

## **Guidelines for Scoring:**

### **Extracurricular Activities**

**10 points maximum**

Extracurricular activities may include academic, service, cultural, athletic, religious, as well as paid and unpaid work. Participation may be as an individual or as part of a group.

#### **(9-10 points):**

- Wide range of varied extracurricular activities – inside and outside of school
- Serious consistent effort and commitment
- Shows initiative and specific involvement/participations/results
- Demonstrated consistent leadership responsibility in activities

#### **(7-8 points):**

- Moderate range of varied extracurricular activities – inside and outside of school
- Generally consistent effort and commitment
- Some initiative and indication of specific involvement/participations/results
- Some leadership responsibility in activities

#### **(5-6 points):**

- Limited range of variety of extracurricular activities – inside and outside of school
- Inconsistent effort and commitment
- Little initiative and indication of specific involvement/participations/results
- Minimum leadership responsibility in activities

#### **(1-4 points):**

- Narrow range and little variety of extracurricular activities – inside and outside of school
- Little consistency in effort and commitment
- No initiative and minimal indication of specific involvement/participations/results
- No leadership responsibility in activities

## Service 10 points maximum

Service includes voluntary, unpaid, and paid efforts in school, civic, church, community, or business settings. Service can be done individually or as part of a group. Descriptions should detail the student's individual responsibilities and what they learned/gained by doing each.

### **(9-10 points):**

- Wide range and variety of voluntary and paid service
- Serious consistent effort and commitment toward service
- Shows initiative and specific participation and results in service
- Evidence of personal growth and values

### **(7-8 points):**

- Moderate range and variety of voluntary and paid service
- Generally consistent effort and commitment toward service
- Some initiative and specific participation and results in service
- Sense of personal growth and enrichment

### **(5-6 points):**

- Limited range and variety of voluntary and paid service
- Some consistent effort and commitment toward service
- Little initiative and specific participation and results in service
- Little sense of personal benefits of service

### **(1-4 points):**

- Small range and variety of voluntary and paid service
- Token/minimal effort and commitment toward service
- No initiative and elaboration of specific participation and results in service
- No sense of benefits of service

## **Honors/Awards**

**10 points maximum**

Honors/Awards can be school related or outside of school. They may be given for individual achievement or related to the achievement of a group in which the individual participated. Consistency of effort and recognition, as well as selectivity and competitiveness of honor/award may be considered.

### **(9-10 points):**

- Recognition is given for a wide range and variety of achievement
- Achievement is achieved at numerous levels including local, district/regional, state, and national
- Specific description of achievement/ability recognized

### **(7-8 points):**

- Recognition is given for a moderate range and variety of achievement
- Achievement is achieved at several levels including local, district/regional, state
- General description of achievement/ability recognized

### **(5-6 points):**

- Recognition is given for a limited range and variety of achievement
- Achievement is achieved at local, district/regional levels
- Limited description of achievement/ability recognized

### **(1-4 points):**

- Recognition for small range and variety of achievement
- Achievement is limited to recognition at the local level
- No description of achievement/ability recognized

# Governor's Scholars Program Writing Entry

## **Formatting**

2.0 possible points

- Writing Entry is double-spaced

## **Purpose/Audience**

0.0 – 3.0 possible points

- Limited awareness of audience and/or purpose
- Some evidence of communicating with an audience for a specific purpose; some lapses in focus
- Focused on a purpose; communicates with an audience; evidence of appropriate voice and/or suitable tone
- Establishes a purpose; maintains clear focus and strong awareness of audience; appropriate tone
- Establishes a purpose; maintains clear focus throughout; evidence of distinctive voice appropriate to audience

## **Idea Development/Support**

0.0 – 3.0 possible points

- Minimal idea development; limited and/or unrelated details
- Unelaborated idea development; minimal and/or repetitious details
- Depth of idea development supported by relevant details
- Depth and complexity of ideas supported by rich, engaging, pertinent details
- Depth and complexity of ideas supported by rich, engaging, pertinent details; evidence of analysis, reflection, insight

## **Organization**

0.0 – 3.0 possible points

- Random and/or weak organization
- Lapses in organization and/or coherence
- Logical, coherent organization
- Well-crafted, skillful organization

## **Sentences**

0.0 – 3.0 possible points

- Incorrect and/or ineffective sentence structure
- Simplistic and/or awkward sentence structure
- Controlled sentence structure
- Varied sentence structure
- Advanced sentence variety, structure, and length that enhances writing

## **Language**

0.0 – 3.0 possible points

- Incorrect or ineffective language
- Imprecise and/or simplistic language
- Acceptable, effective language
- Precise and/or rich language

## **Correctness**

0.0 – 3.0 possible points

- Frequent errors in spelling, punctuation, and capitalization
- Some errors in spelling, punctuation, and/or capitalization that do not interfere with meaning and emphasis
- Very few errors in spelling, punctuation, and/or capitalization relative to length and complexity
- Skillful control of spelling, punctuation, and capitalization

# Teacher Recommendation

## 10 points maximum

Scores for this section will be a comprehensive evaluation of the numerical rankings the comments, as well as the consistency between the two of these.

**(9-10 points):**

**5's (8-12)**

**4's (0-4)**

**1's, 2's, 3's (0)**

- Numerical scores are consistent with written recommendation
- Direct knowledge of working with student, citing specific examples of student effort, qualifications, values, and/or regards for others in a school/classroom setting.
- Minimum amount of "vitae material"
- Well written, no/few distractors, and no repetition in answers
- Obvious recommender knows student
- Addresses questions regarding applicant directly

**(7-8 points):**

**5's (6+)**

**4's (4-5)**

**1's, 2's, 3's (1-2)**

- Numerical scores essentially consistent with written recommendation
- Knowledge of working with student without specific examples of student effort, qualifications, values, and/or regards for others in a school/classroom setting.
- "Vitae material" liberally used in answers
- Generally well written, minimum distractors, and minimum repetition in answers
- Recommender is fairly well acquainted with student
- Addresses questions regarding applicant directly

**(5-6 points):**

**5's (3-5)**

**4's (5-7)**

**1's, 2's, 3's (3-4)**

- Numerical scores are generally consistent with written recommendation
- Little indication of direct working with student
- Repetition in answers
- Heavily dependent on "vitae material"
- Questions regarding applicant only partially addressed

**(1-4 points):**

**5's (0-2)**

**4's (3-4)**

**1's, 2's, 3's (5-6)**

- Numerical scores are inconsistent with written recommendation
- No indication of working with or interacting with student
- Almost exclusively "vitae material"
- Poorly written – distractors common and/or answers are repetitive
- Questions regarding applicant minimally or not addressed

# Community Recommendation

10 points maximum

Scores for this section will be a comprehensive evaluation of the numerical rankings the comments, as well as the consistency between the two of these.

## (9-10 points):

5's (7-10)

4's (3-4)

1's, 2's, 3's (0)

- Numerical scores are consistent with written recommendation
- Direct knowledge of working with applicant, citing specific examples of applicant community involvement, effort, values, and/or regards for others outside of a school/classroom setting.
- Minimum amount of "vitae material"
- Well written, no/few distractors, and no repetition in answers
- Obvious recommender knows applicant
- Addresses questions regarding applicant directly

## (7-8 points):

5's (5+)

4's (5-9)

1's, 2's, 3's (1-2)

- Numerical scores essentially consistent with written recommendation
- Knowledge of working with applicant but without specific examples of applicant community involvement, effort, values, and/or regards for others outside of a school/classroom setting.
- "Vitae material" liberally used in answers
- Generally well written, minimum distractors, and minimum repetition in answers
- Recommender is fairly well acquainted with applicant
- Addresses questions regarding applicant directly

## (5-6 points):

5's (3-4)

4's (3-5)

1's, 2's, 3's (2-3)

- Numerical scores are generally consistent with written recommendation
- Little indication of direct working with applicant or examples that are given are from a school/classroom setting
- Repetition in answers
- Heavily dependent on "vitae material"
- Questions regarding applicant only partially addressed

## (1-4 points):

5's (1-2)

4's (2-4)

1's, 2's, 3's (3-5)

- Numerical scores are inconsistent with written recommendation
- No indication of working with or interacting with applicant
- Almost exclusively "vitae material"
- Poorly written – distractors common and/or answers are repetitive
- Questions regarding applicant minimally or not addressed