



2016-2017 Admissions Interview Rubric

Academic Record

	10 Points	7 Points	5 points	3 Points
Grades	Student receives "4s" in all core subjects.	Student receives a mix of "3s" and "4s" in all core subjects, with over 50% of grades being "4s"	Student receives a mix of "3s" and "4s" in all core subjects, with less than 50% of grades being "4s".	Student receives a mix of scores, ranging from 1-4 across core content areas
Attendance & Punctuality	Student attendance is over 97%.	Student attendance is over 95%.	Student attendance is over 90%.	Student attendance is less than 90%.
Teacher Comments	Student receives 4s in all categories.	Teacher comments are generally positive with few focusing on academic improvement. Student receives a mix of 3s & 4s in all categories with over 50% of the scores being 4s.	Student receives a mix of 3s & 4s in all categories with less than 50% of the scores being 4s.	Student receives a mix of scores, ranging from 1-4 in all categories.

New York State ELA & Math Scores

	15 Points	10 Points	5 Points	3 Points
ELA Score	Score of 4 or higher	Score of 3.0-3.99	Score of 2.0-2.99	Score of 1.0-1.99
Math Score	Score of 4 or higher	Score of 3.0-3.99	Score of 2.0-2.99	Score of 1.0-1.99

Group Interview Overview

Interviews will be group interviews and will be 50 minutes in length. The interview will have 4 components:

- 1) Introductions & Questions (10 minutes)
- 2) A Group Challenge (15 minutes)
- 3) Debrief of Group Challenge (15 minutes)
- 4) Writing Component (10 minutes)

After the interview, student scores during each component of the interview will be averaged for a final score.



Student Name _____

Part I: Introduction & Questions				
	10 Points	7 Points	5 Points	3 Points
Verbal Communication	Student uses 4 or more of the following communication skills while speaking: <ul style="list-style-type: none"> • Maintains eye contact • Builds on other students' ideas • Asks clarifying questions • Speaks clearly and in complete sentences • Actively listens to other students • Explains ideas fully • Maintains a friendly tone 	Student uses 3 of the following communication skills while speaking: <ul style="list-style-type: none"> • Maintains eye contact • Builds on other students' ideas • Asks clarifying questions • Speaks clearly and in complete sentences • Actively listens to other students • Explains ideas fully • Maintains a friendly tone 	Student uses 2 of the following communication skills while speaking: <ul style="list-style-type: none"> • Maintains eye contact • Builds on other students' ideas • Asks clarifying questions • Speaks clearly and in complete sentences • Actively listens to other students • Explains ideas fully • Maintains a friendly tone 	Student uses 1 or fewer of the following communication skills while speaking: <ul style="list-style-type: none"> • Maintains eye contact • Builds on other students' ideas • Asks clarifying questions • Speaks clearly and in complete sentences • Actively listens to other students • Explains ideas fully • Maintains a friendly tone
Self-Reflection	Student uses 4 or more of the following while speaking: <ul style="list-style-type: none"> • Recounts specific details and recollections of the events • Uses specific details to draw conclusions about what occurred • Attends to feelings, both positive and negative, that were prompted by the experience • Illustrates self-knowledge by describing why specific characteristics pertain to them. 	Student uses 3 of the following while speaking: <ul style="list-style-type: none"> • Recounts specific details and recollections of the events • Uses specific details to draw conclusions about what occurred • Attends to feelings, both positive and negative, that were prompted by the experience • Illustrates self-knowledge by describing why specific characteristics pertain to them. 	Student uses 2 of the following while speaking: <ul style="list-style-type: none"> • Recounts specific details and recollections of the events • Uses specific details to draw conclusions about what occurred • Attends to feelings, both positive and negative, that were prompted by the experience • Illustrates self-knowledge by describing why specific characteristics pertain to them. 	Student uses 1 or fewer of the following while speaking: <ul style="list-style-type: none"> • Recounts specific details and recollections of the events • Uses specific details to draw conclusions about what occurred • Attends to feelings, both positive and negative, that were prompted by the experience • Illustrates self-knowledge by describing why specific characteristics pertain to them.



	<ul style="list-style-type: none"> Identifies attributes of positive relationships with others 	<ul style="list-style-type: none"> Identifies attributes of positive relationships with others 	<ul style="list-style-type: none"> Identifies attributes of positive relationships with others 	<ul style="list-style-type: none"> Identifies attributes of positive relationships with others
--	---	---	---	---

Part II: Group Challenge				
	10 Points	7 Points	5 Points	3 Points
Communication (Peer –Peer)	Student uses 4 or more of the following communication skills while speaking: <ul style="list-style-type: none"> Maintains eye contact Builds on other students’ ideas Asks clarifying questions Speaks clearly and in complete sentences Actively listens to other students Explains ideas fully Maintains a friendly tone 	Student uses 3 of the following communication skills while speaking: <ul style="list-style-type: none"> Maintains eye contact Builds on other students’ ideas Asks clarifying questions Speaks clearly and in complete sentences Actively listens to other students Explains ideas fully Maintains a friendly tone 	Student uses 2 of the following communication skills while speaking: <ul style="list-style-type: none"> Maintains eye contact Builds on other students’ ideas Asks clarifying questions Speaks clearly and in complete sentences Actively listens to other students Explains ideas fully Maintains a friendly tone 	Student uses 1 or fewer of the following communication skills while speaking: <ul style="list-style-type: none"> Maintains eye contact Builds on other students’ ideas Asks clarifying questions Speaks clearly and in complete sentences Actively listens to other students Explains ideas fully Maintains a friendly tone
Collaboration	Student exhibits strong ability to collaborate illustrating 4 or more qualities below. <ul style="list-style-type: none"> Communicates effectively with group members Shares ideas Listens to others’ ideas Puts ideas into action Maintains positive attitude Takes on a leadership role Works through misunderstandings or frustration in a positive way 	Student exhibits ability to collaborate, illustrating 3 qualities below. <ul style="list-style-type: none"> Communicates effectively with group members Shares ideas Listens to others’ ideas Puts ideas into action Maintains positive attitude Takes on a leadership role Works through misunderstandings or frustration in a positive way 	Student exhibits some ability to collaborate, illustrating 2 qualities below. <ul style="list-style-type: none"> Communicates effectively with group members Shares ideas Listens to others’ ideas Puts ideas into action Maintains positive attitude Takes on a leadership role Works through misunderstandings or frustration in a positive way 	Student does not exhibit the ability to collaborate. This includes: <ul style="list-style-type: none"> Taking over the group and not allowing other students to share ideas Being aggressive or dismissive of others Being upset when something goes wrong.



Part III: Group Challenge Written Reflection

	10 Points	7 Points	5 Points	3Points
Written Reflection on Assignment	Student uses 4 or more of the following communication skills while writing: <ul style="list-style-type: none"> • Writes clearly and in complete sentences • Explains ideas fully • Uses academic language to describe observations • Notes at least 3 observations/evidence • Provides accurate description of events 	Student uses 3 of the following communication skills while writing: <ul style="list-style-type: none"> • Writes clearly and in complete sentences • Explains ideas fully • Uses academic language to describe observations • Notes at least 3 observations/evidence • Provides accurate description of events 	Student uses 2 of the following communication skills while writing: <ul style="list-style-type: none"> • Writes clearly and in complete sentences • Explains ideas fully • Uses academic language to describe observations • Notes at least 3 observations/evidence • Provides accurate description of events 	Student uses 1 or fewer of the following communication skills while writing: <ul style="list-style-type: none"> • Writes clearly and in complete sentences • Explains ideas fully • Uses academic language to describe observations • Notes at least 3 observations/evidence • Provides accurate description of events
Reflection	Student uses 4 or more of the following while writing : <ul style="list-style-type: none"> • Recounts specific details and recollections of the events • Uses specific details to draw conclusions about what occurred • Uses conclusions about the event to describe what they would do differently next time • Attends to feelings, both positive and negative, that 	Student uses 3 of the following while writing: <ul style="list-style-type: none"> • Recounts specific details and recollections of the events • Uses specific details to draw conclusions about what occurred • Uses conclusions about the event to describe what they would do differently next time • Attends to feelings, both positive and negative, that 	Student uses 2 of the following while writing: <ul style="list-style-type: none"> • Recounts specific details and recollections of the events • Uses specific details to draw conclusions about what occurred • Uses conclusions about the event to describe what they would do differently next time • Attends to feelings, both positive and negative, that 	Student uses 1 or fewer of the following while writing: <ul style="list-style-type: none"> • Recounts specific details and recollections of the events • Uses specific details to draw conclusions about what occurred • Uses conclusions about the event to describe what they would do differently next time • Attends to feelings, both positive and negative, that



	<p>were prompted by the experience</p> <ul style="list-style-type: none"> • Illustrates self-knowledge by describing why specific characteristics pertain to them. 	<p>were prompted by the experience</p> <ul style="list-style-type: none"> • Illustrates self-knowledge by describing why specific characteristics pertain to them. 	<p>were prompted by the experience</p> <ul style="list-style-type: none"> • Illustrates self-knowledge by describing why specific characteristics pertain to them. 	<p>were prompted by the experience</p> <ul style="list-style-type: none"> • Illustrates self-knowledge by describing why specific characteristics pertain to them.
--	---	---	---	---

Part III: Writing Prompt				
	10 Points	7 Points	5 Points	3Points
Writing Prompt	<p>Student uses 4 or more of the following communication skills while writing:</p> <ul style="list-style-type: none"> • Establish and maintain a formal style. • Introduce claim(s) and organize the reasons and evidence clearly. • Note at least 3 logical reasons why they want to join the YEMS community • Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. 	<p>Student uses 3 of the following communication skills while writing:</p> <ul style="list-style-type: none"> • Establish and maintain a formal style. • Introduce claim(s) and organize the reasons and evidence clearly. • Note at least 3 logical reasons why they want to join the YEMS community • Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. 	<p>Student uses 2 of the following communication skills while writing:</p> <ul style="list-style-type: none"> • Establish and maintain a formal style. • Introduce claim(s) and organize the reasons and evidence clearly. • Note at least 3 logical reasons why they want to join the YEMS community • Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. 	<p>Student uses 1 or fewer of the following communication skills while writing:</p> <ul style="list-style-type: none"> • Establish and maintain a formal style. • Introduce claim(s) and organize the reasons and evidence clearly. • Note at least 3 logical reasons why they want to join the YEMS community • Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.