

IA #1 – 11th Grade – College Readiness Exam

Part One: Short Answers

You will have 35 minutes to complete this part of the exam.

Directions for questions 2-4. Read the following questions and responses from a student interview with a college admissions representative. After reading, evaluate each student response by explain one strength and one weakness to their response. Then, write the response you would say if you were in the interview. (12 points; one point for each strength and weakness; two points for the quality of your response to the question)



2 Q: Why do you want to attend Gettysburg College?

A: I really want to go to a small school in order to be a part of a community of learner and really build strong relationships with my professors. I have close relationships with my teachers in high school and it's been an important part of my experience.

Strength	Weakness

Your response:

4.F Distinguish between professional and unprofessional responses in an interview

Teacher's Scoring Area:				
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4

3

Q: Tell me about your favorite class in high school. Tell me about yourself.



A: History class is my favorite class. I get really good grades in that class. I also really enjoy learning about how historical events influence so much of what our society does today. For example, I know that there are still many people fighting for civil rights for all people in the United States, much like Martin Luther King Jr.

Strength	Weakness

Your response:

4.F Distinguish between professional and unprofessional responses in an interview

Teacher's Scoring Area:				
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4

4

Q: What do you like to do in your spare time?

A: I am a member of the lacrosse team at my high school. I love being on a team and playing in games. Other than that, I just do homework.

Strength	Weakness

Your response:


4.F Distinguish between professional and unprofessional responses in an interview

Teacher's Scoring Area:				
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4

Instructions for questions 5-9. Read the following script of an interview between a college admissions rep and a senior in high school. Using the professional interview rubric, evaluate this conversation and score the student in each category. For each score, you must explain why you gave the student that score and use evidence from the conversation to justify your answer. (15 points total; 1 point for every rubric score and 2 points for each written rationale)

S = Student

A = Admissions counselor

[Student shows up 15 minutes prior to her scheduled interview time 

A: Welcome to **Cool College!** My name is **Ms. Interviewer.** How are you today?

[Student extends hand to greet with a firm handshake and make eye-contact with the college rep]

S: I'm doing well, thank you! My name is **Sally.**

A: Sally, I'm excited to talk with you today and learn more about your interests in **Cool College.** First, why do you want to go to **Cool College?**

S: I've been doing a lot of research about colleges. I knew I wanted a small liberal arts college, but even within liberal arts colleges, they can be very different. When I did more research, I learned that **Cool College** requires all juniors to study abroad for some part of their junior year. I think that's a really cool part of college and I can imagine it makes the campus a unique place because all students will have that experience.

A: Great. Tell me a little bit more about you.

[Student responds to question but continuing to maintain eye-contact and smiling]

S: I am an only child. I grew up in a really small town in Ohio where most people lived at least an hour away from school. That's a really unique and special part of my life because I've been going to school with the same group of people for 18 years. It's a really tight-knit community and it's been a huge support for me during my education.

A: What do you think you can contribute to our college community?


[Student begin to fidget and twist a strand of her hair]

S: People say that I'm really outgoing and I include anyone in anything – sports events, school plays, study group. I think I could bring that skill to a college campus. I want to be involved in group and organizations outside of my classes so that I can have the real college experience.

A: Wow. That sounds great. Switching gears, tell me about a time when you overcame a challenge. What was the challenge and how did you overcome it?

S: During my sophomore year, I took AP US History. It was a really tough class. There were so many fact and dates to remember, in addition to just making sure that I actually understood the core issues of what was happening in any major historical event. I took a mock AP test and got a 1. I was really disappointed, especially because I usually perform well on tests. I realized I would have to really increase the amount of time I was studying.

A: Does your high school record accurately reflect your abilities?

S: No. It's not my fault that I failed classes my freshman year. The teachers at my school didn't know how to teach. 

A: Recommend a good book to me.

S: I could recommend several but by far my favorite is The Kite Runner. I read the book a few years ago for class but enjoyed it so much that I've recommended it to my entire family. I felt like I learned a lot from a cultural perspective while I was engrossed in the story.

5

Strand of the Rubric	Your Score	Rationale
During the Interview		

1.B Calculate cumulative GPA and connect current academic standing to college options

Teacher's Scoring Area:

0 1 2 3

6

Strand of the Rubric	Your Score	Rationale
During the Interview		

1.B Calculate cumulative GPA and connect current academic standing to college options

Teacher's Scoring Area:

0 1 2 3

7

Strand of the Rubric	Your Score	Rationale
Oral Response to Interviewer's Questions		

1.B Calculate cumulative GPA and connect current academic standing to college options

Teacher's Scoring Area:

0 1 2 3

8

Strand of the Rubric	Your Score	Rationale
Shares Key Messages about Self		

1.B Calculate cumulative GPA and connect current academic standing to college options

Teacher's Scoring Area:

0 1 2 3

11

What can you infer **Sally** did, based on reading the conversation, in preparation for her interview? (5 points; 3 points for quality of response, 2 points for complete sentences)



4.G Identify key steps in preparing for an interview

Teacher's Scoring Area:					
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input checked="" type="radio"/> 5

IA #1 – 11th Grade – College Readiness Exam

Part Two: Process-Based Project Rubric

(For teacher use only)

Summer Program Common Application



Teacher Directions: Each student’s College Readiness teacher will score the project rubric on the following pages for an overall process-based project grade for IA2.

13

	Outstanding	Above Average	Acceptable	Unacceptable
Content: INSIGHT (author's personal brand/script) _____/4	Reveals an identifiable and positive character trait of the author (his/her personal brand feature/script).			

2.C Create Summer Programs personal statement/written response

Teacher's Scoring Area:

0
 1
 2
 3
 4
 5
 6
 7
 8

14

	Outstanding	Above Average	Acceptable	Unacceptable
Content: FOCUS (pivotal and defining moment) _____/4	Revolves around a unique, specific, pivotal, and defining moment , while subtly conveying a broader message about/insight to the author's character.			
	4	3	2	1

2.B Complete Summer Programs applications for two pre-college programs

Teacher's Scoring Area:

0
 1
 2
 3
 4
 5
 6
 7
 8

15

	Outstanding	Above Average	Acceptable	Unacceptable
Content: NARRATIVE ARC _____/4	Has a beginning, middle, and end that are based in real-world action (not thoughts in one's mind) , and all build to reveal the intended insight (brand feature) to the author's character. Structured so that thereader is drawn in at the beginning (magnet), perceives a shift in the author's thinking (pivot) in the middle, and is left with positive thoughts and wantingto know more about the author at the end of the essay (glow).			
	4	3	2	1

2.B Complete Summer Programs applications for two pre-college programs

Teacher's Scoring Area:

0
 1
 2
 3
 4

16

	Outstanding	Above Average	Acceptable	Unacceptable
Process: IMAGERY _____/4	Uses vivid description (show don't tell) to reveal the theme, insight to theauthor's character, and/or to enhance engagement of the reader.			
	4	3	2	1

2.B Complete Summer Programs applications for two pre-college programs

Teacher's Scoring Area:

0
 1
 2
 3
 4

17

	Outstanding	Above Average	Acceptable	Unacceptable
Grammar, Format, and Following Directions _____/4				n
	4	3	2	1

2.B Complete Summer Programs applications for two pre-college programs

Teacher's Scoring Area:					
<input type="radio"/>	0	<input type="radio"/>	1	<input checked="" type="radio"/>	2

