



ESSAY CONTEST ANNOUNCEMENT

The Rochester Latino Rotary Club is sponsoring an essay contest for **all middle and high school students attending a school in the City of Rochester (RCSD and Charter Schools).**

Essay Topic:

Summarize what is the Dream Act. Discuss some of the arguments for and against it and include your own personal views with research facts to support it?

Be sure to:

- Summarize what is the Dream Act.
- Describe what supporters of the Dream Act hope to accomplish.
- Why is this topic controversial?
- Discuss some of the arguments for and against it.
- Include your own personal view with research facts to support it.

Essays are due on January 31, 2022 by 5:00 pm via email to vazquez76269@gmail.com

Essay entries will be judged by a committee of community members and scored using the attached rubric. The winning entries will be announced in early February. Contest winners will be recognized at the club's March 2, 2022 meeting.

The Contest prizes are as follow:

HIGH SCHOOL

First Place: \$100

Second Place: \$50

Third Place: \$25

MIDDLE SCHOOL

First Place: \$100

Second Place: \$50

Third Place: \$25

ESSAY SCORING RUBRIC

| Criteria | 4 Essays at this level: | 3 Essays at this level: | 2 Essays at this level: | 1 Essays at this level: |
|---|---|---|--|---|
| <p>Content and Analysis: the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of the texts</p> | <p>Are more analytical than descriptive (analyzes, evaluates, and/or creates information) -introduce a precise and insightful claim, as directed by the task -demonstrate in-depth and insightful analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate</p> | <p>-introduce a precise claim, as directed by the task - demonstrate appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate</p> | <p>Develop all aspects of the task, but may do so somewhat unevenly -introduce a claim -demonstrate confused or unclear analysis of the texts, failing to distinguish the claim from alternate or opposing claims</p> | <p>-do not introduce a claim -do not demonstrate analysis of the texts</p> |
| <p>Command of Evidence: the extent to which the essay presents evidence from the provided texts to support analysis</p> | <p>Demonstrates a logical and clear plan of organization; <i>includes an introduction and a conclusion that are beyond a restatement of the theme</i> -Present ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis -Richly supports the theme with many relevant facts, examples, and details -Demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material</p> | <p>-present ideas sufficiently, making adequate use of specific and relevant evidence to support analysis -demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material</p> | <p>-present ideas inconsistently and/or inaccurately, in an attempt to support analysis, making use of some evidence that may be irrelevant -demonstrate little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material</p> | <p>-present little or no evidence from the texts -do not make use of citations</p> |
| <p>Coherence, Organization, and Style: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language</p> | <p>-exhibit skillful organization of ideas and information to create a cohesive and coherent essay - establish and maintain a formal style, using sophisticated language and structure</p> | <p>-exhibit acceptable organization of ideas and information to create a coherent essay -establish and maintain a formal style, using precise and appropriate language and structure</p> | <p>-exhibit inconsistent organization of ideas and information, failing to create a coherent essay - lack a formal style, using some language that is inappropriate or imprecise</p> | <p>-exhibit little organization of ideas and information -are minimal, making assessment unreliable -use language that is predominantly incoherent,</p> |
| <p>Control of Conventions: the extent to which the essay demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p> | <p>-demonstrate control of conventions with essentially no errors, even with sophisticated language</p> | <p>-demonstrate partial control, exhibiting occasional errors that do not hinder comprehension</p> | <p>-demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult</p> | <p>are minimal, making assessment of conventions unreliable</p> |