

## Toronto District School Board

African Heritage Month Volunteer Planning  
Committee

## Know Your Worth Scholarship

## Kuumba Creative Award Information Package

### Kuumba Creative Award

The Toronto District School Board is the largest, and one of the most diverse school boards in Canada. One quarter of our students were born outside of Canada and collectively, we speak more than 120 languages. Understanding all cultures is essential to the success of our young students today as they transform into our future leaders of tomorrow. The African Heritage Month Planning Volunteer Committee and TDSB are committed to encouraging and supporting students of African heritage to further their post secondary education. *Kuumba* means “to always do as much as we can in the way that we can in order to leave our community more beautiful and beneficial than when we inherited it.” The Know Your Worth (KYW) Scholarship – Kuumba Award celebrates creativity. We invite students who are creative and appreciate creation to apply for this award. Creativity can be expressed in many forms and applicants are invited to share their way of being creative in art or self-expression, through, but not limited to; painting, drawing, graphic design, film, dance, music, song, poetry, spoken word, fashion design, sculpting or an example of environmental stewardship. Students of African Heritage who are graduating from a TDSB secondary school are encouraged to apply for this award of \$1,500 to assist with expenses for post secondary education.

### Eligibility

KYW Scholarship Kuumba Creative Award, applicants ought to meet the following criteria:

- Canadian Resident (Citizen or Permanent Status) of African Heritage.
- Graduating student of African Heritage from a Toronto District School Board’s secondary school.
- Attended the **Know Your Worth Black Youth Empowerment Conference** at least once.
- Pursuing a post-secondary education with a Canadian Apprenticeship Program, College, or University.
- No restrictions on discipline or field of study.
- Agree to provide a written or recorded testimonial of first year post secondary experience and how the funds were able to assist.
- 75% minimum grade point average.

### Submission requirements

- Applications must be submitted via the [KYW Scholarship – Kuumba Creative Application Form](#) on or before the **deadline of 7:00 PM, April 10<sup>th</sup>**. Applications submitted after the deadline will not be accepted.
- Submission of your creative work: Visual Art, dance, drama, dub poet, spoken word etc., is to have your interpretation of the spirit of Kuumba. Kuumba is “to always do as much as we can in the way that we can in order to leave our community more beautiful and beneficial than when we inherited it.” Express how your art leaves our community more beautiful.
- Applicants can submit their creative work in the format that is most advantageous.
- Original Poetry and spoken word can be submitted as a recorded performance or written.
- Video submissions are a maximum of eight (8) minutes.
  - Eight (8) minutes recording should include the start, part way progress and result as this shows the creative process of original works.
  - Many video formats are suitable for MS Forms; however, best to use MP4
- For the students that are environmentally conscious, record yourself doing work that helps protect the planet. Show us the work you are doing that displays your stewardship for the earth. For example, do you participate in cleaning parks or rivers?
- If unable to record your work of environmental stewardship, write a 1000-word narrative essay. Describe the project or program, your role and period (months or years) of service. Remember, to include in your essay how your work embodies Kuumba, helping to leave “your community more beautiful and beneficial than when we inherited it”?
- Applicants must submit a resume outlining academic achievements, work experience, volunteer

work, and extracurricular activities.

- Applicants must submit a copy of their current academic transcript from the TDSB.
- Applicants must include a copy of any offer(s) of admission to a post-secondary institution.
- Applicants are highly encouraged to include a Reference Letter submitted by a staff referee.

## Decision and Announcement

- Only scholarship award recipients will be contacted by email on or prior to May 24<sup>th</sup>.
- Winner has three (3) business days to respond, or another awardee will be selected.
- Committee’s decision is final and not subjected to appeal.
- Cheque will be issued directly to the successful applicant.
- Award value is \$1,500.
- For further information, interested students can contact [kameel.dixon@tdsb.on.ca](mailto:kameel.dixon@tdsb.on.ca).

## Privacy

### How is information collected used?

Your personal email and telephone number are collected in order that Selection Committee members can contact successful applicants. SIN is provided to the Toronto District School Board’s General Accounting Department with our request to have the award cheque issued to the successful applicant. Please note that providing your SIN number is an option. You may opt to provide it at the time of being notified that you are the successful applicant. Financial awards at the size of our prize must be reported to the Canada Revenue Agency (CRA) as income. Additionally, the names of winners are announced to celebrate their achievements, donors are informed of funds being used as they ought, and promotion of the scholarship. Hence why Media Release forms have been asked to be completed by applicants.

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## Artistic Rubric

Visual Arts Criteria	Distinguished (10-8)	Capable (7-5)	Unsatisfactory (4-0)
<b>Implementation of Elements</b>	<b>Purposely</b> used elements (stylistic features to help communicate art piece: Line shape, texture, form, space, colour, marking, and materiality) in a specific, detailed, and elaborate fashion which enhanced artwork.	<b>Used elements in a specific</b> (stylistic features to help communicate art piece: Line shape, texture, form, space, colour, marking, and materiality) <b>and detailed fashion</b> which mostly enhanced artwork.	<b>Did not implement elements</b> (stylistic features to help communicate art piece: Line shape, texture, form, space, colour, marking, and materiality) <b>effectively nor does it enhance the artwork</b> in any way.
<b>Creativity</b>	<b>Creatively used elements</b> (stylistic features to help communicate art piece: Line shape, texture, form, space, colour, marking, and materiality) in new and innovative ways. <b>Blended multiple elements</b> appealingly with a wide range of medium (material).	<b>Creatively used elements</b> (stylistic features to help communicate art piece: Line, shape, texture, form, space, colour, marking, and materiality) in innovative ways. <b>Blended many elements</b> together appealingly with some differentiation in medium (material).	<b>Did not use the elements</b> (stylistic features to help communicate art piece: Line, shape, texture, form, space, colour, marking and materiality) <b>in a creative fashion</b> . Little to no blending of elements and minimal to no use of multi-mediums (materials).

Poetry Criteria	Distinguished (10-8)	Capable (7-5)	Unsatisfactory (4-0)
Message	Message is <b>compelling, engaging, and very clear</b> . Message achieves purpose of evoking the spirit of Kuumba, “to always do as much as we can in the way that we can in order to leave our community more beautiful and beneficial than when we inherited it.”	Message is <b>engaging and clear</b> . Message achieves purpose of evoking the spirit of Kuumba, “to always do as much as we can in the way that we can in order to leave our community more beautiful and beneficial than when we inherited it.”	Message <b>ranges from somewhat engaging to not capturing or maintaining the reader’s attention and does not maintain focus</b> . Message does not evoke the spirit of Kuumba, “to always do as much as we can in the way that we can in order to leave our community more beautiful and beneficial than when we inherited it.”
Use of Convention	<b>Free</b> of spelling and punctuation errors. Grammar usage is controlled and error free.	<b>Some</b> spelling and punctuation errors; meaning is not interrupted by these errors. Grammar is somewhat controlled; minimal errors.	Spelling and punctuation <b>errors are frequent</b> and interrupt reading. Incorrect use of grammar and punctuation interferes with understanding the writing.
Form	The structure is <b>intentional and elements flow seamlessly</b> together to enhance the meaning of the message. Poem is complete.	The structure is <b>intentional and the elements flow together</b> to enhance the meaning of the message. Poem is complete.	Overall poem <b>lacks coherence and message is unclear</b> . Poem is not complete.
Originality	Writer’s <b>distinct voice and unique perspective</b> is very evident; a highly creative and innovative approach grabs the reader.	Writer’s <b>voice and unique perspective is evident</b> ; a creative and innovative approach grabs the reader.	Writer’s <b>unique perspective is not evident</b> , and approach <b>lacks imagination</b> . Seems cliched and/or uninteresting.
Dance Criteria	Exceeds expectations (10-8)	Meets expectations (7-5)	Not Yet Within Expectations (4-0)
Creative Dance	Develops a dance sequence that is creative, complete and displays lots of effort and practice. <ul style="list-style-type: none"> <li>▪ displays many elements of body and space awareness, qualities, and relationships</li> <li>▪ The sequence is consistent all the time.</li> </ul>	Develops a dance sequence that is creative, complete and displays some effort and practice. <ul style="list-style-type: none"> <li>▪ displays some elements of body and space awareness, qualities, and relationships</li> <li>▪ sequence is consistent most of the time.</li> </ul>	Develops a dance sequence that is uncreative, incomplete and displays no effort or practice. <ul style="list-style-type: none"> <li>▪ No attention to elements.</li> <li>▪ Sequence is different each time.</li> </ul>

<b>Overall</b>	Performance <b>demonstrates</b> enthusiasm by showing energy in movements and giving their best.	Performance <b>sometimes</b> demonstrates enthusiasm by showing energy in movements and giving their best.	Performance <b>did not</b> demonstrate enthusiasm by showing energy in movements and giving their best.
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## Essay Rubric

Criteria	Excellent (10-8)	Satisfactory/Good (7-5)	Unsatisfactory (4-0)
<p><b>Narrative Writing Introduction</b></p> <p>The student is to convey their activism involving the environment. Their involvement can be of any role (does not have to be a leader). Students can express their unique experiences creatively.</p>	<p>Provided a <b>thorough</b> explanation of their project and role. <b>Clearly</b> explained the project/program from its conception to execution/delivery. <b>Clearly</b> articulated about the impact and how challenges were addressed.</p>	<p>Provided an <b>adequate</b> explanation of their project and role. <b>Appropriately</b> explained the project/program from its conception to execution/delivery. <b>Nebulous</b> description of the impact and how challenges were addressed.</p>	<p>The explanation of their project and role was <b>lacking</b>. <b>Did not clearly</b> explain the project/program from its conception to execution/delivery. <b>Vaguely</b> spoke about the impact and how challenges were addressed.</p>
<p><b>Word Choice</b></p> <p>Structure helped to draw connection between the body and the thesis. Each body paragraph worked to support and develop the thesis.</p>	<p>A <b>proficient</b> thesis was provided, which gave <b>thorough</b> direction and focus of the essay, and formed a <b>substantial</b> (solid, weighty) summary of events.</p>	<p>An <b>adequate</b> thesis was provided, which gave <b> cursory</b> (hasty; therefore, not thorough, or detailed) direction and focus of the essay and formed a <b>partial</b> (existing only in part) summary of events.</p>	<p>Contains <b>serious</b> errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling). These errors <b>interfere</b> with the readers understanding of the writing</p>
<p><b>Sentence Structure</b></p> <p>Make an outline, write the introductory paragraph, write body paragraphs, and summarize the essay in the concluding paragraph.</p>	<p>Sentences reflect <b>some</b> variety in length and kind; (more compound than complex sentences). <b>Occasional</b> tense/subject verb agreement errors. Word choice is <b>clear and reasonably precise</b></p>	<p>Sentences reflect <b>few</b> varieties in length and kind; (mostly simple sentences) Contains tense/subject verb agreement errors. Word choice is basic</p>	<p>Contains <b>serious</b> errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling). These errors <b>interfere</b> with the readers understanding of the writing</p>

<b>Mechanics and Grammar Usage</b>	Contains <b>few</b> , if any errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling). These errors do not interfere with the reader's understanding of the writing.	Contains <b>some</b> errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling). These errors do not interfere with the reader's understanding of the writing.	Contains <b>serious</b> errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling). These errors <b>interfere</b> with the readers' understanding of the writing.
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## Toronto District School Board

African Heritage Month Volunteer Planning Committee

### Know Your Worth Scholarship

### Umoja Leadership Award Information Package

#### Umoja Leadership Award

The Toronto District School Board is the largest, and one of the most diverse school boards in Canada. Nearly one-quarter of our students were born outside of Canada and collectively, we speak more than 120 languages. Understanding all cultures is essential to the success of our young students today as they transform into our future leaders of tomorrow. The African Heritage Month Volunteer Planning Committee and TDSB are committed to encouraging and supporting students of African heritage to further their post secondary education. **Umoja** means “to strive for and maintain unity in the family, community, nation, and race.” The Know Your Worth (KYW) Scholarship - Umoja Leadership Award is to encourage students who exhibit leadership qualities, who are currently active at school and in their community to demonstrate the qualities in leadership and work to bring forth unity. These young people are tomorrow's leaders advocating for Black families and economic empowerment. Black families and businesses come together to provide economic stability to support each other. This award honours students of African heritage who are graduating from a TDSB secondary school by granting them an award to assist with expenses for post-secondary education. This award has a total value of \$1,500.

#### Eligibility

KYW Scholarship Umoja Leadership Award, applicants ought to meet the following criteria:

- Canadian Resident (Citizen or Permanent Status) of African Heritage.
- Graduating student of African Heritage from a Toronto District School Board’s secondary school.
- Pursuing a post-secondary education with a Canadian Apprenticeship Program, College, or University.
- No restrictions on discipline or field of study.
- Agree to provide a written or recorded testimonial of first year post secondary experience and how the funds were able to assist.
- 75% minimum grade point average (average of entire secondary academic).

#### Submission Requirements

- Applications must be submitted via the [KYW Scholarship – Umoja Leadership Application Form](#) on or before the deadline of **7:00 PM on April 24th**. Applications submitted after the deadline will not be accepted.
- Applicants must submit a resume outlining academic achievements, work experience, volunteer

work, and extracurricular activities.

- Applicants must submit a copy of their current academic transcript from the TDSB.
- Applicants must include a copy of any offer(s) of admission to a post-secondary institution.
- Applicants are highly encouraged to include a Reference Letter submitted by a staff referee.

### Essay Criteria

Of the seven (7) principles of Kwanzaa, the first is Umoja, Unity; “To strive for and maintain unity in the family, community, nation, and race. The Kwanzaa principles have individuals looking outside of themselves. However, a community, nation, is a collection of individuals.” We have chosen Umoja, Unity, as our award for Leadership. Therefore, please describe the work that you do in your community or school.

- In 1000 words, describe the project(s) or program(s) you have worked on within the last two years.
- Applicants must independently write about their projects in an essay format, in English, Arial font, 11 Point.
- Explain your role(s) on the project and the contributions you made.
- Explain project(s)/program(s) that you led by describing from the conceptual to the execution (delivery) stage.
- Explain why the project (program) was needed and what impact did it have or continues to have for the targeted audience(s).
- Describe your leadership style. How did you get others to collaborate with you? How did you encourage your team? Were there those you had to coach?

### Decision and Announcement

- Only the student who was successful in obtaining the scholarship will be contacted by email on or prior to May 24<sup>th</sup>.
- Winner has three (3) business days in which to respond, or another awardee will be selected.
- Judge’s decision is final and not subjected to appeal.
- Cheque will be issued directly to the successful applicant.
- Award value is \$1,500.
- For further information, interested students can contact [kameel.dixon@tdsb.on.ca](mailto:kameel.dixon@tdsb.on.ca).

### Privacy

#### How is information collected used?

Your personal email and telephone number are collected in order that Scholarship Committee members can contact successful applicants. SIN is provided to the Toronto District School Board’s General Accounting Department with our request to have the award cheque issued to the successful applicant. Please note that providing your SIN number is an option. You may opt to provide it at the time of being notified that you are the successful applicant. Financial awards at the size of our prize must be reported to the Canada Revenue Agency (CRA) as income. Additionally, the names of winners are announced to celebrate their achievements, donors are informed of funds being used as they ought, and promotion of the scholarship. Hence why Media Release forms have been asked to be completed by applicants.

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### Essay Rubric

Criteria	Excellent (10-8)	Satisfactory/Good (7-5)	Poor (4-0)
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<p><b>Narrative Writing Introduction</b></p> <p>The student is to convey their leadership style and experience using specific words, meaning, tone, and actions related to the purpose that is being conveyed.</p>	<p>Provided a <b>thorough</b> explanation of their project and role.  <b>Clearly</b> explained the project/program from its conception to execution/delivery.  <b>Clearly</b> spoke about the impact and how challenges were addressed.  Provided excellent description to their leadership style and motivating others to accomplish goals</p>	<p>Provided an <b>adequate</b> explanation of their project and role.  <b>Appropriately</b> explained the project/program from its conception to execution/delivery.  <b>Nebulous</b> description of the impact and how challenges were addressed.  Provided <b>good</b> description to their leadership style, and motivating others to accomplish goals.</p>	<p>The explanation of their project and role was <b>lacking. Did not clearly</b> explain the project/program from its conception to execution/delivery.  <b>Vaguely</b> spoke about the impact and how challenges were addressed.  Provided <b>poor</b> description to their leadership style, and motivating others to accomplish goals.</p>
<p><b>Word Choice</b></p> <p>Structure helped to draw connection between the body and the thesis. Each body paragraph worked to support and develop thesis.</p>	<p>A <b>proficient</b> thesis was provided, which gave <b>thorough</b> direction and focus of the essay, and formed a <b>substantial</b> (solid, weighty) summary of events.</p>	<p>An <b>adequate</b> thesis was provided, which gave <b> cursory</b> (hasty; therefore, not thorough, or detailed) direction and focus of the essay and formed a <b>partial</b> (existing only in part) summary of events.</p>	<p>Contains <b>serious</b> errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling). These errors <b>interfere</b> with the readers understanding of the writing</p>
<p><b>Sentence Structure</b></p> <p>Make an outline, write the introductory paragraph, write body paragraphs, and summarize the essay in the concluding paragraph.</p>	<p>Sentences reflect <b>some</b> variety in length and kind; (more compound than complex sentences).  <b>Occasional</b> tense/subject verb agreement errors.  Word choice is <b>clear and reasonably precise</b></p>	<p>Sentences reflect <b>few</b> varieties in length and kind; (mostly simple sentences) Contains tense/subject verb agreement errors.  Word choice is basic</p>	<p>Contains <b>serious</b> errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling). These errors <b>interfere</b> with the readers understanding of the writing</p>
<p><b>Mechanics and Grammar Usage</b></p>	<p>Contains <b>few</b>, if any errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling). These errors do not interfere with the reader's understanding of the writing.</p>	<p>Contains <b>some</b> errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling). These errors do not interfere with the reader's understanding of the writing.</p>	<p>Contains <b>serious</b> errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling). These errors <b>interfere</b> with the readers understanding of the writing.</p>

**Toronto District School Board**

African Heritage Month Volunteer Planning Committee

**Know Your Worth Scholarship**

**Kujichagulia Academic Award Information Package**

**Kujichagulia Academic Award**

The African Heritage Month Volunteer Planning Committee and TDSB are committed to encouraging and supporting students of African heritage to further their post-secondary education. *Kujichagulia* means self-determination in Swahili, “to define ourselves, name ourselves, create for ourselves and speak for ourselves.” Kujichagulia specifically speaks to the self-determination and the ability of Black people to build their own future by mobilising their community toward a common goal. The Know Your Worth (KYW) Scholarship - Kujichagulia Award celebrates the student who practices academic excellence with the ambition to aid in the social progression of their community. This award recognises higher education as a pathway to profoundly impact our perception and reception of Black contributions across our various Canadian industries. The Kujichagulia Academic Award honours students of African heritage who will be graduating from a TDSB secondary school to assist with the expenses of a post-secondary education. This award has a total value of \$1,500.

## Eligibility and Condition

KYW Scholarship Kujichagulia Academic Award, applicants ought to meet the following criteria:

- Canadian Resident (Citizen or Permanent Status) of African Heritage
- Graduating Student of African Heritage from a Toronto District School Board’s secondary school
- 80% grade average (minimum)
- Pursuing a post-secondary education with a Canadian University
- No restrictions on discipline or field of study
- Agree to provide a written or recorded testimonial of first year post secondary experience and how the funds were able to assist

## Submission requirements

- Applications must be submitted via the [KYW Scholarship – Kujichagulia Academic Application Form](#) on or before the **deadline of 7:00 PM, May 8<sup>th</sup>**. Applications submitted after the deadline will not be accepted.
- Applicants must independently write an essay in English, Arial font, 11 Point (See “Essay Options”).
- Applicants must submit a Resume outlining academic achievements, work experience, volunteer work, and extracurricular activities.
- Applicants must submit a copy of their current academic transcript from the TDSB.
- Applicants must include a copy of any offer(s) of admission to a post-secondary institution(s).
- Applicants are highly encouraged to include a Reference Letter submitted by a staff referee.

## Essay Options

Applicants must write an essay of 1000 words on one of the topics listed below:

- The Board has a goal to “provide equity of access to learning opportunities for all students.” As a student of African Heritage, do you feel there are systemic barriers within the Toronto District School Board that prevented you or other students of African Heritage from gaining access to specialized programs or simply access to learning opportunities?
- What is your career choice, and do you perceive there will be challenges of achieving the highest level? Explain whether some of those challenges will be based on your African Heritage and how you see yourself overcoming them.
- How does the intersectionality of being a person of Black Heritage and your gender inform your decision of the events you attend, your career choice or quality of life you can expect in Canada?

## Decision and Announcement

- Only scholarship award recipients will be contacted by email on or prior to May 24<sup>th</sup>.
- Winner has three (3) business days to respond, or another awardee will be selected.
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the size of our prize must be reported to the Canada Revenue Agency (CRA) as income. Additionally, the names of winners are announced to celebrate their achievements, donors are informed of funds being used as they ought, and promotion of the scholarship. Hence why Media Release forms have been asked to be completed by applicants.

Information is collected using the Toronto District School Board's system upon which we rely on the security capabilities to safeguard personal information. Applicant's personal information is collected and viewed by the Scholarship Committee and General Accounting.

## Essay Rubric

Criteria	Excellent (10-8)	Satisfactory/Good (7-5)	Poor (4-0)
<p><b>Persuasive Writing Introduction</b></p> <p>Thesis statement openly communicate central idea or theme in which the writer can draw on their own experience, logical arguments, and appeal to emotion.</p>	<p>Provided a thesis statement that <b>thoroughly</b> communicated the central idea or theme. A clear, transparent thesis statement in the introduction.</p>	<p>Provided a thesis statement that <b>clearly</b> communicated the central idea or theme. Provided an <b>appropriate</b> thesis statement in the introduction, which avoided confusion.</p>	<p>Provided a thesis statement that <b>poorly</b> communicated the central idea or theme. Provided an <b>inadequate</b> thesis statement in the introduction, which created <b>confusion</b> and will be difficult for the reader to be <b>convinced or understand</b>.</p>
<p><b>Organization and Focus</b></p> <p>Structure helped to draw a connection between the body and the thesis. Each body paragraph worked to support and develop thesis.</p>	<p>An <b>excellent</b> thesis was provided, which gave a <b>clear</b> direction and focus of the essay and created a <b>comprehensive</b> summary of events. Presented <b>outstanding</b> arguments and evidential data, progressing one's points in the right order.</p>	<p>A <b>proficient</b> thesis was provided, which gave <b>thorough</b> direction and focus of the essay, and formed a <b>substantial</b> (solid, weighty) summary of events. <b>Competently</b> presented arguments and evidential data, progressing one's points in the right order.</p>	<p>A <b>limited</b> thesis was provided, which gave an <b>incomplete</b> direction and focus of the essay and formed an <b>undeveloped</b> summary of events. <b>Ineffectively</b> presented arguments and evidential data, progressing one's points in the right order.</p>
<p><b>Sentence Structure</b></p> <p>Make an outline, write the introductory paragraph, write body paragraphs, and summarize the essay in the concluding paragraph.</p>	<p>Sentences reflect a <b>variety</b> in length and kind; (compound and complex sentences). <b>Few</b> if any tense/subject verb agreement errors. Word choice is rich and varied. Words and phrases included emotive language, and <b>creatively</b> helped the reader remembered key points and central arguments.</p>	<p>Sentences reflect <b>some variety</b> in length and kind; (more compound than complex sentences). <b>Occasional</b> tense/subject verb agreement errors. Word choice is clear and reasonably precise. Words and phrases included emotive language, and somewhat <b>artistically</b> helped the reader remember key points and central arguments.</p>	<p>Sentences are <b>simple</b> and <b>fragmented</b>. Errors obstruct meaning. Word choice is vague. Words and phrases included emotive language. However, language could have been <b>more imaginative</b> to help the reader remember key points and central arguments.</p>

Criteria	Excellent (10-8)	Satisfactory/Good (7-5)	Poor (4-0)
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<p><b>Mechanics and Grammar Usage</b></p>	<p>Contains <b>few</b>, if any errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling). These errors do not interfere with the reader's understanding of the writing.</p>	<p>Contains <b>some</b> errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling). These errors do not interfere with the reader's understanding of the writing.</p>	<p>Contains <b>serious</b> errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling). These errors <b>interfere</b> with the readers understanding of the writing.</p>
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