

Application Scoring Rubric

| Essay Scoring | | |
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| | Content | Grammar, Spelling & Punctuation |
| Excellent (10) | Excellent mastery of the essay question. <ul style="list-style-type: none"> • Effectively and insightfully answers all aspects of the essay question • Outstanding critical thinking skills; uses clear, appropriate examples, reasons and other supporting points • Well organized and clearly focused • Clear and smooth progression of ideas | Skillful use of language; accurate and appropriate vocabulary, meaningful sentence structure <ul style="list-style-type: none"> • Mastery of complex grammatical structures • No spelling errors; no or only minor punctuation errors |
| Good (8) | Good mastery of the essay question. <ul style="list-style-type: none"> • Effectively answers all parts of the essay question • Strong critical thinking skills; generally uses appropriate examples, reasons and other supporting points • Well organized and focused • Good progression of ideas | Very good use of language; appropriate vocabulary, good and varied sentence structure <ul style="list-style-type: none"> • Near mastery of complex grammatical structures • Minor spelling or punctuation errors |
| Satisfactory (6) | Satisfactory mastery of the essay question. <ul style="list-style-type: none"> • Answers the essay question in its entirety • Good critical thinking skills; uses appropriate examples, reasons and other supporting points • Organized and focused • Cohesive progression of ideas | Solid use of language; appropriate vocabulary and good sentence structure <ul style="list-style-type: none"> • Minor errors in grammatical structures that are somewhat distracting but does not interfere with comprehension • Moderate errors in spelling and punctuation |
| Fair (4) | Fair mastery of the essay question. <ul style="list-style-type: none"> • Answers portions of question • Some critical thinking skills; but inconsistently or with inadequate examples and supporting points • Limited in organization and focus • Lapses in progression of ideas | Adequate but inconsistent use of language; weak or inappropriate vocabulary and limited sentence structure <ul style="list-style-type: none"> • Some major grammatical errors distracting the reader and impeding comprehension • Major errors in spelling and punctuation |
| Poor (2) | Poor mastery of the essay question. <ul style="list-style-type: none"> • Does not properly answer question • Weak critical thinking skills; insufficient examples and other supporting points • Poorly organized and unfocused • Serious problems with and/or lack of progression of ideas | Poor use of language; limited or incorrect vocabulary and poor sentence structure <ul style="list-style-type: none"> • Major errors in basic grammatical structure impeding comprehension or making the text incomprehensible • Major errors in spelling and punctuation that cause comprehension problems |
| No Score (0) | BLANK Essay | BLANK Essay |

| Tips for Reading Essays |
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| <ul style="list-style-type: none"> • Read the entire essay for a quick impression. • On scratch paper record an initial score. • Confirm your initial score with a supportive reading. Look for what the student has done well. Double check that he or she has answered all parts of the question. • Enter the final content score on the scorecard. |
| Tips for Reviewing Grammar, Spelling, etc. |
| <ul style="list-style-type: none"> • Take your time. • Proofread for only one kind of error at a time (i.e. grammar, then spelling, then punctuation) • Reading out loud or reading backward will help reveal errors. • Keep a dictionary handy to double check spelling of complex vocabulary. • Feel free to mark errors on the essay, pencil is best. |

Activities Chart

| | Activities Chart | | | | |
|-------------------------|---|--|--|---|--|
| | Extra-Curricular | Community Service | Employment | Leadership | Other |
| Excellent (10) | Demonstrates exceptional involvement in multiple activities with focused and intentional use of time. | Frequently volunteers. Demonstrates social awareness and long term and in-depth commitment to at least one service area. | Full time or part time job of substantial hours (15-20hrs). Increased work responsibility at long-term employer. | Demonstrates exceptional, increased leadership in a variety of activities, over several years. Has received recognition through awards and positions. | Exceptional obligations (such as family roles) that demonstrate commitment and responsibility but does not fit within the other stated categories. |
| Good (8) | | | | | |
| Satisfactory (6) | Demonstrates long term commitment and involvement with a couple activities. | Actively volunteers but without discernible focus or commitment to particular "causes". | Regular part-time employment or frequent temporary employment, may not demonstrate increased responsibilities. | Actively participates in multiple activities, demonstrates limited leadership. | Significant additional uncategorized obligations or responsibilities. Includes school enrollment. |
| Fair (4) | | | | | |
| Poor (2) | Limited participation with weak demonstration of commitment and/or persistence. | Limited service; one time or short term commitment of limited hours and responsibilities. | Limited temporary employment. | Limited or nominal leadership roles | Limited uncategorized obligations and responsibilities |
| (0) | No extra-curricular activities | No volunteer history | No employment history | No demonstrated leadership | No additional obligations |
| Tips | Military service should count as full time employment for active duty and part time for reservists. Consider any classification above Private as demonstration of leadership. | | | | |

Short Essay

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| Excellent (10) | Insightful mastery of the question <ul style="list-style-type: none"> • Outstanding critical thinking skills; well organized, appropriate supporting points • Skillful use of language; accurate, appropriate vocabulary & sentence structure • No or limited spelling or punctuation errors |
| Good (8) | Good mastery of the question <ul style="list-style-type: none"> • Strong critical thinking skills; well organized, appropriate supporting points • Good use of language; appropriate vocabulary and varied sentence structure |
| Satisfactory (6) | Satisfactory mastery of the question <ul style="list-style-type: none"> • Good critical thinking skills; organized, supporting points • Solid use of language; appropriate vocabulary and good sentence structure • Some errors in spelling and punctuation |
| Fair (4) | Fair mastery of the question <ul style="list-style-type: none"> • Some critical thinking skills; limited organization, inconsistent or inadequate supporting points • Adequate but inconsistent use of language; weak or inappropriate vocabulary and limited sentence structure |
| Poor (2) | Poor mastery of the question <ul style="list-style-type: none"> • Weak critical thinking skills; poorly organized, insufficient supporting points • Poor use of language; limited or incorrect vocabulary and poor sentence structure • Major errors in spelling and punctuation |
| (0) | No response |