

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