



<p style="text-align: center;"><b>Essay</b></p> <p><i>See instructions for topic options</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.</p> <p>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.</p> <p>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 level-appropriate 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.</p> <p>Sample not submitted, or directions not followed.</p>	<p style="text-align: right;"><u>        </u> X 6 =</p> <p style="text-align: right;"><u>        </u> /30 pts</p>
<p><b>SHH Activities/ Extra-curricular</b></p>	<p>Evidence of an outstanding level of participation in the SHH, citing specific examples, if available sophomore or junior year. 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, and includes active participation in service, leadership, scholarship.</p>	<p>Evidence of a high level of participation in the SHH, citing specific examples, if permitted sophomore and junior year. The applicant demonstrates active membership of 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 specific examples. 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. 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 style="text-align: right;"><u>        </u> X 5 =</p> <p style="text-align: right;"><u>        </u> /25 pts</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**