**BINUS Serpong High School Essay & Short Story Writing Contest**

**Judges’ Spreadsheet – High School Essay**

|  |  |  |  |
| --- | --- | --- | --- |
| **Participant Number** | **Essay Title** | **Score (out of 20)** | **Comments** |
| G10-001 | Changing with Change | F:2 S:2 O-F: 3 L: 3 O:3  **Total: 13** | Generally able to be understood, but examples don’t have unity, and not all is clear. |
| G10-002 | Post-pandemic: Healing the Unseen Wounds | F:3 S:4 O-F:3 L:3 O:3  **Total: 16** | Clear organization, but rather specific interpretation of topic. |
| G11-003 | With Change Comes Grief And With Grief Comes Change | F:2 S:2 O-F: 2 L: 3 O:3  **Total: 12** | Short and more musing that persuading. Lacks specificity. |
| G11-004 | How Can We Deal With The Constant and Rapid Change In The World? | F:4 S:4 O-F:4 L:3 O:3  **Total: 18** | Although the format is standard and predictable, it works well. content is clear & developed. |
| G11-005 | Amor Fati: The Art of Adapting | F:3 S:3 O-F:3 L:4 O:4  **Total: 17** | Creative, personal sway to content, but a little too narrow in scope and tone. |
| G11-006 | Coping with a Rapidly Changing World | F:3 S:3 O-F:3 L:4 O:3  **Total: 16** | Lacks concrete examples, but clear format and overall ideas. |
| G11-007 | Embrace Change, Do Not Reject It | F:3 S:3 O-F:3 L:3 O:3  **Total: 15** | Adequate writing, but lacks specific examples and development. |

**BINUS SCHOOL, Serpong - Interschool Essay Writing Competition – Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **1** | **2** | **3** | **4** |
| Focus/Main Point | The essay poorly  addresses topic  and includes  irrelevant ideas | The essay is  focused on topic  and includes few  loosely related  ideas | The essay is  focused on the  topic and  includes relevant  ideas | The essay is  focused,  purposeful, and  reflects clear  insight and ideas |
| Support | Provides little or  no support for the  main point | Supports main  point with some  underdeveloped  reasons and/or  examples | Supports main  point with  developed  reasons and/or  examples | Persuasively  supports main  point with welldeveloped  reasons and/or  examples |
| Organisation and Format | Little or no  organization of  ideas to build an  argument | Some  organization of  ideas to build an  argument | Organizes ideas  to build an  argument | Effectively  organizes ideas  to build a logical,  coherent  argument |
| Language use, style & Conventions | Little or no use of  elements of style  Many errors in  grammar,  spelling, and  punctuation,  makes reader’s  comprehension  difficult | Some use of  elements of style  Contains  frequent errors in  grammar,  spelling, and  punctuation | Appropriate use  of elements of  style  Uses correct  grammar,  spelling, and  punctuation with  few errors | Effective and  creative use of  elements of style  to enhance  meaning  Uses correct  grammar,  spelling,  punctuation  throughout with  very few errors |
| Originality | No  experimentation  nor enhancement  of concepts  No adherence to  the theme | Very little  experimentation  to enhance  concepts  Does not exhibit  creativity | Sufficient  experimentation  with language  and usage to  enhance  concepts  Applies basic  creative skills to  relay ideas | Distinctive  experimentation  with language  and usage to  enhance  concepts  Applies higher  order thinking  and creative skills  to relay complex  ideas |