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

**Judges’ Spreadsheet – Middle School Essay**

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| **Participant Number** | **Essay Title** | **A** | **B** | **C** | **D** | **E** | **Total (20)** | **Comments** |
| G9-E-001 | Changing with Change | **2** | **2** | **3** | **3** | **2** | **12** | **Unclear introduction, rather confusing hooks and content is not covering topics, mostly opinion.** |
| G9-E-002 | Time Changes | **3** | **3** | **4** | **4** | **4** | **18** | **Very Good Essay! The writer uses different approaches and great language skills. However, ideas are not well supported.** |
| G9-E-003 | A constantly changing world and how deals with it in a positive manner | **2** | **2** | **3** | **2** | **2** | **11** | **Poor Grammar structures and unclear/incoherent what is being discussed.** |
| G9-E-004 | Changes Come, Time Continues to Flow | **1** | **1** | **2** | **2** | **2** | **8** | **It is a narrative, very informally written and there were no clear ideas presented. More like a diary!** |
| G9-E-005 | Smiling in the Face of Change | **2** | **3** | **2** | **2** | **2** | **11** | **Content is not fully explained, mostly opinion-based examples. Poor language structures and lack of experimentation are evident.** |
| G9-E-006 | How to cope with change while the world is rapidly changing | **3** | **2** | **3** | **2** | **2** | **12** | **The writer does not provide solid evidence and the ideas are not fully developed; basic language structure is evident.** |
| G9-E-007 | Dealing with change | **3** | **3** | **4** | **3** | **3** | **16** | **The usage of advanced words and phrases is evident. The writer does include examples and evidence, but the writing is rather informal, not very persuasive.** |
| G9-E-008 | Learning to Cope with Change | **3** | **3** | **4** | **3** | **3** | **16** | **The writing is properly written. The writer provides insight and ideas, though mostly opinion based. There was sufficient experimentation used to enhance concepts.** |
| G9-E-009 | A brave pounce for a better future | **2** | **3** | **3** | **3** | **3** | **15** | **The hook is very unclear. The writing is very personal and opinion- based; it does not provide any substantial evidence, nor does it use any advanced language or concept.** |
| G9-E-010 | Towards Positivity and Strength Post Pandemic | **3** | **1** | **3** | **2** | **3** | **12** | **The essay has points but mostly opinions and does not show any factual / statistical information to support the ideas.**  **Language has many grammatical errors.** |
| G9-E-011 | The End of Pandemic or The World | **3** | **1** | **3** | **2** | **2** | **11** | **The essay is loosely related to ideas which lack supporting evidence. Poor grammar - many singular plural mistakes.** |
| G9-E-012 | Normality | **4** | **2** | **3** | **3** | **3** | **15** | **The essay has been introduced well with various examples of normality. Few grammar mistakes; apart from that, the essay is good; however, numerical examples could have been effective in substantiating the points.** |
| G9-E-013 | The world is continuously and rapidly changing; how do we cope with the change? | **2** | **2** | **3** | **2** | **3** | **12** | **The essay is very basic with no supporting evidence as facts. Basic mistakes in grammar.** |
| G9-E-014 | A Coping Mechanism | **4** | **3** | **3** | **2** | **3** | **15** | **The essay is sufficient, but more examples could have been better. Contractions cannot be used in formal essays. Overall, it is persuasive.** |
| G9-E-015 | Challenges of Change | **4** | **3** | **3** | **4** | **4** | **18** | **Good. Tips for perfection: Add markers, give more examples, and support with factual / statistical information.** |
| G9-E-016 | Navigating Change | **4** | **4** | **4** | **3** | **4** | **19** | **Good essay.** |
| G9-E-017 | A brave pounce for a better future | **4** | **3** | **3** | **3** | **4** | **17** | **Good. Tips for perfection: Add markers and avoid using contractions in formal essays. Revise the essay again to fix minor grammatical errors.** |
| G9-E-018 | Life's Bull | **4** | **3** | **3** | **2** | **3** | **15** | **The essay ends with a provoking question. However, many grammatical mistakes could have been avoided.** |
| G9-E-019 | The world is continuously and rapidly changing; how do we cope with the change? | **2** | **2** | **3** | **2** | **3** | **12** | **The essay is very basic with no supporting evidence as facts. Basic mistakes in grammar.** |
| G8-E-001 | The Ever-Changing World | **3** | **2** | **3** | **3** | **2** | **13** | **Decent intro and first body paragraph, though mostly opinion based, but then the experiment to enhance the essay is missing in the following paragraphs.** |
| G8-E-002 | The Ultimate Test to Adapt | **2** | **2** | **2** | **3** | **2** | **12** | **Content is not fully explained, mostly opinion-based examples, and lack of experimentation is evident.** |
| G8-E-003 | The Impact of Covid-19 Pandemic to The Whole World | **2** | **2** | **3** | **2** | **2** | **11** | **The writer does not provide solid evidence and the ideas are not fully developed. Basic language structure is evident.** |
| G7-E-001 | Accepting a Sharp Twist | **4** | **3** | **4** | **3** | **3** | **17** | **Very Good Essay! The writer uses different approaches and great language skills. However, ideas are not well supported.** |
| G7-E-002 | Coping with the rapidly-changing world | **2** | **2** | **2** | **2** | **2** | **10** | **Organisation may hinder readers to fully understand the content. Content itself is not fully explained, mostly opinion-based examples, and lack of experimentation is evident.** |
| G7-E-003 | How Do We Cope With Change in a Rapidly Changing World? | **3** | **3** | **2** | **3** | **3** | **14** | **Good Essay! Evidences are evident and ideas are supported enough. Organisation, however, needs to be clearer, especially for the body paragraph.** |
| G7-E-004 | Embracing Change: How to Find Opportunity  Amongst Uncertainty | **2** | **2** | **3** | **2** | **2** | **11** | **Introduction may not be easily understood. The essay is rather informally written and is opinion based.** |
| G7-E-005 | Coping With Change As Post-Pandemic Normalcy Approaches | **3** | **3** | **3** | **3** | **3** | **15** | **Really good organization. Content is clear and easy to follow, but examples are mostly opinion.** |
| G7-E-006 | Adjusting to Changes | **1** | **1** | **3** | **3** | **2** | **10** | **The essay may not address the topic properly and ideas are mostly opinion.** |
| G7-E-007 | Rule of Change | **3** | **3** | **3** | **3** | **3** | **15** | **Decent essay. It has the experiment to enhance the essay, but it feels that the development is not fully completed.** |
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**BINUS SCHOOL, Serpong - Interschool Essay Writing Competition – Rubric**

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| **Criteria** | **1** | **2** | **3** | **4** |
| A. 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 |
| B. 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 |
| C. 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 |
| D. 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 |
| E. 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 |