



## 2019 High School Student Essay Rubric

Each student essay is scored on four traits:

1. Purpose/Organization (0-3 points)
2. Development / Elaboration (0-3 points)
3. Conventions (0-1 points)
4. Creativity (up to 3 extra bonus points)

		Score
<b>Purpose / Organization</b>	<b>3</b>	<p>The essay response is consistently and purposefully focused in a clear, effective, and organized structure.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> claim is introduced, clearly communicated, and the focus is strongly maintained throughout</li> <li><input type="checkbox"/> strong transitional strategies are used to clarify relationships between and among ideas</li> <li><input type="checkbox"/> effective introduction and conclusion</li> <li><input type="checkbox"/> ideas are in a logical progression from beginning to end with strong connections</li> <li><input type="checkbox"/> alternate/opposing argument(s) are clearly acknowledged</li> </ul>
	<b>2</b>	<p>The essay response is generally focused in an organized structure with a sense of completeness. Minor flaws do not interfere with overall coherence of response.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> claim is clear, and the focus is mostly maintained</li> <li><input type="checkbox"/> adequate transitional strategies are used to clarify relationships between and among ideas</li> <li><input type="checkbox"/> adequate introduction and conclusion</li> <li><input type="checkbox"/> adequate progression of ideas from beginning to end with adequate connections</li> <li><input type="checkbox"/> alternate/opposing argument(s) are adequately acknowledged</li> </ul>
	<b>1</b>	<p>The essay response has a minor drift in focus, and an inconsistent organizational structure. Some flaws are evident, and some ideas are loosely connected.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> claim is somewhat unclear, or the focus is insufficiently maintained</li> <li><input type="checkbox"/> inconsistent use of transitional strategies or lack in variety</li> <li><input type="checkbox"/> introduction and conclusion exist, but are weak</li> <li><input type="checkbox"/> ideas are in an uneven progression with unclear connections</li> <li><input type="checkbox"/> alternate/opposing argument(s) are confusing</li> </ul>
	<b>0</b>	<p>The essay response has little to no organizational structure, with little to no focus.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> claim is ambiguous or too brief, and the focus drifts from purpose</li> <li><input type="checkbox"/> few or no transitional strategies are used</li> <li><input type="checkbox"/> introduction and conclusion are missing</li> <li><input type="checkbox"/> randomly ordered or unclear progression of ideas</li> <li><input type="checkbox"/> alternate/opposing argument(s) are not acknowledged</li> </ul>
	<b>Disqualified</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Insufficient (includes copied text / plagiarism)</li> <li><input type="checkbox"/> In a language other than English</li> <li><input type="checkbox"/> Off-topic / Off-purpose</li> </ul>

	Score	
<b>Development / Elaboration</b>	<b>3</b>	<p>The essay response clearly and effectively develops ideas through elaboration of support/evidence for the thesis, including effective use of source material</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> comprehensive evidence from source material is integrated, relevant, and specific</li> <li><input type="checkbox"/> clear citations to source material</li> <li><input type="checkbox"/> effective use of elaborative techniques (ie: making a connection to personal experiences)</li> <li><input type="checkbox"/> vocabulary is clearly appropriate for the purpose and audience</li> <li><input type="checkbox"/> effective, appropriate style enhances content</li> </ul>
	<b>2</b>	<p>The essay response adequately develops ideas, and provides adequate elaboration of the support/evidence for the thesis, including the use of source material</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> adequate evidence from source material is intergrated and relevant, but is generalized</li> <li><input type="checkbox"/> adequate use of citations to source material</li> <li><input type="checkbox"/> adequate use of elaborative techniques (ie: making a connection to personal experiences)</li> <li><input type="checkbox"/> vocabulary is generally appropriate for the purpose and audience</li> <li><input type="checkbox"/> generally appropriate style is evident</li> </ul>
	<b>1</b>	<p>The essay response develops ideas unevenly, with perfunctory elaboration of the support/evidence for the thesis, including limited use of source material</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> some evidence from source material is weakly integrated, vague, and/or repetitive</li> <li><input type="checkbox"/> weak use of citations to source material</li> <li><input type="checkbox"/> weak or even use of elaborative techniques (ie: making a connection to personal experiences)</li> <li><input type="checkbox"/> vocabulary is somewhat ineffective for the purpose and audience</li> <li><input type="checkbox"/> inconsistent or weak attempt to create appropriate style</li> </ul>
	<b>0</b>	<p>The essay response is vague, lacks clarity, or is confusing, with minimal elaboration of support/evidence for the thesis, including little to no use of source material</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> evidence from source material is minimal, irrelevant, absent, and/or incorrectly used</li> <li><input type="checkbox"/> insufficient use of citations to source material</li> <li><input type="checkbox"/> minimal to no use of elaborative techniques (ie: making a connection to personal experiences)</li> <li><input type="checkbox"/> vocabulary is limited or ineffective for the purpose and audience</li> <li><input type="checkbox"/> little or no evidence of appropriate style</li> </ul>
	<b>Disqualified</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Insufficient (includes copied text / plagiarism)</li> <li><input type="checkbox"/> In a language other than English</li> <li><input type="checkbox"/> Off-topic / Off-purpose</li> </ul>

Score		
<b>Conventions</b>	<b>1</b>	The essay response demonstrates an adequate command of conventions <input type="checkbox"/> adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling
	<b>0</b>	The essay response lacks an adequate command of conventions <input type="checkbox"/> errors in correct sentence formation, punctuation, capitalization, grammar usage, and spelling
	<b>Disqualified</b>	<input type="checkbox"/> Insufficient (includes copied text / plagiarism) <input type="checkbox"/> In a language other than English <input type="checkbox"/> Off-topic / Off-purpose

**Up to 3 bonus points given for creativity of solution**



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Please contact the Antrim Conservation District with any questions.  
 Essay submissions are due by 4:30pm on Friday, November 8th, 2019 to the ACD office. Late submissions will not be accepted.