

## **Creating a Personal Statement Lesson Plan**

### **Objectives:**

To write their personal statement, which will be updated each year.

### **Materials Needed:**

- ◆ “Personal Statement Writing: Instructions to Students” (1 copy for each student)
- ◆ “Checklist for Personal Statement Content” (1 copy for each student)
- ◆ “Checklist for Personal Statement Content: Peer Editing (1 copy for each student, if they would like more they can make their own copies, if you are not willing to do so)
- ◆ “Scoring Rubric for Written Projects: Six Trait Rating System” (2 copies for each student on the back of the checklists)

### **Procedure:**

#### **Discussion:**

- ◆ Why write a personal statement? Explain what a personal statement is and the purpose behind creating one, including college entrance essays.
- ◆ Brainstorm a list of the types of things that one might include in a personal statement.

#### **Writing:**

- ◆ Using the checklist and instructions to students, have students write, edit, revise, peer edit their work.

**Students should place those forms in their notebook  
or portfolio for reference to during their  
registration conference.**

## Personal Statement Writing:

### Instructions to students:

**Step 1:** Review the entire contents of your Portfolio.

- Think about your skills, achievements and experiences, interests, best work, and values that relate to your professional and life goals
- Think about your growth during this year in high school
- Think about the skills you will need for success in the future

**Step 2:** Consider what documentation you have in your Portfolio that would convince someone that you are on your way to being prepared to graduate from high school and ready to accomplish the professional or life goals that you set for yourselves.

- Decide which current skills, best work, experiences, and activities will be used to convince others of your readiness to achieve your post-high school plan
- Identify and list the skills that you intend to write about
- Be sure to include all the components listed on the Checklist for the Personal Statement listed below

**Step 3:** Review the Six-Trait Writing rubric as a reminder of what a quality-writing sample should be like.

### Checklist for the Personal Statement Content

All the following components must be reviewed and approved by the instructor before the Statement is evaluated for writing proficiency.

Yes No

- |                          |                          |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Content convinces intended audience of your preparedness to achieve personal, career, and education goals  |
| <input type="checkbox"/> | <input type="checkbox"/> | Work is neat, clearly understood, and well organized   |
| <input type="checkbox"/> | <input type="checkbox"/> | Work is free of spelling, grammatical, and typographical mistakes  |
| <input type="checkbox"/> | <input type="checkbox"/> | Clearly articulates your short- and long-term goals, your plans to achieve both, and includes the timeline   |
| <input type="checkbox"/> | <input type="checkbox"/> | Clearly articulates that your Career Pathway and career choice is based upon interests, skills, work values, experiences, and achievements   |
| <input type="checkbox"/> | <input type="checkbox"/> | Current skills and planned experiences are used to convince others of your readiness to achieve your post-high school plan. These should include experiences such as work and service learning and how these have influenced your career decisions |

**Step 4:** Have students ask their family, teachers, and/or friends to review their work. Does the Statement and supporting documentation convince them that you are prepared for meeting your post-high school plans? Option: You can make this a requirement or have them do this in class.

### Use the Peer Editing Checklist.

**Step 5:** Observe the due date indicated on the Ram Prep Calendar. Revise the Statement as needed. Place the finalized copy of their Personal Statement, at standard, in their portfolio.

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

Peer edited by: \_\_\_\_\_

## **Checklist for Personal Statement Content PEER EDITING**

All the following components must be reviewed and approved by the instructor before the Personal Statement is evaluated for writing proficiency.

### **Yes    No**

- |                          |                          |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Content convinces intended audience of your preparedness to achieve personal, career, and education goals.  |
|                          | <input type="checkbox"/> | Work is neat, clearly understood, and well organized  |
|                          | <input type="checkbox"/> | Work is free of spelling, grammatical, and typographical mistakes   |
| <input type="checkbox"/> | <input type="checkbox"/> | Clearly articulates your short term goals, and your plans to achieve them. (Plans for next year.)   |
| <input type="checkbox"/> | <input type="checkbox"/> | Clearly articulates your long-term goals, your plans to achieve both, and includes some sort of time scale.   |
| <input type="checkbox"/> | <input type="checkbox"/> | Clearly articulates that your Career Pathway and career choice is based upon interests, skills, work values, experiences, and achievements.   |
| <input type="checkbox"/> | <input type="checkbox"/> | Current skills and planned experiences are used to convince others of your readiness to achieve your post-high school plan. These should include experiences such as work and service learning and how these have influenced your career decisions. |

### **COMMENTS / FEEDBACK:**

**Scoring Rubric for Written Projects:  
Six Trait Rating System:**

*Points will be awarded based on the following categories:*

**IDEAS**

Fuzzy and disjointed					Clear and focused
General, sketchy					Rich in detail
1	2	3	4		5

**ORGANIZATION**

No real lead, just dives in					Great lead!
Confusing order					Logical organization
Ideas not connected					Clear transitions
Just stops – no conclusion					Powerful ending
1	2	3	4		5

**VOICE**

Sounds bored by topic					Enthusiastic about topic
Feels disconnected					Holds reader’s attention
1	2	3	4		5

**WORD CHOICE**

Overused, tired words					Strong verbs, clear nouns
Adjective overload!				Well-chosen modifiers with clear meaning	
1	2	3	4	5	

**SENTENCE FLUENCY**

Hard to read					Easy to read aloud
Bumpy – or strung out					Variety of sentence length
Overlong sentences add to confusion					
1	2	3	4		5

**CONVENTIONS**

Numerous, distracting errors					Editorial correctness
Careless mistakes					Attention to detail
Many misspelled words					Words spelled correctly
1	2	3	4		5

TOTAL: \_\_\_\_\_/30

**Comments:**

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

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### COMMENTS / FEEDBACK:

My name is Jane Smith. As a sophomore at West Valley High School I am involved in Key Club, a service organization through our local Kiwanis, as well as volleyball, basketball, and fastpitch. I have successfully completed World History, LA 10a, Math 201 and 202, Animal Biology and Spanish Ia and Ib. I am presently enrolled in LA10b and Plant Biology. Successful completion of these classes as well as my remaining electives will make me eligible for junior status next year. I have taken Digttools I & II this year to help me be more computer literate. I am also taking Beginning Auto Mechanics because it is very interesting to me and I may choose this career path.

As I have looked into Auto Mechanics and what that career has to offer I am realizing that it connects to my interests and values. As I took the Interest Inventory and Work Importance Locator on the WOIS system I realized that Auto Mechanic came up on both of those inventories. I enjoy working alone or with one or two others. I also enjoy working with my hands and using tools. I have had the opportunity to shadow two different mechanics in their everyday routine. I plan to continue this activity as well work at low-income "clinics" to help make small repairs on vehicles for the less advantaged in our society. Eventually I would like to start my own mechanic business or take over my father's. To be successful in this venture I need to finish high school first. This is my immediate goal. Next year I will continue taking Auto Mechanics as well as the required graduation credits. Two English classes, Math 301 and 302, Chemistry A and B, U.S. History A and B, and 2 Physical Education classes will fill out my junior year. I know that taking math and science courses beyond the graduation requirement is integral in meeting my career goals. I plan to attend a technical college after graduation to achieve ASE accreditation as a mechanic and math and science will help me succeed in that endeavor.

My senior year will be geared towards finishing my high school requirements and applying for technical college entrance. I am hoping to stay in Yakima and go to Perry Tech. As far as personal goals; I am also hoping to remain a three sport student and playing varsity my senior year. This will all be hard work, but if I continue to manage my time and work hard I will succeed in my goals.

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