



A Student's Guide to Beginning *Criterion*®

You're on your way to becoming a better writer!

What does it take to become a better writer?



Practice! Practice! Practice!

Criterion® Provides

Pre-
Writing
Templates

Sample
Essays

Immediate
Feedback

Online
Portfolio



Online
Handbook

Opportunities
to Revise

24/7
Online
Access

Peer
Dialogue



**Go to the *Criterion*®
Website**

<http://criterion.ets.org>

Self-register as a new user



Welcome

You have been invited by **Instructor Jan Strohl** to connect to the ETS Criterion service for the following institution.

This access code will allow you to connect as a **Student**: to:

English 9
Strohl School
Strohl District
CWET-Strohl, Jan

Class Access Code for Student:
TGA5 - 4NRM

1. Go to: <http://criterion.ets.org>
2. Create a User profile to Sign In

Sincerely,
Instructor Jan Strohl

If you received an email like the one above, copy the access code. If you did not, your instructor will provide the code for you.



Create your user account



HELP CLIENT SERVICES

Sign In to Your *Criterion*® Account

The Criterion® Online Writing Evaluation service from ETS is a web-based instructional writing tool that helps students, plan, write and revise their essays guided by instant diagnostic feedback and a Criterion score. [Learn more.](#)

- Students: Have more opportunities to practice writing at their own pace, get immediate feedback and revise essays based on the feedback.
- Teachers: Can decrease their workload and free up time to concentrate on the content of students' work and teach higher level writing skills.
- Administrators: Can make data driven decisions and easily monitor writing performance across and classroom writing performance

Quick Links

- [System Requirements \(PDF\)](#)

System Announcement

The new version of Criterion will launch on Monday, August 19, 2013. In preparation for the launch, Criterion will be unavailable beginning Monday, August 12, 2013 at 9:00 a.m. Eastern through Monday, August 19, 2013 at 9:00 a.m. Eastern. Please plan accordingly.

Thank you for your patience.

Returning User

User name:

Password:

[Sign In](#)

[Forgot User Name](#) | [Forgot Password](#)

New User

- You will need an access code from your Administrator or Instructor to create an account.
- If you used Criterion with a previous institution or class, please sign in with that user name and password. There is no need to create a new account.

[Create Account](#)



Create your user account

Create User Account

Cancel

Enter the access code that was provided by your institution or class instructor. This code will connect your account to the appropriate services available to you within the Criterion system. For non-students, the password that you provide must meet the following complexity requirements. The password must be at least 8 characters. The password must contain 3 of the following 4 types of characters: capital letter, lower case letter, number, or special symbols !@#\$%^&*(). Passwords cannot be reused within a span of 5 password changes.

Access Code:
 -

Confirm Access Code:
 -

← Enter the access code provided by your instructor.

Title:

Last Name:

First Name:

Middle initial:

← Enter your Last name, first name and middle initial.

Email Address:

Confirm Email Address:

← Enter an email address if requested by your instructor.

User Name:

← Create a user name unique to your school.

Password:

Confirm Password:

← Create a password.

Security Question:
(Make a selection) ▾

Create a Custom Question:

← Create a security question and answer.

Security Question Answer:

Submit

← Click Submit.

Success message

Create User Account

Cancel

Enter the access code that was provided by your institution or class instructor. This code will connect your account to the appropriate services available to you within the Criterion system. For non-students, the password that you provide must meet the following complexity requirements. The password must be at least 8 characters. The password must contain 3 of the following 4 types of characters: capital letter, lower case letter, number, or special symbols |@#%&^*(). Passwords cannot be reused within a span of 5 password changes.

User Account Created Successfully

OK



Click OK.

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Listening. Learning. Leading.™



Log In Screen



HELP CLIENT SERVICES

Sign In to Your *Criterion*® Account

The Criterion® Online Writing Evaluation service from ETS is a web-based instructional writing tool that helps students, plan, write and revise their essays guided by instant diagnostic feedback and a Criterion score. [Learn more](#).

- Students: Have more opportunities to practice writing at their own pace, get immediate feedback and revise essays based on the feedback.
- Teachers: Can decrease their workload and free up time to concentrate on the content of students' work and teach higher level writing skills.
- Administrators: Can make data driven decisions and easily monitor writing performance across and classroom writing performance.

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Thank you for your patience.

Enter your newly created user name and password.



Returning User

User name:

Password:

[Sign In](#)

[Forgot User Name](#) | [Forgot Password](#)

New User

- You will need an access code from your Administrator or instructor to create an account.
- If you used Criterion with a previous institution or class, please sign in with that user name and password. There is no need to create a new account.

[Create Account](#)

Be sure to record your user name and password in the space provided on your Student Quick Access Guide.



Criterion® home page



HOME | CLIENT SERVICES | RESOURCES | HELP

Jan Strohl Student [Sign Out](#)

Got a new Access Code? Connect to an additional institution, a higher role in your institution, or a new class as an instructor or student: [Enter Access Code](#)

- [Registration Instructions for Bookstore Students](#)
- [Student Quick Access Guide](#)
- [Student Guide for Beginners](#)

– Notices

Oct 28, 2013 05:23:16 PM CDT	You are now connected to class Strohl-Sci-11-3.
Oct 28, 2013 04:42:15 PM CDT	You are now connected to class Strohl-Sci-11-3.
Oct 23, 2013 06:29:52 PM CDT	A new assignment Exchange Student(2) is added in class Criterion Training
Oct 23, 2013 06:28:28 PM CDT	A new assignment Exchange Student is added in class Criterion Training
Oct 17, 2013 02:37:08 PM CDT	You are now connected to class Strohl-Eng9-4.


[More notices....](#)

 Check for notices.

Classes

[Print](#)

Class	Grade	Instructors	End Date	Account Owner	Status
CWET-Strohl, Jan, Strohl District, Strohl School					
Criterion Training	None	Ms. Jan Strohl	Jul 01, 2014	CWET-Strohl, Jan	Active

 Click on the name of your class.



Begin an assignment

English 9

Class: English 9, CWET-Strohl, Jan, Strohl District, Strohl Sch*

Go

Activity Assignments

Click the Assignment tab.

View assignment text for any un-timed assignment. Start an assigned plan or view a saved plan. Start a response or view a submitted response attempt. View available results for submitted attempts. Select a peer name to review and comment on their submitted attempt.

Print

Assignment	Plan	Response	Results	Peer Review	Start Date	End Date	Status
Leadership	Start Plan	Start Response			Jun 26, 2013 05:11:11 PM CDT	Jul 02, 2013 08:59:59 AM CDT	4 of 4 Attempts Available

[Leadership](#)
A leader is defined as a person who directs, commands or guides a group or activity. Think about someone you know who has proven to be a great leader, either in leading a country or team or organization. Write an essay about this leader, explaining the characteristics they have that cause people to follow them.
In illustrating the attributes that this leader has exhibited which would lead others to respect, admire and follow them.

View a topic.

Create a plan.

Begin a Draft.

Create a plan

The screenshot shows the ETS Criterion interface for creating a plan. At the top, the ETS Criterion logo is on the left, and navigation links (HOME, CLIENT SERVICES, RESOURCES, HELP) and user information (Nala Strohl, Student, Sign Out) are on the right. Below the header, the course is identified as 'English 9' and a class dropdown is set to 'English 9, CWET-Strohl, Jan. Strohl District, Strohl Sch'. The main content area is titled 'Leadership' and includes a description of leadership and an 'Additional Material' section. A red box highlights the 'Outline' tab in the plan type selection menu, with a red arrow pointing to it from a text box that says 'Your instructor may have assigned a specific plan. If not, you may choose a plan type.' Below the plan type menu, there are 'Clear All' and 'Start a New Plan' buttons. The plan structure is shown with a 'Thesis' field, an 'A:' field for the 'Main Idea', and three numbered 'Support' fields. A red arrow points to the 'Save' button at the bottom left, with a text box that says 'Click Save when your plan is complete.' A 'Start Response' button is visible at the bottom right.

Your instructor may have assigned a specific plan. If not, you may choose a plan type.

Enter text directly into your plan.

Click Save when your plan is complete.

View your completed plan

The screenshot shows the ETS Leadership plan interface. At the top, the title "Leadership" is centered. Below it, there are two tabs: "Plan" and "Response". The "Response" tab is highlighted with a red box, and a red arrow points from it to a text box on the right. The text box contains the instruction: "Click here to begin your draft, or click the Response tab." Below this text box is a red arrow pointing down to a blue button labeled "Start Response".

Leadership

Plan Response Export

Leadership

A leader is defined as a person who directs, commands or guides a group or activity. Think about someone you know who has proven to be a great leader, either in leading a country or team or organization. Write an essay about this leader, explaining the characteristics they have which would encourage people to follow them. Be as specific as possible in illustrating the attributes that this leader has exhibited which would lead others to respect, admire and follow them.

Additional Material:

Outline List Idea Tree Free Writing Idea Web Compare & Contrast Cause & Effect Persuasive

Using an outline is a good way to help organize your ideas about the topic. You can plan your main ideas first and then, under each main idea, you can list some examples, reasons, or details that help support this main idea.

Edit Start a New Plan

Outline

Abraham Lincoln was a great leader of our country.

- He was a good listener.
 - He listened not only to his fellow politicians of the time but to common people.
 - He sought other opinions.
 - He thought deeply about issues.
- He set a great example.
 - He bore personal sacrifices and grief with dignity.
 - He encouraged cooperation.
 - He was a father figure for the country.
- He took action.
 - He made and executed difficult decisions about the war.
 - He took necessary steps to end the war.
 - He worked with compassion to bind the nation's wounds.

Click here to begin your draft, or click the Response tab.

Start Response



View Autosave for Essay Responses

Everybody at some point in their life has been torn between what they want to do and what they feel they should do because of what others think or say. It's human nature that makes us want things and it is our conscious that tell us

At this time of the year, every senior who has been accepted to more than one college is racking their brains and deciding which college is the best. arise. For instance, I have a friend who is deciding whether to go to Cornell University, UC Berk'ey, or UCLA, which in my opinion are all extremely but she'd rather not go there. UC Berkley and Cornell are what she wants to choose between. It is obvious that she wants to go to Cornell, but the pro is second on her list. The problem is that she wants to go to Cornell, but that means her parents would have to spend thousands r

A timestamp of your last autosave will be shown here.

Saved: Oct 22, 2013 04:11:44 PM EDT

Save



Paste an Essay into *Criterion*®

Paste Essay

Please, use CTRL + V to paste below the content you would like to be cleaned

Users Attempting to Paste an Essay into the Response Text Box will be Prompted to Paste the Essay into a Pop Up Text Box to further ensure that all *Pasted* Submissions Receive Accurate Feedback.

Paste Cancel

Before you click Submit



Recheck the content of your essay by asking yourself these questions:

1. *Do I have an introductory paragraph that creates interest in the essay, lets the reader know the general topic and tells the reader the main idea (thesis) of the essay?*
2. *Have I used topic sentences to address each of my main ideas and to announce the idea of each paragraph, tell the reader where the essay is going or to make a bridge between two paragraphs or main ideas?*
3. *Do my supporting ideas help to convince the reader that my main ideas are good ones? Have I told a story, given examples, reasons, details, or used metaphors or analogies to help the reader understand my ideas?*
4. *Do I have a concluding paragraph that restates my thesis, summarizes my main points and leaves the reader thinking about my topic?*
5. *Did I use transitional words and phrases to take the reader smoothly from one idea to the next?*

View your feedback

PLAN RESPONSE RESULTS [Export](#)

Score Analysis [Feedback Analysis](#)

The Criterion score reflects the overall quality of the writing. It is a single numerical score given to the essay as a whole. Scores range from 1 to 6 or 1 to 4, with 1 being the lowest score. The Criterion score is aligned to each grade/level based on models built from essays previously scored by human readers. The Criterion score should never be equated with a grade or mark which takes into account everything about the essay, including content.

Criterion Score [Writer's Sample](#) [Rubric](#)

5/6

You have solid writing skills and something interesting to say.
Your essay:
Responds more effectively to some parts of the topic or task than to other parts

- Shows some depth and complexity in your thinking
- Organizes and develops your ideas with reasons and examples that are appropriate
- Uses the range of language and syntax available to you
- Uses grammar, mechanics, or sentence structure with hardly any error

Trait Levels [Trait Level Handbook](#)

Word Choice	Grammar, Usage and Mechanics - Conventions	Organization, Development and Style
Proficient	Proficient	Proficient
Writing at the Proficient level contains simple words used correctly with some specific word choices.	Writing at the Proficient level contains some errors, but they do not generally prevent understanding.	Writing at the Proficient level provides a clear sequence of pieces of information that are related to each other. Sentences are simple, but some sentence variety is demonstrated.

View your Criterion Score.



Click to view the full rubric.



View your Trait Level scores.



View the Feedback Analysis Chart

Plan Response **Results** Export

[Score Analysis](#) [Feedback Analysis](#) ← Click here.

Trait feedback is provided in five key categories: Organization & Development, Grammar, Usage, Mechanics, and Style. The feedback is used to guide the process of revision. The graphic summary of error types shows the number of errors for each type. The roll-over message gives a brief description of the error and guidance for its correction. The context-sensitive section of the Writer's Handbook pertains to the error and provides a more complete "lesson" on the error and its correction.

All Feedback [Writer's Handbook](#)

Trait Feedback Analysis

Trait Category	Number of Errors
Grammar	1
Usage	3
Mechanics	1
Style	17

Writer's Handbook
Section: Grammar

Purpose of this section

This section provides information on the following grammar errors:

- Fragment or Missing Comma
- Run-on Sentences
- Garbled Sentences
- Subject-Verb Agreement Errors
- Verb Form Errors
- Pronoun Errors
- Possessive Errors
- Wrong or Missing Words
- Proofread This!

Criterion can provide feedback on many grammatical and sentence structure errors, but not all of them. Use this section to help you correct errors. Check with your instructor if you do not understand how to revise the errors that are highlighted. Some grammar errors are caused by misspelling or mistakes in typing. When *Criterion* identifies a typing or spelling error that might be causing a grammar error, the feedback message will let you know. The feedback in *Proofread This!* points out errors that are difficult to name or classify. Often these errors occur when a word is missing, an extra word is added, or the wrong form of the word is used.

View the Writer's Handbook.

Bars indicate the number of errors in each trait category. Click the bar to see a breakdown by specific error types.

View specific trait feedback for your essay

From the Response tab, click on each of the categories to view specific feedback on your essay. Errors will be highlighted and roll over notes will provide information on each error.

The screenshot shows the 'RESPONSE' tab selected in the top navigation bar. Below the navigation bar, there are tabs for 'Reviews (1)', 'Organization & Development', 'Grammar', 'Usage (1)', 'Mechanics (1)', and 'Style (20)'. The 'Organization & Development' tab is highlighted with a red box. Below the tabs, there is a text area with the following text: 'Do you think that students should work during high school? I believe that it is a good idea if they do. Some reasons that I believe that students should work are they can learn responsibility. They can earn money for college and learn to be more dependable. This possibly changes the attitudes of working parents. Some people believe that a student having a job is a bad idea. I must disagree with them. First, learning responsibility is something everyone should go through. Responsibility always has been one of the most needed characteristics that any person should have. Also, it is good for any person to learn responsibility at a young age because as soon as a student gets out of high school they will need to have this characteristic for having a job or attending a college. Any employer or school would look down on a person if they didn't have this characteristic. Secondly, a majority of todays youth are going to attend a college or university, but not all students are going to receive a scholarship and will need money. If a student were to work as a student in high school, they could save up their money for book rentals or tuition fees in college. Today, many parents don't have much money to send their child all the way through college and for the child to have money, would be an extra bonus for them.'

Click the Writer's Handbook for more information on any identified error.

Review your errors



HO

Jan 5

Class: CWET-Strohl, J

Criterion Training

ACTIVITY ASSIGNMENTS REPORTS

Plan: Review saved plans, edit or save a new plan.
Response: Review trait feedback highlights to review rollover feedback messages. Re
Results: Review available results, for score and feedback analysis for the submitted

PLAN RESPONSE RESULTS

3 Students Working

Many students work part-time while going to school. For example, they may baby

Reviews (1) Organization & Development Grammar Usage (1)

- Spelling
- Capitalize Proper Nouns
- Missing Initial Capital Letter in a Sentence
- Missing Question Mark
- Missing Final Punctuation
- Missing Apostrophe (1)
- Missing Comma
- Hyphen Error
- Fused Words
- Compound Words
- Duplicates
- Extra Comma
- Mechanics (1)
- Style (20)

Feedback category popup.

Rich text editor toolbar with icons for undo, redo, bold, italic, underline, list, and link.

Missing Apostrophe (1)

Do you think that students should work during high school? I believe that it is a good idea if they do. Some reasons that I believe that students should work are they can learn responsibility. This to be more dependable. This possibly changes the attitudes of working parents. Some people believe that a student having a job is a bad idea. I must disagree with them.

First, learning responsibility is something everyone should go through. Res of the most needed characteristics that any person should have. Also, it is good for a young age beca having a job or attending a college. Any employer or school would look down on a characteristic. *Remember to use an apostrophe when you write a contraction.*

Secondly, a majority of **today's** students do not all students are going to receive a scholarship and will need money. If a student were to work as a student money for book rentals or tuition fees in much money to send their child all the way through college and for the child to have money, would be an extra

Rollover note.

Highlighted error.

Click the blue **Revise** button at the lower left of your screen to revise your essay.



Instructor and Peer Review

View instructor and peer Dialogue.



Plan Response Results

3 Students Working

Many students work part-time while going to school. For example, they may baby sit, have a paper route, mow lawns, or pet sit. Explain whether or not you think working while going to school is a good idea. Give several reasons and examples.

Comments

Reviewer: Jan Strohl

Select a reviewer for Comments.

Dialogue

Roll your cursor over highlighted text to view comments.

Do you think that students should work during high school? I believe that it is a good idea if they do. Some reasons that I believe that students should work are they can learn responsibility. They can earn money for college and learn to be more dependable. This possibly changes the attitudes of working parents. Some people believe that a student having a job during high school is a waste of time. I must disagree with them. Everyone should go through. Responsibility always has been one of the most needed characteristics that any person should have. Also, it is not a young age because as soon as a student gets out of high school they will need to have this characteristic for having a job or attending a college and for the child to have money, would be an extra bonus for them. Finally, there are two other good things that would occur if a student had a job in high school. One of them are being more dependable. When any person has a job they are usually

View Comment

Comment:

Avoid generalized you and stay in third person.



Revise your essay

Plan Response Export

Leadership

A leader is defined as a person who directs, commands or guides a group or activity. Think about someone you know who has proven to be a great leader, either in leading a country or team or organization. Write an essay about this leader, explaining the characteristics they have which would encourage people to follow them. Be as specific as possible in illustrating the attributes that this leader has exhibited which would lead others to respect, admire and follow them.

Comments Dialogue

Organization & Development Grammar (1) Usage Writer's Handbook

Words: 472 Characters: 2672

small son to his lap, and took time to talk with him, play with him, and guide him. He also bore a parent's grief in the loss of a child with great dignity. Sharing the common experiences of the masses made others feel that he was "one of them." He withstood great sadness, great loss, and great challenge with strength, and dignity.

Lincoln was a man of action. As president during the Civil War, he was presented with extremely difficult choices that would affect the history of our country. As a politician, he issued the highly unpopular Emancipation Proclamation, knowing that it might lead to the secession of the South. As commander-in-chief he was responsible for calls that resulted in the loss of lives for both the North and the South in the bloodiest and most costly war in our history. When the war ended, he took action to bind the nation's wounds by allowing Southern soldiers to return to their homes and proposing plans to rebuild the country. He wore the yoke of responsibility for the fate of our country.

Lincoln, like all great leaders, shouldered responsibility, issued necessary calls of action, and provided an example as a man of the people. His choices and decisions weren't popular, and he served at a time of great decisiveness. He served his country with honesty, integrity and character. How many politicians today have a nickname like "Honest Abe." He was a statesman and a man to be admired.

Save Submit

Click here for feedback from your instructor and peer reviewers.

When all errors have been corrected, review the content of your essay for further needed improvements. Check the Rubric for guidelines.

Click here to submit your revised draft.

View error feedback on left and enter your corrections on the right.

Before you click Submit

Submit

Recheck the content of your essay by asking yourself these questions:

1. *Do I have an introductory paragraph that creates interest in the essay, lets the reader know the general topic and tells the reader the main idea (thesis) of the essay?*
2. *Have I used topic sentences to address each of my main ideas and to announce the idea of each paragraph, tell the reader where the essay is going or to make a bridge between two paragraphs or main ideas?*
3. *Do my supporting ideas help to convince the reader that my main ideas are good ones? Have I told a story, given examples, reasons, details, or used metaphors or analogies to help the reader understand my ideas?*
4. *Do I have a concluding paragraph that restates my thesis, summarizes my main points and leaves the reader thinking about my topic?*
5. *Did I use transitional words and phrases to take the reader smoothly from one idea to the next?*

Review a Peer's Essay



English 9

Class: CWET-Strohl, Jan, Strohl District, Strohl School, English 9

Activity **Assignments**

Select an Assignment to view assignment text for any un-timed assignment. Start an assigned plan or view a saved plan. Start a response or view a submitted response attempt. View available results for submitted attempts. Select a peer name to review and comment on their submitted attempt.

Print

Assignment	Plan	Response	Results	Peer Review	Start Date	Due Date	Status
Inspiring Teacher	Start Plan	Start Response			Jul 18, 2013 10:21:17 AM CDT	Oct 25, 2013 05:00:00 AM CDT	Active
Advice to a Freshman	Start Plan	Start Response			Jul 18, 2013 10:58:00 AM CDT	Jul 13, 2014 05:00:00 AM CDT	Active
Let Me Out!					Jun 28, 2013 04:25:00 PM CDT	Jul 02, 2013 08:59:59 AM CDT	Expired
Leadership	Start Plan	Attempt 2 - Jul 19, 2013 03:01:51 PM CDT Attempt 1 - Jul 18, 2013 10:33:12 AM CDT Start Response	(5/6) (5/6)	Lula Stumm Marge Stevens	Jul 18, 2013 06:00:00 AM CDT	Jul 13, 2014 05:00:00 AM CDT	Active



Click the name of a member of your peer review group to comment on his or her submitted essay.



Enter Comments

Click the blue Comments button.

Comments

1. Drag to highlight a word or phrase about which you would like to make a comment.

2. Click Add Comment.

4. Click SAVE after entering all comments.

3. Enter your comment in the pop-up box and then click Enter.

The screenshot shows the ETS Criterion interface. At the top, there are navigation links: HOME, CLIENT SERVICES, RESOURCES, and HELP. The user is logged in as Barbara Story, Student, with a Sign Out option. The page is for English 9, Class: CWET-Strohi, Jan, Strohi District, Strohi School, English 9. The main content area shows a 'Peer Review: Lula Stumm' for a 'Leadership' activity. A 'Response' box is open, showing a text area with a highlighted sentence: 'Leadership requires many different things.' Below the text area, there are 'Add Comment' and 'Remove Comment' buttons. A 'Dialogue' button is also visible. The text area contains the following text: 'Leadership requires many different things.' Most people do not show all of leaderships qualities. If any of them. Yet most of us know one person who has all the qualities of a good leader. My sister is one such person. Here are the qualities that a good leader must show, and that she shows. To be a good leader, you must be able to handle criticism in a mature, respectful manner. Once when my sister was ridiculed by some of her peers she simply walked away, telling herself that some day they would grow out of such childish behavior. She handled it in a mature manner by understanding her peer's and not letting their ridicule defeat her. Also a good leader will pursue their dreams without backing down. When my sister was taking a dance class, she could not seem to get a certain step, and even though she became very frustrated over this, she kept on trying, until eventually she succeeded. She showed courage to go on, and a strong will to keep going til the very end, even with the frustration, not to mention the physical and emotional strain. She kept pushing to the very end, ever so determined to accomplish her goal. The last quality a leader must possess is selflessness. A leader must be able to make good decisions regarding the welfare of those around them, and when necessary, themselves. When making a good decisions, they have to put others before themselves. When my sister wanted to go out with her friends while our mom was sick in bed, she would stay home and take care of the house as well as me and our mother. She thought of our

The 'Manage Comment' pop-up box is shown. It has a large text input area. At the bottom, there are three buttons: 'Cancel', 'Clear', and 'Enter'.

Enter Dialogue

View Student plan, response, and results for this assignment. View Student Assignment page. Export Student assignment.

Peer Review: Lula Stumm

Leadership

Response

Leadership

A leader is defined as a person who directs, commands or guides a group or activity. Think about someone you know who has proven to be a great leader, either in leading a country or an organization. Describe the leader and the qualities that make them a leader. Be as specific as possible in illustrating the attributes that this leader has exhibited which would lead others to respect, admire and follow them.

Additional Material:

Highlight a set of text within the attempt below. Add Comment and enter the comment text. Select a comment to remove it. Save all comments.

Comments

Add Comment Remove Comment

Leadership requires many different things. Most people do not show all of leaderships qualities. If any of them. Yet most of us know one person who has all the qualities of a good leader. My sister is one such person. Here are the qualities that a good leader must show, and she shows. To be a good leader, you must be able to handle criticism in a mature, respectful manner.

Once when my sister was ridiculed by some of her peers she simply walked away, telling herself that some day they would grow out of such childish behavior. She handled it in a mature manner by understanding her peer's and not letting their ridicule defeat her.

Also a good leader will pursue their dreams without backing down. When my sister was taking a dance class, she could not seem to get a certain step, and even though she became very frustrated over this, she kept on trying, until eventually she succeeded. She showed courage to go on, and a strong will to keep going til the very end, even with the frustration, not to mention the physical and emotional strain. She kept pushing to the very end, ever so determined to accomplish her goal.

The last quality a leader must possess is selflessness. A leader must be able to make good decisions regarding the welfare of those around them, and when necessary, themselves. When making a good decisions, they have to put others before themselves. When my sist wanted to go out with her friends while our mom was sick in bed, she would stay home and take care of the house as well as me and our mother. She thought of our mothers welfare before her own enjoyment, even if it was a hard thing to do.

She is obviously a good leader, showing all the qualities that a person must obtain in order to become a strong leader. True leadership is a rare trait that few people possess, but many desire to obtain. Anna is a living example that true leaders can come from the most unexpected places, no matter what age, rank, or gender you are.

Click the Dialogue Button



Dialogue

Enter your dialogue about the essay in the box on the right and click send.



Dialogue

Refresh Send

No records to display.

Review your class activity

ETS Criterion

HOME | CLIENT SERVICES | RESOURCES | HELP

Nala Strohl Student Sign Out

English 9 Class: English 9, CWET-Strohl, Jan, Strohl District, Strohl Sch

Go

Activity

Click the Activity tab.

Most recent class activity is listed below. Select options to sort class activity by student, assignment, and activity period. Select activity to view student work. Select reviewer to view comments or discussion.

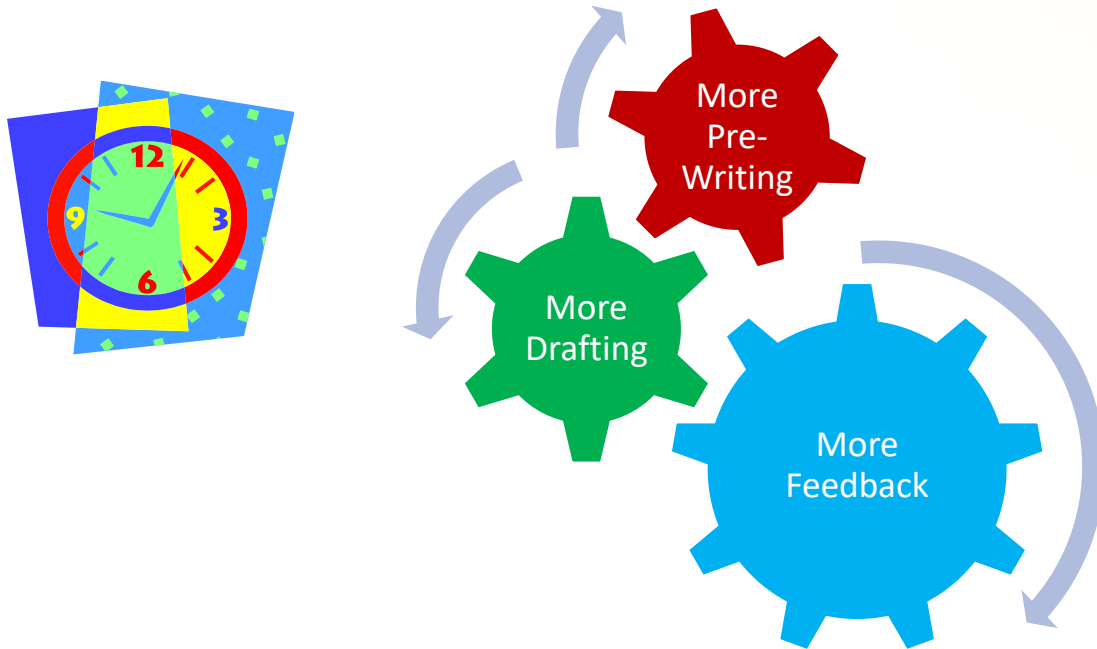
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Assignment	Activity	Reviewer
Leadership	Attempt 2 - Jun 28, 2013 11:30:09 AM CDT	
	Attempt 1 - Jun 28, 2013 10:45:55 AM CDT	
	Outline - Jun 28, 2013 10:10:05 AM CDT	

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