

Prompt 1	Briefly describe a problem related to a field you're interested in. Then, in detail, describe the most promising solution(s) and why they stand out. Address limitations or counterarguments. Response must be 500 words or less.			
	4	3	2	1
Introduction	Concise explains a specific, real-world problem, one or two sentence thesis statement that clearly introduces specific solutions that will be discussed. Explanation of issue shows understanding of its urgency.	Explains the problem effectively, may over-explain the issue. Thesis statement is identifiable. Solutions are introduced.	Problem and solutions are very broad and/or represented incorrectly. Solutions are unrealistic or incomplete. Thesis statement is incomplete.	The problem is unclear or very broad and/or the problem does not exist, not scientifically accurate. No identifiable thesis statement or thesis is unrelated to essay prompt. No solutions identified.
Support	Content displays thorough understanding of the issue and currently emerging solutions. Solution(s) are unique, obtainable, and based in scientific research. For each solution introduced, at least one piece of supporting evidence is used to support why this method would be effective. Solutions are specific and actions are attributed to the correct actors. Shows a real world understanding of the professionals that are involved in problem solving.	Content displays a surface understanding of the issue and commonly understood solutions. Introduces 2 specific solutions with at least one statement of support for each solution. Solutions are somewhat broad and actors are identified for actions. Shows some understanding of professionals that are involved in problem solving. Problem solving is realistic.	Content displays common understanding of the issue and broad, commonly used solutions. Statements of support are weak. Vague or incorrect actors mentioned. Problem solving uses wishful thinking.	Content displays a misunderstanding of the issue. Issue is too broad to propose specific solutions. One solution proposed. No statements of support. No actors mentioned.
Limitations	For each solution, introduces at least one real world limitation or counter argument. Rebuttal shows the counter argument invalid or how the limitation can be avoided or minimized	Introduces one real world limitation or counter argument. Dismisses the counter argument or limitation rather than proposing solutions.	Limitation or counterargument is unrealistic or incorrect. AND/OR Discussion is overly vague and does not address a specific limitation.	No limitations or counterarguments
Conclusion	Restates the solutions, strong closing statement that shows how the argument has developed with supporting evidence.	Restates the problem and solutions with reference to supporting evidence	Restates the problem and solutions	No Conclusion
Writing Style	Uses transitions, varied sentence structures and professional tone. Organization of ideas strengthens the flow and argument. No obvious grammatical errors.	Uses full sentences although structure may not vary. No glaring grammatical errors. Organization and flow are effective.	Run-on sentences, casual tone, organization is counterintuitive to the argument or interrupts flow of ideas. Few obvious grammatical errors.	Incomplete sentences. Obvious grammar errors, unreadable or confusing.
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.			
	4	3	2	1
Introduction/ experience	Begins with an engaging hook, briefly explains the activity enough to give context for the story. Tells the story of one experience.	Begins with a complete explanation of the activity and experience. Explanation is wordy and/or storytelling is vague and could be applied to many students	Does not contain a specific experience, describes the experience of doing the activity rather than an experience specific to the student. Could be written by any student rather than this individual.	Explanation of activity or experience is incomplete. And/or Does not contain a specific experience, describes the activity rather than a specific story
Lesson	Explains a lesson learned and shows how the lesson is a direct result of the specific experience. Lesson is unique to the writer. Lesson is important to adult life	Explains a lesson learned from the experience. The experience and the lesson are connected. May be told rather than shown	The lesson learned is not meaningfully connected to the students experience. Lesson may not be important to adult life or is simplistic.	Lesson is not related to the described activity. Lesson is common and/or not important to adult life
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 shows some personal growth. The lesson is a common platitude or reinforces values the student already exhibited. The lesson resulted from the experience. Outlook is positive. Shows some maturity and readiness for adulthood. Engages with difficult issues.	Lesson did not cause the student to change or grow. Student's outlook on themselves or the world may be pessimistic. The lesson is important to high school life. Inability to fully 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 inability to tackle difficult issues.
Writing Style	Writer uses a unique voice, humor, or emotion language that leaves an impact on the reader. Examples, imagery and word choice create an interesting story with an inspiring conclusion. No obvious grammatical errors.	Writer uses engaging word choice. Flow is understandable and leads to an optimistic conclusion. No obvious grammatical errors.	Writer uses effective language and flow is understandable. Few obvious grammatical errors.	Tone is self deprecating or overly egotistical. Confusing organization, obvious grammar errors.