

# Personal Statement Essay

Student Name: \_\_\_\_\_ OSIS: \_\_\_\_\_

Site Name: \_\_\_\_\_ Date Submitted: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

The Personal Statement is an essay written for college and job applications. It provides the applicant with the opportunity to “sell” themselves to the reader and demonstrate their ability to effectively respond to a given prompt, going beyond simply stating their feelings. It provides additional evidence of intellectual and creative abilities and is becoming an increasingly common part of all applications processes.

Personal Statement prompts can vary depending on the school or employer, though there are some common themes throughout. Prompts selected for your Pathways to Graduation Expectation are taken directly from current college and job applications. Please review this rubric carefully to fully understand what is expected of you as you write your Personal Statement Essay. **Your essay should be between 1-2 double spaced pages with 12 point font and regular margins.** Good luck!

Score	(4)	(3)	(2)	(1)
<b>INTRODUCTION</b> Background/History Thesis Statement	Well-developed introduction engages the reader and creates interest. Contains detailed background information. Thesis clearly states a significant and compelling position.	Introduction creates interest. Thesis clearly states the author’s position.	Introduction adequately explains the background but may lack detail. Thesis states the position.	Background details are unfocused, unclear, or not related to the topic. Thesis is vague, unclear, or missing.
<b>MAIN POINTS</b> Body Paragraphs	At least three developed main points directly related to the thesis. Supporting examples are concrete and detailed. Narrative is developed with a consistent and effective point-of-view, showing the story in detail.	Three or more main points are related to the thesis but one may lack details. The narrative shows events from the author’s point-of-view using some details.	Three or more main points are present but may not relate directly to the thesis. The narrative illustrates the events but may lack details.	Less than three main points and/or poor development of ideas. The narrative is underdeveloped and tells, rather than shows, the story.
<b>CONCLUSION</b>	Conclusion effectively wraps up the essay. Goes beyond restating the thesis and summarizing the essay.	Conclusion effectively summarizes the topics.	Conclusion is recognizable and ties up almost all loose ends.	Conclusion does not summarize main points.
<b>ORGANIZATION AND STYLE</b> Structure, Transitions, Sentence Flow	Sentences are strong and expressive; exhibiting varied structure and precise word choice. Transitions are logical and sequential. Writing is smooth, skillful, and coherent.	Logical progression of ideas. Transitions are present equally throughout essay. Sentences have varied structure.	Organization is clear but sentences may lack variety. Transitions are not always present.	No discernable organization. Transitions are not present.
<b>MECHANICS</b> Spelling, grammar, punctuation	Punctuation, spelling, capitalization, and/or grammar are all correct.	Punctuation, spelling, capitalization, and/or grammar are generally correct, with few errors.	Several errors in punctuation, spelling, capitalization, and/or grammar.	Highly distracting errors in punctuation, spelling, capitalization and/or grammar.

Scoring	
Introduction	
Main Points	
Conclusion	
Organization and Style	
Mechanics	
<b>Total</b>	

Grade Equivalent	
18 - 20	<b>A</b>
15 - 17	<b>B</b>
12 - 14	<b>C</b>
9 - 11	<b>D</b>
< 9	<b>F</b>

**GRADE:** \_\_\_\_\_