**Students of the Year Essay Rubric**

**Rubric Scoring Instructions:**

1. Download and save the blank electronic interview scoring rubric to your computer before beginning the interview scoring process. You will re-use this scoring form for each candidate.
2. Open a blank electronic essay scoring rubric, and type the writing sample number and your initials at the top of the page.
3. Open the numbered writing sample document, and read the essay for one applicant.
4. Refer back to the essay as many times as necessary to determine your score for each section. You are allowed to take notes during this process.
5. Use the rubric statements and corresponding values to determine a score for each section.
6. Place your section scores in the corresponding field text area provided.
7. Add the scores of each section to calculate your final score for the essay.
8. Once the form is complete, save the file as:

* Zone
  + Student First and Last\_Grade Level Number\_Your last name
  + Example: Mary Smith\_Grade 8\_Jones
* Finalist
  + Essay Number\_Grade Level Number\_Your last name
  + Example: Essay 1\_Grade 8\_Jones

1. Repeat these steps for each of the candidates.

Once you have finished scoring all of the essays, please email the completed files to the designated coordinator. If you took notes or printed the summary documents during your review, please destroy them, as they are considered confidential information.

If you have any questions or are unable to serve in this capacity for any reason, please contact the coordinator immediately.

**Essay Rubric**

**Essay Number** **Total Points /25 Panelist’s Initials**

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| **A. Clarity and Continuity of Thought and Response to the Prompt** | | |
| **SCORE** | | **CRITERIA**(Scoring range 1-5) |
|  | 5 | Essay **comprehensively addresses the content** specified in the question; reasoning is **accurate based on the facts and** **rationale given** in the response. |
| 4 | Essay **addresses the content** specified in the question, **and** reasoning is somewhat accurate based on facts **or** rationale given in the response. |
| 3 | Essay **partially addresses the content** specified in the question, **and** reasoning is **accurate**. |
| 2 | Essay **barely addresses the content** specified in the question, **and** reasoning is **somewhat accurate**. |
| 1 | Essay **fails to address the content** specified in the question, **and** reasoning reflects **opinions only**. |
| **B. Originality of Ideas/ Interest Appeal** | | |
| **SCORE** | | **CRITERIA**(Scoring range 1-5) |
|  | 5 | **Ideas** generated are **unique**, **and** the writer’s voice is **compelling and engaging**. |
| 4 | Ideas are **adapted to fit the situation**, but are not unique, **and** the writer’s **voice is present** and **somewhat compelling**. |
| 3 | Ideas are **not unique**, but some of the writer’s **voice is present**. |
| 2 | Ideas are **far-fetched**, **and** the **writer’s voice is weak**. |
| 1 | **No variation of ideas** is presented, **and** the **writer’s voice is not evident**. |
| **C. Support Elaboration /Organization** | | |
| **SCORE** | | **CRITERIA**(Scoring range 1-5) |
|  | 5 | A **substantial amount of facts or evidence** is given to support the writer’s position. The essay is **well-sequenced** leading the reader **to a higher level of understanding**. I**nformation is concise, specific and coherent**. |
| 4 | An **adequate amount of facts or evidence** is given to support the writer’s position. The essay **follows a logical order** with **appropriate transitions**. Information is **concise, specific and somewhat coherent**. |
| 3 | **Minimal facts and evidence** are given to support the writer’s position. Essay follows a **logical order**, and information is **accurate**, but **lacks specifics**. |
| 2 | **Partial evidence** is given to support the writer’s position. Essay is **difficult to follow**, and **information is rambling**, but **somewhat coherent**. |
| 1 | **Only opinions** are given to support the writer’s position. Essay content is **not logically sequenced**, and information is **rambling, non-specific and not understandable**. |

**Page 1 score: /15 points**

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| **D. Correctness of Sentence Structure/Grammar Usage** | | |
| **SCORE** | | **CRITERIA(**Scoring range 1-5) |
|  | 5 | A **variety of sentences** **and** **no usage errors** are found in the essay that has a **well-developed and identifiable introduction, body and a conclusion.** |
| 4 | A **variety of sentences** **or** **2 or less usage errors** are found in the essay that has **two identifiable essay components** (introduction, body or conclusion). |
| 3 | A **variety of sentences or** **4 or less usage errors** are found in the essay **or** the essay **has** **a fragment or a run-on sentence** in the essay withonly **one identifiable essay component** (introduction, body or conclusion). |
| 2 | Essay has primarily **all simple sentences** **or** has **5 or more usage errors** **and** **has** **a fragment or a run-on sentence**. The essay **components are poorly developed**. |
| 1 | Essay has primarily **all simple sentences** **and** has **more than 6 usage errors**. The essay **components are poorly developed** and not identifiable. |
| **E. Correctness of Capitalization, Punctuation and Spelling** | | |
| **SCORE** | | **CRITERIA (**Scoring range 1-5) |
|  | 5 | Proper capitalization and **punctuation** and **correct spelling** are **used throughout** the essay. |
| 4 | **Three or less** capitalization or punctuation errors **and** three or less spelling errors are found. |
| 3 | **Three or less** capitalization or punctuation errors **or** three or less spelling errors are found. |
| 2 | **Four or more** capitalization or punctuation errors **and** four or more spelling errors are found. |
| 1 | **Four or more** capitalization and punctuation errors, **or** four or more spelling errors are found. |

**Page 2 score: /10 points Total score: /25 points**