

Rubrics for Belcher Scholarship

Leadership and Involvement

Points	Descriptors
10 or 9	<p>Student demonstrates 4 or more of the following descriptors</p> <ul style="list-style-type: none"> • Involved in many in extracurricular and/or co-curricular activities • Involved in community-based activities • Involved in honor societies or organizations • Held leadership roles (class officers; club officers; team captains; student council) • Held part-time or summer job
8 or 7	<p>Student demonstrates 4 of the following descriptors</p> <ul style="list-style-type: none"> • Involved in several extracurricular and/or co-curricular activities • Involved in community-based activities • Involved in honor societies or organizations • Held leadership roles (class officers; club officers; team captains; student council) • Held part-time or summer job
6 or 5	<p>Student demonstrates 3 of the following descriptors</p> <ul style="list-style-type: none"> • Involved in a few extracurricular and co-curricular activities • Involved in community-based activities • Involved in honor societies or organizations • Held leadership roles (class officers; club officers; team captains; student council) • Held part-time or summer job
4 or 3	<p>Student demonstrates 2 of the following descriptors</p> <ul style="list-style-type: none"> • Involved in one or two extracurricular and/or co-curricular activities • Involved in community-based activities • Involved in honor societies or organizations • Held leadership roles (class officers; club officers; team captains; student council) • Held part-time or summer job
2 or 1	<p>Student demonstrates 1 of the following descriptors</p> <ul style="list-style-type: none"> • Involved in extracurricular and/or co-curricular activities • Involved in community-based activities • Involved in honor societies or organizations • Held leadership roles (class officers; club officers; team captains; student council) • Held part-time or summer job

Points Earned _____/10

Rubric for Assessing Academics

Points Awarded	Descriptors (Should meet at least two or more of the descriptors)
10 or 9	<ul style="list-style-type: none"> • Class rank is in the top 10% • Unweighted GPS is 3.5 or higher • ACT composite score is 26 or higher OR SAT composite score is 1600 or higher • If available, student has taken at least one honors, advanced placement, international baccalaureate or dual credit/enrollment course and earned a grade of “B” or higher or earned a “3” or higher on the appropriate exam
8 or 7	<ul style="list-style-type: none"> • Class rank is in the top 15% • Unweighted GPS is 3.0 or higher • ACT composite score is 22 or higher OR SAT composite score is 1100 or higher • If available, student has taken at least one honors, advanced placement, international baccalaureate or dual credit/enrollment course and earned a grade of “B” or higher or earned a “3” or higher on the appropriate exam
6 or 5	<ul style="list-style-type: none"> • Class rank is in the top 20% • Unweighted GPS is 2.5 or higher • ACT composite score is 21 or higher OR SAT composite score is 940 or higher • If available, student has taken at least one honors, advanced placement, international baccalaureate or dual credit/enrollment course and earned a grade of “C” or higher or earned a “2” or higher on the appropriate exam
4 or 3	<ul style="list-style-type: none"> • Class rank is in the top 30% • Unweighted GPA is 2.0 or higher • ACT composite score is 17 or higher OR SAT composite score is 939 or higher • If available, student has taken at least one honors, advanced placement, international baccalaureate or dual credit/enrollment course and earned a grade of “C” or higher or earned a “2” or higher on the appropriate exam
2 or 1	<ul style="list-style-type: none"> • Class rank is in the top 35% • Unweighted GPA is 2.0 or higher • ACT composite score is 16 or higher OR SAT composite score is 930 or higher • If available, student has taken at least one honors, advanced placement, international baccalaureate or dual credit/enrollment course and earned a grade of “C” or higher or earned a “2” or higher on the appropriate exam

Points Earned _____/10

Career Goals Rubric

Points Awarded	Descriptors
4	Student demonstrates most or all of the following attributes <ul style="list-style-type: none">• Has established focused career goals and provides clear and specific details about the goals• Provides a compelling reason(s) for receiving the scholarship• Identifies a financial need
3	Student demonstrates most or all of the following attributes <ul style="list-style-type: none">• Has established focused career goals and provides clear and specific details about the goals• Provides a strong reason(s) for receiving the scholarship• May or may not identify have a financial need
2	Student demonstrates most or all of the following attributes <ul style="list-style-type: none">• Has established career goals and provides several details about the goals• Provides reason(s) for receiving the scholarship• May or may not identify a financial need
1	Student demonstrates most or all of the following attributes <ul style="list-style-type: none">• Has established vague career goals and provides some details about the goals• Provides a reason for receiving the scholarship• May or may not identify a financial need

Points Earned

____/4

Draft Belcher Essay Rubric. June 2022

Attribute	4	3	2	1	Student's Score
Thesis (Main Idea Writer Wants To Get Across to the Reader) and Focus	The writer establishes a clear thesis or main idea to convey to the reader. All ideas are strongly related to the thesis and are focused on the prompt.	The writer establishes a clear thesis or main idea to convey to the reader. Most ideas are related to the thesis and are focused on the prompt.	The writer's thesis or main idea is weak or unclear. Some ideas are generally related to the prompt. The lack of a clear thesis or the writer's inclusion of irrelevant information interferes with the focus of the essay.	The writer's thesis is missing, unclear or illogical. Some ideas are generally related to the prompt. The writer may fail to maintain focus on the topic, may include extraneous information, or may shift abruptly from idea to idea.	Circle One: 4 3 2 1
Progression and Flow of Ideas	The writer's progression of ideas is logical and well controlled. Meaningful transitions enhance the flow of the essay by clearly showing the relationships among ideas. The essay is easy to follow and understand.	The writer's progression of ideas is generally logical and controlled. For the most part, transitions support the flow of the essay and show the relationships among ideas. The essay is easy to follow and understand.	The writer's progression of ideas is not always logical and controlled. Sometimes repetition or wordiness causes minor disruptions in the flow of the essay. At other times transitions are too weak to support the flow of the essay or show the relationships among ideas.	The writer's progression of ideas is weak. Repetition or wordiness sometimes causes disruptions in the flow of the essay. At other times the lack of transitions causes the writer to present ideas in a random or illogical way, making one or more parts of the essay unclear or difficult to follow.	Circle One: 4 3 2 1
Development of Ideas	The development of ideas is effective because the writer uses details and examples that are specific and well chosen, adding substance to the essay. The essay is thoughtful and engaging.	The development of ideas is good because the writer uses details and examples that are specific and appropriate, adding some substance to the essay. The essay reflects some thoughtfulness.	The development of ideas is minimal. The writer uses details and examples that are not always appropriate or are partially presented. The essay reflects little or no thoughtfulness.	The development of ideas is weak. The writer uses details and examples that are inappropriate, vague, or insufficient. The writer's response to the prompt is vague or confused.	Circle One: 4 3 2 1
Language and Conventions	The writer demonstrates a consistent command of sentence structure, spelling, capitalization, punctuation, grammar, and usage conventions. Although minor errors may be evident, they do not detract from the fluency and clarity of the essay.	The writer demonstrates a command of sentence structure, spelling, capitalization, punctuation, grammar, and usage conventions. Although some errors may be evident, they create few (if any) disruptions in the fluency or clarity of the essay.	The writer demonstrates a partial command of sentence structure, spelling, capitalization, punctuation, grammar, and usage conventions. Some distracting errors may be evident, at times creating minor disruptions in the fluency or clarity of the essay.	The writer has little or no command of sentence structure, spelling, capitalization, punctuation, grammar, and usage conventions. Persistent errors create disruptions in the fluency and clarity of the essay.	Circle One: 4 3 2 1
Comments:					Total _____/16