

**St. Bernard High School**  
**Senior ESLR Essay**

Prompt: Students will select one assignment from their senior year—any course, any assignment—which best demonstrates the ESLRs of St. Bernard High School:

**Witnessed in Faith** – St. Bernard graduates are Faith-filled Disciples

**Empowered with Knowledge** – St. Bernard graduates are Passionate Learners

**Inspired by Discovery** – St. Bernard graduates are Innovative Thinkers

**Enlivened with Possibility** – St. Bernard graduates are Courageous Leaders

**Called to Glory** – St. Bernard graduates are Honorable Citizens

In an essay, students will then explain how the selected assignment embodies the ESLRs. The essay must be no more than three pages, double spaced with one-inch margins, and be printed in Times New Roman, size 12 font. Your essays will be evaluated by a team of St. Bernard teachers from multiple disciplines, according to the rubric on the reverse. This project is worth a total of 100 points and will be applied to your English grade only, not all of your classes; however, it is still an important and required assignment so take it seriously.

Essays must be submitted to Ms. Young by May 15 at 2:00 pm. No late essays will be accepted. Review the rubric carefully; you are expected to aim for 100% and work to meet the requirements.

**St. Bernard High School  
Senior ESLR Essay Rubric**

<b>Requirements Met</b>	<b>Points Earned</b>
<ul style="list-style-type: none"> <li>▪ Writer effectively identifies and thoroughly discusses all five ESLRs learned in high school in an exceptional and impressive manner.</li> <li>▪ Writer thoroughly explains how the qualities have been learned.</li> <li>▪ Writer thoroughly discusses planned improvement in ESLRS next year and/or after high school.</li> <li>▪ Writer cites and thoroughly integrates appropriate, specific, and concise textual evidence from the selected assignment in support of his/her learning evaluation throughout the essay.</li> <li>▪ Writer demonstrates excellent quality writing and exceptionally strong control of standard writing conventions.</li> <li>▪ Writer voice is strong and style is mature with insightful critical thinking.</li> <li>▪ Writer addresses the prompt.</li> </ul>	100
<ul style="list-style-type: none"> <li>▪ Writer effectively identifies and thoroughly discusses all five ESLRS learned in high school.</li> <li>▪ Writer thoroughly explains how the qualities have been learned.</li> <li>▪ Writer thoroughly discusses planned improvement in ESLRS next year and/or after high school.</li> <li>▪ Writer effectively develops and integrates appropriate and specific textual evidence from the selected assignment.</li> <li>▪ Writer demonstrates very good quality writing and strong control of standard writing conventions.</li> <li>▪ Writer voice is strong with insightful critical thinking.</li> <li>▪ Writer addresses the prompt.</li> </ul>	90
<ul style="list-style-type: none"> <li>▪ Writer accurately and adequately identifies and discusses three-four ESLRs learned in high school.</li> <li>▪ Writer adequately explains how the qualities have been learned.</li> <li>▪ Writer discusses how planned improvement in ESLRs will continue next year and/or after high school</li> <li>▪ Writer develops and integrates some specific textual evidence from the selected assignment.</li> <li>▪ Writer demonstrates good quality writing and control of standard writing conventions.</li> <li>▪ Writer’s voice is moderately strong with some insight.</li> <li>▪ Writer addresses the prompt.</li> </ul>	80
<ul style="list-style-type: none"> <li>▪ Writer lists at least three ESLRs learned in high school.</li> <li>▪ Writer may not identify how the qualities have been learned or list planned improvement to ESLRs next year and/or after high school.</li> <li>▪ Writer refers to selected assignment or classroom activities.</li> <li>▪ Writer demonstrates minimal writing proficiency with little control of standard writing conventions.</li> </ul>	60
<ul style="list-style-type: none"> <li>▪ Writer is off topic.</li> <li>▪ Writer addresses fewer than two ESLRs.</li> <li>▪ No evidence of the writing process in this essay.</li> </ul>	0
