

## President's Essay/Oratory Contest 2018

<b>COMPETITOR'S NAME:</b>	<b>JUDGE'S ID:</b>
<b>TITLE OF ESSAY:</b>	<b>LENGTH (in pages and words):</b>

CATEGORY	4 Excellent	3 Good	2 Fair	1 Poor	SCORE
<b>Thesis</b>	Well developed and defined or workable thesis (subject, position, hint at organizational strategy) that establishes a clear motive for writing.	Workable but formulaic thesis that forecasts the direction of the essay.	Reflects components of a thesis but not fully developed. Central idea may be less original than it could be.	Thesis is poorly defined and/or inconsistent, or the essay lacks a thesis.	
<b>Content</b>	Central purpose/thesis supported with sound generalizations and with substantial, specific, and consistently relevant details; content distinctive because of its originality or perceptiveness or persuasiveness or thoroughness; strong reader interest.	Accurate grasp of writing context; purpose/ thesis clearly defined and supported with sound generalizations and mostly relevant details; substantial reader interest.	Routine purpose/thesis supported with adequate generalizations and relevant details; suitable but predictable content, somewhat sketchy or overly general; occasional repetitive or irrelevant material; one or two unsound generalizations; some reader interest.	Central purpose/thesis lacks substantial supporting evidence for all claims; inadequate material, numerous unsound generalizations, and or needless repetition of ideas; insufficient, unsuitable, unclear, vague, or insubstantial content; minimal or no reader interest.	
<b>Organization</b>	Very clear plan related to thesis; developed with consistent attention to proportion, emphasis, logical order, and smooth flow and synthesis of ideas; paragraphs	Clear plan developed with attention to proportion, emphasis, and logical order and synthesis of ideas; paragraphs coherent, unified, and	Conventional plan apparent but routinely developed; paragraphs unified, generally coherent, but minimally effective in development;	Plan not apparent, inappropriate, undeveloped, or developed with irrelevance, redundancy, inconsistency, or little order or progression; paragraphs	

	coherent, unifies, and effectively developed, strong title, introduction and conclusion.	effectively developed; transition between paragraphs usually smooth; effective title, introduction and conclusion.	several weak topic sentences; weak transitions between paragraphs, mechanical or monotonous; routine title, introduction and conclusion.	frequently incoherent, underdeveloped, or not unified; transition between paragraphs unclear or ineffective; weak and ineffective title, introduction and conclusion.	
<b>Sentences</b>	Sentences skillfully constructed: unified, coherent, forceful, effectively varied: deftness in coordinating, subordinating, and emphasizing ideas; harmonious agreement of content and sentence design; very strong, though not necessarily completely free of errors.	Sentences correctly and coherently constructed with some variety; capability in coordinating, subordinating, and emphasizing ideas; few errors even in complicated patterns; strong.	Sentences constructed clearly and correctly but lacking in variety; minimal skill in coordinating and subordinating ideas; clarity weakened by occasional awkward, garbled, incomplete, fused, improperly predicated or comma spliced sentences; some errors in modification; acceptable.	Sentences marred frequently enough to annoy or frustrate the reader; numerous sentences incoherent, fused, incomplete, comma spliced or incorrectly predicated; excessively monotonous or simple constructions; unacceptable.	
<b>Word Use and Tone</b>	Diction distinctive; fresh, precise, concrete, economical, and idiomatic; word form mastery; appropriate, consistent, and engaging tone.	Clear diction; accurate, efficient, and idiomatic; minor errors in word form or occasional weakness in word choice, but clear; appropriate and generally consistent tone.	Diction adequate: generally accurate, appropriate, and idiomatic, but often predictable, wordy, or imprecise; clarity weakened by several errors in subject-verb agreement, pronoun agreement,	Diction unacceptable; vague inappropriate, unidiomatic, or substandard language that distracts the reader or obscures content more often than is comfortable; numerous errors in word form.	

			point of view.		
<b>Punctuation and Mechanics:</b>	Clarity and effectiveness of expression promoted by consistent use of standard punctuation (including the punctuation of citations), capitalization and/or spelling.	Flow of communication occasionally diverted but not confused by errors in standard punctuation (including the punctuation of citations) , capitalization, and/or spelling.	Adequate clarity and effectiveness of expression, but weakened by any combination of errors in punctuation (including the punctuation of citations), capitalization, and or spelling.	Communication hindered or obscured by frequent errors in punctuation (including the punctuation of citations), capitalization and/or spelling.	
<b>Critical Thinking</b>	Paper demonstrates an excellent ability to reason both inductively and deductively, a full understanding of the process of analysis and evaluation.	Paper demonstrates a good ability to reason both inductively and deductively, an understanding of the process of analysis.	Paper demonstrates a fair ability to reason both inductively and deductively, a fair understanding of the process of analysis.	Paper poorly demonstrates the ability to reason both inductively and deductively, shows little understanding of the process of analysis.	
<b>Research and Use of Sources</b>	Excellent use of primary and secondary sources; clear and accurate acknowledgment of sources.	Good use of primary and secondary sources, clear and mostly accurate acknowledgment.	Adequate use of primary and secondary sources, quotes and paraphrases may be awkward; acknowledgment not always clear or plain.	Incorrect use of primary and secondary sources; incorrect or very poor acknowledgment; plagiarism may be a concern.	

Total: \_\_\_\_\_

Judge's Comments