

| CSE ESSAY RUBRIC - Sample | | | | | | |
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| Essay Topic: | | | | | | |
| Candidate Name/Code: | | | | | | |
| Date and Location of Exam: | | | | | | |
| Evaluator Name/Signature: | | | | | | |
| Criteria: | Performance Ratings: | | | | | Candidate Score: |
| Writing: Organization | 0 – 2: There appears to be no organization of the essay’s contents. | 3 – 4: Organization of the essay is difficult to follow due to inadequate transitions and/or rambling format. | 5 – 6: The essay can be somewhat followed. Basic transitions are used or a structured format can be discerned. | 7 – 8: The essay can be easily followed. Good transitions are used and/or a structured format is apparent. | 9 – 10: The essay can be easily followed. Effective transitions and a polished format are used. | |
| Writing: Sentence Structure | 0 – 2: Contains multiple and serious errors of sentence structure, such as fragments and run-ons. | 3 – 4: Simple sentences use excessively, almost exclusively, frequent errors of sentence structure. Little or no variety, no grasp of sentence flow. | 5 – 6: Formulaic or tedious sentence patterns; some errors in sentence construction, excessive non-standard syntax usage. | 7 – 8: Effective and varied sentences, errors (if any) due to lack of time; syntax errors (if any) reflect uses as colloquialisms. | 9 – 10: Each sentence is structured effectively and powerfully. Well-chosen variety of sentence styles and length. | |
| Writing: Mechanics and Grammar | 0 – 2: Sentences and paragraphs are difficult to read and understand due to poor grammar or mechanics. | 3 – 4: The essay contains numerous grammatical and mechanical errors. | 5 – 6: The essay contains three to five errors in punctuation, spelling, capitalization or paragraph layout. | 7 – 8: The essay contains one or two errors in punctuation, spelling, capitalization, or paragraph layout. | 9 – 10: The essay is clear and concise and contains no grammatical or mechanical errors. | |
| Writing: Audience and Tone | 0 – 2: Lacks awareness of an appropriate tone for a professional audience, uses slang, “texting” language or otherwise inappropriate tone. | 3 – 4: Shows almost no awareness of a professional audience; reveals no grasp of appropriate tone or point-of-view. | 5 – 6: Little or inconsistent sense of a professional audience; tone and point-of-view not refined or consistent. | 7 – 8: Effective and accurate awareness of professional audience; tone and point-of-view appropriate and consistent. | 9 – 10: Essay is clearly written for a discerning audience, tone and point-of-view are appropriate and professional. | |
| Comments on Writing Criteria: | | | | | | |

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| Content – First Portion of Topic: | 0 – 6: Clear absence of support for main points. | 7 - 12: The topic is not fully supported, frequent and illogical generalizations without support. | 13 - 18: Main points and ideas are indirectly supported; support is not sufficient or specific but only loosely relevant. | 19 - 24: The topic is covered with sufficient facts and ideas; support is sound, valid, and logical. | 25 - 30: The topic is covered with a depth of ideas, main points are sufficiently supported; support is valid and specific. | |
| Content Benchmarks– First Portion: Comments: | | | | | | |
| Content – Second Portion of Topic: | 0 – 6: Clear absence of support for main points. | 7 - 12: The topic is not fully supported, frequent and illogical generalizations without support. | 13 - 18: Main points and ideas are indirectly supported; support is not sufficient or specific but only loosely relevant. | 19 - 24: The topic is covered with sufficient facts and ideas; support is sound, valid, and logical. | 25 - 30: The topic is covered with a depth of ideas, main points are sufficiently supported; support is valid and specific. | |
| Content Benchmarks– Second Portion: Comments: | | | | | | |
| Content – Third Portion of Topic: | 0 – 6 Clear absence of support for main points. | 7 - 12: The topic is not fully supported, frequent and illogical generalizations without support. | 13 - 18: Main points and ideas are indirectly supported; support is not sufficient or specific but only loosely relevant. | 19 - 24: The topic is covered with sufficient facts and ideas; support is sound, valid, and logical. | 25 - 30: The topic is covered with a depth of ideas, main points are sufficiently supported; support is valid and specific. | |
| Content Benchmarks– Third Portion: Comments: | | | | | | |
| Use of Technical Terminology | 0 – 2: Technical terminology is not attempted, limited vocabulary choices. | 3 – 4: Layperson’s terminology used in most instances where technical terminology would have been appropriate. | 5 – 6: Some use of technical terms, but several possible uses were overlooked. | 7 – 8: Good vocabulary range and word usage; technical terminology used in most cases where appropriate. | 9 – 10: Exceptional vocabulary range and effective word usage demonstrating professional –level knowledge. | |
| Accuracy of Technical Terminology | 0 – 2: Technical terminology is not attempted. | 3 – 4: The essay contains several errors of usage of technical terminology; or very little technical terminology is attempted. | 5 – 6: The essay contains 3 or 4 errors in the use, of technical terminology; or very little technical terminology is attempted. | 7 – 8: The essay contains one or two errors in the use, spelling or syntax of technical terminology. | 9 – 10: Exceptional accuracy of use and spelling of technical terms. | |
| Comments on Technical Terminology: | | | | | | |

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| Total Score out of a Possible 150: | |
| Essay Score (Divide total by 10): | |
| Please note any additional observations in support of your scores: | |

CSE Practice Essay Questions:

- Describe and discuss the production, culture, and consumption of vermouth in Spain.
- Compare and contrast Bourbon and Tennessee Whiskey. Discuss the regulations, production processes, and flavor profiles that pertain to each type of whiskey.
- Describe and discuss the three different AOCs of Calvados. Include information on the product specifications and typical flavor profile of each.
- Compare and contrast the production of sugarcane-based rum versus molasses-based rum.
- Describe and discuss the various methods that are using in flavoring stage of the production of gin. Include a discussion of the specific types, styles, or brands that are created via each method.

