

Rotary District 5520 Four Way Test Essay Contest

Name of Student:		Name of School:				
Name of Rotary Club:		Judges Initials:			TOTAL SCORE:	
Criteria:	5	4	3	2	1	Points
	Excellent	Above Average	Average	Below Average	Poor	Possible
Understanding of the topic: To what extent did the writer demonstrate a clear understanding of the question and respond with details about where he/she might seek help with his/her dilemma?	In-depth understanding: key concepts related to the question and the story are identified and fully defined; excellent use of literary techniques such as comparison and contrast	Key concepts related to the question and the story are adequately identified and defined; average use of literary techniques to describe viewpoints	Key concepts are partially identified and defined; statement that viewpoints exist but little use of supporting details	Some concepts are identified but not defined; lack of reference to any viewpoints	Complete lack of reference to the question and the story; irrelevant information; unsupported statements, incomplete details	1-40
Effectiveness in expressing a point-of-view: To what extent did the writer present his/her point of view? (2x points)	The student integrates personal feelings, experiences, hopes, fears, reflections or beliefs with the text. The personal response is rooted in the text and a clear understanding of the whole text, and its subtext(s), and makes connections to other texts.	The student connects personal feelings, experiences, hopes, fears, reflections or beliefs with the text. The personal response refers to the text, conveys a sense of understanding of the text and partial understanding of its subtext.	The student connects personal feelings, experiences, hopes, fears, reflections or beliefs with the text. The personal response refers to the text, conveys a sense of understanding of the text and partial understanding of its subtext.	The student retells or paraphrases the text or identifies devices in isolation making only a superficial reference to personal feelings or experiences. Or the student writes about personal feelings, etc., without connecting to or referring to the text.	The student response shows little or no interaction with or understanding of the text.	1-25
Original thinking relative to the topic: To what extent was the original thinking relative to the subject?	Fully, relative to the topic	Mostly relative to the topic without errors	Partially relative with minor errors	Somewhat relative with significant errors	Not relative to the topic at all	1-20
Literary style, grammar and spelling	Literary style completely clear and effective, excellent grammar and spelling Varied sentence structure, essay well developed and cohesive	Literary style partially clear and effective, good grammar & spelling Sentence structure somewhat varied; essay well developed and cohesive	Use of literary technique to convey main ideas but lacking clarity Sentence structure lacks variety but essay mostly developed	Lacks use of literary technique Many errors in grammar and spelling	Irrelevant and/or erroneous information, main idea, unclear illegible, grammar and spelling error consistent throughout essay	1-15