



English Language Arts Viking Scholar Award

Important Dates:

Application Opens: January 16, 2024

Application Deadline: January 31, 2024

Portfolio Deadline: February 29, 2024, Main Office

The interviews and performances will be scheduled during Friday, March 22, 2024

The Viking Scholar Recognition Reception is tentatively scheduled Friday, April 19, 2024 @ 1:15 p.m.

Step 1: Complete application and submit by the deadline. You will need to login to csd docs to complete this: [Click here for Application Link](#)

Step 2: You will receive a letter informing you whether you are moving on to the portfolio round.

Portfolio Requirements

Students must provide TWO writing samples: an essay and a creative writing piece. The quality of thought, maturity, originality, and technical skills will be considered.

Essay (Informative/Explanatory)

Respond to the following prompt: Write a 3-paragraph informational essay explaining what makes a good school, using 2-3 credible sources. You might consider such things as the school campus, type of school, work load, teachers, athletics, and other factors which comprise quality schools.

Your essay must use standard English conventions, be in MLA format, and include a works cited page.

Creative Writing (Short Story, Poem, Drama, etc.)

Write a creative piece on a topic of your own choice, in a style of your own choice. Use the attached rubric as a guide. Please keep the piece at a length of 6 pages or less.

Please submit both essays together on paper in a folder. Essays should be typewritten, in a standard font, in a standard size text. Make sure the folder you submit them in has your name on it.

Your portfolio is due to the Main Office by 3:00pm on February 24th.

Informational Essay Rubric

Criteria	Ratings		
MLA Formatting	Meets Expectations Meets Expectations - Essay is in MLA format: name and page number heading, Times New Roman 12 pt.. font, double-spaced, name and course info to begin document, centered title, paragraphs indented.	Needs Improvement MLA formatting is mostly followed; has 1-3 formatting mistakes.	Does Not Meet Expectations MLA formatting is mostly not followed; has 4+ formatting mistakes.

<p>Hook, Intro paragraph</p>	<p>Meets Expectations Introduction paragraph opens with a hook that engages the reader and that is not the prompt question and is not a yes/no question. Hook introduces the general idea of the essay, not the specific subject.</p>	<p>Needs Improvement Introduction paragraph opens with a hook that is not the prompt question, but that is a yes/not question, or is specific to the exact topic of the essay.</p>	<p>Does Not Meet Expectations Introduction paragraph is missing a hook OR the hook is the prompt question.</p>
<p>Background Info, Length & Citations</p>	<p>Meets Expectations Background information is at least 3 sentences. Information in background information is cited with parenthetical citations: author's last name in parenthesis with a period after (Smith). Parenthetical citations are found after the evidence from that source.</p>	<p>Needs Improvement Background information is only 2 sentences., OR background information uses citation tags instead of parenthetical citations, OR the parenthetical citations are not done correctly.</p>	<p>Does Not Meet Expectations Background information has 3+ errors OR is missing, OR evidence in background information is not cited.</p>
<p>Thesis Statement & Essay Concluding Sentence</p>	<p>Meets Expectations Thesis is the last sentence in the intro paragraph and introduces the essay topic and main ideas of the paragraph. -- Essay concluding sentence restates the essay topic and uses abbreviated evidence for the main ideas.</p>	<p>Needs Improvement 1-2 errors are present - light blue marks on essay. See the Topic & Concluding Sentences page in the Essays Helps Canvas module</p>	<p>Does Not Meet Expectations 3+ errors are present - light blue marks. See the Topic & Concluding Sentences page in the Essays Helps Canvas module.</p>

<p>Topic and Paragraph Concluding Sentence</p>	<p>Meets Expectations Topic & conclusion sentences begin with properly punctuated, academic transitions. Names are used, not pronouns. Essay topic and main ideas are restated using different words and sentence structures than in the thesis.</p>	<p>Needs Improvement 1-2 errors are present - yellow marks. See your notebook pink pages or the citation tags page in the Essays Helps Canvas module.</p>	<p>Does Not Meet Expectations 3+ errors are present - yellow marks. See your notebook pink pages or the citation tags page in the Essays Helps Canvas module.</p>
<p>Citation Tags & Evidence</p>	<p>Meets Expectations Each body paragraph contains 2 complete citation tags that are used and punctuated correctly. 2nd piece of evidence in paragraph begins with appropriate academic transition. Citation tag format is varied AND evidence is relevant and is given in evidence sets. Evidence sets are connected with an appropriate transition.</p>	<p>Needs Improvement 1-2 errors are present - red marks. See your notebook pink pages or the citation tags page in the Essays Helps Canvas module.</p>	<p>Does Not Meet Expectations 3+ errors are present - red marks. See your notebook pink pages or the citation tags page in the Essays Helps Canvas module.</p>

<p>Elaboration</p>	<p>Meets Expectations At least two sentences of elaboration are used after each piece of evidence. Each elaboration sentence begins with a variety of properly punctuated transitions. 1st elaboration sentence restates the evidence in a new way. 2nd elaboration sentence explains how the works are similar, or how they are different.</p>	<p>Needs Improvement Each elaboration set is at least 2 sentences long, but 1-2 errors are present - green marks. See your notebook pink pages for transition ideas or the elaboration page in the Essays Helps Canvas module.</p>	<p>Does Not Meet Expectations Elaboration sets are just one sentence long, or 3+ errors are present - green marks. See your notebook pink pages for transition ideas or the elaboration page in the Essays Helps Canvas module.</p>
<p>Works Cited Page</p>	<p>Meets Expectations Works Cited page is formatted correctly: begins at the top of its own page, 12 pt. Times New Roman font, double-spaced, hanging indent, MLA formatted citation(s) in alphabetical order.</p>	<p>Needs Improvement 1-2 errors are present - dark blue marks. See the Works Cited page in the Essays Helps Canvas module.</p>	<p>Does Not Meet Expectations 3+ errors are present - dark blue marks. See the Works Cited page in the Essays Helps Canvas module.</p>

<p>Conventions</p>	<p>Meets Expectations Few basic grammar errors are present. Correct grammar includes: sentences begin with capitalization and end with appropriate punctuation, proper nouns are capitalized, spelling is correct, no missing/added words, and writing is easily understood. Informal writing (contractions and personal pronouns) is NOT present.</p>	<p>Needs Improvement Some basic grammar errors are present that should have been caught when proofreading - pink marks.</p>	<p>Does Not Meet Expectations Many basic grammar errors are present - pink marks. Essay has not been proofread.</p>
---------------------------	--	---	---

Creative Writing Rubric: Criteria for Grading Creative Writing

Please fill in the self-assessment section on the bottom before handing in this assignment

	A	B	C	D / F
Meaning/Content: the extent to which the assignment exhibits sound understanding/interpretation/analysis				
Story Structure	Establishes strong plot/setting/character/pt. of view	Establishes plot/setting/character/pt. of view	Some elements of story structure; little blending of dialogue and narration	Few/no story structure elements present
Characterization	Develops complex characters through dialogue, narration and action	Develops characters through dialogue, narration and action	Some character development	Characters are not developed

Development: the extent to which ideas are elaborated, using specific and relevant evidence				
Ideas	Develops ideas clearly and fully; uses a wide range of relevant details	Develops ideas clearly; uses relevant details	Develops ideas briefly; uses some detail	Uses incomplete or undeveloped details

Organization: the extent to which the assignment exhibits direction, shape, and coherence				
Designing Organization	Maintains a clear focus; exhibits a logical, coherent structure through approp. transitions	Maintains a clear focus; exhibits a logical sequence of ideas through appropriate transitions	Establishes but does not always maintain an appropriate focus; some inconsistencies in sequence of ideas	Lacks an appropriate focus, but suggests some organization
Specific Assignment Directions	Exceeds all requirements specified for this assignment	Meets all requirements specified for this assignment	Meets some of the requirements specified for this assignment	Meets few/no requirements specified for this assignment

Language Use: the extent to which the assignment reveals an awareness of audience and purpose				
Description	Creative, concrete language; uses literary devices and rich sensory detail	Assignment uses concrete language. literary devices and sensory detail	Some use of concrete language, literary devices, and sensory detail in assignment	Little use of concrete language, literary devices or sensory detail in assignment
Word Choice	Uses sophisticated precise vocabulary	Effective word choices	Some effective word choices	Few effective word choices
Sentence Variety	Well-varied sentence structure throughout	Good sentence structure and variety	Occasional use of sentence variety	Little sentence variety
Voice/Sense of Audience	Unique voice; strong sense of audience	Evident awareness of voice and audience	Some awareness of voice and audience	Mechanical/unsuitable voice; unaware of aud.

Conventions: the extent to which the assignments exhibits conventional grammar/spelling/word usage				
Grammar/Punctuation	Smooth, fluid error-free punct./grammar	Mostly correct grammar; errors do not interfere with communication	Errors occasionally interfere with communication; verb tense errors	Grammatical errors are awkward and interfere with communication
Spelling and Word Usage	Correct spelling; error-free word usage	Mostly correct spelling and word usage	Errors in spelling and word usage	Misspelled and misused words throughout
Overall assignment presentation	MLA heading; unique title; professional presentation	MLA heading; appropriate title; neat presentation	Incomplete heading; average title/presentation	No heading/title; no attention to presentation

Self-Assessment: The best aspect of this assignment is: _____

One aspect of this assignment that may require further revision is: _____

The grade I would give this assignment is: _____