



## 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 Community Service and/or Other Responsibilities	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:** This is your opportunity to tell us your story. Cover topics such as: What obstacles personal and/or financial have you overcome to acquire an education? Why are you pursuing a college education? What degree or certificate program are you pursuing and why? How do you plan on paying for your education? What are your career goals? How will this scholarship help you achieve your personal, academic, and professional goals?

<b>700 Outstanding</b>	Addresses prompt in <b>clear &amp; concise</b> manner.	Provides relevant information.	Describes <b>clear goals &amp; strategies for achieving them.</b> Detailed plan of how scholarship can help in pursuit of goals.	Demonstrates <b>excitement/passion</b> in their area of study and career of interest. <b>Details</b> personal obstacle and/or financial need & plan. <b>Elaborates</b> on why they are pursuing a college education.	Demonstrates <b>strong</b> motivation to succeed.	Great example to the community of a <b>“model” Peralta student</b> (work ethic, campus involvement)
<b>500 Strong</b>	Addresses prompt in <b>clear &amp; relatively concise</b> manner.	Provides relevant information.	Describes goals & <b>how to achieve them.</b> Addresses how scholarship can help.	Demonstrates excitement in their area of study and career of interest. <b>Addresses</b> personal obstacle and/or financial need & plan. <b>Shares reasons on why they are pursuing a college education.</b>	Demonstrates motivation to succeed.	
<b>300 Good</b>	Addresses prompt in clear manner.	Provides relevant information.	Describes goals & <b>some idea of a plan to</b> achieve. Vague idea of how scholarship can help.	Demonstrates generalized interest in their area of study and career of interest. <b>Vaguely mentions</b> why they are pursuing a college education.		
<b>100 So-so</b>	Clear narrative. <b>Addresses prompt.</b>	Provides <b>some relevant information.</b>	Describes goals but <b>not clear on how</b> they plan to accomplish them.	<b>Unclear</b> about area of study and career of interest. <b>Does not share why they are pursuing a college education.</b>		
<b>50 Poor</b>	<b>Unclear</b> narrative. <b>Does not address prompt.</b>	<b>Does not provide sufficient relevant information.</b>	<b>Unable to assess</b> the applicant's goals, progress, mitigation of obstacles, or commitment.	<b>Does not identify</b> area of study nor career of interest.		

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

<b>300:</b>	Perfect
<b>200:</b>	Minor errors
<b>100:</b>	Many errors

## 1000 POINTS: **ESSAY #2 – COMMUNITY SERVICE AND/OR OTHER RESPONSIBILITIES**

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

**Prompt:** Share a particular interest, talent, volunteer experience, and/or other contribution of yours that allows you to make a difference in the community and/or lives of others including family, friends, etc. How does this contribution affect you? If applicable, share how this interest/talent/volunteer experience aligns with your career goals.

<b>700 Outstanding</b>	Addresses prompt in <b>clear &amp; concise</b> manner.	Provides relevant information.	Deeply understands one's own ability to positively impact the lives of others. Describes <b>extensive participation</b> in efforts that contribute to well-being of their community and/or lives of others.	Deeply understands the impact of their contributions on themselves.  Interest/talent/efforts and experience <b>align</b> with educational and career goals.
<b>500 Strong</b>	Addresses prompt in <b>clear &amp; relatively concise</b> manner.	Provides relevant information.	Aware of one's own ability to impact the lives of others. Describes extensive participation in efforts that contribute to well-being of their community and/or lives of others.	
<b>300 Good</b>	Addresses prompt in clear manner.	Provides relevant information.	Unsure of one's own ability to impact the lives of others. Describes participation in efforts that contribute to the well-being of their community and/or lives of others.	
<b>100 So-so</b>	Clear narrative. <b>Addresses prompt.</b>	Provides <b>some relevant information.</b>	Describes <b>minimal community involvement.</b>	
<b>50 Poor</b>	<b>Unclear narrative. Does not address prompt.</b>	<b>Does not provide sufficient relevant information.</b>	<b>Unable to assess</b> the applicant's involvement in the community.	

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

<b>300:</b>	Perfect
<b>200:</b>	Minor errors
<b>100:</b>	Many errors

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

## 500 POINTS: LETTER OF RECOMMENDATION #2 - ACADEMIC OR OTHER

<b>500 Outstanding</b>	<b>Enthusiastic.</b> Demonstrates <b>in-depth knowledge</b> of applicant	Observes <b>excellence</b> in academic or work commitment and performance. Supports the goals of applicant.	Verifies obstacles overcome (if relevant)	<b>Very highly recommends</b> applicant
<b>400 Strong</b>	Demonstrates <b>knowledge</b> of applicant	Verifies applicant's <b>strong</b> academic or work commitment and performance. Supports the goals of applicant.		<b>Highly recommends</b> applicant
<b>300 Good</b>	Demonstrates some knowledge of the applicant	Verifies applicant's academic or work participation	<b>Notes performance improvements</b> made by applicant	<b>Recommends</b> applicant for scholarship
<b>200 Weak</b>	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.		
<b>100 Not supportive</b>				The recommendation does not support the student