

National Junior Honor Society Application Essay

Part of the NJHS selection process requires each candidate to write an original essay based on the prompt provided. NJHS applications submitted without the essay will be viewed as incomplete and therefore ineligible for consideration. Students may reapply the following year, if all requirements are met.

While the selection committee will be most interested in the content and message contained in your writing, organization, word choice, grammar, and conventions will be scored on the rubric. *Remember your writing is a reflection of you.*



Essay Guidelines

- 12 pt. font
- Typed
- First & Last Name & Date
- 1 page (Not to exceed 1 1/2 pages)
- All parts of the prompt addressed
- Rubric followed

2016-17 NJHS Application Essay Prompt:

Part I: Describe why becoming a member of National Junior Honor Society is important to you.

Part II: The National Junior Honor Society requires each chapter to “make a difference” in their schools and community. In the second half of your essay, explain ways you envision the HCMS National Junior Honor Society contributing to HCMS and the Frankfort community. What leadership and organizational qualities and strengths can we expect to observe, should you become a contributing member of the HCMS chapter?

National Junior Honor Society – Rubric for candidate essay				
SKILLS	4	3	2	1
<p>Idea Development The writer develops the content of the message through the use of details.</p>	<ul style="list-style-type: none"> • Develops a clear and focused main idea in response to the topic • Uses descriptive details to enrich idea development 	<ul style="list-style-type: none"> • Presents a main idea in response to the topic • Uses relevant details 	<ul style="list-style-type: none"> • Attempts to present a main idea in response to the topic • Limited use of relevant details 	<ul style="list-style-type: none"> • No response to the topic; main idea is unclear • Details are consistently irrelevant
<p>Organization The writer builds the structure to support the purpose and effectiveness of the writing.</p>	<ul style="list-style-type: none"> • Develops an effective beginning, middle, and ending • Uses a topic sentence; effectively organizes similar ideas • Uses varied and mostly correct sentences 	<ul style="list-style-type: none"> • Presents a beginning, middle, and ending • Uses a topic sentence; similar ideas are grouped together • Attempts to use varied sentences; sentences are mostly correct 	<ul style="list-style-type: none"> • Presents a beginning or ending • Similar ideas are grouped together without a topic sentence • Sentences are simple and lack variety; inconsistently uses correct sentences 	<ul style="list-style-type: none"> • Beginning and ending are unidentifiable • Similar ideas are not grouped together, no evidence of a topic sentence • Sentences are run-on, incomplete, or fragmented
<p>Voice The writer used descriptive, original language to communicate directly to the audience in a way that is individual, compelling, and engaging.</p>	<ul style="list-style-type: none"> • Narrative consistently reveals personal voice appropriate to the purpose • Uses a variety of descriptive words or phrases 	<ul style="list-style-type: none"> • Narrative reveals personal voice appropriate to the purpose • Uses descriptive words or phrases 	<ul style="list-style-type: none"> • Narrative reveals limited personal voice appropriate to the purpose • Demonstrates little variation in word choice and/or repetitious use of simple words and phrases 	<ul style="list-style-type: none"> • Narrative is flat and lifeless • Uses an extremely limited range of words or phrases or consistently uses words incorrectly
<p>Conventions The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.</p>	<ul style="list-style-type: none"> • Uses grade-appropriate spelling consistently • Uses grade-appropriate capitalization and punctuation consistently • Uses grade-appropriate grammar and usage consistently 	<ul style="list-style-type: none"> • Uses grade-appropriate spelling • Uses grade-appropriate capitalization and punctuation • Uses grade-appropriate grammar and usage 	<ul style="list-style-type: none"> • Spells common words correctly, but other grade-appropriate words incorrectly • Uses limited grade-appropriate capitalization or punctuation • Demonstrates limited control of grade-appropriate grammar and usage 	<ul style="list-style-type: none"> • Misspells common words • Demonstrates incorrect use of grade-appropriate capitalization or punctuation throughout • Demonstrates incorrect use of grade-appropriate grammar and usage throughout