



Extemporaneous Writing

Timeline:

- **March 15:** SLC Registration Deadline
- **April 16:** Login Credentials for Online Testing (where essay will be typed) emailed to students and advisors
- **April 23:** EW topic given and essay response via online testing system due (see schedule for specific time www.michiganhosa.org/slc2021).

Virtual Conference Resources:

- [Extemporaneous Writing Guidelines](#)
- Virtual Extemporaneous Writing Judge's Rating Sheet (pages 3-7 below)

Guideline Modifications:

- Extemporaneous Writing will be done as part of the online testing platform.
- The secret topic will be entered into the online test as a "question" and competitors will be asked to type their essay as a "response" within the online platform.
- **Since the essay will NOT be typed in Word, all points for formatting requirements have been removed from the modified rubric.**
- Competitors can take the test (write their essay) in the online testing system anytime in the time frame given in the conference schedule. Once the time window closes, competitors will not be able to access the test.
- The same 60 minute time limit still applies, as in the original guidelines, and the testing system will automatically countdown time remaining.
- Reminder- all essays will be checked for plagiarism, so be sure the work is 100% your own content.

- Go to <https://testing.hosa.org/> to access the testing system. Login credentials will be emailed to you and your HOSA advisor by April 16th. If the competitor does not receive the credentials by April 21st, email hosahelp@mhc.org.
- Tests can be taken on a smartphone, tablet or computer.

Pro Tip:

Competitors should make sure they have their testing login credentials prior to their testing time on April 23rd. If you do not know your login information by April 21st, please contact MI HOSA immediately. **DO NOT WAIT!**

Technology Needs:

- Tests can be taken on a smartphone, tablet or computer.
- Visit <https://testing.hosa.org/> to access the testing system. Login credentials will be emailed to you and your HOSA advisor by April 16th. If the competitor does not receive the credentials by April 21st, email hosahelp@mhc.org.
- **Please read through the [Online Testing Instructions](#) before starting your test!**
- Competitors can only take the test between the times listed in the schedule on April 23rd. After posted time, the online test will be closed.
- 60 minutes will be allowed for the online test. The testing system will automatically countdown time remaining.
- If you have any issues logging in, accessing online testing, or if you did not receive password and login information, please call (517) 347-8088 immediately.

Security & Ethics:

All competitors are required to review the HOSA Virtual Conference Security and Ethical Statement [found HERE](#).

Dress Code:

There is no dress code for test only events.

Available Resources:

During the COVID-19 Pandemic, many textbook companies are offering free or reduced pricing for e-learning materials. Additionally, many internet service providers are offering internet services at a reduced cost. [Please review the link HERE for additional information.](#)

VIRTUAL EXTEMPORANEOUS WRITING – Judge’s Rating Sheet

Essay Uploaded*: Yes ____ No ____

**If the materials are not uploaded, please note the entire rubric cannot be completed so no score would be given.*

VIRTUAL EXTEMPORANEOUS WRITING – Judge’s Rating Sheet

Competitor Name & # _____ Judge’s Name _____

Section # _____ Division: ____SS ____ PS/Collegiate

A. Content	Excellent 20 points	Good 16 points	Average 12 points	Fair 8 points	Poor 0 points	JUDGE SCORE
1. Coverage of Secret Topic	Demonstrates command of the topic throughout the essay. Discusses the topic and its significance. Uses the topic as a path for the essay. Competitor offers explanations and insights that enhance the understanding of the topic.	Mentions topic and its significance. Uses the topic as a path for the essay. Competitor offers explanations and insights that link back to the topic.	Mentions topic and briefly explains its significance.	Briefly mentions a topic but does not provide any analysis or reasoning behind the topic.	Did not include much in the way of content or a topic.	
A. Content	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	JUDGE SCORE
2. Evidence/ Examples	Writing includes evidence that completely supports the secret topic/main idea with many details, facts, or examples. Uses many sensory/concrete words and details that support the topic/main idea.	Writing includes evidence that mostly supports the topic/main idea with several details, facts or examples. Author uses some sensory/co	Writing includes some evidence that partially supports the topic/main idea. Uses minimal sensory or concrete words/details that support the topic/main idea.	Writing includes some evidence that partially supports the topic/main idea. Uses minimal sensory or concrete	Writing does not include evidence to support the topic/main idea. Does not use sensory or concrete words/details that support the	

		concrete words and details that support the topic/main idea.		words/details that support the topic/main idea.	topic/main idea.	
A. Content	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	JUDGE SCORE
3. Insight (understanding of topic/implications)	Writing completely communicates information accurately. Focus is on subtopics, which connects back to the thesis statement. The writing goes beyond and makes connections to other texts.	Writing mostly communicates information and ideas accurately and is easy to understand. Focus is on subtopics. These subtopics connect back to the thesis statement.	Writing partially communicates information and ideas accurately. Focus is somewhat present. Writing does not connect back to thesis statement.	Some of the writing communicates information and ideas accurately. Little focus is present. Writing does not connect back to thesis statement.	Writing does not communicate information and ideas accurately. Focus is missing. Does not connect back to thesis statement.	
4. Informative, engaging and interesting	Writing is highly informative and extremely engaging for the reader.	Most of the writing is informative and enjoyable to the reader.	Writing is mostly engaging as some of the information is informative and interesting.	Writing needs to be more engaging and informative.	Writing is not informative and does not hold the attention or interest of the reader.	
5. Originality	Writing reflects the original thoughts of the author and extends a creative or unique idea, question or concept on the secret topic. No evidence of plagiarism.	Writing reflects the original thoughts of the author and provides some unique ideas on the secret topic. No evidence	Some original thoughts are provided by the author. Creativity is experimented with on the secret topic. No evidence of plagiarism.	Limited originality is provided by the author on the secret topic. No evidence of	The competitor reformulates a collection of available ideas or evidence of plagiarism is evident.	

		of plagiarism.		plagiarism.		
B. Organization	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 0 points	JUDGE SCORE
1. Opening Statement	Competitor grabs attention of reader. The introduction is creative, imaginative and thoughtful. Thesis clearly revealed and well-structured for the paper. Forecasts body of paper in a memorable and effective way.	Competitor somewhat grabs the attention of the reader. Thesis stated and appropriate for the paper. Forecasts body so audience knows main points in brevity.	Audience is reading with some engagement. Thesis needs strength or structure. Forecast incomplete.	Attention device is unrelated to the topic. Thesis missing OR Forecast statement missing.	Attention device is missing. Thesis inappropriate or missing AND Forecast is missing or indistinguishable.	
2. Transitions	Writing has voice and is easily read aloud. Appropriate transitions are used to move from one supporting detail to the next. Word choice and syntax offer surprise, clarity and "just right" wording.	Writing has some voice and is easily read aloud. Transitions are used, but better wording could have been used.	Vocabulary or writing style needs further development in sentence variety, word choice, and fluency. Some basic transitions used.	Sentences are short, fragmented or run-ons. Flow of essay is hard to follow. Few to no transitions are used.	No flow to writing. Difficult for reader to follow. No transitions used.	
3. Conclusion	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.	Conclusion is mostly concise and summarizes the supporting points. The reader is indifferent with the conclusion	Conclusion provides a summary of supporting points: it does not restate the thesis.	Conclusion may be attempted but does not summarize or restate thesis.	No conclusion is apparent in the essay.	

		of the essay.				
C. Coherence of Thought	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	JUDGE SCORE
1. Each paragraph logically linked to the main idea	Brilliant, logical connection of each paragraph to the main idea. The coherence of thought is well defined and executed throughout the writing.	The paragraphs logically transition to the main idea.	Most of the paragraphs support the main idea.	Little evidence of paragraphs linking back to the main idea.	The paragraphs do not flow together and do not link back to the main idea.	

D. Structure	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 0 points	JUDGE SCORE
1. Grammar	Zero (0) grammatical errors found in this essay.	1-2 grammatical errors were found in this essay. They do not detract from the general flow of the essay.	3-4 errors were found in the essay, and they detract from the overall flow of the essay.	There are 5-6 grammatical errors present which detract from the overall meaning and flow of the essay.	More than 6 errors were found in this essay. The errors are glaring, and the essay is difficult to read.	
2. Spelling & Punctuation	Zero (0) errors in spelling and punctuation were found in this essay.	1-2 errors in spelling or punctuation were found in this essay.	3-4 errors in spelling or punctuation in this essay.	5 errors in spelling or punctuation were found in this essay.	5 or more errors in spelling or punctuation were documented within the essay.	

3. Title Page	Title page is centered and includes: Event Name, Competitor's Name, HOSA Division, HOSA Chapter #, School Name, State/Association, and Event Topic	N/A	N/A	N/A	All requirements are not met.	
4. Formatting	The writing pages are typed, one-sided, Arial 12 pt. font, double spaced, 1" margins on 8.5 x 11" paper, have a running header with last name, event, and page number top right side of each page (not counting title page),	N/A	N/A	N/A	All requirements are not met.	
Total Points (105):						