

SCHOLARSHIP REVIEWER TIPS

- Please read a few scholarship applications before you start scoring for the first time.
- It is best to review the entire scholarship application to familiarize yourself with the applicant before you get started scoring. This way, you will get a full picture of this student and who they are.
- Take the student's entire application into consideration when scoring. If they wrote that they were involved in something in their essays, then include that in the score you give them on the activities section.
- It's helpful to score each application with a fresh perspective, so if time allows, try to score five applications at a time with a brief pause in between batches. Doing so will allow you to stay consistent throughout the scoring process.
- References are not required, they are optional. Do not worry if a student does not have a reference.
- You can log out and back into the system as many times as you would like until you are finished scoring. You do not have to read and score all of the applications at once. You can even go back and edit scores. Make sure to save your progress before you log out!
- You have until 11:59 pm on January 31 to score applications.
- There is NOT a final way to submit your scores to LEF. The system will save all of your scores as you go.
- Look over all of your applications to make sure you didn't forget to enter a score.
- You are welcome to email Sherah Robinson (robinsonsl@lisd.net) to let her know when you are finished scoring.
- Please use Chrome, Firefox or another modern browser. Internet Explorer is not supported, and you will receive an error.

SCORING RUBRIC FOR SCHOLARSHIP ESSAY QUESTIONS

The essay rubric is a guideline – each essay answer is worth a maximum of 10 points. Please use this when you score every essay. This will keep your scores consistent for all the students.

| 10 Points - Exceptional | 5 Points – Good | 1 Point – Average | 0 Points – Does NOT Meet Expectations |
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| Answers questions with a strong central focus | Clear focus | Inconsistent or meandering focus | Does not answer the question |
| Exhibits personal passion | Reveals character | Underdeveloped voice (character) | There is little development of topic; short answers |
| Establishes a definite point | A sense of audience is clear | Point of view is unclear | Point of view is confusing |
| Sentences are clear and varied; uses appropriate vocabulary | Uses appropriate details with clear and correct sentence structure | Frequent shifts in tense and person | Writer appears not to care to communicate their message |
| Minimal mechanical errors; uses complete sentences – EXCELLENT content | Few mechanical errors – GOOD content | Mechanical errors interfere with understanding: incomplete sentences, using slang, texting, incorrect punctuation, little proofreading | Mechanical errors are abundant and interfere with understanding: incomplete sentences, using slang, texting, no punctuation, no proofreading |