

## TEAMS - Tests of Engineering Aptitude, Mathematics and Science

### 2018 State-Level TEAMS Essay Evaluation – High School

Evaluators: Using minimal (0 -4 points), adequate (5 - 8 points) or exemplary (9 - 10 points) levels as a guideline, record the scores using the online evaluation rubric. 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 0 - 4 points	Adequate performance 5 - 8 points	Exemplary performance 9 -10 points
Abstract (X1)	Abstract is incomplete and/or missing from the submission; main points are unclear and author's purpose in writing is not stated.	Abstract provides some of the main points but lacks clarity in the author's overall purpose in the writing.	Abstract is strong and summarizes the most important points the author makes in the writing.
Thesis/introduction paragraph (X1)	Thesis is not a complete thought and/or is inappropriate and/or lacks creativity. Introduction lacks detail and does not address the prompt.	Thesis is evident but the idea behind the thesis may not be clear or concise, and/or it may be lacking in creativity. Introduction provides adequate background information and addresses the prompt.	Thesis is well structured, concise, positioned appropriately, and creative. Introduction is well developed, engaging and creative and addresses the prompt.
Supporting paragraphs/concluding paragraph (X2)	Paragraphs lack main points to support the thesis, and/or there is poor development of ideas. Conclusion is recognizable but does not effectively summarize the topic.	Paragraphs include main points that are related to the thesis, but they may lack supporting details. Conclusion effectively summarizes the topic.	Paragraphs provide well-developed main points directly related to the thesis; supporting examples are concrete and detailed. Conclusion wraps up the points of the essay and goes beyond restating the thesis.
Content justification (X2)	The text does not support clear energy efficient choices and has unclear ideas, concepts, and information. The text provides limited facts, details, and/or examples that attempt to develop and explain the choice.	The text includes clear energy efficient choices that informs the reader through ideas, concepts, and information. The text provides adequate facts, concrete details, and/or examples that develop the topic.	The content includes clear energy efficient choices that is supported. Significant and relevant facts, concrete details and/or examples thoroughly develop and explain the choice.
Organization and mechanics (X1)	No discernible organization is apparent; transitions are not present. Essay contains distracting errors in punctuation, grammar, and spelling.	There is logical progression of ideas in the essay; transitions are present throughout the essay. Punctuation, spelling, and grammar are generally correct, with few errors.	The essay conveys a logical progression of ideas, with a clear structure that enhances the thesis; transitions are mature and graceful. Punctuation, spelling, and grammar are correct.

<p>Research base and bibliography (X1)</p>	<p>Essay lacks an adequate research base, and/or very few credible sources are referenced. Language is not original; text is that of another author and is not properly cited.</p>	<p>Research is conducted appropriately, but there are few credible sources. Language is original; bibliography and any citations are generally in proper format, but may</p>	<p>Essay conveys a comprehensive research base that includes credible sources. Bibliography and citations are in proper format.</p>
<p>(80 points possible)</p>			