Early College High School Rubric

Step 1: Initial Screening

(Applicants <u>must</u> meet all three criteria to move to Step 2.)

- ❏ The applicant's parent or legal guardian does not currently hold a degree from a 4-year college or university.
- ❏ The applicant does not qualify as academically gifted and talented.
- ❏ The applicant must meet the citizenship criteria required by Horry-Georgetown Technical College (HGTC) for admission and enrollment in its programs.

Step 2: Academic Performance

(Applicants <u>must</u> meet both the math and reading criteria by the end of the first semester of the 8th-grade year to move to Step 3.)

- ❏ Math: Math i-Ready Scale Score of 519 <u>or</u> 7th-grade SC Ready Score of Meets or Exceeds
- ❏ Reading: Lexile of at least 900 <u>or</u> Reading i-Ready Scale Score of 614 <u>or</u> Reading RIT 221 <u>or</u> 7th-grade SC Ready Score of Meets or Exceeds

Step 3: Grades and Discipline (Maximum 30 points)

Grades

8th-Grade Grades - Unweighted (GPA)	Points	Points Earned
3.0 or higher	10 points	
2.0 – 2.9	5 points	
Less than 2.0	0 points	
GPA is measured based on the Q1 and Q2 grades for the 8th-grade year in ELA, Math, Science, Social Studies.		
7th-Grade Grades - Unweighted (GPA)	**Points**	**Points Earned**
3.0 or higher	20 points	
2.0 – 2.9	10 points	
Less than 2.0	0 points	
GPA is measured based on the Final Grades from the 7th-grade year in ELA, Math, Science, and Social Studies.		

Step 3: (Grades)	Points	Points Earned
Total Score	0-30 Points	

Discipline

A record of serious or habitual behavior problems may result in exclusion from consideration.

Applicants with the top 125 scores will move to Step 4: Writing Sample. In the event of a tie for the 125th score, all applicants with the score will be invited to complete a writing sample in Step 4.

Step 4: Writing Sample (Maximum 10 Points)

Writing Sample Rubric

Essential Elements	2 Points	1 Point	0 Points
Main Idea • Clear focus, thesis, or hypothesis • Writer understands task	● Effective focus, thesis or hypothesis that frames the argument ● Significant demonstration of comprehension of the task	● Suitable focus, thesis or hypothesis that frames the argument. ● Acceptable demonstration of comprehension of the task	● Limited focus, thesis or hypothesis that frames the argument. ● Negligible demonstration of comprehension task
Content • Accurate supporting details/evidence • Detail/evidence well-suited to the audience • Detail/evidence relevant to the main idea • Accurate conclusion(s)	● Considerable presence of accurate supporting detail/evidence ● Detail usually well suited to the audience ● Evidence nearly always relevant to the main idea ● Mostly accurate and logical conclusion that effectively synthesizes argument	● Adequate presence of accurate supporting detail/evidence ● Detail sometimes well suited to the audience ● Evidence relevant to the main idea some of the time. ● Generally accurate and logical conclusion that partially synthesizes argument	● Minimal presence of accurate supporting detail/evidence ● Detail rarely well suited to the audience ● Evidence rarely relevant to the main idea ● Minimally accurate and logical conclusion
Organization • Introduction • Body • Conclusion • Transitions	● Introductory statement present and effective ● Body of supporting material present and effective ● Conclusion present and effective ● Smooth and effective transitions	● Introductory statement present and acceptable ● Body of supporting material present and acceptable ● Conclusion present and acceptable ● Suitable transitions	● Introductory statement limited ● Body of supporting material limited ● Conclusion limited ● Rare utilization of transitions
Language Use • Accurate vocabulary • Varied word choice • Sentence form and structure • Coherence	● Ample use of accurate vocabulary ● Effective word choice ● Substantial variation in sentence form and structure ● Product usually coherent and reads well	● Acceptable use of accurate vocabulary ● Adequate word choice ● Suitable variation in sentence form and structure ● Product sometimes coherent and reads well some of the time	● Occasional use of accurate vocabulary ● Limited word choice ● Negligible variation in sentence form and structure ● Product rarely coherent and does not read well
Mechanics • Spelling • Capitalization and punctuation • Grammar	● Effective control of standard writing conventions (spelling, capitalization, punctuation, and grammar)	● Adequate control of standard writing conventions (spelling, capitalization, punctuation, and grammar)	● Limited control of standard writing conventions (spelling, capitalization, punctuation, and grammar)

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Writing Sample Scoring

Writing Sample Scoring	Points	Points Earned
Main Idea	0-2 Points	
Content	0-2 Points	
Organization	0-2 Points	
Language Usage	0-2 Points	
Mechanics	0-2 Points	
Total Points	0-10 Points	

Final Scoring

Final Scoring	Points	Points Earned
Step 3: (Grades)	0-30 Points	
Step 4: (Writing Sample Score)	0-10 Points	
Final Overall Score	0-40 Points	

- *Applicants with the top 100 highest scores will be invited to attend the ECHS.*
- *In the event of a tie for the 100th score, all applicants with that score will be invited to attend.*
- *There will be a waiting list prior to the first day of the upcoming school year.*