

Rubric for Scholarship Application Scoring

Comprehensive Essay Score

(8) Exceptional	Outstanding composition that exceeds all expectations.
(7) Excellent	<p>Excellent mastery of the essay question.</p> <ul style="list-style-type: none"> Effectively and insightfully answers all aspects of the essay question The author's voice comes through clearly by sharing detailed personal experiences that embraces their uniqueness and connects strongly with the reader Seamless organization and progression of ideas Reader is fully connected with and invested in the essay
(6) Great	<p>Great mastery of the essay question.</p> <ul style="list-style-type: none"> Effectively answers all parts of the essay question The author's voice comes through by sharing detailed personal experiences and there is good connection with the reader Great organization and smooth progression of ideas Enjoyable and easy to read
(5) Good	<p>Good mastery of the essay question.</p> <ul style="list-style-type: none"> Answers most or all aspects of the essay question The author's voice comes through more consistently, but is not fully present; average connection with the reader Good organization and progression of ideas Easy to read
(4) Satisfactory	<p>Satisfactory mastery of the essay question.</p> <ul style="list-style-type: none"> Answers a significant portion but not all of the essay question The author's voice fades in and out. They share personal experiences but with little detail. Their connection with the reader is minimal and on a basic level Satisfactory organization and progression of ideas
(3) Mediocre	<p>Mediocre mastery of the essay question.</p> <ul style="list-style-type: none"> Answers portions of question The author's voice is minimal. The essay lacks depth, and has minimal personal experiences, with few details. Some content may be redundant. Overall, the essay feels generic and impersonal Limited in organization and lapses in progression of ideas
(2) Poor	<p>Poor mastery of the essay question.</p> <ul style="list-style-type: none"> Does not properly answer question The author's voice is missing. The essay is vague, overreaching, lacks personal experiences, and content may be redundant Reads like anyone could have written the essay Poorly organized and serious problems with and/or lack of progression of ideas Challenging to read
(1) Unacceptable	Submitted work that was not applicable to the essay question
(0) No Score	Applicant did not submit an essay. System will default to 0 score. No action needed by readers.

Tips for Reading Essays

- Read the entire essay for a quick impression, then read more thoroughly
- Look for what the student has done well. Double check that they have answered all parts of the question
- Review for personal experiences and the author's authentic voice
- Consider whether the essay is well organized and clearly focused

Deductions for Poor Grammar, Spelling, etc.

- Readers have the option to deduct a maximum of three (3) points for overly poor essay formatting (ie. grammar, spelling, sentence structure, punctuation), if the poor formatting impedes comprehension.
- 1 point, major errors in grammar, spelling, punctuation
 - 1 point, major errors in sentence structure
 - 1 point, unprofessional, oversimplistic, limited, incorrect or inappropriate (e.g. slang or profanity) vocabulary

Readers should start with determining their comprehensive essay score and then consider whether to deduct points for poor formatting.

Activities Chart – Students instructed to include activities from past 5 years only

	Extra-Curricular	Community Service	Employment	Other
Excellent (5)	Demonstrates exceptional involvement in multiple activities with focused and intentional use of time. Demonstrates increased leadership over several years.	Frequently volunteers. Demonstrates social awareness and long term and in-depth commitment to at least one service area. Demonstrates increased leadership over several years.	Full time or part time job of substantial hours (15-20hrs). Increased work responsibility at long-term employer. Demonstrates increased leadership over several years.	Exceptional obligations (such as family roles) that demonstrate commitment and responsibility but does not fit within the other stated categories.
Good (4)				
Satisfactory (3)	Demonstrates long-term commitment and involvement with a couple activities. Demonstrates limited leadership.	Actively volunteers but without discernible focus or commitment to particular "causes". Demonstrates limited leadership.	Regular part-time employment or frequent temporary employment, may not demonstrate increased responsibilities. Demonstrates limited leadership.	Significant additional uncategorized obligations or responsibilities.
Mediocre (2)				
Poor (1)	Limited participation with weak demonstration of commitment and/or persistence. Very little or no leadership shown.	Limited service; one time or short-term commitment of limited hours and responsibilities. Very little or no leadership shown.	Limited temporary employment. Very little or no leadership shown.	Limited uncategorized obligations and responsibilities.
(0) No Score	No extra-curricular activities	No volunteer history	No employment history	No additional obligations
			Note: Military service should be treated like full time employment for active duty, and part time for reservists and national guard (not deployed).	

Recommendation Letter

Very Highly Recommend (5)	Detailed description of the student and his/her qualifications. Several compelling and relevant anecdotal or statistical pieces of evidence that both attest to the student's character and achievements
Highly Recommend (4)	Good description of the student, specifically addresses the student's qualifications. Some anecdotal or statistical evidence of the student's character and achievements
Recommend (3)	Good description of the student, addresses some of the student's qualifications. Some anecdotal or statistical evidence of the student's character or achievements.
Somewhat Recommend (2)	Some information about the student; addresses at least one aspect of the student's qualifications. May be lacking in evidence or provide non-specific evidence of the student's character or achievements
Does not Recommend (1)	Too brief to accurately evaluate and/or did not address any of the student's qualifications, or letter was ineligible or submitted without adequate resolution.
(0)	No letter. Default score of 0. No action needed by readers
Tips	All letters should be written and signed by an employer, teacher, instructor or community member. If the letter is not signed it should be on official letterhead. Letters should be from within the last year and be written for this intended purpose, not a "recycled" letter.