

Early College High School Rubric

Step 1: Initial Screening

(Applicants must meet all three criteria to move to Step 2.)

- The applicant’s parent or legal guardian does not currently hold a degree from a 4-year college or university.
- The applicant does not qualify as academically gifted and talented.
- The applicant must meet the citizenship criteria required by Horry-Georgetown Technical College (HGTC) for admission and enrollment in its programs.

Step 2: Academic Performance

(Applicants must meet both the math and reading criteria by the end of the first semester of the 8th-grade year to move to Step 3.)

- Math: Math i-Ready Scale Score of 515 (60th percentile) or 7th-grade SC Ready Score of Meets or Exceeds
- Reading: Lexile of at least 900 or Reading i-Ready Scale Score of 617 (50th percentile) or 7th-grade SC Ready Score of Meets or Exceeds

Step 3: Grades and Discipline (Maximum 30 points)

Grades

8th-Grade Grades - Unweighted (GPA)	Points	Points Earned
3.0 or higher	10 points	
2.0 – 2.9	5 points	
Less than 2.0	0 points	
<i>GPA is measured based on the Q1 and Q2 grades for the 8th-grade year in ELA, Math, Science, Social Studies.</i>		
7th-Grade Grades - Unweighted (GPA)	Points	Points Earned
3.0 or higher	20 points	
2.0 – 2.9	10 points	
Less than 2.0	0 points	
<i>GPA is measured based on the Final Grades from the 7th-grade year in ELA, Math, Science, and Social Studies.</i>		

Step 3: (Grades)	Points	Points Earned
Total Score	0-30 Points	

Discipline

A record of serious or habitual behavior problems may result in exclusion from consideration.

Applicants with the top 125 scores will move to Step 4: Writing Sample. In the event of a tie for the 125th score, all applicants with the score will be invited to complete a writing sample in Step 4.

Step 4: Writing Sample (Maximum 10 Points)

Writing Sample Rubric

Essential Elements	2 Points	1 Point	0 Points
Main Idea <ul style="list-style-type: none"> • Clear focus, thesis, or hypothesis • Writer understands task 	<ul style="list-style-type: none"> • Effective focus, thesis or hypothesis that frames the argument • Significant demonstration of comprehension of the task 	<ul style="list-style-type: none"> • Suitable focus, thesis or hypothesis that frames the argument. • Acceptable demonstration of comprehension of the task 	<ul style="list-style-type: none"> • Limited focus, thesis or hypothesis that frames the argument. • Negligible demonstration of comprehension task
Content <ul style="list-style-type: none"> • Accurate supporting details/evidence • Detail/evidence well-suited to the audience • Detail/evidence relevant to the main idea • Accurate conclusion(s) 	<ul style="list-style-type: none"> • Considerable presence of accurate supporting detail/evidence • Detail usually well suited to the audience • Evidence nearly always relevant to the main idea • Mostly accurate and logical conclusion that effectively synthesizes argument 	<ul style="list-style-type: none"> • Adequate presence of accurate supporting detail/evidence • Detail sometimes well suited to the audience • Evidence relevant to the main idea some of the time. • Generally accurate and logical conclusion that partially synthesizes argument 	<ul style="list-style-type: none"> • Minimal presence of accurate supporting detail/evidence • Detail rarely well suited to the audience • Evidence rarely relevant to the main idea • Minimally accurate and logical conclusion
Organization <ul style="list-style-type: none"> • Introduction • Body • Conclusion • Transitions 	<ul style="list-style-type: none"> • Introductory statement present and effective • Body of supporting material present and effective • Conclusion present and effective • Smooth and effective transitions 	<ul style="list-style-type: none"> • Introductory statement present and acceptable • Body of supporting material present and acceptable • Conclusion present and acceptable • Suitable transitions 	<ul style="list-style-type: none"> • Introductory statement limited • Body of supporting material limited • Conclusion limited • Rare utilization of transitions

Language Use • Accurate vocabulary • Varied word choice • Sentence form and structure • Coherence	<ul style="list-style-type: none"> • Ample use of accurate vocabulary • Effective word choice • Substantial variation in sentence form and structure • Product usually coherent and reads well 	<ul style="list-style-type: none"> • Acceptable use of accurate vocabulary • Adequate word choice • Suitable variation in sentence form and structure • Product sometimes coherent and reads well some of the time 	<ul style="list-style-type: none"> • Occasional use of accurate vocabulary • Limited word choice • Negligible variation in sentence form and structure • Product rarely coherent and does not read well
Mechanics • Spelling • Capitalization and punctuation • Grammar	<ul style="list-style-type: none"> • Effective control of standard writing conventions (spelling, capitalization, punctuation, and grammar) 	<ul style="list-style-type: none"> • Adequate control of standard writing conventions (spelling, capitalization, punctuation, and grammar) 	<ul style="list-style-type: none"> • Limited control of standard writing conventions (spelling, capitalization, punctuation, and grammar)

Writing Sample Scoring

Writing Sample Scoring	Points	Points Earned
Main Idea	0-2 Points	
Content	0-2 Points	
Organization	0-2 Points	
Language Usage	0-2 Points	
Mechanics	0-2 Points	
Total Points	0-10 Points	

Final Scoring

Final Scoring	Points	Points Earned
Step 3: (Grades)	0-30 Points	
Step 4: (Writing Sample Score)	0-10 Points	
Final Overall Score	0-40 Points	

- ***Applicants with the top 100 highest scores will be invited to attend the ECHS.***
- ***In the event of a tie for the 100th score, all applicants with that score will be invited to attend.***
- ***There will be a waiting list prior to the first day of the upcoming school year.***