

Prompt 1	Briefly describe a problem related to a field you're interested in. Then, in detail, describe the most promising solution and why it stands out. Identify one counter argument or drawback of your solution. Response must be 500 words or less.				
Word Count	1 point deducted from total score for every 50 words over 500 word maximum.				
	5	4	3	2	1
Introduction	Problem is specific, important and is specific to a particular field of interest. The problem is explained clearly and completely in one to two sentences. Easily identifiable one sentence thesis statement. Thesis is a compelling, arguable claim for the superiority of the chosen solution.	Problem is specific, important, and exists in the field of interest. Explains the problem clearly and completely. Thesis is easily identifiable and is a plausible, arguable claim for the solution.	Problem is important and exists in the real world. May be a broad issue that exists in many fields. May over-explain the issue. Thesis is identifiable and is an arguable claim for the solution.	Problem exists in the real world but may be very broad. May under-explain the issue. Thesis is difficult to identify or incomplete. Thesis statement may not make an arguable claim for the solution.	The problem is unclear, does not exist, or is not scientifically accurate. No identifiable thesis statement. No solutions identified.
Support	Content displays thorough understanding of the issue in the chosen field and currently emerging solutions. Solution is unique, obtainable, novel, and based in research. More than one piece of evidence is used to support why this method would be effective. Solution is specific to the field and actions are attributed to the correct actors. Shows understanding of the professionals that are involved. Problem solving is creative and realistic. Introduces one real world counterargument or drawback.	Content displays an understanding of the issue in the chosen field. May describe a commonly understood solution. Solution is obtainable and based on fact. Introduces a specific solution with at least one statement of supporting evidence. Solution is appropriate for the problem. Actors are identified for actions. Shows some understanding of professionals that are involved in problem solving. Problem solving is realistic. Introduces one real world counterargument or drawback.	Content displays a surface understanding of the issue. May focus on the importance of the issue rather than efficacy of solutions. Solutions may be broad but still could be effective. Solutions may be commonly suggested or widely applicable. At least one statement of support. Actors mentioned may be vague, or put all responsibility onto one actor. Problem solving is realistic. Introduces one real world counterargument or drawback.	Content displays common understanding of the issue and solutions that are unlikely to solve the problem. Solutions may demonstrate confusion in the root of the problem. Statements of support are weak. May incorrectly assign responsibility for action. Problem solving uses wishful thinking. Counterargument/drawback is not real Or, may show that drawbacks will overpower the proposed solution.	Content displays a misunderstanding of the issue. Issue is too broad to propose specific solutions. May have no specific solution. No statements of support or supporting evidence is incorrect. No actors mentioned. No drawbacks or counterarguments
Conclusion	Restates the problem, solution, and supporting evidence. Strong closing statement that shows how the argument has developed with supporting evidence. Closing statements are persuasive and show exceptional reasoning skills.	Restates the problem and solutions with reference to supporting evidence. Closing statements are persuasive and show good reasoning.	Restates the problem and solution. Closing statement is somewhat persuasive and shows reasoning skills.	Restates problem and/or solution. Closing statement does not attempt to persuade.	No Conclusion. Closing statement is not persuasive or no argument is made.
Writing Style	Uses full sentences with varying structure. No obvious grammatical errors. Organization and flow are effective. Uses transitions. Tone is professional.	Uses full sentences although structure may not vary. 1-2 obvious grammatical errors that do not affect readability. Organization and flow are effective. Tone is professional.	Organization and flow are understandable. Uses full sentences. May have run-on sentences, 1-2 obvious grammatical errors that do not affect readability. May have casual tone.	Organization is counterintuitive to the argument or interrupts flow of ideas. 1-2 obvious grammatical errors cause confusion. Overall the essay is readable. Tone may be casual.	Incomplete sentences. Several obvious grammar errors make the essay unreadable or confusing. No clear organization. Tone is appropriate for the subject.

Prompt 2	Think of one extracurricular activity that has inspired you. Tell the story of a meaningful lesson you learned through your involvement in this activity. Response must be 500 words or less.				
Word Count	1 point deducted from total score for every 50 words over 500 word maximum.				
	5	4	3	2	1
Introduction/Experience	Begins with an engaging hook, incorporates a complete explanation of the activity into the story. Tells a story that is unique to this student. Story is engaging and has a beginning, middle, and end.	Briefly explains the activity enough to give context for the story. Tells a common story in a unique way. Story is engaging and has a beginning, middle, and end.	Explanation of activity is complete but may be wordy. Storytelling is generic and could be applied to many students. Story has a beginning, middle, and end.	Describes the experience of doing the activity rather than telling a story. Could be written by any student rather than this individual. Story is missing beginning, middle, or end.	Story is incomplete. May describe the activity rather than tell a story.
Lesson	Explains a clear lesson learned and shows how the lesson is a direct result of the specific experience. Lesson is unique to the writer.	Explains a clear lesson learned from the experience. Lesson may be common but includes personal elements.	The experience and the lesson are meaningfully connected. Lesson is common and contains few unique elements.	The lesson learned is not meaningfully connected to the students experience. May introduce several lessons rather than fully exploring one meaningfully. Lesson is common and contains no unique elements.	Lesson is not related to the described activity or there is no lesson.
Impact	Lesson learned inspired change in the student's actions, opinions, or outlook on the world or their lives. The student's view of the world and themselves is mature, nuanced and optimistic. The lesson learned shows readiness for college, career, or adult interpersonal relationships. Shows ability to tackle difficult issues and engage with complexity.	The lesson learned inspired a change in attitude. The lesson may reinforce values the student already exhibited. Outlook is positive. Shows some maturity and readiness for college and beyond. Engages with difficult issues and complexity.	The lesson may be a common platitude and reinforces values the student already exhibited. Outlook is positive. Shows some maturity and readiness for college. Engages with difficult issues simplistically.	Lesson did not cause the student to change or grow. Student's outlook on themselves or the world may be pessimistic. Does not show maturity and readiness for college. Does not engage with difficult issues.	No lesson was learned or student learned the wrong lesson from the experience. Outlook may be overly pessimistic or overly positive, ignores complexity. Shows immaturity and inability to tackle difficult issues.
Writing Style	Writer uses a unique voice, humor, or emotional language that leaves an impact on the reader. Organization, imagery and word choice create an interesting story with an inspiring conclusion. No obvious grammatical errors.	Word choice is entertaining and impactful. Flow is effective and leads to an optimistic conclusion. No obvious grammatical errors. Tone enhances the emotions of the story.	Writer uses appropriate tone and word choice. Flow is understandable and effective. Few (1-2) obvious grammatical errors that do not affect the reader's understanding.	Flow is understandable. Several (2+) obvious grammatical errors. Inappropriate tone for the story.	Tone is self deprecating or overly egotistical. Confusing organization, obvious grammar errors that affect the reader's understanding.