

High School and Beyond Essay – Plan Organizer and Description (Assessment Rubric Starts on Page 4)

Updated 3/10/2019

I: Introduction:

- “Hook” reader (SHOW -- describe with sensory detail -- yourself engaged in an activity that illustrates your future interest/skill):
- Clear thesis statement -- We need to know your specific career plan and that this essay will tell us about your preparation for this (**in different words** -- “don’t announce”!)

II: Learning style –

Point: What are your primary learning styles/intelligences?

(I)llustration: SHOW (through sensory details) yourself engaged in an activity that displays your learning style

(E)xplanation: How will you use this learning style/intelligence in your future career?

(Repeat I and E for additional learning styles/intelligences)

III: Goals for high school –

P: Identify a 2-3 high school classes, activities, or accomplishments that relate to your post-high school goals

For Each:

I: Show yourself doing the relevant class or activity, or earning the accomplishment

E: Describe how the class, activity, of accomplishment might relate to your future plans

Repeat I and E as needed for each class, activity, or accomplishment

IV: Goals for immediately after high school –

P: Give reader a skeleton plan of your steps after high school -- 2- to 4-year college, vocational or technical school, certificate program or the workforce -- that you will apply to reach your career goal

Then develop specific parts of the plan --

I: Specific school/program you are planning to enter

E: How does this choice fit your goals?

I: Estimate of post-h.s. plan timeline and funding requirements

E: How are you and your parents working to fund your post-h.s. plans?

V: Conclusion

Recap how specifics of how your...

- learning styles/intelligences
- high school classes, activities, and accomplishments
- planning for post-h.s. training/college

...will prepare you for your future. End with a related thought on this.

High School and Beyond Essay – Assessment Rubric

“The High School and Beyond Plan is a formal process designed to help students think about their future and select course work that will best prepare them for their post high school goals. Students create their High School and Beyond Plans in cooperation with parents/guardians and school staff. Students write their plans in middle school and then continue to revise throughout high school to accommodate changing interests or goals.

Students should be encouraged to include the following elements in their plan:

- **Their personal story – what experiences, interests and goals are shaping who they are now and who they want to become**
- **Their learning style**
- **Their goals for high school – what their four years of high school look like, including classes, extracurricular activities, sports, a job, etc.**
- **Their goals for immediately after high school – a student’s plan should include the classes needed in preparation for a 2- to 4-year college, vocational or technical school, certificate program or the workforce.”**

(The above information is from the OSPI website.)

The High School and Beyond Plan is both a process and a product. It is a process, because it requires you to look at your interests and aptitudes in order to formulate the essay. In other words, it requires to you commit **some** plan to paper. The plan isn’t set in stone; as you grow and learn, you’ll probably change your plans. Figuring this out, and informing your decision through research, will inform you as you develop the final product: your plan that you will include in your senior portfolio. (Of course, life will still cause you to change plans; it’s just good to have an idea of where you’re starting.)

Here is the rubric for the WHS High School and Beyond Essay, synthesizing Informative and Narrative Essay characteristics:

High School and Beyond Rubric (adapted from turn it in.com's Narrative and Informative Essay Rubrics)					
Description	5 Exceptional	4 Skilled	3 Proficient	2 Developing	1 Inadequate
Focus: The text sets up the student's plan by introducing the event that led to career choice, the student narrator (not "Hi, I'm..."), and the career choice around which the essay is focused. This career choice remains the focus throughout the essay.	The text "hooks" the reader in the introduction, then clearly focuses on one career plan. The text informs the reader with clearly organized information that creates a unified plan on why and how student will achieve this goal.	The text "hooks" the reader in the introduction, then focuses on one career plan. The text informs the reader with clearly organized information that creates a unified plan on why and how student will achieve this goal.	The text states one career plan. The text informs the reader with organized information that creates a unified plan on why and how student will achieve this goal.	The text has an unclear plan with some ideas, concepts, and information on how the student will achieve the goal.	The text has an unidentifiable plan with minimal ideas, concepts, and information relating to achievement.
Audience: The text anticipates the audience's background knowledge of the topic.	The text consistently addresses the audience's knowledge level and concerns about the plan. The text thoroughly explains concepts (such as learning styles) and activities and relates them to the student's plan.	The text anticipates the audience's knowledge level and concerns the plan.. The text explains concepts (such as learning styles) and activities and relates them to the student's plan.	The text considers the audience's knowledge level about the plan. The text includes concepts (such as learning styles) and activities and relates them to the student's plan	The text illustrates an inconsistent awareness of the audience's knowledge level about the plan. The text may include concepts and activities that may be distracting or irrelevant.	The text lacks an awareness of the audience's knowledge level about the plan. The text includes limited or inaccurate concepts and activities



Organization and Cohesion: The text follows a logical sequence (learning style > high school goals > post high-school goals).. The text includes appropriate and varied transitions and syntax.	The text strategically uses words, phrases, and clauses to link the major sections of text. Each body paragraph contains PIE (or a more sophisticated organization) to clearly present the specific aspect of the plan.	The text skillfully uses words, phrases, and clauses to link the major sections of text. Each body paragraph contains PIE (or a more sophisticated organization) to clearly present the specific aspect of the plan.	The text uses words, phrases, and clauses to link the major sections of the text. Each body paragraph contains PIE to present the specific aspect of the plan.	The text contains limited words, phrases, and clauses to link the major sections of the text. The body paragraphs attempt to use PIE to present the specific aspect of the plan.	The text contains few, if any, words, phrases, and clauses to link the major sections of the text. The body paragraphs do not connect the topic and the examples and/or facts.
Language and Style: The student narrator's voice is conveyed in first person point of view. The text uses sensory language and details to create a vivid picture of student's learning styles and reasons for choosing career and high school goals.	The text uses eloquent words and phrases, showing details and rich sensory language and mood to convey a realistic picture of the experiences influencing/contributing to the career plan.	The text uses precise words and phrases, showing details and controlled sensory language and mood to convey a realistic picture of the experiences influencing/contributing to the career plan.	The text uses words and phrases, telling details and sensory language to convey a vivid picture of the experiences influencing/contributing to the career plan.	The text uses words and phrases, telling details to convey experiences influencing/contributing to the career plan.	The text merely tells experiences.

Development: The text presents the student's learning styles, high school goals, and post-high school goals. The text provides a conclusion that supports the topic and examines its implications and significance.	The text provides significant and relevant exploration of the student's learning styles, high school goals, and post-high school goals that thoroughly develop and explain why and how the student will pursue this career goal. The text provides an engaging conclusion that supports the topic and examines its implications and significance.	The text provides relevant exploration of the student's learning styles, high school goals, and post-high school goals that sufficiently develop why and how the student will pursue this career goal. The text provides a competent conclusion that supports the topic and examines its implications and significance.	The text explores the student's learning styles, high school goals, and post-high school goals, showing why and how the student will pursue this career goal.. The text provides a conclusion that supports the topic and examines its implications and significance.	The text provides explanation of the student's learning styles, high school goals, and post-high school goals that attempt to show why and how the student will pursue this career goal. The text may provide a conclusion that supports the topic.	The text contains limited explanation of the student's learning styles, high school goals, and post-high school goals and why and how the student will pursue this career goal. The text may or may not provide a conclusion.
Conventions: The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline in which the student is writing (MLA).	The text intentionally uses standard English conventions of usage and mechanics while specifically attending to the norms of the discipline in which the student is writing (MLA).	The text demonstrates standard English conventions of usage and mechanics while suitably attending to the norms of the discipline in which the student is writing (MLA).	The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline in which the student is writing (MLA).	The text demonstrates some accuracy in standard English conventions of usage and mechanics.	The text contains multiple inaccuracies in standard English conventions of usage and mechanics.