Anti-Vaping Campaign

New for 2020-2021

HOSA members will now be able to compete in this new recognition event at the 2021 New Jersey State Leadership Conference. Since this is a recognition event, competitors may compete in this event in addition to another event. The top-scoring team may have the opportunity to present a workshop at the International Leadership Conference in June 2021 after another round of competition with other states across the Northeast. Note that the guidelines for that round of competition may be different from the NJ HOSA guidelines.

Purpose
To highlight the damaging effects of vaping by encouraging NJ HOSA members to create effective campaigns using visual, oral, and written elements.

Description
In this recognition event, teams consisting of two (2) members will develop a visual display, video presentation, and a research paper to be presented to be submitted to the judges. Through these means, competitors will create a campaign that effectively educates the public on the ills of vaping and possible solutions.

Dress Code
Competitors must be in official HOSA uniform or proper business attire for the duration of the video. Bonus points will be awarded for proper dress. Both team members must be properly dressed to receive bonus points.

Rules and Procedures
1. Competitors in this event must be active members of HOSA in good standing in the membership division in which they are registered to compete (Middle School, Secondary or Postsecondary/Collegiate).

2. Competitors must be familiar with and adhere to the “General Rules and Regulations of the HOSA Competitive Events Program (GRR).”

3. Teams will create accurate, innovative, and impactful campaigns on the harmful effects of vaping through a visual display, video presentation, and research paper. Professional ethics demand that all elements of the campaign be original. Violations of the ethics rules will be severely penalized per the GRRs.
The Display

4. Visual displays must utilize a large poster board (size 22” by 28”). Any copyrighted materials (e.g. clip art) may NOT be used. **Competitors must take a picture of their visual display and upload their picture to Tallo beforehand.**

5. All work must be the work of the competitors, including the artistic aspects of the display. Allowable artwork may include:

   A. Competitor-produced illustrations, designs, and/or computer-generated graphics.

   B. Computer- or machine-generated lettering.

6. Computers, electronics, solar power, batteries, or electricity of any kind may NOT be used.

7. Display must be in English for judging and must contain both team member names, school name, and division on the back for identification.

8. Any sources used for data or information collection must be published on a reference page attached to the research paper. **This reference page must also be uploaded to Tallo as part of the research paper.** One page only. **Points will be awarded for compiling a clean, legible reference page, but the formatting of the reference page is not judged.**

Since the American Psychological Association (APA) is the most commonly used resource in the Health Sciences, the reference page should be formatted using the APA style to help HOSA members familiarize themselves with it. More information on APA formatting may be found at the Purdue Online Writing Lab (OWL).

Your ONE PAGE ‘References’ title should be centered and sources alphabetized by the author’s last name, first initial from the left margin. References should be single-spaced and hanging indents should be used for sources requiring multiple lines. Alphabetize anonymous authors according to the web site or first main word in the title.

*Example: Web Site (Professional):

CDC.gov. (2017, Feb 15). Health services for teens. Adolescent and
The Video Presentation

9. One member of each team will submit a four (4) minute video presentation to the judges on Tallo one week before the first day of the State Leadership Conference (SLC).
   
   A. Use of index card notes during the video is permitted. Electronic notecards (on a tablet, smart phone, laptop, etc.) are permitted, but neither index card notes nor electronic notecards will not be shown to judges.
   
   B. The video should focus on educating the public on why action on vaping is needed and how those actions might be implemented.
   
   C. The video should incorporate the visual display.
   
   D. Both team members must take an active role in the video.

10. The video will be no more than four (4) minutes in length.

The Research Paper

11. The research paper will include the following four (4) pages:
   ➢ Page 1 Title Page/Front Cover
   ➢ Pages 2 and 3 Body of paper
   ➢ Page 4 Reference page

12. **Title Page**: Create a title page, including the event name, title of the paper, competitor names, chapter name, division, school, and state / association in the center of the page.

13. **Body of Paper** formatting:

   A. Arial 12 pt. Font,
   
   B. 1” margins,
   
   C. 2.0 spacing,
   
   D. Last name, division and school name on the top right hand corner
E. Page number on the bottom right hand corner of all pages,

F. Multiple pages will be held together by a staple in the top left corner (as needed).

14. The paper submitted by the competitors for the Anti-Vaping Campaign event must be their original work. The act of submitting a paper indicates the materials are not plagiarized and the member entering the competition gives permission for HOSA to use the paper. Evidence of plagiarism in the written paper will result in the paper not being scored.

15. One competitor per team must upload the team’s research paper, validation form, copyright form, video, and a picture of the display to Tallo one week prior to the first day of SLC. The materials will become the property of NJ HOSA-Future Health Professionals.

16. Scores from the presentation and research papers will be added to the scores from the visual display to determine the final results.

17. After all presentations and research papers have been scored, the judges will announce the top-scoring group. This group will then be recognized during the Awards Ceremony and may have the opportunity to present an entire workshop or video at the International Leadership Conference in June 2021 regarding vaping and the cessation of the habit.

Competitor Must Provide:
- Presenters must bring their own display and equipment, along with any special supplies needed to deliver the presentation
- Reference page included in the research paper
- Online submission of research paper, video, validation form, copyright form, and a picture of the display by one competitor per team (via Tallo)
- Index cards or electronic notecards for presentation (optional)
- Watch with second hand (optional)
- #2 pencil for evaluation
- Photo ID

FOR SPECIFICS ON EVENT MANAGEMENT SEE MANAGING COMPETITIVE EVENTS
Required Personnel
- One Event Manager per event
- One Judge Manager (JM) to provide quality assurance for the event by ensuring that the guidelines are followed and all event documents are complete
- One Section Leader per section
- One Timekeeper per section
- Two to three Judges per section
- One-two event assistants per section

Facilities, Equipment, and Materials (per Section)
- Room with table at front and table and chairs for judges (see HOSA Room Set)
- Competitor list for check-in
- Tape measure—one per section
- Method for identifying team table spots
- Rating sheets (both rounds) – one per judge per team
- Evaluation Forms – competitor, judge, and personnel
- #2 lead pencils (for judges & evaluations)
- Stopwatch or timer, one per section
- Clipboards for judges
- Copy of guidelines for judges
- Hand Sanitizer (alcohol based handrub)

Event Flow Chart

Competitors submit their research paper, validation form, copyright form, four (4) minute video, and a picture of the display online via Tallo one week prior to the first day of SLC.

Judges will have ten (10) minutes to review and rate the Tallo submissions. They will complete both the Display Rating Sheet and Video + Writing Rating Sheet and total the scores to determine the final results.
ANTI-VAPING CAMPAIGN
Submission, Topic, Audience and Copyright Information

**Submission**
One member of each team must upload the video and research paper to Tallo, per the instructions above, by the published deadline.

**Topic**
The topic is highlighting the damaging effects of vaping by encouraging NJ HOSA members to create effective campaigns using visual, oral, and written elements.

**Audience**
You should consider the needs of the target audience when producing the video. A video that is shown to a school audience may not be appropriate if the target audience is senior citizens, the medical community, etc. Once you determine the specific goal of your video and needs of the target audience, be certain the video is seen by the appropriate audience in the community.

**Copyright**
The use of recorded music in a video is not covered by the Fair Practice Act or any educational exemption. Teams should purchase royalty-free music if they use recorded music in their video.

Royalty-free music is usually stock, instrumental music purchased for a single fee, with no subsequent royalties. There are a number of websites that sell royalty-free music and sound effects. A school media center or TV production class may have royalty-free music that you can use, or you may be able to work with a local TV/radio station or video production company to purchase royalty-free music.

Conduct an Internet search using the keyword “Royalty Free Music” or visit a site such as http://www.royaltyfreemusic.com/.

Permission is not required if a brief portion of copyrighted material is viewed incidentally (i.e. during the panning of a crowd, someone is seen holding “People” magazine. If the camera were to zoom in on this person to emphasize the magazine, it is no longer considered incidental and permission must be sought). Symbols, logos, characters, etc. that are trademarked must have a letter of permission to use (unless they are “incidental”).

Permission is granted for HOSA chapters to use the HOSA emblem in the Anti-Vaping Campaign.

*HOSA chapters are required to act responsibly and follow all applicable copyright laws in the production of a HOSA-Future Health Professionals Anti-Vaping Campaign.*
HOSA Anti-Vaping Campaign
COPYRIGHT FORM
Please complete this form and upload to Tallo prior to SLC. Submissions without all required forms properly submitted, completed, signed and dated, will be assessed penalty points. Type or print clearly.

Submission Title: ______________________________________________________________
School: ______________________________________________________________________

Did this submission include the use of any copyright-protected music, logos, images, characters or symbols?

☐ YES
☐ NO

If YES, please explain and attach permission forms, copy of royalty-free music source, etc…

Signatures of Team Members and Date
1. _______________________________________
2. _______________________________________
HOSA Anti-Vaping Campaign
VALIDATION FORM
Please complete this form and upload to Tallo prior to SLC. Submissions without all required forms properly submitted, completed, signed and dated, will be assessed penalty points. Type or print clearly.

Submission Title: ______________________________________________________________

School: ______________________________________________________________________

Team Members:
1. ______________________________
2. ______________________________

I verify that only team members worked on the production of this submission and that all team members are dues paying members of HOSA-Future Health Professionals in good-standing (excluding actors). I understand and have explained to the team members that this provision has been included to prevent any type of professional assistance in completing the submission. I believe that all work in this submission is the original work of team members, and that the team has fulfilled all the requirements for this event, which includes compliance with applicable copyright laws and adherence to the event guidelines.

______________________________________________________________, Chapter Advisor
Signature Printed Name

____________________________________________________________
Date
# ANTI-VAPING CAMPAIGN – Judge’s Rating Sheet

### Display

<table>
<thead>
<tr>
<th>Section #</th>
<th>Judge’s Signature</th>
<th>Team #</th>
<th>Division: _____ MS _____ SS _____ PS/Collegiate</th>
</tr>
</thead>
</table>

**A. Anti-Vaping Campaign**

- No partial points are given in Section A.
- All items MUST be completed to receive 25 points.
- If any portion is missing, Section A is scored a 0.
- For more information on the all/none points, please visit: [http://www.hosa.org/judge](http://www.hosa.org/judge)

**Points for following Guidelines:**

- Display is no larger than 22” by 28”.
- Power is NOT used (electric, battery, etc…).
- Display reflects the topic of the event.
- Display/equipment is safe and poses no hazards.
- Display is in English and contains competitor names, school name, and division on the back for identification.
- Video, research paper, and a picture of the display are uploaded to Tallo by one competitor per team by deadline.
- Validation form and copyright form are completed and uploaded to Tallo by deadline.

**All or nothing:**

- 25 points
- or
- 0 points

### B. Display

<table>
<thead>
<tr>
<th>JUDGE SCORE</th>
<th>Excellent 20 Points</th>
<th>Good 16 Points</th>
<th>Average 12 Points</th>
<th>Fair 8 Points</th>
<th>Poor 4 Points</th>
</tr>
</thead>
</table>

**1. Content / Information**

- Content is written clearly and concisely with a logical sequence of ideas and supporting information. The exhibit gives the audience a clear understanding of vaping. Information is accurate and current. Writing is neat and professional, and free from spelling errors.
- The content is mostly clear, and ideas are sequenced in a logical manner. The exhibit provides the audience with a general understanding of vaping. Writing is legible, and minimal spelling errors are observed.
- The content is vague in conveying a point of view and does not create a strong sense of purpose. Some of the information does not support understanding on vaping. Minimal spelling error(s) and/or attention to detail may reduce overall score.
- Sequencing of ideas does not flow logically. Exhibit includes little information – only one or two details about the topic with little support for claims/ evidence. A few spelling errors are present.
- Information on the exhibit is unclear and does not provide an understanding on vaping. Multiple spelling errors are present.

**2. Clarity of Message**

- The message of the display is captured in a very clear and concise manner.
- The message of the display is mostly clear and concise.
- The message of the display relates to the topic but is not especially clear and lacks support.
- The message is off topic and lacks clarity.
- The message is not clear. The creators missed the objective when demonstrating this topic.
<table>
<thead>
<tr>
<th>B. Display</th>
<th>Excellent 20 Points</th>
<th>Good 16 Points</th>
<th>Average 12 Points</th>
<th>Fair 8 Points</th>
<th>Poor 4 Points</th>
<th>JUDGE SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Impact on Audience</td>
<td>The display leaves an impact on the audience, they learn something, are informed or called to action by viewing the display. A sense of urgency to take action is felt by the audience.</td>
<td>The display is informational and sends a message. The audience may be inspired to be “called to action” from viewing the display.</td>
<td>Some impact is felt by the audience after viewing this display.</td>
<td>Minimal impact is made by the audience viewing the display.</td>
<td>No impact or call to action is felt by the audience after viewing the display.</td>
<td></td>
</tr>
<tr>
<td>4. Artistic Design</td>
<td>The artistic quality is exceptional. The artwork is vibrant, balanced, visually pleasing and pushes the boundaries of artistic expression. The design choices take the display to the next level.</td>
<td>The artistic quality is good; the artwork stands out. The design elements seem to be well thought out and comprehensive.</td>
<td>The display incorporates balanced design choices, showcasing some artistic features. Some of the design lacks artistic details that took away from the overall visual of the display.</td>
<td>Basic levels of artistic design are incorporated into the display. Better design/color choices should be incorporated to assure the artwork on the display is pleasing to the eye.</td>
<td>The design is simplistic and not visually appealing.</td>
<td></td>
</tr>
<tr>
<td>5. Creativity / Originality</td>
<td>The display incorporates creativity and innovation that make it unique. The display has the “wow-factor” and stands out in the room above all others.</td>
<td>The display is innovative and creative. It offers something unique but is missing the “wow-factor”.</td>
<td>The display has moderate levels of creativity and originality.</td>
<td>Basic elements of creativity and innovation were captured in this display. It blends in with the other competitors.</td>
<td>Little creativity or originality was captured in the display of this display. More effort needed.</td>
<td></td>
</tr>
</tbody>
</table>

Total Points (125)
### A. Anti-Vaping Campaign

<table>
<thead>
<tr>
<th>Points for following Guidelines:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Title page includes event name, title of paper, competitor names, division, chapter name, school, and state/association.</td>
</tr>
<tr>
<td>☐ Paper uses Arial 12 pt. font, 1” margins, and 2.0 spacing</td>
</tr>
<tr>
<td>☐ Last names, division, and school name on the top right hand corner of pages 2-3-4.</td>
</tr>
<tr>
<td>☐ Page number on the bottom right hand corner of all pages.</td>
</tr>
<tr>
<td>☐ Max 2-page body of paper. (title and reference page are pages 1 and 4)</td>
</tr>
<tr>
<td>☐ Three (3) copies submitted in English.</td>
</tr>
<tr>
<td>☐ Addresses the topic of the event.</td>
</tr>
<tr>
<td>☐ Paper contains no evidence of plagiarism.</td>
</tr>
</tbody>
</table>

**All or nothing:**

- 20 points
- or
- 0 points

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### B. Video Organization

<table>
<thead>
<tr>
<th>Excellent 10 Points</th>
<th>Good 8 Points</th>
<th>Average 6 Points</th>
<th>Fair 4 Points</th>
<th>Poor 2 Points</th>
<th>JUDGE SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The competitor grabs the attention of the audience in a way that is creative, imaginative, and thoughtful. The thesis statement is clearly revealed and well-structured.</td>
<td>The competitor draws in the audience with their introduction and piques their interest to want to learn more. The thesis statement connects to the body of the speech.</td>
<td>The competitor provides an average introduction of the topic and slightly sparks the interest and attention of the audience.</td>
<td>The introduction provided by the competitor lacks attention to detail and connection to the overall point of the speech.</td>
<td>The competitor does not provide an introduction that draws in the audience and captures their attention.</td>
<td>JUDGE SCORE</td>
</tr>
</tbody>
</table>

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### 2. Coverage of Topic and Quality of Information

<p>| Information included high-quality details that support the topic in a thorough manner. Research was in-depth and beyond the obvious, revealing new insights. Overall, the coverage of the topic was excellent. | Information included sufficient details relevant to the topic. Research seemed to be in-depth. The coverage of the topic was good. | The quality of the information was limited to support the topic. The competitor provided an average amount of coverage on the topic. | Some information provided was relevant to the topic. Research provided was mostly surface-level and the competitor missed key points of the topic. | Information was unreliable and interfered with the ability of the audience to understand the speech. Research was irrelevant to the topic and the competitor missed the point of the topic. | JUDGE SCORE |</p>
<table>
<thead>
<tr>
<th>B. Video Organization</th>
<th>Excellent 10 Points</th>
<th>Good 8 Points</th>
<th>Average 6 Points</th>
<th>Fair 4 Points</th>
<th>Poor 2 Points</th>
<th>JUDGE SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Persuasiveness</td>
<td>The speech is exceptionally persuasive and convincing. The competitor provided well-researched evidence that reinforced their position on the topic.</td>
<td>The speech was persuasive and provided good reasons to agree with the competitor’s point of view.</td>
<td>The speech was somewhat persuasive and provided some reasons to agree with the competitor’s point of view.</td>
<td>The speech provided limited evidence of competitor’s point of view and was not very persuasive.</td>
<td>The speech was not persuasive and did not provide evidence to support the competitor’s point of view.</td>
<td></td>
</tr>
<tr>
<td>4. Conclusion</td>
<td>The competitor reviews the thesis and main points of speech in a memorable and effective way that provides an effective flow leading to the conclusion.</td>
<td>The competitor reviews the thesis and main points of speech in a clear way that provides an adequate flow leading to the conclusion.</td>
<td>The competitor reviews the thesis and main points clearly. Underwhelming conclusion.</td>
<td>The competitor is missing a review of the thesis or main points. The conclusion was hard to follow.</td>
<td>Review of the thesis and main points are missing from the conclusion.</td>
<td></td>
</tr>
<tr>
<td>C. Video Delivery</td>
<td>Excellent 5 Points</td>
<td>Good 4 Points</td>
<td>Average 3 Points</td>
<td>Fair 2 Points</td>
<td>Poor 1 Point</td>
<td>JUDGE SCORE</td>
</tr>
<tr>
<td>1. Voice Pitch, tempo, volume, quality</td>
<td>The speaker's voice was loud enough to hear. The speaker varied rate &amp; volume to enhance the speech. Appropriate pausing was employed.</td>
<td>The speaker spoke loudly and clearly enough to be understood. The speaker varied rate or volume to enhance the speech. Pauses attempted.</td>
<td>The speaker could be heard most of the time. The speaker attempted to use some variety in vocal quality but not always successfully.</td>
<td>The speaker's voice is low. Judges have difficulty hearing the presentation.</td>
<td>Judge had difficulty hearing and/or Understanding much of the speech due to low volume. Little variety in rate or volume.</td>
<td></td>
</tr>
<tr>
<td>2. Video Presence Poise, posture, eye contact, and enthusiasm</td>
<td>Movements &amp; gestures were purposeful and enhanced the delivery of the speech. Body language reflects comfort and confidence. Facial expressions and body language consistently generated a strong interest and enthusiasm for topic.</td>
<td>The speaker maintained adequate posture and non-distracting movement during the speech. Some gestures were used. Facial expressions and body language sometimes generated an interest and enthusiasm for topic.</td>
<td>Stiff or unnatural use of nonverbal behaviors. Body language reflects some discomfort interacting with audience. Limited use of gestures to reinforce verbal message. Facial expressions and body language are used to try to generate enthusiasm but seem somewhat forced.</td>
<td>The speaker's posture, body language, and facial expressions indicated a lack of enthusiasm for the topic. Movements were distracting.</td>
<td>No attempt was made to use body movement or gestures to enhance the message. No interest or enthusiasm for the topic came through in presentation.</td>
<td></td>
</tr>
</tbody>
</table>
### 1. Coverage of Topic and Quality of Information

<table>
<thead>
<tr>
<th></th>
<th>Excellent 10 Points</th>
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<th>Poor 2 Points</th>
<th>JUDGE SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coverage of</td>
<td>Information included high-quality details that support the topic in a thorough</td>
<td>Information included sufficient detail relevant to the topic. Research</td>
<td>The quality of the information was limited to support the topic. The competitor</td>
<td>Some information provided was relevant to the topic. Research provided an</td>
<td>Information was unreliable and interfered with the ability of the audience to</td>
<td></td>
</tr>
<tr>
<td>Topic and</td>
<td>manner. Research was in-depth and beyond the obvious, revealing new insights.</td>
<td>seemed to be in-depth. The coverage of the topic was good.</td>
<td>provided an average amount of coverage on the topic.</td>
<td>provided was mostly surface-level and the competitor missed key points of the</td>
<td>understand the Speech. Research was irrelevant to the topic and the competitor</td>
<td></td>
</tr>
<tr>
<td>Quality of</td>
<td>Overall, the coverage of the topic was excellent.</td>
<td></td>
<td>topic.</td>
<td>topic.</td>
<td>missed the point of the topic.</td>
<td></td>
</tr>
<tr>
<td>Information</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2. Persuasiveness

|                | The paper was exceptionally persuasive and convincing. The competitor provided     | The paper was somewhat persuasive and provided some good reasons to agree      | The paper provided limited evidence of competitor's point of view and was not   | The paper was not persuasive and did not provide evidence to support the        |                                                                                       |              |
|                | well-researched evidence that reinforced their position on the topic.              | with the competitor's point of view.                                         | very persuasive.                                                               | competitor's point of view.                                                    |                                                                                       |              |

### 3. Content Consistent with Speech

|                | The content provided in the written paper aligned with the speech delivered.        | Most of the content provided in the written paper aligned with the content     | N/A                                                                            | N/A                                                                            | Drastic differences were made between the content provided in the written paper|              |
|                |                                                                                     | delivered in the speech.                                                      |                                                                                |                                                                                | and the speech.                                                                |              |

### 4. Opening Statement

|                | Writer grabs attention of reader. The introduction is creative, imaginative and    | Writer somewhat grabs the attention of the reader. Thesis stated and           | Audience is reading with Some engagement. Thesis needs strength or structure.   | Attention device is unrelated to the topic. Thesis missing OR forecast statement | Attention device is missing. Thesis inappropriate or missing AND forecast is       |              |
|                | thoughtful. Thesis clearly revealed and well-structured for the paper. Forecasts    | appropriate for the paper. Forecasts body so the audience knows main points in | Forecast complete.                                                             | missing.                                                                       | missing or indistinguishable.                                                    |              |
|                | body of paper in a memorable and effective way.                                    | brevity.                                                                       |                                                                                |                                                                                |                                                                                |              |

### 5. Transitions

<p>|                | Writing has voice and is easily read aloud. Appropriate transitions are used to     | Writing has some voice and is easily read aloud. Transitions are used, but    | Vocabulary or writing style needs further development in sentence variety, word | Sentences are short, fragmented or run-ons. Flow of essay is hard to follow.   | No flow to writing. Difficult for reader to follow. No transitions used.          |              |
|                | move from one Supporting detail to the next. Word choice and syntax offer surprise,| better wording could have been used.                                        | choice, and fluency. Some basic transitions used.                             | Few to no transitions are used.                                                |                                                                                |              |
|                | clarity and &quot;just right&quot; wording.                                                  |                                                                               |                                                                                |                                                                                |                                                                                |              |</p>
<table>
<thead>
<tr>
<th>D. Written Paper</th>
<th>Excellent 5 Points</th>
<th>Good 4 Points</th>
<th>Average 3 Points</th>
<th>Fair 2 Points</th>
<th>Poor 1 Point</th>
<th>JUDGE SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Conclusion</td>
<td>Conclusion is concise and summarizes supporting points: restates the thesis in a new way. The reader is satisfied with the conclusion and is left with something to think about.</td>
<td>Conclusion is mostly concise and summarizes the supporting points. The reader is indifferent with the conclusion of the essay.</td>
<td>Conclusion provides a summary of supporting points: it does not restate the thesis.</td>
<td>Conclusion may be attempted but does not summarize or restate thesis.</td>
<td>No conclusion is apparent in the essay</td>
<td></td>
</tr>
<tr>
<td>7. Grammar</td>
<td>Zero (0) grammatical errors found in this essay.</td>
<td>1-2 grammatical errors were found in this essay. They do not detract from the general flow of the essay.</td>
<td>3-4 errors were found in the essay, and they detract from the overall flow of the essay.</td>
<td>There are 5-6 grammatical errors present which detract from the overall meaning and flow of the essay.</td>
<td>More than 6 errors were found in this essay. The errors are glaring, and the essay is difficult to read.</td>
<td></td>
</tr>
<tr>
<td>8. Spelling and Punctuation</td>
<td>Zero (0) errors in spelling and punctuation were found in this essay.</td>
<td>1-2 errors in spelling or punctuation were found in this essay.</td>
<td>3-4 errors in spelling or punctuation were found in this essay.</td>
<td>5 errors in spelling or punctuation were found in this essay.</td>
<td>More than 5 errors in spelling or punctuation were documented within the essay.</td>
<td></td>
</tr>
</tbody>
</table>

Total Points (125)

*Definition of Diction – Choice of words especially with regard to correctness, clearness, and effectiveness.

**Definition of Pronunciation – Act or manner of uttering officially