

## SHH Joseph Adams **Senior Scholarship** Award Rubric

Candidate's Name \_\_\_\_\_ Zone \_\_\_\_\_ FINAL SCORE \_\_\_\_\_ / 100pts

	<b>Outstanding 5 points</b>	<b>Proficient 4 points</b>	<b>Basic 3 points</b>	<b>Emerging 1-2 points</b>	<b>No evidence 0 points</b>	<b>Points</b>
<b>Video - Part 1</b>  <b>Content and Completion of Task</b>	Very effective treatment of the topic with the student as the dominant speaker. Student's response to the proposed topic is exceptionally thorough and very well-organized. It includes many details and/or examples and utilizes a wide variety of vocabulary and structures. Video is 3-5 minutes in length.	Effective treatment of the topic with the student as the dominant speaker. Student's response to the proposed topic is thorough and organized. It includes some details and/or examples and a variety of level-appropriate vocabulary and structures. Video is 3-5 minutes in length.	A somewhat effective treatment of the topic, with the student and advisor equally sharing the speaking. It may lack details and/or examples or may not be organized. The vocabulary and structures used are appropriate but basic. Video is 3-5 minutes in length.	An ineffective treatment of the topic. The student is not the dominant speaker and provides little required information and few details or examples. The vocabulary and structures used are limited. Video is less than 3 minutes in length.	An unsuitable treatment of the topic. Sample not submitted or directions not followed.	____ X 4 =          ____ /20 pts
<b>Video - Part 2</b>  <b>Comprehensibility and Accuracy</b>	The conversation appears to be spontaneous and natural. The student has a strong control of a wide range of vocabulary, idioms, and advanced structures, with some occasional errors that do not impede comprehensibility. Pronunciation and pacing enhance the overall effect.	The conversation generally appears to be spontaneous. The student has control of a range of level-appropriate vocabulary, idioms, and structures with a few errors, though they do not impede comprehensibility. Student exhibits good pronunciation and pacing.	The conversation is a basic sample that does not appear to be spontaneous throughout. The student has some control of basic vocabulary and structures, with errors that sometimes impede comprehensibility. Student exhibits a few flaws with pronunciation and/or sustaining basic pacing.	Speech generally does not appear to be spontaneous. Student is difficult to understand and has limited control of simple vocabulary and structures with frequent errors, making it somewhat incomprehensible.	The student is unable to sustain the conversation. It appears that the student is using only simple, rehearsed sentences with frequent prompting from the teacher.	____ X 2 =          ____ /10 pts

<p><b>Essay</b> <i>Topic: As a citizen of the 21st century, explain in what manner you would use what you have learned in your Spanish/Portuguese classes in order to be a better global citizen and contribute to your community.</i></p>	<p>Very effective treatment of the task. The applicant writes a clear and cohesive essay that has exceptional ideas, is easy to read, and is highly creative. Student's essay is exceptionally thorough and very well-organized. It includes many supporting details and/or examples, and utilizes a wide variety of advanced vocabulary, idioms, and structures. It may contain occasional errors, but they do not detract from its effect.</p>	<p>Effective treatment of the task. The applicant writes a cohesive and creative essay with many good ideas. The student's essay is thorough and organized. It includes some details and/or examples and a variety of vocabulary, idioms, and structures with a few errors, though they do not impede comprehensibility.</p>	<p>A somewhat effective treatment of the task. The applicant writes a moderately organized essay with some supporting ideas. It may lack details and/or examples or may not be organized. The vocabulary and structures used are appropriate but basic, with errors that sometimes impede comprehensibility.</p>	<p>An ineffective treatment of the task. The applicant writes an essay that is not clear and/or creative. It lacks details and examples. It uses simple vocabulary and structures and contains many errors, making it somewhat incomprehensible.</p>	<p>An unsuitable treatment of the task. The applicant writes an essay that is incomprehensible. Sample not submitted, or directions not followed.</p>	<p><b>X 6 =</b>          <b>____/30</b> <b>pts</b></p>
<p><b>SHH Activities/ Extra-curricular</b></p>	<p>Evidence of leadership and an outstanding level of participation in the SHH, citing many specific activities they initiated and led, and those that they have been involved in with their chapter. The applicant demonstrates active membership in many school and community organizations. The student includes an extensive list of accomplishments, indicating a very well-rounded individual, including active participation with service, leadership, scholarship.</p>	<p>Evidence of leadership and a high level of participation in the SHH, citing several specific activities they have led or been involved in with their chapter. The applicant demonstrates active membership in some school and community organizations. The student includes a list of accomplishments but may lack active participation in one area: service, leadership and/or scholarship.</p>	<p>Evidence of some participation in the SHH, citing a few specific activities they have been involved in with their SHH chapter. The applicant demonstrates active membership in one or two school and community organizations. There may be little evidence of one or more of the key areas of service, leadership, and/or scholarship.</p>	<p>Very little concrete evidence of active participation in the SHH, with only one or two activities with their SHH chapter cited. The applicant fails to demonstrate active membership in school and community organizations. There is little or no evidence of service, leadership, scholarship.</p>	<p>The applicant submitted a partial or incomplete list of activities or failed to submit a list of activities. There is minimal evidence of participation in the SHH activities and key areas.</p>	<p><b>X 5 =</b>          <b>____/25</b> <b>pts</b></p>

<p><b>Reference letters</b>  <b>1 reference letter from SHH Sponsor or Spanish teacher</b></p> <p><b>AND</b></p> <p><b>1 reference letter from a school administrator, teacher or employer (not family)</b></p>	<p>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.</p>	<p>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.</p>	<p>Some praise, however, this letter is vague about the contributions this student has made to school, classroom, and the SHH.</p>	<p>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.</p>	<p>No letter submitted.</p>	<p><b>1st letter:</b>  <b>___/ 5pts</b></p> <p><b>2nd letter:</b>  <b>___/ 5pts</b></p> <p><b>Total:</b>  <b>___/ 10 pts</b></p>
<p><b>Transcript</b></p>	<p>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.</p>	<p>3.4-3.8+GPA          May have one or two grades of "B" in Spanish classes.          Evidence of some advanced work in Spanish.</p>	<p>3.0-3.4 GPA          Most Spanish work not at "B" level. Very little advanced work in Spanish.</p>	<p>2.5-2.9 GPA          Low performance in Spanish.          No advanced work in Spanish.</p>	<p>2.4 GPA and below          Poor performance in Spanish. No advanced work in Spanish.</p>	<p><b>___/ 5pts</b></p>

**TOTAL= \_\_\_/100 points**