

TEAMS - Tests of Engineering Aptitude, Mathematics and Science
2017 National TEAMS Written Competition Evaluation

Evaluators: Using minimal (1 -4 points), adequate (5 - 8 points) or exemplary (9 - 10 points) levels as a guideline, record the scores earned for the event criteria in the column spaces to the far right. The X1 or X2 notation in the criteria column is a multiplier factor for determining the points earned. (Example: a score of 7 for an X1 criterion = 7 points, a score of 7 for an X2 criterion = 14 points.)

CRITERIA	Minimal performance 1 - 4 points	Adequate performance 5 - 8 points	Exemplary performance 9 -10 points	SCORE
Thesis (X1)	Thesis is not a complete thought and/or is inappropriate for the essay; thesis lacks creativity.	Thesis is evident but the idea behind the thesis may not be clear or concise, and/or it may be lacking in creativity.	Thesis is well structured, concise, positioned appropriately, and creative.	
Introduction paragraph (X1)	Introduction adequately explains the background but may lack detail.	Introduction creates interest and provides background information.	Introduction is well developed, it engages the reader and creates interest.	
Supporting paragraphs/content (X2)	Paragraphs lack main points to support the thesis, and/or there is poor development of ideas. Content is not relevant.	Paragraphs include main points that are related to the thesis, but they may lack supporting details. Content is relevant, may be lacking some information.	Paragraphs provide well-developed main points directly related to the thesis; supporting examples are concrete and detailed. Content is relevant and shows original thought.	
Concluding paragraph (X1)	Conclusion is recognizable, but it does not effectively summarize the topic.	Conclusion effectively summarizes the topic.	Conclusion wraps up the points of the essay and goes beyond restating the thesis.	
Organization (X1)	No discernible organization is apparent; transitions are not present.	There is logical progression of ideas in the essay; transitions are present throughout the essay.	The essay conveys a logical progression of ideas, with a clear structure that enhances the thesis; transitions are mature and graceful.	
Style (X1)	The style is confusing and hard to follow; it contains fragments and/or run-on sentences; inappropriate diction is evident; word choice is simple, ordinary, and/or repetitive.	The style is clear, but sentences may lack variety; word choice is appropriate.	The style is smooth, skillful and coherent; sentences are strong and expressive, with varied structure; word choice is appropriate and mature.	
Mechanics (X1)	Essay contains distracting errors in punctuation, grammar, and spelling.	Punctuation, spelling, and grammar are generally correct, with few errors.	Punctuation, spelling, and grammar are correct; there are no errors in any of these areas.	
Research base (X1)	Essay lacks an adequate research base, and/or very few credible sources are referenced.	Research is conducted appropriately, but there are few credible sources.	Essay conveys a comprehensive research base that includes credible sources.	
Bibliography (X1)	References are not used effectively, and/or they do not pertain to the topic; limited quality sources are used; bibliography is not in proper format.	Most sources used are credible and of good quality; most references help to support the essay topic; bibliography and any citations are in proper format, with some errors.	Essay incorporates multiple and varied sources, all of which are credible, appropriate and support the topic; bibliography and any citations are in proper format.	
(100 points possible)				