**The Application -** You will have two days in class and at home to complete your college application. Your completed application must be in on time. Late applications will be graded, but will not be accepted for consideration to college. You might need to complete some of this work at home. Meet your deadlines! The rubric is attached to the application!

1. I would like YOU to get into the habit of filling out your own papers. You will be filling out a modified Universal College Application. This needs to be done by YOU, in your NEATEST handwriting. You may only use blue or black ink. INK? YES INK!!!!!
2. Complete the entire application.
   1. Pages 1 and 2 in your best handwriting.
   2. On page 3 the Short-answer Questions should be in your best handwriting.
   3. On page 3 is the required ESSAY section. You will complete that portion of the application in Stage 4 below.
   4. On page 3 the Honor Code/Community Standards requirement is vital!
   5. Finally, **without your signature, your application will be rejected**! YIKES!
3. You must turn in the application for **a Quiz Grade**

**Stage 4: The Essays -** You will have three days to complete these two essays in class or at home. They may be typed or handwritten, but they must be neatly done. These two essays combined will count for a **Test Grade**. That means each one is valuable. Give them your best attention. These are the actual prompts used on actual applications. There are many choices here. If you do not understand one of the prompts, move on to another. Please respond to **two** of the prompts below. One of your essays should be short (about 250 words), and one should be longer (about 500 words).

1. It is often said that students learn as much from each other as they do in the classroom. If you could recommend one work of fiction to your classmates at (insert the name of your High School), what would you ask them to read and contemplate? Explain your selection.
2. If you were president of the United States for a day, what one policy – whether serious or semi-serious – would you implement? Why?
3. People find many ways to express their inner world. Some write novels; others paint, perform, or debate; still others design elegant solutions to complex mathematical problems. How do you express your inner world, and how does the world around you respond?
4. How is the person you know yourself to be different from the person your family and friends know you to be?
5. Many students conduct original research and work to solve problems in almost every imaginable field. If you could spend a semester researching a specific topic or problem, what would you choose and why?
6. After your long and happy life, your family must choose no more than a dozen words to adorn your headstone. What do you hope they choose, and why?
7. Some students have a background or story that is so central to their identity that they believe their application would be incomplete without it. If this sounds like you, then please share your story.
8. Recount an incident or time when you experienced failure. How did it affect you, and what lessons did you learn?
9. Reflect on a time when you challenged a belief or idea. What prompted you to act? Would you make the same decision again?
10. Describe a place or environment where you are perfectly content. What do you do or experience there, and why is it meaningful to you?
11. Discuss an accomplishment or event, formal or informal that marked your transition from childhood to adulthood within your culture, community, or family.

**SHORT ESSAY**

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| --- | --- | --- | --- | --- |
| **Category** | **9-10 points** | **8 points** | **7 points** | **6 points** |
| Follows Instructions | There is a plan. Rough draft has 3 paragraphs, 230-250 words | One thing is missing | Two things are missing | What a mess! |
| Spelling and Grammar | There are no spelling errors. No sentence fragments. Flows from one idea to the next. | 1 or 2 spelling errors, but does not distract. No sentence fragments. Ideas flow. | More than two spelling errors that distract from the work. No fragments. | Spelling is out of control. No transition of thoughts. |
| Introduction | Begins with a universal statement. Then narrows to the writer’s position. Tells what you are going to write about. | Begins with a universal statement. Then narrows the writer’s position. Does not tell what you are going to write about | Begins with a universal statement. No topic sentence. Does not tell what you are going to be writing about. | Who knows? |
| Support for Topic | 3 ideas that support your position (in each body paragraph for long) | 2 ideas that support your position (in each body paragraph for long) | Only 1 idea that supports your position (in each body paragraph for long) | What are you talking about? |
| Conclusion | The conclusion is strong, restates your position and leaves the reader with a feeling that they understand what the writer is “getting at”. | The conclusion is recognizable, restates your position, and ties up almost all the loose ends. | The conclusion is recognizable, but does not tie up several lose ends. | There is not clear conclusion, the paper just ends. |

**LONG ESSAY**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **9-10 points** | **8 points** | **7 points** | **6 points** |
| Follows Instructions | There is a plan. Rough draft has 4-5 paragraphs, 470-500 words | One thing is missing | Two things are missing | What a mess! |
| Spelling and Grammar | There are no spelling errors. No sentence fragments. Flows from one idea to the next. | 1 or 2 spelling errors, but does not distract. No sentence fragments. Ideas flow. | More than two spelling errors that distract from the work. No fragments. | Spelling is out of control. No transition of thoughts. |
| Introduction | Begins with a universal statement. Then narrows to the writer’s position. Tells what you are going to write about. | Begins with a universal statement. Then narrows the writer’s position. Does not tell what you are going to write about | Begins with a universal statement. No topic sentence. Does not tell what you are going to be writing about. | Who knows? |
| Support for Topic | 3 ideas that support your position (in each body paragraph for long) | 2 ideas that support your position (in each body paragraph for long) | Only 1 idea that supports your position (in each body paragraph for long) | What are you talking about? |
| Conclusion | The conclusion is strong, restates your position and leaves the reader with a feeling that they understand what the writer is “getting at”. | The conclusion is recognizable, restates your position, and ties up almost all the loose ends. | The conclusion is recognizable, but does not tie up several lose ends. | There is not clear conclusion, the paper just ends. |