

OCtech Early College Career Academy Acceptance Rubric Grades 9 or 10

Student Name:	
High School:	
Grade Entering:	
Counselor Name:	
Student Signature:	
Parent Signature:	
Counselor Signature:	

Step 1: Initial Screening

(Applicants must meet all three criteria to move to Step 2.)

- The applicant must meet all admissions and placement criteria for OCtech dual enrollment.
- The applicant must not have a record of serious or habitual behavior problems, as evidenced by a counselor or principal recommendation for acceptance.
- The applicant must meet the citizenship criteria required by OCtech for admission and enrollment in its programs.

Step 2: Permission and Logistics

(Applicants must meet both the requirements below to move to Step 3.)

- Parental Permission
- Reliable Transportation

Step 3: Academic Performance Ranking

The point calculations awarded below are based on prior grade performance and will be used to rank applications in the event that the number of applications received exceeds the number of slots available.

9th Grade Readiness Cohort

8th-Grade Grades - Unweighted (GPA)	Points	Points Earned
3.5 or higher	10 points	
3.0 - 3.49	8 points	
2.5 – 2.99	5 points	
Less than 2.5	0 points	
<i>GPA is measured based on the Q1 and Q2 grades for the 8th-grade year in ELA, Math, Science, Social Studies.</i>	Total Points Earned:	

10th Grade Dual Enrollment Cohort

9th-Grade Grades - Unweighted (GPA)	Points	Points Earned
3.5 or higher	10 points	
3.0 - 3.49	8 points	
2.5 – 2.99	5 points	
Less than 2.5	0 points	
<i>GPA is measured based on the Q1 and Q2 grades for the 9th-grade year in ELA, Math, Science, Social Studies.</i>	Total Points Earned:	

Step 4: Writing Sample (Maximum 10 Points) Must be signed by school counselor as proof of original work without adult assistance. Writing prompt will be given by OCtech.

Essential Elements	2 Points	1 Point	0 Points
Main Idea <ul style="list-style-type: none"> • Clear focus, thesis, or hypothesis • Writer understands task 	<ul style="list-style-type: none"> • Effective focus, thesis or hypothesis that frames the argument • Significant demonstration of comprehension of the task 	<ul style="list-style-type: none"> • Suitable focus, thesis or hypothesis that frames the argument. • Acceptable demonstration of comprehension of the task 	<ul style="list-style-type: none"> • Limited focus, thesis or hypothesis that frames the argument. • Negligible demonstration of comprehension task
Content <ul style="list-style-type: none"> • Accurate supporting details/evidence • Detail/evidence well-suited to the audience • Detail/evidence relevant to the main idea • Accurate conclusion(s) 	<ul style="list-style-type: none"> • Considerable presence of accurate supporting detail/evidence • Detail usually well suited to the audience • Evidence nearly always relevant to the main idea • Mostly accurate and logical conclusion that effectively synthesizes argument 	<ul style="list-style-type: none"> • Adequate presence of accurate supporting detail/evidence • Detail sometimes well suited to the audience • Evidence relevant to the main idea some of the time. • Generally accurate and logical conclusion that partially synthesizes argument 	<ul style="list-style-type: none"> • Minimal presence of accurate supporting detail/evidence • Detail rarely well suited to the audience • Evidence rarely relevant to the main idea • Minimally accurate and logical conclusion
Organization <ul style="list-style-type: none"> • Introduction • Body • Conclusion • Transitions 	<ul style="list-style-type: none"> • Introductory statement present and effective • Body of supporting material present and effective • Conclusion present and effective • Smooth and effective transitions 	<ul style="list-style-type: none"> • Introductory statement present and acceptable • Body of supporting material present and acceptable • Conclusion present and acceptable • Suitable transitions 	<ul style="list-style-type: none"> • Introductory statement limited • Body of supporting material limited • Conclusion limited • Rare utilization of transitions
Language Use <ul style="list-style-type: none"> • Accurate vocabulary • Varied word choice • Sentence form and structure • Coherence 	<ul style="list-style-type: none"> • Ample use of accurate vocabulary • Effective word choice • Substantial variation in sentence form and structure • Product usually coherent and reads well 	<ul style="list-style-type: none"> • Acceptable use of accurate vocabulary • Adequate word choice • Suitable variation in sentence form and structure • Product sometimes coherent and reads well some of the time 	<ul style="list-style-type: none"> • Occasional use of accurate vocabulary • Limited word choice • Negligible variation in sentence form and structure • Product rarely coherent and does not read well
Mechanics <ul style="list-style-type: none"> • Spelling • Capitalization and punctuation • Grammar 	<ul style="list-style-type: none"> • Effective control of standard writing conventions (spelling, capitalization, punctuation, and grammar) 	<ul style="list-style-type: none"> • Adequate control of standard writing conventions (spelling, capitalization, punctuation, and grammar) 	<ul style="list-style-type: none"> • Limited control of standard writing conventions (spelling, capitalization, punctuation, and grammar)

Writing Sample Scoring

Writing Sample Scoring	Points	Points Earned
Main Idea	0-2 Points	
Content	0-2 Points	
Organization	0-2 Points	
Language Usage	0-2 Points	
Mechanics	0-2 Points	
Total Points	0-10 Points	

Final Scoring

Final Scoring	Points	Points Earned
Step 3: (Grades)	0-20 Points	
Step 4: (Writing Sample Score)	0-10 Points	
Final Overall Score	0-30 Points	

- *Applicants with the top 100 highest scores at the grade level being accepted will be invited to attend the OCtech Early College Career Academy.*
- *In the event of a tie for the 100th score, all applicants with that score will be invited to attend.*
- *There will be a waiting list prior to the first day of the 2022-23 school year.*