The evaluation of writing ability is useful in determining the applicant’s compatibility with the program’s course of study and in determining the applicant’s ability to write and develop ideas according to the rules of Standard English.

The Art Institute of Vancouver uses your essay to determine your readiness to succeed in college-level work. It is very important that you follow directions carefully, write your essay, and proofread your essay before you submit it. Please write an essay that demonstrates the ability to write in an organized and comprehensible fashion with correct spelling, punctuation, and grammar. Note that this essay is less about what you say than how you say it.

Please feel free to ask any question you may have before you begin.

Please answer the following in an essay of at least 250 words.

What are your career goals and how do you expect your education at The Art Institute of Vancouver to help you attain them? In what ways will you participate and commit to your education in order to be successful?

While writing your essay, you may wish to include any of the following to help support your answer:

- How did you choose the career goals you have?
- What research did you do about that career?
- What do you expect to be doing five years, ten years from now?
- Did you have a mentor or someone close to you influence your choices?
- What challenges will you be facing and how will you overcome them?
- What is your support system while you are in school?
- Why do you value education?
- Do you do anything outside of school that will support your career goals?

Remember:

- The essay must be a minimum of 250 words.
- On a digital application, the number of words will be on the bottom of the page.
- You will be scored according to the following:
  - Unity of ideas
  - Development of ideas
  - Sentences
  - Grammar and Word Usage
Unity - *Develops one idea, usually stated in the first sentence (the topic sentence.)*

**Good:** Focuses on a single idea or topic that responds appropriately to the directions and prompt.

Development of ideas - *Explains, clarifies, or illustrates central idea; may include facts, figures, steps, listings, examples, descriptive details.*

**Good:** Develops adequately to very thoroughly; may stray off topic occasionally, but the majority of time stays on topic. Order of ideas ranges from an ordered list to a mature synthesis of ideas. Transitions help ideas flow smoothly.

Sentences - *Sentences should have a subject and predicate and express a complete thought. Faulty sentence structures include "The reason is because . . ."

**Good:** Paragraph contains various types of sentence structures, and there are few to no problems with structure, comma splices, or sentence fragments.

Grammar and Usage - *Subject-verb agreement is correct. (He runs or they run.) Verb tenses are correct. (He ran vs he runned vs he will ran.)*

**Good:** Paragraph contains some or no errors in subject-verb agreement, verb forms and tenses, and basic verb usage.

Punctuation and Spelling - *Use of spellings, commas, apostrophes and semi-colons are correct.*

**Good:** No or very few spelling or punctuation errors.