**Wilkes-Barre Law & Library Association**

**Essay Contest Judging Rubric**

Applicant ID # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Judge Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Total Score: \_\_\_\_\_\_\_\_\_\_\_\_

For each criterion listed, score the essay on a scale of 1-5, with 5 being the best score. Use a separate form for each essay. Do not score in decimals or fractions – whole numbers only.

5 = Excellent 4 = Above Average 3 = Average 2 = Below Average 1 = Poor/Incomplete

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| --- | --- | --- | --- | --- | --- | --- |
| **Criteria** | **5** | **4** | **3** | **2** | **1** | **Score** |
|  | **Excellent** | **Above average** | **Average** | **Below average** | **Poor** |  |
| **Understanding of the topic**: To what extent did the writer demonstrate a clear understanding of the question and respond with details about his/her experience? | In-depth understanding: key concepts related to the question are identified and fully defined; excellent use of literary techniques such as comparison and contrast | Key concepts related to the question 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; irrelevant information; unsupported statements, incomplete details |  |
| **Original thinking relevant to the topic**: To what extent was the original thinking relevant to the subject? | Fully relevant to the topic | Mostly relevant to the topic without errors | Partially relevant with minor errors | Somewhat relevant with significant errors | Not relevant to the topic at all |  |
| **Effectiveness in presenting a point-of-view**: To what extent did the writer present his/her point of view? | Point-of-view fully presented and supported by many facts | Points-of-view presented and supported with some facts | Point-of-view expressed but limited use of factual information | Point-of-view presented without use of supporting facts/opinion only | Facts are inaccuratePoint-of-view not present |  |
| **Literary style, grammar and spelling** | Literary style completely clear and effective, excellent grammar and spellingVaried sentence structure, essay well developed and cohesive | Literary style partially clear and effective, good grammar and spellingSentence structure somewhat varied; essay well developed and cohesive | Use of literary technique to convey main ideas but lacking claritySentence structure lacks variety but essay mostly developed | Lacks use of literary techniqueMany errors in grammar and spelling | Irrelevant and/or erroneous information, main ideas unclear, illegible, grammar and spelling errors consistent throughout essay |  |