SHH Joseph Adams Senior Scholarship Award Rubric

Candidate's Name ______ Zone ____ FINAL SCORE ____ / 100pts

	Outstanding 5 points	Proficient 4 points	Basic 3 points	Emerging 1-2 points	No evidence 0 points	Points
Video - Part 1	Very effective treatment of the topic with the student as the dominant speaker.	Effective treatment of the copic with the student as the dominant speaker.	A somewhat effective treatment of the topic, with the student and advisor	An ineffective treatment of the topic. The student is not the dominant speaker and	An unsuitable treatment of the topic. Sample not submitted or	X 4 =
Content	Student's response to the	· ·	equally sharing the speaking.	provides little required	directions not followed.	
and	proposed topic is exceptionally thorough and	proposed topic is thorough and organized. It includes	It may lack details and/or examples or may not be	information and few details or examples. The vocabulary		
Completion	very well-organized.	some details and/or	organized. The vocabulary	and structures used are		
of Task	It includes many details and/or examples and utilizes a wide variety of	examples and a variety of evel-appropriate vocabulary and structures. Video is 3-5	and structures used are appropriate but basic. Video is 3-5 minutes in length.	limited. Video is less than 3 minutes in length.		
	vocabulary and structures. Video is 3-5 minutes in length.	minutes in length.				/20 pts
Video - Part 2	The conversation appears to be spontaneous and natural.	The conversation generally appears to be spontaneous. The student has control of a	The conversation is a basic sample that does not appear to be spontaneous	Speech generally does not appear to be spontaneous. Student is difficult to	The student is unable to sustain the conversation. It appears that the student is	X 3 =
Comprehensibility	The student has a strong	range of level-appropriate	throughout.	understand and has limited	using only simple, rehearsed	
and	control of a wide range of vocabulary, idioms, and	vocabulary, idioms, and structures with a few errors,	The student has some control of basic vocabulary	control of simple vocabulary and structures with frequent	sentences with frequent prompting from the teacher.	
Accuracy	comprehensibility.	though they do not impede comprehensibility. Student exhibits good pronunciation and pacing.	and structures, with errors that sometimes impede comprehensibility. Student exhibits a few flaws with	errors, making it somewhat incomprehensible.		
	Pronunciation and pacing enhance the overall effect.		pronunciation and/or sustaining basic pacing.			/15 pts

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Essay	Very effective treatment of	Effective treatment of the	A somewhat effective	An ineffective treatment of	An unsuitable treatment of	X 5 =
Topic: As a citizen of	the task. The applicant writes	task. The applicant writes a	treatment of the task. The	the task. The applicant	the task. The applicant	
the 21st century,	a clear and cohesive essay that has exceptional ideas, is	cohesive and creative essay	applicant writes a	writes an essay that is not clear and/or creative. It	writes an essay that is incomprehensible.	
	easy to read, and is highly	with many good ideas. The student's essay is thorough	moderately organized essay with some supporting ideas.	lacks details and examples.	Sample not submitted, or	
explain in what	creative.	and organized. It includes	It may lack details and/or	It uses simple vocabulary	directions not followed.	
manner you would	Student's essay is	some details and/or	examples or may not be	and structures and contains		
use what you have	exceptionally thorough and	examples and a variety of	organized. The vocabulary	many errors, making it		
learned in your	very well-organized.	vocabulary, idioms, and	and structures used are	somewhat		
Spanish classes in	,	structures with a few errors,	appropriate but basic, with	incomprehensible.		
· •	details and/or examples,	though they do not impede	errors that sometimes			
order to be a better	and utilizes a wide variety	comprehensibility.	impede comprehensibility.			
global citizen and	of advanced vocabulary, idioms, and structures.					/25
contribute to your	It may contain occasional					/25
community.	errors, but they do not					pts
,	detract from its effect.					
SHH Activities/	Evidence of an outstanding	Evidence of a high level of		Very little concrete evidence	The applicant submitted a	X 5 =
Extra-curricular	level of participation in the	participation in the SHH,	participation in the SHH,	of active participation in the	partial or incomplete list of	
ZACI G GGIII GGIGI	SHH, citing many specific	citing several specific	citing a few specific activities	SHH, with only one or two	activities or failed to submit	
	activities they initiated and led, and those that they have	activities they have been involved in with their	they have been involved in with their chapter.	activities with their chapter cited.	a list of activities. There is minimal evidence of	
	been involved in with their	chapter. The student has	Student has not held an	Student has not held an	participation in the SHH	
	chapter. The student has held	held an office in SHH.	office in the SHH.	office in the SHH.	activities and key areas.	
	an office in SHH. The	The applicant demonstrates	The applicant demonstrates	The applicant fails to	,	
	applicant demonstrates	active membership in some	active membership in one or	demonstrate active		
	active membership in many	school and community	two school and community	membership in school and		
	school and community	organizations.	organizations.	community organizations.		
	organizations. The student		There may be little evidence	There is little or no evidence		
	includes an extensive list of	accomplishments but may	of one or more of the key	of service, leadership,		
	accomplishments, indicating a very well-rounded	lack active participation in one area: service, leadership	areas of service, leadership, and/or scholarship.	scholarship.		
	individual, including active	and/or scholarship.	ana/or scholarsing.			/25
	participation with service,	and, or sometarsing.				pts
	leadership, scholarship.					Pis

Reference letters 1 reference letter from SHH Sponsor or Spanish teacher AND 1 reference letter from a school administrator, teacher or employer (not family)	Highest level of praise. Letter uses many superlatives. Teacher speaks of the applicant in glowing terms. Concrete examples are provided of the student's abilities and accomplishments. The Spanish teacher's letter mentions outstanding work both in the classroom and with SHH.	High praise. The student is highlighted in a very positive letter of recommendation. There are some concrete examples of the student's abilities and accomplishments. Work with the SHH is mentioned by the Spanish teacher.	Some praise, however, this letter is vague about the contributions this student has made to school, classroom, and the SHH.	A standard letter that does not praise or highlight the applicant's accomplishments. Mere statement or confirmation is offered of the applicant's standing and participation.	No letter submitted.	1st letter:/ 5pts 2nd letter:/ 5pts Fotal:/ 10 pts
Transcript	3.8-4.0+ GPA (use a weighted GPA if it is given) A's in all Spanish work. At least one class in Spanish 4, 5, AP, Accelerated, Honors, etc.	3.4-3.8+GPA May have one or two grades of "B" in Spanish classes. Evidence of some advanced work in Spanish.	3.0-3.4 GPA Most Spanish work not at "B" level. Very little advanced work in Spanish.	2.5-2.9 GPA Low performance in Spanish. No advanced work in Spanish.	2.4 GPA and below Poor performance in Spanish. No advanced work in Spanish.	/ 5pts

TOTAL=	/100	points