

Homework "T": *Think Before You Tweet*

- Read all parts of this practice test booklet including the Writing Directions on the front cover and inside. Pay attention to the instructions at the top of each page, too.
- Read the **Reading Passage** on the next page and write your essay as instructed in the Writing Directions below it.
- Take no more than **90 minutes**; *time yourself*.
- At the next workshop class, please **hand it in** to your facilitator/s. They will comment on your writing in order to help you focus on areas that you can improve upon.

Last Name _____

First Name _____

Workshop #: _____

Date _____

This is a test of your writing skills. You will have **90 minutes** to read a brief passage and prepare a multi-paragraph writing sample in response to the reading. Your response must be written only on the paper in your test booklet. Before you begin writing your response, read the writing directions carefully to understand exactly what you are being asked to do. If you finish writing before time is up, you may review your work. Use your time efficiently.

Your response should be as well written as possible. Your writing will be evaluated on the following criteria: your ability to demonstrate understanding of the reading passage, to address all parts of the writing directions, to organize and develop your ideas, and to use correct English sentence structure and the grammatical conventions of edited American English.

In your test booklet, pages 3 and 4 are to be used to organize your writing. These pages will not be evaluated. Your writing sample score will be based only on the writing provided on pages 5 through 8. To ensure that you have enough room to finish, do not skip lines. Corrections or additions may be made neatly between the lines of your response, but do not write in the margins of the test booklet. Write clearly, as illegible writing cannot be scored.

Homework Assignment “T”

Begin by reading the passage below

Think Before You Tweet

At Bowdoin College, admissions officers are still talking about the high school senior who attended a campus information session last year. Throughout the presentation, she posted negative comments on Twitter about her fellow attendees, repeatedly using a common curse word. Perhaps she hadn’t realized that colleges keep track of their mentions on social media sites.

“It was incredibly foolish of her to do that,” Scott Meiklejohn, Bowdoin’s Dean of Admissions, said. The college ultimately denied the student admission because her academic record wasn’t competitive. But had her credentials been better, those indiscreet posts could have ruined her chances of gaining admission. “We would have wondered about the judgment of a student who spends their time on their mobile phone and makes such awful remarks,” Mr. Meiklejohn explained.

Some high school seniors may not realize that comments they casually make online could negatively affect their prospects for admission. Research from Kaplan Test Prep suggests that online scrutiny of college hopefuls is growing. On a recent survey of college admissions officers, 31 percent said they had visited an applicant’s Facebook or other social media page and that information they discovered online had negatively affected an applicant’s prospects. Christine Brown, Executive Director at Kaplan test Prep confirmed that “students’ social media and digital footprint can sometimes play a role in the admissions process.”

Most colleges, Ms. Brown says, don’t have formal policies about admissions officers supplementing student files with their own online research. If colleges find troubling material, they may not notify the applicants involved. “It’s a huge problem,” said Bradley Shear, a lawyer specializing in social media law. Colleges might mistakenly identify the account of a person with the same name as a prospective student applicant, potentially leading to unfair treatment. “Often,” he added, “false and misleading content online is taken as fact” when it may just be fiction.

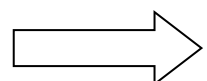
In an effort to help high school students avoid self-sabotage online, guidance counselors are tutoring them in scrubbing their digital identities. At Brookline High School in Massachusetts, juniors are taught to delete alcohol-related posts or photographs and to create socially acceptable email addresses.

Adapted from Natasha Singer’s , “They Loved Your G.P.A. Then They Saw Your Tweets,” in the New York Times, 2013.

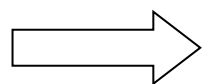
Writing Directions

Read the passage above and write an essay responding to the ideas it presents. In your essay, be sure to summarize the passage in your own words, stating the author’s most important ideas. Develop your essay by identifying one idea in the passage that you feel is especially significant, and explain its significance. Support your claims with evidence or examples drawn from what you have read, learned in school, and/or personally experienced.

Remember to review your essay and make any changes or corrections that will help your reader follow your thinking. You will have 90 minutes to complete your essay.



Use pages 3 & 4 for organizing what you plan to Write



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