



Hamilton County Soil and Water Conservation District

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Working to manage and promote the wise use of natural resources in Hamilton County since 1965.

Conservation Field Day 6th Grade Essay Contest

Essay Topic: The essay must illustrate **one pre-lunch** topic that, in the student's opinion, best conserves or protects Hamilton County's natural resources. Natural resources include public health and safety.

The Essay Must:

- Begin with an introduction that states the student's claim, making clear which pre-lunch presentation topic would be most effective at conserving or protecting Hamilton County's natural resources.
- Include body paragraphs to organize the student's reasons.
- Include relevant facts, definitions, concrete details, and quotations from the presenter that support the claim.
- Use transition words to link information and ideas (e.g., in contrast, especially, additionally).
- Use precise language and domain-specific vocabulary from the presentation to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.
- Be at least 200 words.
- Be word processed and printed.
- Not contain information that is copied or derived from other sources.
- Be worked on independently by each student.
- Include the student's name and school on the **back of the last page** of the essay.

Essay Submission:

- **Deadline: October 21 by 4:30 p.m.**
- Screen essays on the above criteria and **submit only 3** for judging. Entries may be mailed or delivered to the District office. Our lower entry is always unlocked.
- Email a list of all students who participated to caitlinstewart@frontier.com by October 21 for certificates of merit.

Awards:

- Judges will rank blind copies of the essays using the rubric that follows on the next page.
- An awards ceremony will be scheduled for your school.
- Certificates of merit and first, second, and third place certificates will be awarded for each class.
- Overall first, second, and third place certificates will be awarded.
- The overall finalist will receive an engraved, circulating plaque to display at their school for the year.

Questions: 518-548-3991, caitlinstewart@frontier.com

Rubric follows on next page.

6th Grade Essay Rubric

Essay Topic: The essay must illustrate one pre-lunch topic that, in the student's opinion, best conserves or protects Hamilton County's natural resources. Natural resources include public health and safety.

	Level 1- Novice	Level 2 - Intermediate	Level 3 - Proficient	Level 4 - Extraordinary
Introduction Introduce the topic clearly and state an opinion.	May launch directly into supporting information without any introduction.	States a claim that is related to the topic, but does not show a clear position on the topic.	Clearly states a claim that takes a position on the topic.	Clearly states a provocative or nuanced claim that takes a position on the topic.
Body Paragraphs Elaboration - Supports Claim Provide logically ordered reasons that are supported by facts, details, and domain-specific vocabulary from the presentation.	The included facts, details, and domain-specific vocabulary do not, in themselves, support any particular claim.	The reasons, facts, details and domain-specific vocabulary mostly support the stated claim, or an unstated claim that can be easily inferred.	The reasons, facts, details, and domain-specific vocabulary all support the stated claim.	The reasons, facts, details, and domain-specific vocabulary are accurate and support the stated claim. They may include direct quotations from the presenter.
Body Paragraphs Craft – Transitions Link opinion and reasons using words, phrases, and clauses (e.g. consequently, specifically.)	Does not use transitional phrases to link opinion and reasons.	May use some transitional phrases but may use the same phrase in every instance, or may use only lower level transitions. Title missing or misleading.	Uses a variety of transitional phrases to link opinion to reasons, and to link reasons to supporting facts and details.	Uses transitional words and phrases, including some that are more sophisticated, i.e. ones that show cause/effect, compare/contrast, etc.
Content Factually correct from the presenter with no outside sources.	Content of essay included outside sources and ideas that were not discussed by presenter.	Only contains small portion of presenter's information.	Some misrepresentations of presenter's information.	Content of essay only taken from presentation with no obvious outside sources, and may include a quote from the presenter.
Conclusion Provide a concluding statement or section related to the opinion presented.	Ends the essay seemingly in the middle of a section, with no sense of closure.	Provides conclusion that is not clearly related to the claim and may feel abrupt or insufficient.	Provides a concluding statement or section related to the claim.	Provides a compelling concluding statement or section that builds on the claim and that supports and engages the intended audience.
Essay Organization Create an organizational structure in which ideas are logically grouped to support the writer's purpose.	Includes ideas, reasons, facts, and/or details, but these appear to be in no particular order, or no paragraph structure.	Ideas, reasons, facts, and details are grouped into sections or paragraphs that feel mostly cohesive, but may also include some information that does not seem to fit. These sections or paragraphs appear to be in no particular order.	Ideas, reasons, facts, and details are grouped into cohesive sections or paragraphs, and these sections are logically ordered. This order may not yet strengthen the impact of the claim.	Ideas, reasons, facts, and details are grouped into cohesive sections or paragraphs, which are strategically ordered in a way that strengthens the impact of the claim (e.g. ordering reasons from least to most compelling).
Grammar	Many grammatical, spelling, or punctuation errors.	A few grammatical, spelling, or punctuation errors.	Almost no grammatical, spelling, or punctuation errors.	No grammatical, spelling, or punctuation errors.