

<i>NHS Essay Rubric</i>	0—Below Standard	1—Near Standard	2--Achieves Standard	3—Exceeds Standard
Focus/Ideas Direct Address of Prompt	<ul style="list-style-type: none"> ○ Little to no effort to address prompt ○ Focus/thesis of essay is unclear after reading intro. ○ Direction of essay is unclear from intro. 	<ul style="list-style-type: none"> ○ Connection to prompt unclear or does little to stir reader interest ○ Focus or thesis statement needs clarification ○ Little to no sense of essay's direction given 	<ul style="list-style-type: none"> ○ Clear connection to prompt but at a surface level only ○ Focus or thesis statement is established ○ Some indication of essay's direction 	<ul style="list-style-type: none"> ○ Connection to prompt is clear and well developed ○ Clear, effective focus or thesis statement ○ Direction of essay is clear from reading intro.
Evidence of NHS Characteristics <ul style="list-style-type: none"> ○ Scholarship ○ Leadership ○ Service ○ Character 	<ul style="list-style-type: none"> ○ Little to no evidence ○ Little to no meaningful discussion 	<ul style="list-style-type: none"> ○ Evidence is insufficient or irrelevant ○ Discussion does little to develop focus/thesis ○ Too much evidence w/out discussion or vice versa 	<ul style="list-style-type: none"> ○ Evidence is sufficient & relevant ○ Discussion develops focus/thesis ○ Sufficient amount of evidence and analysis 	<ul style="list-style-type: none"> ○ Evidence is sufficient, relevant, and shows meaningful application of required characteristics ○ Discussion shows thought & thorough development of focus/thesis ○ Effective balance between evidence and analysis
Organization	<ul style="list-style-type: none"> ○ Little to no sequence of ideas ○ Little to no transitions between ideas ○ Little to no conclusion. Does not restate thesis or leaves reader without a closing 	<ul style="list-style-type: none"> ○ Paragraphs stray from focus or are unrelated ○ Few transitions between ideas ○ Conclusion restates thesis without offering any new ideas to reader 	<ul style="list-style-type: none"> ○ Paragraphs support focus ○ Transitions show that ideas connect ○ Conclusion wraps up the essay 	<ul style="list-style-type: none"> ○ Paragraphs shows logical, effective sequence of ideas/support focus ○ Smooth transitions show strong connection between ideas ○ Conclusion leaves reader thinking
Writing Conventions/ Language Control	<ul style="list-style-type: none"> ○ Serious grammatical/mechanical errors obstruct reader's understanding of essay ○ Inadequate control of effective elements of writing 	<ul style="list-style-type: none"> ○ Several/many punctuation, spelling or usage errors ○ Sentences need fixing ○ Nearly adequate sentence constructions 	<ul style="list-style-type: none"> ○ Few punctuation, spelling or usage errors ○ Sentences are correct ○ Adequate constructions 	<ul style="list-style-type: none"> ○ No punctuation, spelling or usage errors ○ Sentences are fluent ○ Particularly sophisticated constructions