

Applicant Name:

Category:

	1	2	3	4
College Goals	Applicant does not list goals for college.	Applicant lists college goals, but goals are general or not clearly defined.	Applicant lists somewhat defined goals and generalizes their importance to the applicant and or scholarship.	Applicant lists clearly defined college goals, their importance to the applicant and or scholarship.
Intentions	Applicant does not state degree or career intentions.	Applicant briefly mentions degree OR career intentions.	Applicant lists both degree AND career intentions.	Applicant states both degree and career intentions and their importance to the applicant and or relevance to the scholarship.
Why is this scholarship important to you?	Applicant does not state why the scholarship is important to them.	Applicant briefly mentions why the scholarship is important to them.	Applicant provides a generalized explanation as to why the scholarship is important to them.	Applicant provides a detailed response as to why the scholarship is important to them and or their future successes.
Characteristics, accomplishments, and experiences	Applicant does not state relevant characteristics, accomplishments, or experiences.	Applicant mentions one of the three: characteristics, accomplishments, experiences.	Applicant mentions two or more of the three (characteristics, accomplishments, experiences) but does not reinforce their relevance to themselves or the scholarship.	Applicant mentions two or more of the three (characteristics, accomplishments, experiences) AND reinforces their relevance/importance to themselves or the scholarship. All are related to the applicant's category and or scholarship foundation's mission.
Structure	Essay lacks structure. Ideas do not flow or are muddled. Essay has no transitional aspects.	Essay ideas are delineated but do not flow or form a comprehensive essay. Transitions between ideas are sloppy.	Essay ideas are clearly delineated and flow from one another. Transitions between points of focus are good.	Essay ideas build on one another. Transitions between points of focus are inspired.
Persuasive Writing Skill	Essay lacks any persuasive elements.	Essay uses occasional persuasive elements, such as a story or anecdote. Student demonstrates limited mastery of word choice, artistic sentence construction and includes few attempts to personalize writing.	Applicant utilizes persuasive elements in line with essay goals. Student demonstrates skill in word choice and/or sentence construction to improve persuasive writing skills. Writing includes personal feelings.	Applicant expertly uses persuasive elements to build a case for their relevant skills, experiences, or intents. Student's word choice or sentence structure improves the appeal of the essay. Writing feels personal to the applicant.
Spelling/Grammar	Essay contains many spelling, grammar and punctuation errors that make reading and understanding impossible. 9 or more errors.	There are several spelling, grammatical, or punctuation errors in the essay, which makes reading and understanding it a challenge, 7-9 errors.	There are a few spelling, grammatical or punctuation errors which slow the reader down and or make it difficult to understand. 4-6 errors.	Essay has correct spelling, grammar and punctuation. Less than 3 mistakes.