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

**Judges’ Spreadsheet – High School Essay**

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| **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**

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| **Criteria**  | **1** | **2** | **3** | **4** |
| Focus/Main Point | The essay poorlyaddresses topicand includesirrelevant ideas | The essay isfocused on topicand includes fewloosely relatedideas | The essay isfocused on thetopic andincludes relevantideas | The essay isfocused,purposeful, andreflects clearinsight and ideas |
| Support | Provides little orno support for themain point | Supports mainpoint with someunderdevelopedreasons and/orexamples | Supports mainpoint withdevelopedreasons and/orexamples | Persuasivelysupports mainpoint with welldevelopedreasons and/orexamples |
| Organisation and Format | Little or noorganization ofideas to build anargument | Someorganization ofideas to build anargument | Organizes ideasto build anargument | Effectivelyorganizes ideasto build a logical,coherentargument |
| Language use, style & Conventions | Little or no use ofelements of styleMany errors ingrammar,spelling, andpunctuation,makes reader’scomprehensiondifficult | Some use ofelements of styleContainsfrequent errors ingrammar,spelling, andpunctuation | Appropriate useof elements ofstyleUses correctgrammar,spelling, andpunctuation withfew errors | Effective andcreative use ofelements of styleto enhancemeaningUses correctgrammar,spelling,punctuationthroughout withvery few errors |
| Originality  | Noexperimentationnor enhancementof conceptsNo adherence tothe theme | Very littleexperimentationto enhanceconceptsDoes not exhibitcreativity | Sufficientexperimentationwith languageand usage toenhanceconceptsApplies basiccreative skills torelay ideas | Distinctiveexperimentationwith languageand usage toenhanceconceptsApplies higherorder thinkingand creative skillsto relay complexideas |