

Bernard Osher Scholarship Fall Application Scoring Rubrics



Applications are graded on a 1500 point scale.

The rubrics below are designed as guidelines and do not address all possible aspects of the essay characteristics.

MAX POINTS		MAX POINTS	DESCRIPTION
1100	Essay: Philanthropic Vision	700	Content
		400	Mechanics (Spelling, Grammar, etc.)
400	Cumulative GPA	400	Multiplied by 100
Total		Total	
1500		1500	

1100 POINTS ESSAY: PHILANTHROPIC VISION

700 MAX POINTS – CONTENT

Prompt: Why is it important to give back to your community? How does it help society? If you had the opportunity to give back to the community now, or in the future, how would you do it?

700 Points – Outstanding	500 Points – Strong	300 - Average	50 – Poor
Answers questions with a strong central focus; clear & concise manner	Answers questions with a central focus	Inconsistent or meandering focus	Does not answer the questions
Exhibits personal passion and enthusiasm about the topic. Engages the audience	Reveals character. Is somewhat passionate about the topic	Underdeveloped voice (character). Little passion or enthusiasm for the topic	There is no interest in the topic
Establishes a definite point; Ideas and content are well developed with clear, relevant, purposeful and vivid examples and details	Ideas and content are developed with somewhat limited and/or successful use of appropriate examples and detail	Point of view is unclear or underdeveloped. Ideas and content are underdeveloped with few examples and details	Point of view is confusing. Ideas and content are not developed - no examples or details.
Word choice enhances their ideas and overall effectiveness of the essay	Word choice is varied and somewhat precise	Basic words are chosen to convey their ideas.	Writer appears not to care to communicate their message

400 MAX POINTS MECHANICS – GRAMMAR, SPELLING, ETC.

400 Points – Perfect	300 Points – Good	200 Points – Needs Improvement	50 Points - Poor
There are no errors in grammar, mechanics, and/or spelling.	There are 1-2 errors in grammar, mechanics, and/or spelling.	There are 3-8 errors in grammar, mechanics, and/or spelling.	There are more than 8 errors in grammar, mechanics, and/or spelling.

UP TO 400 POINTS: **CUMULATIVE GPA** MULTIPLIED BY 100 (Ex: 2.8 GPA = 280 Points)

Bernard Osher Scholarship Spring Application Scoring Rubrics



Applications are graded on a 1500 point scale.

The rubrics below are designed as guidelines and do not address all possible aspects of the essay characteristics.

MAX POINTS		MAX POINTS	DESCRIPTION
1100	Essay: Vision Driven	700	Content
		400	Clarity of Expression
400	Cumulative GPA	400	Multiplied by 100
Total		Total	
1500		1500	

1100 POINTS ESSAY: VISION DRIVEN

700 MAX POINTS – CONTENT

Prompt: Identify a value or principle that you strive to live by in your daily life. Share a story about how you applied this value in a challenging situation and what you learned about yourself and others.

700 Points – Outstanding	500 Points – Strong	300 - Average	50 – Poor
The essay directly addresses the prompt, clearly identifying a value or principle.	The essay addresses the prompt and identifies a value or principle.	The essay partially addresses the prompt, with some connection to a value or principle.	The essay does not address the prompt or fails to identify a value or principle.
The story shared is deeply personal, original, and provides meaningful insight.	The story shared is personal and meaningful, but may lack depth or originality in parts.	The story shared is somewhat personal but lacks depth, originality, or clear focus.	The story is unclear, lacks detail, or is irrelevant to the prompt.
The applicant reflects thoughtfully on lessons learned and how the experience impacted themselves and others.	Reflection on lessons learned is present but could be more detailed or impactful.	Reflection on lessons learned is limited or superficial.	Reflection on lessons learned is absent or extremely limited.
Word choice enhances their ideas and overall effectiveness of the essay	Word choice is varied and somewhat precise	Basic words are chosen to convey their ideas.	Writer appears not to care to communicate their message

400 MAX POINTS – CLARITY OF EXPRESSION

Clarity of Expression addresses the following criteria:

- **Organization:** The essay has a logical flow and structure.
- **Communication:** Ideas are clearly and effectively conveyed, even if minor grammatical or spelling issues are present.
- **Engagement:** The writing style captures the reader’s interest and demonstrates the applicant’s authentic voice.

400 Points – Perfect	300 Points – Good	200 Points – Needs Improvement	50 Points - Poor
The essay is well-organized, with a clear beginning, middle, and end.	The essay is organized and communicates ideas clearly, though there may be some minor issues in grammar or spelling.	The essay has a basic structure but lacks organization or logical flow.	The essay is disorganized and difficult to follow.
Ideas are communicated effectively, with minimal issues in grammar or spelling.	The writing style is sincere and understandable but may lack polish or full engagement.	Communication of ideas is hindered by grammar, spelling, or lack of clarity.	Major grammar or spelling issues significantly hinder communication of ideas.
The writing style is engaging and authentic, keeping the reader interested.		The writing style is straightforward but may feel generic or less engaging.	The writing style is unengaging or appears copied/generic.

UP TO 400 POINTS: **CUMULATIVE GPA** MULTIPLIED BY 100 (Ex: 2.8 GPA = 280 Points)



PCF SCHOLARSHIP APPLICATION SCORING RUBRICS

Applications are graded on a 2900 point scale. The rubrics below are designed as guidelines and do not address all possible aspects of essay and recommendation characteristics.

MAX POINTS		MAX POINTS	DESCRIPTION
1000	Essay #1 Personal Statement	700	Content
		300	Mechanics (Spelling, Grammar, etc.)
1000	Essay #2 Passion, Community Impact & Future Goals	700	Content
		300	Mechanics (Spelling, Grammar, etc.)
500	Letter of Recommendation	500	
400	Cumulative GPA	400	Multiplied by 100
TOTAL		TOTAL	
2900		2900	

1000 POINTS: ESSAY #1 – PERSONAL STATEMENT

700 POINTS: ESSAY #1 CONTENT – NARRATIVE DESCRIPTION

Prompt: Reflect on a specific challenge you have faced during your education or personal life. Describe the circumstances surrounding this challenge, the steps you took to address it, and the outcome. What did you learn about yourself through this experience, and how has it influenced your educational journey and future aspirations?

700 Outstanding	Provides a detailed & vivid description of the challenge, including specific circumstances that made it difficult.	Steps taken to address the challenge are thoroughly explained, demonstrating thoughtful problem-solving and resilience.	Outcome is clearly described, including any significant changes or results from the actions taken.	Essay offers deep, insightful reflections on what was learned from the experience, showing growth and self-awareness.	The connection to the student's educational journey and future aspirations is well-articulated, illustrating how the experience has shaped their goals.	Great example to the community of a “model” Peralta student (work ethic, campus involvement)
500 Strong	Provides a clear description of the challenge, with enough context to understand its impact.	Steps taken to address the challenge are well-explained, showing effort & determination.	The outcome is described, with some details about the changes or results from the actions.	The reflection on what was learned demonstrates personal growth and insight, though not as deeply as in an Outstanding essay.	The connection to the student's educational journey and future aspirations is present but may not be as thoroughly explored.	
300 Good	Identifies the challenge, though the description may lack depth or specific details.	Steps taken to address the challenge are mentioned, but the explanation are general or vague.	The outcome is noted, but may lack detail or significance.	There is some reflection on what was learned, but it may be surface-level, with limited self-awareness or insight.	Connection to the student's educational journey and future aspirations is present, but it may feel somewhat disconnected or underdeveloped.	
100 So-so	Challenge is mentioned, but the circumstances surrounding it are unclear or insufficiently described.	The steps taken to address the challenge are briefly mentioned, with little detail or explanation.	The outcome is vague or unclear, with minimal impact described.	The reflection on what was learned is minimal, showing limited personal growth or insight.	There is little to no connection to the student's educational journey or future aspirations.	
50 Poor	The challenge is not adequately described or is missing entirely.	The steps taken to address the challenge are not discussed or are unclear.	The outcome is not mentioned, or there is no significant result from the actions taken.	The reflection lacks depth and does not demonstrate any personal growth or self-awareness.	There is no connection to the student's educational journey or future aspirations.	

300 POINTS: **ESSAY #1 MECHANICS – GRAMMAR, SPELLING ETC.**

300:	Perfect
200:	Minor errors
100:	Many errors

1000 POINTS: **ESSAY #2 – PASSION, COMMUNITY IMPACT & FUTURE GOALS**

700 POINTS: **ESSAY #2 CONTENT – NARRATIVE DESCRIPTION**

Prompt: Describe a particular moment when you used your skills or talents to make a meaningful impact on your community or the lives of others. Include specific details about what you did, who was involved, and the results of your actions. Why was this experience meaningful to you, and how do you plan to continue making a difference in the future?

700 Outstanding	Essay describes a specific moment in vivid detail, clearly highlighting the student’s skills or talents used to make a positive impact.	Well-developed narrative about who was involved, their role in the action, and specific steps taken, demonstrating leadership or thoughtful engagement.	The results of the actions are clear, impactful, and well-articulated, with a detailed explanation of the outcome for the community or individuals affected. The essay provides deep insight into why the experience was meaningful to the student, showcasing genuine reflection and personal significance.	There is a compelling and concrete description of how the student plans to continue making a difference in the future, with clear, realistic goals or intentions.
500 Strong	Clear description of the moment, with details about the skills or talents used & how they contributed to making an impact.	Solid explanation of who was involved and the steps taken, though details may not be as comprehensive as in an Outstanding essay.	The outcome is described and shows some positive results, though it may lack the depth or specificity of an Outstanding response. The reflection on why the experience was meaningful is thoughtful, with a strong sense of personal significance.	The future intentions for making a difference are present and meaningful, though they may lack the specificity or depth of an Outstanding response.
300 Good	Mentions a specific moment, but the description lacks depth or specific details about the skills or talents applied.	The involvement of others and the steps taken are mentioned but may be vague or general.	The outcome is addressed, but the impact may not be entirely clear or lacks detail. Includes a basic reflection on why the experience was meaningful, though it may not demonstrate much depth or insight.	Future intentions to continue making a difference are mentioned but are general or underdeveloped.
100 So-so	Skills or talents used are not clearly described.	Minimal explanation of who was involved, and the steps taken are vague or unclear.	Outcome or impact of the action is mentioned in passing or lacks significance. reflection on why the experience was meaningful is minimal.	Future intentions are either missing or lack any meaningful detail, making it unclear how the student plans to continue making a difference.
50 Poor	Does not clearly identify a specific moment or fails to describe any particular skills or talents used.	Steps taken and the involvement of others are unclear or missing.	There is little to no mention of the outcome or impact of the action described. No reflection on why the experience was meaningful, or the reflection lacks depth and relevance.	The essay does not address any plans to continue making a difference in the future.

300 POINTS: **ESSAY #2 MECHANICS – GRAMMAR, SPELLING ETC**

300:	Perfect
200:	Minor errors
100:	Many errors

UP TO 400 POINTS: CUMULATIVE GPA MULTIPLIED BY 100 (Ex: 2.8 GPA = 280 Points)

500 POINTS: LETTER OF RECOMMENDATION #2 - ACADEMIC

500 Outstanding	Enthusiastic. Demonstrates in-depth knowledge of applicant	Observes excellence in academic or work commitment and performance. Supports the goals of applicant.	Verifies obstacles overcome (if relevant)	Very highly recommends applicant
400 Strong	Demonstrates knowledge of applicant	Verifies applicant's strong academic or work commitment and performance. Supports the goals of applicant.		Highly recommends applicant
300 Good	Demonstrates some knowledge of the applicant	Verifies applicant's academic or work participation	Notes performance improvements made by applicant	Recommends applicant for scholarship
200 Weak	Provides little information or unenthusiastic responses	Does not verify their academic performance, work ethic, their goals, or their progress towards meeting them, regardless of the checkbox recommendation made.		
100 Not supportive				The recommendation does not support the student