

Scholarship Rubric for the College of Education, Sport, and Human Sciences

| Category                                      | Outstanding (5)  | Above Average (4)  | Average (3)   | Below Average (2)   | Poor (1)   | No Score (0) |
|---|--|--|---|---|--|--------------|
| <b>Academic Record</b>                        | Exceptional academic record: 3.9+  | Strong academic record: 3.6-3.89   | Average academic record: 3.3 -3.59  | Less than average academic record: 3.0-3.29   | Academic record: below 2.5-3.0   | Below 2.5    |
| <b>Personal statement</b>                     | Provides background information, goals and traits to set them apart from peers and links the goals or traits specifically to major <b>AND</b> future plans.  | Provides background information, goals and traits to set them apart from peers and links the goals <b>OR</b> traits specifically to major or future plans.   | Provides background information, goals and traits with at least <b>some</b> presented in a manner to set them apart from peers.   | Provides background information, goals and traits, but is unclear about how they set themselves apart from their peers. | Provides background information and describes vague goals and/or traits.                       |              |
| <b>Financial Assistance</b>                   | Provides <b>more than two</b> fully developed reasons leading to current financial need and how scholarship will assist.   | Provides <b>two</b> fully developed reasons leading to current financial need and how scholarship will assist.   | Provides <b>one fully developed</b> reason leading to current financial need and how scholarship will assist.   | Provides <b>some explanation</b> of current financial need and infers how the scholarship will assist.                  | Indicates financial need but does not clearly explain current financial need.                  |              |
| <b>Service &amp; Professional Development</b> | A list of at least three activities with details (i.e., dates, location, type of experience). Some activities have connection to major, future career, or other factors discussed in the application (can be a statement of why they selected involvement with the activity). <b>Further</b> , at least some of the activities were clearly optional (not required by participation in organization, included in major requirements such as SEE credits, or part of internship involvement). | A list of <b>at least three</b> activities with details (i.e., dates, location, type of experience). <b>Some activities</b> have some connection to major, future career, or other factors discussed in the application (can be a statement of why they selected involvement with the activity). | A list of activities with <b>some details</b> (i.e., dates, location, type of experience). <b>OR</b> less than three activities with more details as explained in top categories. | A <b>list of activities</b> with no details (i.e., dates, location, type of experience).                                | No indication of clear involvement in service learning or professional development activities. |              |

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|---------------------------------------|--|--|---|---|--|--------------|
| <b>Overall quality of application</b> | Presents an application that has <b>no grammatical errors</b> . Further, the application shows maturity of thought <b>AND</b> professional style. For example, statements / points provide details leading to a complete picture of the candidate's qualifications <b>AND</b> future or current plans related to the field of study. | Presents an application that has few or no grammatical errors. Further, the application <b>shows maturity of thought OR professional style</b> . For example, statements / points provide details leading to a complete picture of the candidate's qualifications. | Presents an application that has <b>few or no grammatical errors</b> , but lacks maturity of thought or professional style. For example, there are a number of general statements that do not provide a full picture of the candidate's qualifications. | Presents an application in which there are <b>minor grammatical errors</b> that do not interfere with understanding but limit the professionalism of the application. | Presents a poor application with poor writing skills. Writing style interferes with reading / understanding. |              |