**Fall AVID Exam Preparation:**

**50% of the exam will be 25 multiple choice questions about the SAT and ACT and test prep.**

**50% will be a 45-minute timed writing. You can find helpful information, including a prompt and rubric below.**

**Quote to consider:**

“The ability to recognize opportunities and move in new - and sometimes unexpected - directions will benefit you no matter your interests or aspirations. A liberal arts education is designed to equip students for just such flexibility and imagination.” Drew Gilpin Faust (President of Harvard)

**Definition to consider:**

lib·er·al arts

*noun*

plural noun: **liberal arts**

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academic subjects such as literature, philosophy, mathematics, and social and physical sciences as distinct from professional and technical subjects.

**Prompt:**

Based on the introduction of Loren Pope’s book *Colleges that Change Lives*,and the related articles you read, what are the primary reasons for pursuing a liberal arts education rather than an education focused solely on professional and technical subjects. Explain how any of these reasons match up with your personal educational goals. Explain how a liberal arts education can benefit society generally.

**Rubric:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Response completeness** | All three questions in the prompt are responded to in a complete manner. | All three questions are responded to; at least two are complete responses. | All three of the questions are responded to, but none is a complete response.  | At least one of the questions is left out of the response. |
| **Clarity and appropriateness of claims** | Each section/paragraph of the response begins with a clear and appropriate claim. | All three paragraphs have claims, at least tow of which are comprehensible and appropriate.  | All three of the sections have a claim, but two are not clear or are inappropriate. | There are no comprehensible claims in the response. |
| **Use of the mentioned source (evidence)** | The Pope excerpt is cited and reference to it is meaningful and well-explained. | The Pope excerpt is cited, but its use is not particularly meaningful or well-explained. | There is a vague referenece to the Pope excerpt, but its use is not meaninful or well-explained. | There is no reference to the Pope excerpt. |
| **Integration and accuracy of other sources (evidence)** | The writer cites and discusses, with considerable depth and accuracy, the other sources. | The writer cites at least one additional source and uses it appropriately as evidence of claims. | The writer refers to sources but does not always adequate evidence to support the claims. | Other sources are not cited accurately. |
| **Persuasiveness of the argument/use of evidence** | The arguments made, with claims and evidence, are persuasive. | The reader is persuaded by most of the claims, though more evidence could have been provided. | Though parts of the argument are satisfactory, the lack of evidence (or other elements) keep the paper from being persuasive.  | The audience sis not persuaded by the claims or evidence. |
| **Coherence** | All paragraphs or sections are coherent and comprehensible. | For the most part, the response is comprehensible, though there are a few parts that are difficult to read. | Most of the paper is incomprehensible, though at least one section can be easily read. | The paper is very difficult to comprehend throughout.  |
| **Editing/senstence-level correctbess** | Given the timed nature of the prompt, the response is edited quite well.  | The several errors in the text do not interfere with comprehensibility. | There are many errors in the text, a number of which interfere with comprehensibility. | The text has so many errors that it is incomprehensible.  |