

Category	4	3	2	1
<p>Content</p> <p><i>The extent to which the response shows understanding of chosen job and industry. In addition, the extent to which the response shows a clear understanding of the job's role and responsibilities and the student's ability to connect their personal characteristics to the job they are writing about.</i></p>	<ul style="list-style-type: none"> Comprehensive understanding and analysis of the job and industry Makes clear connections between personal qualifications and selected job Develops ideas clearly and fully, making effective use of a wide range of relevant and specific details 	<ul style="list-style-type: none"> Average understanding and analysis of the job and industry Makes basic connection between personal qualifications and the job Develops ideas making use of a wide range of relevant and specific details 	<ul style="list-style-type: none"> Limited understanding of the job and industry Minimal connections between personal qualifications and the job Attempts to develop ideas, but does not provide sufficient examples 	<ul style="list-style-type: none"> Minimal to no understanding of the job and industry Makes no connections between qualifications and the job Does not develop ideas sufficiently or provide examples
<p>Persuasion</p> <p><i>The extent to which the response uses specific and relevant supporting examples to prove student is the best candidate for the job.</i></p>	<ul style="list-style-type: none"> Explains job qualifications clearly and fully, providing multiple details and examples to demonstrate ideal candidate for the role 	<ul style="list-style-type: none"> Outlines job qualifications clearly using details and examples but does not do a strongly persuade the reader as to why student is the best candidate 	<ul style="list-style-type: none"> Discusses qualifications minimally with limited examples or references. Little evidence to back up statements 	<ul style="list-style-type: none"> Minimal development of qualifications with no evidence or persuasion
<p>Organization</p> <p><i>The extent to which the response exhibits direction, focus, structure and an appropriate thesis statement.</i></p>	<ul style="list-style-type: none"> Consistent, clear and appropriate focus Logical and coherent structure throughout response Strong, well - developed thesis statement 	<ul style="list-style-type: none"> Consistent, clear, and appropriate focus Clear structure but lacks overall focus Basic thesis statement 	<ul style="list-style-type: none"> Establishes but fails to maintain a general focus Very little structure Unfocused thesis statement 	<ul style="list-style-type: none"> Very little focus Illogical structure No thesis statement or failure to develop one
<p>Language Use</p> <p><i>The extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure and sentence variety.</i></p>	<ul style="list-style-type: none"> Stylistically sophisticated Strong awareness of audience and purpose Uses language that is fluent and original Great use of simple and complex sentence structure 	<ul style="list-style-type: none"> General awareness of audience and purpose Some use of sentence variety Basic use of language 	<ul style="list-style-type: none"> Lack of understanding of audience and purpose Little use of sentence variety 	<ul style="list-style-type: none"> Minimal to no awareness of audience and purpose Incoherent or inappropriate use of language
<p>Conventions</p> <p><i>The extent to which the response exhibits correct spelling, punctuation, paragraphing, capitalization, grammar and usage.</i></p>	<ul style="list-style-type: none"> Appropriate use of conventions with essentially no errors 	<ul style="list-style-type: none"> Control of conventions with some errors that do not interfere with the integrity of the essay 	<ul style="list-style-type: none"> Basic control of conventions with significant errors that interfere with comprehension 	<ul style="list-style-type: none"> No control of conventions Unclear language use

Total: /20

Teachers:

For essays with equal scores, select the student, whom you believe would have a greater benefit from the one-day job shadowing experience.