants to help. Neither does the respondent provide evidence that he or she finds the act of helping to be enjoyable or rewarding. The response therefore earns a 1 but does not merit a 2.

**Examples of responses scored 2**

“My summer job as a day camp counselor at Camp Tecumseh was one of the most rewarding experiences I have had in my life. I worked with young children who were, for the most part, under privileged and in broken homes. Doing typical summer camp activities with these children helped them to realize the different talents and gifts they possess. There is no better feeling than watching a child grow emotionally and spiritually because of the time you have taken to give them the experience of a lifetime. Spending my summer trying to give these children the best summer they may ever have helped me to see what was truly important to me. This experience taught me that my talents are better served with children than anyone else and that I want to pursue education as a career for my future so I can continue to give back to children.”

***\*Explanation:*** The respondent reports helping disadvantaged children at a camp, explains how his or her help benefited the children (“helping them to realize the different talents and gifts they possess” and “watching a child grown emotionally and spiritually”), and indicates that the experience of helping was rewarding (“one of the most rewarding experiences I have had in my life”).

**“**As an enthusiastic ballroom dancer for the past three years, the indestructible passion that fills my heart each time I waltz, cha cha, or foxtrot onto the dance floor is overwhelming. Whether it is a lesson, practice party, or competition, the rhythmic and beautiful beat of the music enveloping the room stimulates a feeling of freedom within me. Being led effortlessly across the open dance floor to the gentle tempo of the music, I feel as though I am floating, and I am able to abandon all other thoughts. The ability to express myself in a universal language where I can develop myself and my own personal style is very moving. I have also had the special volunteer opportunity to spread my passion for ballroom dance to elementary school children in inner-city schools and watch their smiles glow as they begin to share the love I have for dance.”

***\*Explanation:*** The vast majority of this response focuses on the respondent. However, in the last sentence, he or she reports volunteering with (i.e., helping) young children and acknowledges how this activity benefits them (“watch their smiles glow”).

“The activity that definitely takes up most of my time, and is the most rewarding is my job. Around three times a week, I work at Elim Park, which is an elderly living community, and waitress in their dining room. While it is an incredibly stressful and busy job between trying to get everyone's orders right, finding the right balance of when to bring the food out, fetching desserts, carrying out special requests, and answering resident's concerns, the job is still immensely rewarding. I learned many skills that I can later use in the future, such as good communication skills. However, what is most rewarding is the interaction I get with the residents. I learn about them, their personalities and their life stories, which is all incredibly fascinating. Working at Elim Park is not only a job, but everyday it's an interesting and new experience.”

***\*Explanation:*** This is a paid position, but the respondent reports helping residents in an “elderly living community” and reports that she finds it rewarding.

**9. Team orientation**

**Codes**

0 = no recognition of working with or learning from others; no recognition of the value that fellow participants bring to the activity

1 = briefly mentions working with others or learning from others; or, briefly mentions the value that fellow participants bring to the activity

2 = makes multiple comments or a very strong comment about working with others or learning from others; or, goes into some detail about the value that fellow participants bring to the activity

\****Notes.*** Team orientation is only evident when respondents report working with/learning from other **peers.** Working with and/or learning from teachers, coaches, or other adult leaders is not evidence of team orientation.

Leadership activities do not automatically earn a score of 1 or 2, but may earn a score of 1 or 2 if the respondent acknowledges the contributions of others in the activity.

Simply stating that one has friends in an activity, or that one has made friends in an activity, is not sufficient evidence of team orientation. A score of 1 or 2 requires a discussion of working with others or a reference to the value that others bring to the activity.

Team orientation may be present in solitary activities (e.g., visual arts), but it may not take the form of working directly with others. Rather, the respondent might talk about drawing inspiration, encouragement, or support from others.

Simply indicating that one learned about teamwork is not sufficient evidence of a team orientation. A response that earns a 1 or 2 must provide evidence of active teamwork or evidence of an appreciation of the value that others bring to the activity.

**Examples of responses scored 0**

“Before actually endeavoring in photography, the art had always remained elusive. It is an extremely subjective art because the final products themselves, the photos, are true reflections of the person who shot them. I was self-conscious to dive into such a vulnerable form of expression. However, the urge to capture the subtler moments of life onto a single black and white frame compelled me to take up the field. It wasn't that I was just snapping away at insignificant fragments of time, it was that I was making them permanent. Kites, flowers, derelict infrastructure, all were made eternal via the quick snap of a shutter and the pouring of light onto pure and unmarked film. I had made the decision to make them count for something. I had widened the spectrum of society through indelible representations of how I viewed the world.”

***\*Explanation:*** This respondent describes a solitary activity and never references other people.

“Soccer has been a major part of my life. I started when I was five years old and never looked back. It has taught me to never give up, do everything with all my heart and teamwork. I ahve been playing Varsity soccer since ninth grade. At the end of my sophomore year, I was elected captain. I lead my team through example. The girls know that I will always give my all when I am playing. I refuse to speak negatively and always try to fire the team up through my own passion.”

***\*Explanation:*** The respondent indicates that he or she learned about teamwork, but does not actually describe working with others or discuss the value that others bring to his or her experience with soccer.

**Examples of responses scored 1**

“My experience in music has shown me the importance of hard work and responsibility. In this way, accompanying the St. Albert Adult Choir is a very rewarding experience. As accompanist, I need to prepare hymns for weekly practice and mass. When the choir sings at weddings, I put extra work into perfecting preludes, postludes, and additional songs. This required a lot of work and preparation. It is also my responsibility to help direct the adults and rehearse the four-part harmonies. I need to effectively communicate with the director and with singers in the choir. I have learned that this success is achieved by organization and time management. The ability to lead and responsibility are also important traits needed for success. Accompanying the St. Albert Adult Choir has allowed me to learn significant lessons while sharing my gift of music with others.”

***\*Explanation:*** The respondent acknowledges the need to communicate effectively with the other participants in the activity. This is the only reference to working with others, however.

“This is important and I know I can count on you to do it right! my teacher, Ms. Monahan explained and I was completely on board to take on the rather large assignment of creating a tree memorial for Stephanie Hudon, a fellow student who lost her fight against cancer last summer. Ms. Monahan let me orchestrate the entire project which included approvals, design, fundraising and implementation. Stephanie's family was consulted for the wording on the granite marker and my friends were enlisted to help with two incredibly successful bake sale fundraisers. Excitement generated by the bake sales motivated other classes to make donations. The family was very pleased with the Japanese maple tree with graceful leaves of red, Stephanie's favorite color. I am proud of my role in creating a lasting memorial to the young woman who smiled through her pain and inspired so many at Manchester Memorial.”

***\*Explanation:*** The respondent mentions that, “Stephanie’s family was consulted…and my friends were enlisted to help.” This is the only acknowledgement of others’ contributions to the experience and the language is passive, so it is easy to miss. This is, however, enough to merit a score of 1.

“As marketing chairman of the George C. Marshall FBLA (Future Business Leaders of America) chapter, I have come to understand the responsibilities and dedication involved in becoming a leader. This student-run society relies on the creativity of six chairmen to organize events that guide students to success in the business world. While appointing positions and overseeing boards taught me essential management skills, resolving conflicts amongst the 217 members proved my perseverance. Additionally, scheduling reluctant guest speakers and fundraising with businesses reminded me that rejection is merely a motivator to try harder. Lastly, I always strived to keep all the members engaged by creating environments which promote participation. Our extremely effective board reinforced and taught me many lifelong skills: leadership, time-management, creativity, team work and persistence. These skills continue helping me succeed as I am in my second year holding the same position.”

***\*Explanation:*** The respondent indicates that he or she learned teamwork through the activity, and briefly refers to a reliance on “the creativity of six chairmen.” This indicates a recognition of the value that others bring to the activity and is therefore enough to warrant a score of 1. The respondent also spends a lot of time discussing his or her interactions with other as a leader, but these comments are all egocentric and do not focus on the contributions of others.

**Examples of responses scored 2**

“Since freshman year, I have contributed my passion for math to my school's math team. My dedication to the team's performance as well as my own precipitated my election as a co-captain in junior year. As co-captain, I worked with fellow co-captains to motivate and prepare our team for the competitions in the Hartford Capital Area Math League. We held practices, disseminated study materials, and encouraged each other to do our best. Our members understood that a solid team performance trumps the successes of a few stars; by focusing on team effort, we earned first place both in the Hartford Capitol Area Math League and at the CT state meet, an unprecedented feat in our school's history. Our state team also stresses teamwork – a large part of competition requires cooperation between our members. The problems posed at ARML are unique and challenging, and I enjoy tackling them both during competition and at home, where I review those that I had difficulty solving.”

***\*Explanation:*** This response includes multiple references to teamwork and working with others. The respondent reports that he or she “worked with fellow co-captains to motivate and prepare our team,” and that team members “encouraged each other” (which is also a comment on the value that others brought to the experience). This respondent says that, “a solid team performance trumps the successes of a few stars,” which clearly reflects prioritization of the team over the self. He or she also comments that, “a large part of competition requires cooperation between our members.”

“I have always loved any type of art my whole life, but I did not take it seriously until my sophomore year at Bishop Lynch. My brother, Clay, and my art teacher, Mr. McKenzie, were the ones who spiked my interest in art. As Clay once said to me, art is not just what it looks like but how it makes you feel. Art is an expression of one's innermost deepest feeling. Clay would use drawing and photography as his personal therapy. Whenever he was upset or mad he would go to his room and draw or walk around outside and take pictures. When he was happy about something in his life, his art was filled with bright colors. I inherited Clay's thought and perspective of art. As I began my journey into the world of art it was hard for me. I enjoyed it, but I needed someone to help keep me inspired. This is where Mr. McKenzie's played a major role in helping me develop my passion for art.”

***\*Explanation:*** This response doesn’t mention working with others on a specific project. This may be typical for activities like visual arts that are often inherently solitary. However, much of the response focuses on the role that the respondent’s brother Clay played in the respondents’ art experiences.