



**Essay Information**  
**Saint Lucy Filippini Chapter**  
**National Junior Honor Society**

Potential candidates are required to write an essay regarding their membership in the National Junior Honor Society. In order to help you prepare, we have provided you with two essay topics. You will be given one of the two topics to write at school during one class period. It is strongly suggested that potential candidates review the essay topics so that their time is best used at school. Students are expected to write the essay at school - no pre-written essays will be accepted. Additionally, students are not permitted to use notes while writing the essay.

Topic 1: Why do you want to be part of the National Junior Honors Society? What do you feel that you, as an individual, could offer the National Junior Honor Society?

Topic 2: If inducted to NJHS, how are you going to make a difference...

...in the community.

... in the parish.

... at school.

... in the classroom.

<b>National Junior Honor Society – Rubric for candidate essay</b>				
<b>SKILLS</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<p><b>Idea Development</b> The writer develops the content of the message through the use of details.</p>	<ul style="list-style-type: none"> <li>• Develops a clear and focused main idea in response to the topic</li> <li>• Uses descriptive details to enrich idea development</li> </ul>	<ul style="list-style-type: none"> <li>• Presents a main idea in response to the topic</li> <li>• Uses relevant details</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to present a main idea in response to the topic</li> <li>• Limited use of relevant details</li> </ul>	<ul style="list-style-type: none"> <li>• No response to the topic; main idea is unclear</li> <li>• Details are consistently irrelevant</li> </ul>
<p><b>Organization</b> The writer builds the structure to support the purpose and effectiveness of the writing.</p>	<ul style="list-style-type: none"> <li>• Develops an effective beginning, middle, and ending</li> <li>• Uses a topic sentence; effectively organizes similar ideas</li> <li>• Uses varied and mostly correct sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Presents a beginning, middle, and ending</li> <li>• Uses a topic sentence; similar ideas are grouped together</li> <li>• Attempts to use varied sentences; sentences are mostly correct</li> </ul>	<ul style="list-style-type: none"> <li>• Presents a beginning or ending</li> <li>• Similar ideas are grouped together without a topic sentence</li> <li>• Sentences are simple and lack variety; inconsistently uses correct sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning and ending are unidentifiable</li> <li>• Similar ideas are not grouped together, no evidence of a topic sentence</li> <li>• Sentences are run-on, incomplete, or fragmented</li> </ul>
<p><b>Voice</b> The writer used descriptive, original language to communicate directly to the audience in a way that is individual, compelling, and engaging.</p>	<ul style="list-style-type: none"> <li>• Narrative consistently reveals personal voice appropriate to the purpose</li> <li>• Uses a variety of descriptive words or phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative reveals personal voice appropriate to the purpose</li> <li>• Uses descriptive words or phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative reveals limited personal voice appropriate to the purpose</li> <li>• Demonstrates little variation in word choice and/or repetitious use of simple words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative is flat and lifeless</li> <li>• Uses an extremely limited range of words or phrases or consistently uses words incorrectly</li> </ul>
<p><b>Conventions</b> The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.</p>	<ul style="list-style-type: none"> <li>• Uses grade-appropriate spelling consistently</li> <li>• Uses grade-appropriate capitalization and punctuation consistently</li> <li>• Uses grade-appropriate grammar and usage consistently</li> </ul>	<ul style="list-style-type: none"> <li>• Uses grade-appropriate spelling</li> <li>• Uses grade-appropriate capitalization and punctuation</li> <li>• Uses grade-appropriate grammar and usage</li> </ul>	<ul style="list-style-type: none"> <li>• Spells common words correctly, but other grade-appropriate words incorrectly</li> <li>• Uses limited grade-appropriate capitalization or punctuation</li> <li>• Demonstrates limited control of grade-appropriate grammar and usage</li> </ul>	<ul style="list-style-type: none"> <li>• Misspells common words</li> <li>• Demonstrates incorrect use of grade-appropriate capitalization or punctuation throughout</li> <li>• Demonstrates incorrect use of grade-appropriate grammar and usage throughout</li> </ul>

