**“My Plan” Essay Directions**:

1. Explain your **career aspirations and your educational plan** to meet these goals. Clearly articulate both short and long term goals and describe the interests, skills, and experiences that helped you develop your post-high school plan.
2. Explain **how you have helped your family or made your community a better place to live**. Provide specific examples and include what you learned from these experiences. How did these experiences help to inform your post-high school plan?
3. Describe a **personal accomplishment and the strengths and skills you used to achieve it**. Consider your growth during your four years in high school. How will this experience serve you in your future?

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|  | Exceeds | Meets | Needs Improvement |
| Ideas & Content | * Each of the three areas identified in the prompt is addressed thoroughly. * Evidence is thorough, in-depth, and insightful. * Supporting details are rich, interesting and carefully chosen for audience and purpose. | * Each of the three areas identified in the prompt is addressed. * Shows evidence of new learning, ideas, results, or conclusions appropriate to the student’s personal, academic, and/or career interests and post-high school goals. * Main ideas are supported with specific details. | * One or more of the three main areas identified in the prompt is not addressed. * Evidence is weak, incomplete, inappropriate, or limited in some way. * Supporting details may be too general or off topic. * Essay may be too short, without enough ideas or details. |
| Organization | * The reader can follow the writing easily; ideas and details are placed in an order that moves the reader right along. * Connecting words and phrases: smooth; effective; make the writing easy to follow from one part to the next. * Paragraph breaks are used effectively. | * The reader can follow the writing; ideas and details are placed in an order that makes sense. * Connecting words and phrases help the reader follow from one part to the next. * Paragraph breaks are there and are helpful. | * The reader has a hard time following the writing and may be confused often; ideas and details are not in an order that makes sense. * Connecting words and phrases are repetitive; points may be numbered or bulleted. * Few or no paragraph breaks. |
| Conventions | * May be a few minor errors. | * Some errors, but few major errors; the most important rules are followed most of the time. | * So many basic errors that the reader has a hard time figuring out what the writer is trying to say. |