

Coginchaug Summer Learning - Incoming Seniors

1. A complete rough draft of your college essay is due at the start of the school year. You will upload a copy onto your English Google Classroom during the first class.
2. In addition to a completed college essay or personal narrative, seniors will read one age-appropriate memoir, biography, or auto-biography; these genres are based on the college essay and the narrative writing unit that begins senior year. Make a copy of this short assignment doc and be prepared to discuss your book in your first-semester English class.

Title & Author(s)

Why did you select this text?

In a short response, describe the main experience, conflict, etc. the protagonist or author (if autobiography) addresses/navigates throughout the text.

Explain the impact this event/experience had on the protagonist or author.

Grading Rubric

	4 Exemplary	3 Proficient	2 Developing	1 Beginning
Claim/Focus	• Expresses an idea-driven, specific, supportable claim in a clear and concise manner. It is interesting and sophisticated. • Fully sustained and focused • Writing thoroughly addresses all parts of the prompt.	• Expresses an idea-driven, specific, supportable claim in a mostly clear and concise manner. • Adequately sustained, generally focused • Writing answers the prompt.	• Expresses a vague, trite, or somewhat supportable claim • Somewhat sustained; may have a minor drift in focus • Writing is related to the prompt.	• Expresses no claim or an unsupportable claim. • Not sustained; drifts in focus • Writing is only slightly relevant to the prompt.
Evidence	• Employs sufficient and well-chosen evidence that is relevant to the	• Employs sufficient evidence that is relevant to the argument (1-2 quotes)	• Provides some evidence that may or may not be relevant to the argument	• Provides excessive, little, or no evidence relevant to argument

	argument (quotations, paraphrasing) - Provides enough context to understand evidence while avoiding plot summary - Seamlessly and effectively integrates and cites evidence	- Provides context for evidence while mostly avoiding plot summary - Competently integrates and cites evidence	- Provides little or no context for evidence and/or excessive plot summary - Ineffectively integrates and cites evidence	- Provides no context for evidence - Does not integrate or cite evidence.
Analysis	- Thoroughly analyzes how and why specific evidence supports the claim - Shows insightful understanding of topic/text	- Competently analyzes how and why evidence supports the claim - Shows competent understanding of topic/text	- Explains plot rather than analyzing and/or makes claims that are not clearly supported by evidence - Shows simplistic understanding of topic/text	- Does not include analysis - Shows little/no understanding of topic/text
Organization and Structure	- Develops a logical and coherent structure that flows smoothly - Provides a strong reflective sense of closure that strengthens claim and evidence	- Develops a logical and coherent structure - Provides a sense of closure that adequately ties to the claim to the evidence	- Develops a structure that is confusing - Provides a limited sense of closure; merely restates the prompt	- Neglects to develop a structure - Provides no closure
Conventions, Style, and Language	- No errors in usage and sentence formation - Effective and consistent use of punctuation, capitalization, and spelling - Maintains a formal tone - Clearly and effectively expresses ideas, using precise language	- Some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed - Adequate use of punctuation, capitalization, and spelling - Maintains a mostly formal tone - Adequately expresses ideas, employing a mix of precise with more general language	- Frequent errors in usage may obscure meaning - Inconsistent use of punctuation, capitalization, and spelling - Tone is inconsistent - Expresses ideas unevenly, using simplistic language	- Errors are frequent and severe and meaning is often obscure - Tone is informal - Expression of ideas is vague, lacks clarity, or is confusing