

MAPLETON EDUCATION FOUNDATION LEGACY SCHOLARSHIP APPLICATION SCORING RUBRIC

The following rubric, used by the scholarship committee to review your application, can help you prepare the strongest possible application.

| REVIEW CRITERIA | SCORE JUSTIFICATION | | | | POINTS |
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| | 4 | 3 | 2 | 1 | |
| Presentation | Application packet is complete, organized and well presented. Instructions were followed, and application materials are typed, proofed and clear. Financial Statement is complete to the best available knowledge of the applicant. | Application packet is complete. Instructions were followed. Information and materials might have been organized more carefully, with greater attention to proofing and clarity. Financial Statement is complete to the best available knowledge of the applicant. | Application packet is complete. Instructions were followed, but information and materials were poorly organized and do not appear to have been proofed. Financial Statement is partially complete with most basic information but missing any detailed plan/s. | Application is incomplete and disorganized. Application instructions were not followed. Financial Statement is incomplete with no detailed information provided. | |
| Personal Statement | Personal statement is well written, thoughtful & focused. It highlights a single, unique aspect of the applicant's life and experience that is important to the applicant. It engages the reader and provides an authentic and memorable insight into the applicant's personality, character and strengths. | Personal statement is well written & thoughtful but could have been more focused or more in-depth. It highlights one or more aspects of the applicant's life and experience that is important to the applicant. It provides insight into the applicant's personality, character and strengths. | Personal statement is not as well written or as focused as it might have been. Applicant might have put more thought and effort into identifying an aspect of his or her life and experience that is unique or important to the applicant. It provides some insight into the applicant's personality, character and strengths. | Personal statement is poorly written & lacks effort and focus. It does not highlight any aspect of the applicant's life and experience that is unique or important to the applicant. It does not provide insight into the applicant's personality, character and strengths. | |
| Financial Plan | Financial plan paints a solid picture of the costs of the program the student is planning on attending. Plan shows the students has researched the costs and has a plan to pay them. Student includes information on: financial aid, family contribution, scholarships, grants and work study. Plan demonstrates that the student has put significant thought and research into various scenarios. | Financial plan paints a realistic picture of the costs of the program the student is planning on attending. Plan shows the student has done research on the costs. The student has some idea of how to pay for these costs. | Financial plan shows that the student has done some research on the program they are hoping to attend. Exact costs have not been determined. The student has some relevant financial aid information, but many components are missing or incomplete. | Financial plans show that the student has done minimal research on the costs associated with the program they are planning on attending or the student is still unsure of where they are wanting to attend. The student has presented very little financial aid information and it is unclear of where or how they are going to pay for college. | |
| Scholarship Specific Short Answer Statement (Please reference the specific criteria for each named scholarship before grading the essay) | Statement describes in detail why the applicant has earned this specific scholarship. The applicant answers the particular question/s completely and clearly with multiple examples that paint a picture of why they are deserving of the award. Essay is exemplary – clearly and engagingly written, no typos, etc. | Statement describes in general why the applicant has earned this scholarship. The applicant answers the question/s clearly with at least one example explaining why they are deserving of the award. Essay is clearly written, with minimal typos, etc. | Statement addresses some of the information requested in the question/s, but not all. For example, the applicant clearly describes why he or she has earned a scholarship but does not give any examples of why this scholarship in particular pertains to them. Essay is not clearly written, contains typos, etc. | Statement does not address the information requested. The applicant does not describe why he or she has earned the scholarship, there are no examples given as to how the scholarship pertains to them. Essay is not clearly written, questions are not answered completely, contain typos, etc. | |

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| Activities outside of the classroom environment (involvement in clubs, sports, church or community organizations, community service, work experience, etc.) | Applicant demonstrates a deep and sustained commitment to one or more activities outside of the classroom environment. Applicant has held a leadership position and/or has been the recipient of honors or awards. | Applicant demonstrates a deep and sustained commitment to one or more activities outside of the classroom environment. | Applicant demonstrates a commitment to at least one activity outside of the classroom environment. | Applicant involvement in activities outside of the classroom environment is not represented or is sporadic. Applicant does not demonstrate a deep or sustained commitment to any activities. | |
| Academic Performance | 3.8- 4.0 GPA | 3.0 – 3.79 GPA | 2.0 – 2.9 GPA | GPA less than 2.0 | |
| Recommendation Form A | Applicant scored between a 27-30 | Applicant scored between a 23-26 | Applicant scored between a 19-22 | Applicant scored below an 18 | |
| BONUS POINT | REVIEWERS MAY AWARD A BONUS POINT IF THE APPLICANT SUBMITTED A LETTER OF RECOMMENDATION (AS AN EXTRA ALONG WITH THE RECOMMENDATION FORM A) FROM SOMEONE OTHER THAN A CURRENT CLASSROOM TEACHER OR PSOC. Letters from teachers commenting on your classroom performance <u>will not</u> be accepted. Letters from teachers who know you in the context of a club or sport ARE acceptable. THIS PERSON HIGHLY RECOMMENDS THE STUDENT FOR A SCHOLARSHIP. NOTE: ONE BONUS POINT IS OPTIONAL AND DOES NOT NEED TO BE AWARDED. | | | | |
| TOTAL POINTS | | | | | |