

RIVERTON ESSAY CONTEST EVALUATION FORM

	CATEGORY	4	3	2	1	Category Score
IDEAS & CONTENT DEVELOPMENT	FOCUS AND PURPOSE	Demonstrates a strong awareness of purpose: 1) There is one clear, well-focused and developed thesis. 2) Body paragraphs contain clear topic sentences. 3) Main ideas are clear and are well supported by detailed and accurate information.	Demonstrates awareness of purpose: 1) Develops clear point of view, perspective, or position. 2) There is one clear, well-focused thesis. 3) Body paragraphs contain clear topic sentences. 4) Main ideas are clear but not well-supported with detailed information.	Demonstrates some awareness of purpose: 1) Implies a point of view, perspective, or position on the issue. 2) Main ideas are somewhat unclear and not well-supported with detailed information.	Demonstrates some awareness of purpose: 1) Implies a point of view, perspective, or position on the issue but with little or no clear purpose. 2) Little to no supporting information.	
	VOICE, TONE, AUDIENCE, POINT OF VIEW	1) The Writer's point of view and tone are very clear and there is strong evidence of attention to audience. 2) The Writer's extensive knowledge and/or experience with the topic is evident.	1) The Writer's point of view and tone are somewhat clear, and there is some evidence of attention to audience. 2) The writer's knowledge and/or experience with the topic is evident.	1) The writer's point of view and tone are unclear; there is some evidence of attention to the audience. 2) Writer's knowledge and/or experience with the topic is limited.	1) The writer's point of view and tone are unclear; there is some evidence of attention to the audience. 2) The writer's knowledge and/or experience with the topic is very limited.	
	SUPPORTING EVIDENCE AND CRITICAL THINKING	Demonstrates strong critical thinking and analytical skills by providing specific evidence that supports the argument or claim of the thesis.	Demonstrates critical thinking and analytical skills by providing evidence that adequately supports the argument or claim of the thesis.	Evidence is provided but not sufficient or specific enough to give credibility to the argument or claim of the thesis.	Little or no evidence is provided to support the argument or claim of the thesis. Frequent and/or irrelevant generalizations.	
GRAMMAR AND SENTENCE STRUCTURE	ORGANIZATION	Engaging introduction with clear thesis statement and well-structured paragraphs: 1) Paragraphs have clear topic sentences and are relevant to the thesis. 2) Information flows in a logical order. 3) Clear and effective transitions. 4) The conclusion is strong.	Organization is logical and coherent: 1) Makes clear connections among ideas. 2) Makes effective transitions. 3) There is a clear conclusion.	Structure is weak: 1) Attempts to use a consistent system for basic organization and presentation. 2) Paragraphs are disconnected with weak or missing transitions.	Organization is limited, confusing, disjointed, and weak: 1) The essay is difficult to understand. 2) Transitions are missing. 3) Inappropriate, or illogical.	
	MECHANICS, LANGUAGE, AND STYLE	Writer uses vivid words and phrases. 1) The choice and placement of words seems accurate, natural, and not forced. 2) Very good vocabulary range and accuracy of usage. 3) There are no errors in grammar, punctuation, spelling, and formatting.	Exhibits adequate use of language, good vocabulary range and accuracy of usage: 1) Variety in sentence structure. 2) avoids use of Jargon and uses complex sentences. 3) There are minor errors in grammar, punctuation, spelling, and/or formatting.	Writer uses words that communicate clearly, but the writing lacks variety. 1) Limited vocabulary and little variety in sentence structure (e.g., fragments, run-ons). 2) There may be jargon or clichés. 3) There are a few errors in grammar, punctuation, spelling, and/or formatting.	Use of language and vocabulary are limited: 1) Multiple and serious errors of sentence structure (e.g., fragments, run-ons). 2) Excessive use of simple sentences. 3) Use of jargon or clichés may be present and detract from the meaning. 4) Significant grammar, punctuation, spelling, and/or formatting errors.	

FINAL SCORE

Scoring:

1. Score each category separately in the last column using the values listed in the top line. Half points may be used. E.g., 2.5, but NOT 4.5.
2. Final Score = Average of Category Scores (add each category score and divide by 5)

4 = Excellent 3 = Good 2 = Fair 1 = Poor

**FINAL
SCORE**

REVIEWER COMMENTS

Strengths of Essay (1-3 sentences):

Areas for Improvement (1-3 sentences):