

## Idaho Day Essay Writing Contest—Senior Division (Gr.7-12)

Write an original essay using the theme, “Uniqueness of Idaho”. Your essay may be typed or written. Below is the scoring criteria for the contest. To enter the contest, please submit your essay to Todd Brown, Idaho Falls School District 91 Administration building, 690 John Adams Pkwy. by 5:00 p.m., January 30, 2015. Please include your name and phone number on the back of the entry. Contest entries may be displayed during the local Idaho Day Celebration event planned for March 4, 2015. The contest winner will be invited to read his/her essay during the local Idaho Day Celebration event on March 4, 2015. A cash prize will be given to the contest winner.

CATEGORY	4	3	2	1
<b>Purpose &amp; Organization</b>	The essay has a clear and effective organizational structure, creating a sense of unity and completeness; the essay is purposefully focused.	The essay has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected; the essay is generally focused.	The essay has an inconsistent organizational structure and flaws are evident; the essay may have a minor drift in focus.	The essay has little or no discernible organizational structure; the essay may be related to the theme but may provide little or no focus.
<b>Evidence &amp; Elaboration</b>	The essay provides thorough and convincing support or evidence for the theme that includes the effective use of details; the essay clearly and effectively elaborates ideas using precise language.	The essay provides adequate support or evidence for the theme that includes the use of details; the essay adequately elaborates ideas, using a mix of precise with general language.	The essay provides uneven support or evidence for the theme that includes limited use of details; the essay adequately elaborates ideas, unevenly using simplistic language.	The essay provides minimal support or evidence for the theme that includes little or no use of details; the essay uses vague or confusing language to elaborate ideas.
<b>Conventions</b>	The essay demonstrates excellent command of conventions (punctuation, grammar, spelling,	The essay demonstrates adequate command of conventions (punctuation,	The essay demonstrates partial command of conventions (punctuation, grammar, spelling,	The essay demonstrates little or no command of conventions (punctuation, grammar, spelling,

	capitalization).	grammar, spelling, capitalization).	capitalization).	capitalization).
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(adapted from The Smarter Balanced Assessment Consortium Performance Task Rubric for Writing Grades 3-5)