Using the AOL Writing Scoring Rubric

Young Scholars Circle

ACL Admissions Scoring Rubric – (2020 – 2021)

Indicators	0 No Evidence	1 Limited Evidence (Response indicates one or fewer of the criteria below)	2 Full Evidence (Response indicates one or more of the criteria below)	Score (Record Score in this column)
Open Mindset	No evidence	• Limited approaches and/or solutions to the problem • Lacks specificity	• Multiple arguments and/or counter arguments are present • Several approaches are present • Considers alternative points of view	
Information Processing	No evidence	• Minimal organization of thought • Lacks evidence of interconnected ideas • Limited evidence of logical thought process	• Highly developed synopsis extending beyond given information • Displays strong processing of ideas • Logical argument based on evidence	
Fluency of Ideas	No evidence	• Limited solutions based on assumptions • Minimal approaches and/or solutions to the problem	• Proposes and/or pursues multiple innovative solutions • Provides clear and concise explanation of abstract ideas	
Problem Solving	No evidence	• Lacks pursuit of a counter argument • Minimal evidence of a meaningful solution	• Clearly presents and/or pursues multiple counter arguments • Generates original and innovative solution(s)	
Resourcefulness	No evidence	• Limited use of technology and/or global systems • Lacks consideration of possibilities • Minimal practical application	• Multifaceted use of technologies and/or global systems • Uses multiple sources of evidence • Challenges assumptions with novel ideas	
Total **10**				

MY AOL ESSAY OUTLINE

Ways I have displayed problem solving, persistence, motivation, critical thinking & creativity

Significance, Lessons Learned

Impact that I had (self, others, community)

Acitivity, Specific Moments, Connections

Evidence Types: Big Names, Ethos, Pathos, Logos, Research, Kairos

Intro

Hook Sentence
Topic/Thesis: Narrow down the problem. Identify your proposed solution/contribution/innovation (SCI).
Hint of Significance

What-Why-How (Description & Feelings)

Describe your new SCI.
Connect your SCI to your past experiences (ethos)
Use logos, big names, research, etc).

Description, Feelings, Evaluation

Continue describing your new SCI acknowleding pros/cons.
Counterarguments / Alternative Points of View
Continue to use ethos, pathos, logos and use reflective language stems

Feelings, Evaluation, Analysis

Arguments, Counterarguments & Reflective Language Stems
I've learned...I realized that...Moving forward...My next step would be....

Conclusion:

Powerful conclusion to sum it up. (2-3 sentences)

Intro - D.E.F. 1, 2, 3

Name:
Date:
Class:
Teacher:

TOPIC:

Intro

Hook (Logos & Research) - "You can't help if you can't see it" This is the motto of Global Forest Watch. Acccording to ___ equipping the natives with satellite map app to monitor forest fires __. One possible way I can contribute is to create an app called _____ to help the natives monitor the __ of FF.

What-Why-How (Description, Feelings & Eval)

My proposed ___ would have _____, ____, _____, ____ to reasons (why). I have done ___ in the past, and I included____ to ____ so that____. I (learned, realized)that _____. Similarly, I will create _____ in my new ____to ____.

~~While creating this, I've encountered some setbacks__. Learning from my mistakes, I would ____ in the future...~~

Body 2 -Description, Evaluation, Feelings

When my team and I built, we looked at some ____ and gathered data ____. We interviewed ____, We did some trial and error and did some prototype to _____. After that, we reflected back and learned that ____. Similarly, I will ____. I learned that ____, I realized that____ In this new SCI, I will gather data in _____

Body 3 - Evaluation, Feelings, Analysis

In this new SCI, some possible advantages...pros..downside....disadvantages.... might be....

But ~~in the past (in ___.org, I learned that the group of (learning from others, see other alternative views) scientists did to solve the problem... so I might ____ to mitigate....~~

Some argue that... but __. According to ___, so now I thinking I might include .....

Evaluation-Analysis Writing Exercise

Name:
Date:
Class:
Teacher:

TOPIC: Forest Fires

Activity, Specific Moments, Connections -Info Dissemination, Website Creation

Challenges + Effects

7th Grade Science Class - Toshiba ExploraVision Contest

- challenge 1 - the leader dropped the ball
- challenge 2 - worked under time pressure
- challenge 3 - plugin issues

Feelings, Strong Adjectives & Verbs

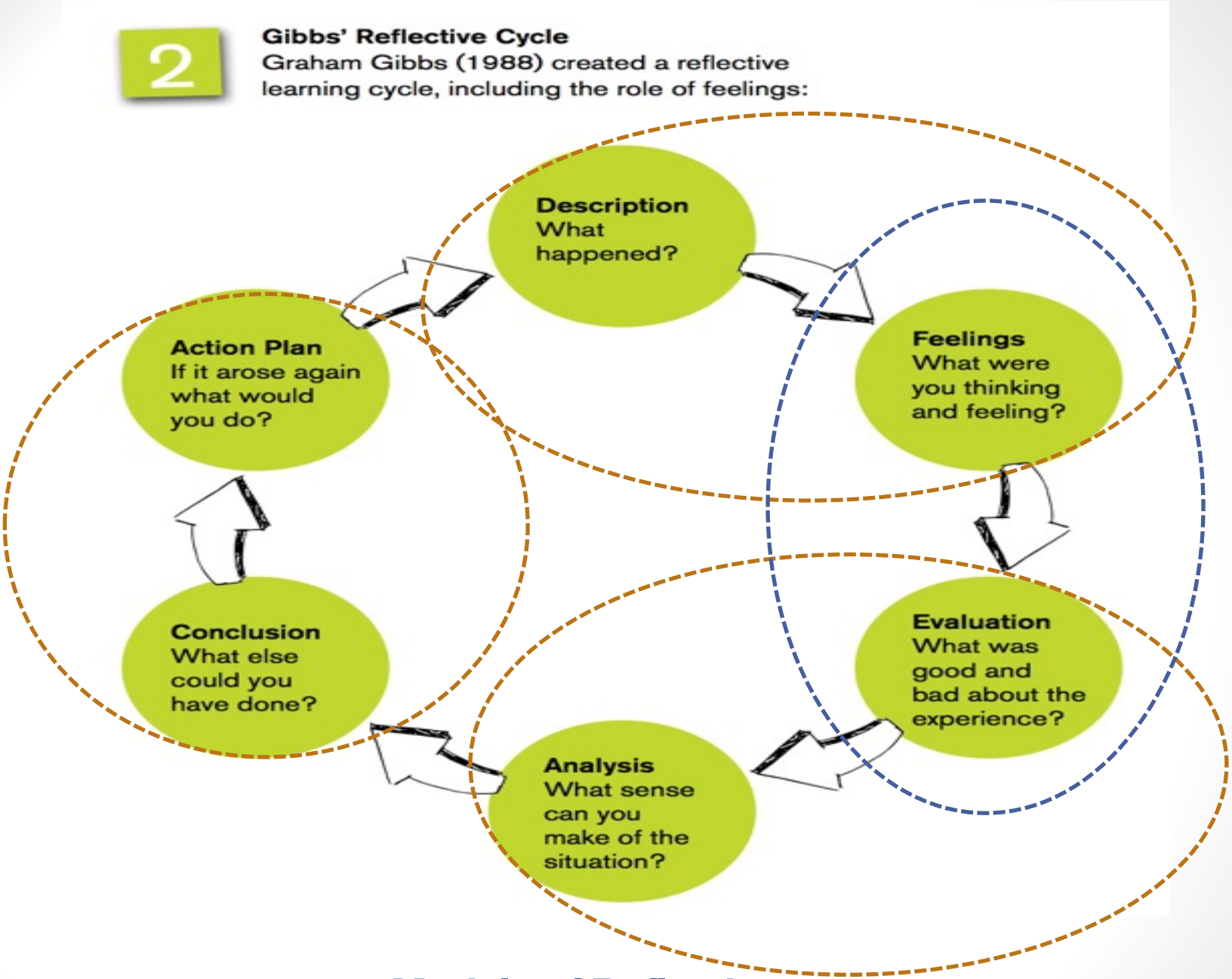
- frustrated, anxious, persisted, designed, worked under time pressure, created, organized, synthesized, collaborated, determined, programmed, searched, researched....
- resilient, problem solver, motivated, persistent, creativity, critical thinking, resourcefullness

What I Did About It

- collaborated with other members
- worked harked
- looked up resources - DIY
- love for drawing & design flourished

what I learned

- value of trust
- authentic collaboration
- teamwork
- transcended my procrastination
- sense of fulfillment
- improved self-esteem
- value of hard work & persistence
- value of motivation



Models of Reflection

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Details. 1. Show your inner thoughts & reveal actions.

Attending the University of Michigan Summer Engineering Academy showed me how vital science is to engineering. As one of the 50 people selected nationwide, I was excited to see what challenges lay ahead of me in the next two weeks.

I was horrified to see that the first week was about physics and photosynthesis lectures. I thought it was pointless until the second week when I heard we were making a solar car. Everything then started to connect. I realized that solar panels' function was similar to plant leaves, so I decided to investigate plants. I keenly looked around, and I observed the angle and the 43-degree elevations of the majority of the plant leaves. I looked back in the physics lessons (***specify the topic)*** that we studied and I realized this angle captured sunlight efficiently. I applied this to my car design, and with it, my car won first place in both speed and design. This experience heightened my interest in science as I realized it is the foundation of engineering….

I would adapt the same process in my new ____, I would observe_____ (specifics) and read about ____(specifics)….Another feature that I want to incorporate in my new ___ is ____. I will do these because….according to (research), it would ….. In fact, Dr. ____, professor of ___, stated that _____. Similarly, the Department of Energy Director stated that __% of the solar energy were….so I would… Residents of ___ who used solar shingles roofs stated that____. With my new ____, it might solve the problem of _____ because….This type of design was similar to the design created by ____. In that particular innovation, the engineer used _____ and designed …in such a way that…. Learning from what is already existing… I would….

One possible flaw of my design might be ____. I found out that there was a group/institution who did the same thing and they ….. as a solution…. Another alternative solution might be…Since my new ___ is still a concept, I would be open to develop a prototype to test some possible problems that it would encounter so I can find ways to fix it. This is the same process that I did when I designed my solar car, I have to do some trial and error, and then changed ….

Details 2. State specific nouns.

In the past, I've realized the importance of obtaining factual evidence. When I participated in the You Be the Chemist competition with three other teammates, I was faced with the task of creating a 3to 5-minute video on the topic of sustainability. In order to fill the video with comprehensible information while still creating a veracious account of the topic, my team and I talked to environmental science professors (who? what universities? Big names), read and analyzed analytic science papers written by college students (research), and attended calls with the executives of NOAA (National Oceanic and Atmospheric Administration). By doing this, my team was thrilled to have created an impactful video filled with intelligible and fact-based information. Through a similar course of action, I would….(specify the names of the website, specific big names, research or organization that you would consult)

If I were to create a similar resource like a website related to the COVID-19 pandemic, I would take the time to not only research (what, where, how) the topic through external resources (name) but also communicate with experts of the field and those experiencing the situation firsthand in order to provide accurate information in this resource. Show the website….what features it would have….why would you add those features….. where would you get your info and how?

Through the competition, I learned the importance of shining a spotlight on insufficiently explained topics, researching thoroughly by discussing with others, and presenting information creatively in order to create a long-term effect.

Let's practice. What are some ways to incorporate details here?

Along with this past experience, I've created websites to help create awareness and raise money in order to help those who require it. For example, by using coding languages (HTML, CSS, Javascript), I created a resource for children with special needs to access STEAM-oriented experiments tailored to their needs. Using these skills, I would create a tool for those in the situation but also those trying to learn more about and help it.

Along with providing an online resource, I would create care packages for those affected by the situation, including healthcare professionals and COVID-19 patients.

For my Bronze Award in Girl Scouts, I donated over sixty goody bags to a Ronald McDonald Housing Charity in Baltimore. Ronald McDonald Housing Charities house ill children and their families who are receiving care away from home. As a non-profit, they rely on donations for common needs. By donating to the RMHC, I learned to navigate the world of donations in order to find what those you are helping need and how to deliver it. Using this knowledge, I would hope to donate helpful care packages for those suffering due to the pandemic.

What are some ways to incorporate details here?

In this scenario, I would follow a similar process. By gaining multiple perspectives, data sources, and issues relate to and on the topic, I would be able to analyze the gathered information and create a balanced account of the topic in order to encompass all view points and accurate information like I did in the You Be the Chemist Competition.

However, in the competition, even though our research had isolated the key information, in order to effectively present it, we had to create an engaging video that would create a lasting impact on viewers. To do so, I thought to utilize my love and skill of animation in the video. Creating animated drawings, pictures, and diagrams, we created a video that was playful and informative. Using this media, we showed others the problems of today and modern day solutions to them through a creative art form.

I learned through the competition that in order to create a lasting impact, information must be presented creatively. I would apply this knowledge to the presented situation: after collecting factual information about the topic, I would compile my research into an organized, creative resource (like a video, website, or app). By doing so, I hope I am able to not only provide a resource to state leaders but also provide an understandable resource to those in our communities.

I would put efforts towards creating this resource in order to create awareness, as without awareness, those in our society are uniformed of current events. Thus, they are unable to create small changes themselves and cannot work with others to ask local and national leaders for actions to create impacts.

What are some ways to make this more detailed to meet the standards of the AOL Scoring Rubric indicators?

The internet is a very powerful tool to spread information and make things known. Using my strong foundation in HTML and CSS programming, I would create a website regarding this matter. My website would be informative and hold information from reputable sources. It would also inform people of what the problem is, how they can help, and teach them about the evils of oil and pollution. I could even add more elements to my website such as directing people on how they can volunteer. Soon I would be able to add features such as an app that helps people track the oil spill using my knowledge in Python, which is growing. This website would contribute to solving the problem because it is going to spread awareness, and would help many people in solving this problem

What are some ways to make this more detailed to meet the standards of the AOL Scoring Rubric indicators?

I have a passion for animals and the environment, so another element that I could contribute would be volunteering to help clean up the spills and help affected wildlife areas. In one of my past experiences from my science class, we took care of crickets and learned responsibility for animals and how to feed and clean up after them. In another class we each all took care of a frog. I could use these past experiences as a starting point to volunteer to be an assistant or person who would help take care of and save animals. Oil is toxic and dangerous to a lot of these animals, and I could save their lives. The time to act is now, more and more of them are dying.

To gather information about this problem, a great place to start would be reputable sites on the internet. I would gather this information and put it in my website, or spread it to my friends, family, and peers. Some people are uninformed about this and want to know more. I would know that the information is accurate by a) checking multiple sources for the information, and b) making sure the site ends in .org, .gov, or .edu. This means that it is not for profit, a government website, or an educational institution's website respectively.

What are some ways to make this more detailed to meet the standards of the AOL Scoring Rubric indicators?

Describe a time when you have been faced with a problem or task or a barrier that you did not at first think you could solve or overcome. Tell us about the way in which you approached the task, the strategies you used to solve the problem or overcome the barrier. Include those characteristics of you as a problem-solver that helped you as you tried to deal with the issues you confronted.

One of the facets of a resilient person is not to be overwhelmed by problems or overcome them. I strive to tackle problems and situations most logically and compassionately. However, sometimes my emotions get the best of me. In these moments, I hear a little voice in my head saying, “give up! you can’t do it; just go play outside!” One of these instances was during my 7th Grade Science fair project. In my project, I discovered the mathematical relations between time, velocity, and acceleration based on the angle.

The first way that I wanted to approach this was to change the angle of a string leading up from a wall that a balloon that was blowing air out of itself traveled on, and measure and calculate the speed and then distance (using the Pythagorean theorem, and trigonometry) to derive the velocity and acceleration and find the relationships. I believed that this would have been an accurate way to conduct the experiment. I found out otherwise after conducting the first stages of the experiment. Right off the bat, I discovered multiple inconsistencies with how a) the balloon was filled, b) the way the balloon let out its air, and c) the accuracy of time recordings.

After this, the problem was finding a solution to either fixing the way the experiment was done or completely reworking it under the pressure of time. I chose to go with the second option, I needed to make the most out of my idea though, It was a very interesting topic that I was sure my teacher would love. I researched for days and even broke down on how I would solve this problem, but eventually, after much research. I considered many options, but then I decided that the best way to continue the experiment would be to change the method of propulsion because that was the problem. Instead of using a balloon that goes up a string, I decided to use something cheap and consistent, gravity! I concluded that changing the angle instead of going up to going down and using gravity would save the experiment. I would replace the balloon with just a straw with weights going down a string instead of up, and measure the speed and calculate the distance of that. (and changing the angles).

What are some ways to make this more detailed to meet the standards of the AOL Scoring Rubric indicators?

Strategies were an important factor in reworking my experiment successfully. The strategy that was most important to me was learning from my mistakes. Expanding on that, I analyzed the faults of my previous experiment. Why were the results skewed? What was inconsistent? What would be a better way to do it learning from this one.? I discovered from careful analyzation that the way the balloon was blown, and the way it releases air. The results were skewed because the methods of experimentation were inconsistent. A better way to do this would be to change the angles from going up, to going down the other way, utilizing gravity instead of inconsistent air propulsion.
Another strategy I used was research. I researched before, after, and during my experiment to solve my experiment. Finally, an important strategy was not giving up. Perseverance and resilience allowed me to complete this project; I kept on working hard even when all hope seemed to be lost. And I kept on considering my options logically and avoiding my emotions. These strategies allowed me to complete and rework the experiment successfully.
In short, I learned a lot from this experiment. I learned the value of hard work, perseverance, and making the most out of my situation. I exhibited the values of a problem solver because I communicated effectively, considered my options, made the most of my situation, used logic and reasoning, and ignored my emotions. These are the trying times that helped grow me as a person and put me where I am today

Look at the problem solving and resourcefulness indicators, how would you revise this draft to meet those standards?

I know I can do this because I have experience. When I was in 6th grade my school had a fundraising event, we were each given 10 boxes of chocolate each with 120 chocolate bars and we were told to sell as much as we could for a prize in exchange. I would sell chocolate bars after school and even on weekends. I would go door to door explaining the cause of this fundraiser, which was to help raise money for my school in order for them to get better equipment, and then ask them if they would like to buy a bar, most people would buy a chocolate bar because i had explained the cause, but if i hadn't i'm sure i wouldn't have sold as much as i did. Each day i would have a goal as to how many chocolate bars i wanted to sell that day. I was determined, so i wouldn't go home until i have reached my goal of candy bars. I thought about giving up a lot of times but every time i had the thought of giving up i would think to myself and say well if i'm thinking of giving up then a lot of people are probably thinking the same and if everyone is going to give up then the school won't be able to buy better equipment. I pushed through and was able to sell all 10 boxes in time.

My 6th grade fundraising experience relates a lot to my forest fires prevention plan. First of all, i explained the cause of the fundraiser in order to convince more people to buy chocolate bars, on my poster i will also explain the cause of the fundraiser in order to convince more people to donate. Second of all i had a goal of how many candy bars i wanted to sell each day, i will also have a monthly goal of money for the forest fires prevention. The only difference is the prize i’m receiving, for the school fundraiser i received a trip to the movies but for the forest fires i’m receiving an even better prize. Im receiving the prize of knowing I made a difference in this world, if you ask me that's the best prize anyone can receive.

How might you revise this to meet the AOL Writing Rubric indicators?

In order for me to come up with the best recommendations possible for my state government on the issue of climate change, I would use online and non-digital sources to collect information, evaluate my data by interviewing experts in the field, and use bar charts and videos with presentation makers in order to successfully support my opinions on climate change.

When collecting research on this massive topic, I would first break climate change down into sub-categories of importance. These would include groups such as “Causes of Climate Change” and “Solutions to Climate Change.” Specific questions I would try to look at would be “How will climate change affect us in the future?” and “What can be done with our current technology to stop it? ” This helps me structure and categorize my information in a concise, bullet-pointed manner, which later helps me create a neat and organized presentation. Next, I would use search engines such as Google to research these sub-groups by reading credible sources such as Britannica and National Geographic. I would also look at other articles that contained reliable information. In order to determine their credibility, I would look at any sponsors or detect bias. This can help me separate any facts from opinion. One of the main components of data I will be looking for is statistics. This can help me gain a better understanding of climate change and possible solutions to the problem. In the past, I have done extensive research on air quality and it’s effect on humans and nature. This data was for my SPECTRUM project, which was building a particle sensor. Through this experience, I learned how to lead a group and share innovative solutions with others. Moreover, it helped me find the best ways to quickly and efficiently gather information, which I can apply in this scenario. During this project, I collaborated with group members to find a problem in air quality, and what can be done to prevent it. Specifically, I looked at different types of air pollution caused by climate change. Sharing this information with my group was crucial in helping us create a meaningful and realistic particle sensor design to send to NASA. At first, I didn’t know where to start looking for information. The sites that I came across verged off into a tangent, leading my data to be irrelevant. I had to cool myself off, and start trying again. This time, I typed in key phrases and the core of what I was looking for, which significantly helped me collect my research. Using this past experience, I attained a better grasp on data collection, and it also provided me background information on greenhouse gases.

How might you revise this to meet the AOL Writing Rubric indicators?

When evaluating the information I gathered, I would interview credited individuals who are advocates in climate change. They would help me check over my data and review that it was right. Moreover, they would describe unique perspectives about climate change that I could use to form my own opinions about the topic. Previously, I have interviewed individuals with certified credentials. In this project, I was assigned to create a device for deaf people. After research the topic using interviews and websites, we were able to design a deaf alarm clock and win first place at our school. From this experience, I discovered my compassion for others and gave me background information on how to interview others. For example, I would be short and to the point. This would mean asking questions like “What does my information show about climate change?” or “What solutions have you built and what have you done for this cause?” These questions can help me brainstorm possible suggestions as well as give me ideas to expand on when creating recommendations for my state government.

With my information set, I would begin to focus on issues I felt strongly about. This process would help me cut out topics that I had little interest in or had no supporting evidence. Next, I would use all my knowledge to come up with realistic solutions such as using state governments to pay for the manufacture of electric cars. The emphasis would be on how this could help shape climate change. In this case, these cars would decrease carbon emissions produced by the state. In order to support my recommendations, I would use statistics and designed bar charts and graphs to clearly show the scale of climate change. This information would help shape my ideas and show support for my arguments. I could also use quotes from my interviews about climate change to show that I have done adequate research on certain fields.

Using an organized and sub-category research system and checking my research with credited individuals, I would be able to find statistical, factual, and reliable information that could be the building blocks of my recommendations on improving climate change. Focusing even further on issues I feel strongly about and using bar charts and graphs in my evidence could help persuade the state government to follow through with my ideas. All in all, using these steps, I could hopefully influence meaningful policies and laws that could aid in the fight against climate change.

How might you revise this to meet the AOL Writing Rubric indicators?

Another problem I could gather information about would be carbon dioxide, a poisonous gas in the atmosphere. Forest fires produce large amounts of smoke and ash from burning trees, which can lead to a hefty amount of CO2 being leaked into our atmosphere. I would use particle sensors attached to drones to find the amount of carbon dioxide per cubic foot, which allows me to use the AQI Index, or the Air Quality Index, to measure the amount of pollution and determine how it would affect the animals and people living in that area.

In the past, I have worked on research collection on pollutants in the atmosphere. I designed a particle sensor that would effectively measure the density of the particle with some of my classmates, allowing the machine to process which element or substance could be in the air. This project introduced me to many new concepts such as engineering and light sensing technology. Learning about these topics and applying them to our needs was a challenge, but by using the articles given to us by the NASA team and finding credible, external resources, I grasped a good idea of how to create the sensor using different, compact materials as well as how our machine would work. Using the research I came up with, our group split up to answer the design worksheet necessary for submission and drafted our proposal to send our experimental sensor 70,000 feet in the air. This project gives me background information on carbon dioxide emissions, which I could use to design a similar sensor as the one in our project. By modifying it to only detect smoke, I could receive a clear reading on the carbon levels within certain areas.

In order to make sure my information is credible, I would compare my data collection to similar forest fire information, such as forest fires from the past. I could find this information from the National Interagency Fire Center, or NIFC, and I could compare the raging forest fires occurring with those with similar intensity, just to make sure my numbers would be accurate. I could also interview fire departments from areas of destruction and ask them the information they had gathered about the fires. To check my CO2 levels, I would double-check my CO2 detector design and put it under similar circumstances as if it were near a fire. This can help me detect any malfunctions within my sensor and help me modify it accordingly.

In conclusion, using aerial data collection, I would be able to find extremely important information on forest fires, such as how large they are, where they will go next, and their carbon dioxide output, all on a daily basis. By sending this information to fire departments and experts in the field, I hope I would be able to make a difference in their plans and help them stop the forest fires raging the West Coast.

It is your turn to work on your drafts and go to your respective rooms…. Otherwise stay in the main room. 😀

1. Look at your SCI and each AOL indicator and ask yourself "How might you revise your SCI?"

2. Is your SCI clear for your readers?

3. How might you revise the details in your draft?

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How might you revise this to meet the AOL Writing Rubric indicators?

Derek – COVID 19
Anusha – online school
Anusha – oil spill
Lance – Forest Fires