

Emma Eccles Jones Fine Arts Leadership House Endowed Scholarship Rubric

*This is the rubric that the committee will use to evaluate your scholarship application.*

*The committee will review the following sections of your application:  
your essay/Student Statement, your two professional references, and your interview.*

<b>Essay/Statement Criteria</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Purpose and Voice</b>	The writer's voice is missing, and the purpose is not recognizable. The writer seems unaware of an audience, and the writing itself is lifeless. The writer is not invested in the topic.	The writer's voice is almost completely missing, and a sense of purpose is hard to find. The writer has made little attempt to engage the audience, and the writing is flat.	The writer's voice is inconsistent. At times it is appropriate for the topic and purpose. It varies between being expressive and being flat. The writer doesn't have a clear conception of writing for an audience.	The writer's voice is appropriate for the topic and purpose. The voice is both expressive and believable. The purpose and voice come through clearly in the narrative. The writer does an outstanding job of engaging the audience.
<b>Ideas and Content</b>	The ideas and content have no focus. There is no sense of a main idea, either stated or implied. The details are limited and not clear. No sense of significance is communicated to the audience.	The ideas and content have little focus. The main idea is unclear. There are many details, but they shed little light on the topic and tend to be repetitious. The significance of the narrative is not communicated to the audience.	The ideas and content are adequate. There is a sense of a main idea, but the focus is not clear. Details expand upon the main idea, but they are limited and sometimes irrelevant. The audience can recognize that the narrative has significance, but the significance is not clearly communicated.	The ideas and content are outstanding. The narrative essay is clearly focused around a main idea, which may be stated or implied. The main idea is supported by carefully chosen, relevant, and abundant details. The writer is aware of the significance of the narrative and communicates the significance to the audience
<b>Addressing the Prompt/Supplemental Questions</b>	Does not state the main point of the essay. Student does not mention or connect any ideas to the prompt  Successfully addressed all supplemental questions in the scholarship application	Vaguely states the main point and/or barely mentions the student's idea about the prompt  Successful addressed most of the supplemental questions in the scholarship application	States the topic and the essay's prompt towards the topic; is broad and too vague  Some attempt at the supplemental questions in the scholarship application	Is clear and states the essays prompt and the student's thoughts about the topic  Student did not address or successfully address the supplemental questions in the scholarship application
<b>Organized</b>	The final product clearly lacks organization. There is no form of organization that exists within the final product.	The final product lacks organization and is difficult to follow the final product based on its lack of organization.	The final product is somewhat organized showing a specific form of organization that allows the audience to somewhat follow the final product.	The final product is extremely organized clearly showing a specific form of organization that allows the audience to clearly follow the final product.
<b>Revision and Editing is Evident</b>	Unable to read the essay	Contains several errors of grammar.	Contains some errors.	Contains no grammar errors.
<b>Supplemental Questions</b>	No effort made toward the Supplemental Questions section of the application	Minimal effort made toward the Supplemental Questions section of the application	Good effort made toward the Supplemental Questions section of the application	Excellent effort made toward the Supplemental Questions section of the application

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<b>Professional References</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Recommend</b>	<p>Letter does not strongly support the candidate's application. Letter is from a source who may not clearly be a knowledgeable judge of the applicant's character. Low or unaddressed familiarity with the student and the quality of the student's work</p> <p>Weak or absent positive comments</p> <p>Some negative comments</p>	<p>Letter weakly supports candidate's application. Letter is from a source who may/may not be knowledgeable with the applicant's character. Some familiarity with the student and the quality of the student's work</p> <p>Several positive comments</p> <p>One or two negative comments</p>	<p>Letter supports candidate's application. Letter from a reputable source who appears knowledgeable with regards to the applicant's character. Clear familiarity with the student and the quality of the student's work</p> <p>A number of positive comments showing extensive praise for the student</p> <p>No negative comments, or clear justification</p>	<p>Recommendation strongly supports candidate. Letter is from a reputable source who appears to be knowledgeable with regards to the applicant's character. Very high familiarity with the student and the quality of the student's work</p> <p>Glowing positive comments showing comprehensive praise for the student</p> <p>No negative comments</p>
<b>Character Traits</b>	<p>Letter attempts to explain but fails to clearly justify the outstanding character of the applicant</p> <p>Lacking in detailed examples of student promise from personal experience</p>	<p>Letter attempts to explain and somewhat justifies the outstanding character of the applicant</p> <p>A few examples of student promise from personal experience</p>	<p>Letter explains and justifies the outstanding character of the applicant</p> <p>Several detailed examples of student promise from personal experience</p>	<p>Letter makes specific references to pertinent competencies, aptitudes, and experiences</p> <p>Letter clearly explains and justifies the outstanding character of the applicant</p>
<b>Experience and Leadership</b>	<p>Letter fails to give examples of how/why applicant stands out from the rest of the student population</p> <p>Little evidence of applicant's scholarship or leadership</p>	<p>Letter may/may not give examples of how the student stands out from the rest of the student population</p> <p>Information provided shows little insight into candidate's merit</p>	<p>Letter may not give examples of how the student stands out from the rest of the student population</p> <p>Letter provides some insight into the candidate's merit</p>	<p>Letter give numerous examples of how/why applicants stands out from the rest of student population</p> <p>Letter reflects support and confidence in applicant's career and academic goals</p>

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<b>Interview Criteria</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Content and Clarity</b>	<p>Incorrect responses to questions asked</p> <p>Most answers were unclear or incomprehensible</p> <p>Responses were either too lengthy or too short and no supporting examples provided</p>	<p>Gave some answers that were limited or off-topic</p> <p>Many answers were unclear or incomprehensible at times</p> <p>Most Responses needed more elaboration and supporting examples</p>	<p>Gave answers that were, for the most part, complete and on-topic</p> <p>Some answers were unclear but many were comprehensible</p> <p>Responses was adequate in length and at least one supporting example provided</p>	<p>Responses were complete and on-topic</p> <p>All answers were clear and comprehensible</p> <p>Responses were appropriate in length for the question being asked and supported by relevant examples</p>
<b>Communication</b>	<p>Presentation shows lack of interest</p> <p>Speaking is unclear – very difficult to understand message of what is being said (ex. mumbling)</p> <p>Volume is inappropriate for interview (ex. Spoke too loudly, too softly)</p>	<p>Showed some interest</p> <p>Speaking is unclear– lapses in sentence structure and grammar</p> <p>Volume is uneven (varied)</p>	<p>Showed interest throughout the interview</p> <p>Speaking clearly</p> <p>Minimal mistakes in sentence structure and grammar</p> <p>Knowledge and facts are included/shared</p> <p>Volume is appropriate</p>	<p>Very attentive</p> <p>Speaking clearly</p> <p>Appropriate use of sentence structure and grammar</p> <p>Commitment &amp; enthusiasm for job is conveyed</p> <p>Volume conveys business tone</p>
<b>Body Language</b>	<p>Fidgeted – ex. constant movement of hands and feet</p> <p>Lack of eye contact</p> <p>Slouching all the time</p>	<p>Fidgeted – ex. frequent movement of hands and feet</p> <p>Eye contact is made intermittently</p> <p>Occasionally slouching</p>	<p>Minimal fidgeting (ex. occasionally shifting)</p> <p>Occasional loss of eye contact</p> <p>Brief slouching, but quickly correcting self</p>	<p>No fidgeting</p> <p>Eye contact made</p> <p>Sitting straight in chair</p>
<b>Responding to Questions</b>	<p>Inappropriate answers to questions</p> <p>Did not attempt to answer questions</p>	<p>Gives inaccurate answers</p> <p>Attempts to answer questions</p>	<p>Answers are acceptable and accurate</p> <p>Answers questions</p>	<p>Thorough answers to questions</p>
<b>Asking Questions</b>	<p>No questions asked</p>	<p>Student asked questions that were not related to the scholarship or interview</p>	<p>Asked questions related to scholarship or interview</p>	<p>Asked questions relating to the scholarship. (Evidence is shown that the applicant had researched the scholarship details)</p>