

## Scholarship Reader Rubric

		<b>1 = Poor</b>	<b>2 = Below Average</b>	<b>3 = Average</b>	<b>4 = Above Average</b>	<b>5 = Outstanding</b>
<b>Personal Statement Topic</b>	<b>Description</b>	<b>No Evidence</b>	<b>Minimal Evidence</b>	<b>Neutral Evidence</b>	<b>Positive Evidence</b>	<b>Superior Evidence</b>
<b>LEADERSHIP/GROUP CONTRIBUTIONS</b> <b>Leadership</b>	Measures the leadership the student has demonstrated—in any area (e.g. church, sports, community, academic, and non-educational groups).	Not able to identify a leadership role/experience. Expresses desire to work alone.	A member of a team or club but doesn't show significant involvement. No detailed information or "laundry list" of involvement.	An active member that has yet to take a leadership position.	A committee position or sports team captain. Responsibility for tasks usually completed by "adults" (paying bills, scheduling appointments, caring for siblings, etc.). May involve an educational component—developing various leadership skills. Significant service to family, religious group, employer, etc.	Leadership has been positively sustained over a long period of time, e.g. former homeless teen developing program for homeless teens. A leadership position where the student's contributions and expertise are sought out by others. The student takes on the role of mentor of other less experienced students, workers, family members, etc.
<b>KNOWLEDGE OR CREATIVITY IN A FIELD</b> <b>Attitude Toward Learning</b>	Examines if the student has learned about and developed an area of interest outside the school—perhaps concerning his/her cultural background or involving culturally derived ways of learning.	No mention of special interest outside of school. No demonstration of knowledge gained from outside activities.	Some mention of outside interest however does not tie into goals or objectives. Does not associate meaning or significance.	Explores outside interest and is looking to identify personally yet has not made connection to bigger picture. Back and forth on importance of cultural identity.	Special interest maybe linked to their "living support person". Describes a "critical moment" in how their special interest shaped them. Demonstrates the impact of special interest on their self-concept.	Very aware of the "cultural identity" element in their life and how that shapes their special interest choices. Discovers or promotes, in a significant way, their special interests at workshops, clubs, school fairs, etc.
<b>DEALING WITH ADVERSITY</b> <b>Communication Skills, Outstanding Accomplishments, Awards, Honors &amp; Recognition</b>	Examines the extent to which the student recognizes their strengths and deficiencies, especially academic, and works hard at self-development.	Help avoidance. Does not indicate they can ask for help. Does not indicate strong self-feeling, determination character or independence.	Unclear self awareness, not moving toward goal setting, not looking for support system	Evidence of independent thought. Not clear how to approach support system however aware of issues.	Exhibits self-awareness (addresses issues of home life/transcript). Clarifies challenges they face.	Challenges and addresses solutions. Has a plan of action—knows challenge and responds with a well-thought out plan. Shows independent thought with action.
<b>COMMUNITY SERVICE</b> <b>Extracurricular Activities &amp; Cultural Involvement</b>	Examines the participation in community improvement projects and overall involvement with the community.	No involvement in projects. Does not see the value of community service.	Sees importance of giving but apathetic to it.	Participates here and there but nothing continuous. Participates as a requirement.	Interpreter for family/friend. Involvement in a project that is for the community, e.g. reading program/trash clean-up. Sees the importance beyond graduation requirement.	Has provided significant time and energy to community service projects over a long period of time (usually multiple years).

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<b>HANDLING SYSTEMIC CHALLENGES</b> <b>Communication Skills</b>	Examines whether the student understands how things get done and how he/she is affected in a given social system, especially one designed by others and in which they may be at a disadvantage. Takes into account the ways in which a student acts positively, effectively, and assertively to move forward.	Not recognizing needs. Not answering question/making statements without expanding or giving examples.	Understands, but at a basic level—no real sophisticated sense of the system. Blames others.	Systemic swings both sides of fence. Can not articulate solutions. May not be able to deal with change/challenge.	Personal recognition of situation and ability to articulate. Ability to overcome and find solutions. Seeks help and having hope.	Action, solutions, resilience. Continues to persevere over significant challenges. Articulates obstacles and understands where they fit into the “system” or institution. Understands how and when to address or challenge the system in a productive, positive manner. Is action oriented and develops solutions to overcome what others see as obstacles.
<b>GOALS/TASK COMMITMENT</b> <b>Academic Strength</b>	Examines the student’s ability to plan ahead, et goals, and work toward those goals though gratification may have to be deferred.	Has not demonstrated steps to goal. Generic answers like, “get good grades”, or “want to go to college”. Lack of self-actualization.	Ability to visualize being successful, but not the intermediate steps to get there. Demonstrates positive attitude, but not connected to goal setting.	Understands steps to goal attainment. Has yet to focus on attainment of goals.	Demonstrates ownership. Accomplishes short goals along a path to long-term aspirations. Steps are integrated into some aspect of their life. Ability to criticize and self-assess. Learns from mistakes. Identifies multiple goals.	Strong evidence of goal-setting and integration of goal(s) in a multifaceted way. Ability to articulate realistic approach to goals.