



Leadership Scholarship Review Rubric

Student Name: _____

Chapter Name: _____ **Date:** _____

Applicant Overall Ranking: _____ **Selected for Scholarship:** yes no

Scholarship Awarded: _____ **Amount Awarded:** _____

Reviewer: _____
 (print name)

 (signature)

OVERVIEW OF SCORING

DIRECTIONS. The scholarship selection committee will score each section individually. Sections are scored on a scale from one (1) to five (5) based upon criteria outlined in each section. This scale represents the raw points available. The raw score is then multiplied by a weighted number, which varies in each section, to produce the total score for the section (**bolded** box at bottom of far-right column). The total scores from each section are then summed to produce an overall total score for the application. The total score for the application is not necessarily revealing of the final ranking of the applicant as compared to the scores of other applications. The purpose of assigning a score is to provide an indicator so that the selection committee may consider special circumstances and adjust the final rankings as needed.

National Convention Scholarships

Applicant meets the following criteria: Irene Andres – Active FFA member
Holt Family; John Bliss – Active FFA member Must be a freshman, sophomore, or junior in the fall

Section	Raw Score Possible	Weight	Points Possible	Points Awarded
1. Scholastic Achievement	5	x 2	10	
2. FFA Participation	5	x 3	15	
3. SAE Involvement	5	x 3	15	
4. Community Service	5	x 2	10	
5. Financial Need	5	x 2	10	
6. FFA Goals	5	x 3	15	
7. Scholarship Essays	5	x 3	15	
8. Advisor Reference Form	5	x 2	10	
TOTAL	40	--	100	



Sam Cornthwaite Alumni Leadership Camp Scholarship

Applicant meets the following criteria:

- Active FFA member Cannot have previously attended camp Displays some financial need

Section	Raw Score Possible	Weight	Points Possible	Points Awarded
1. Scholastic Achievement	5	x 2	10	
2. FFA Participation	5	x 3	15	
3. SAE Involvement	5	x 3	15	
4. Community Service	5	x 2	10	
5. Financial Need	5	x 2	10	
6. FFA Goals	5	x 3	15	
7. Scholarship Essays	5	x 3	15	
8. Advisor Reference Form	5	x 2	10	
TOTAL	40	--	100	

Sam Cornthwaite Washington Leadership Conference Scholarship

Applicant meets the following criteria:

- Active FFA member Displays some financial need

Section	Raw Score Possible	Weight	Points Possible	Points Awarded
1. Scholastic Achievement	5	x 2	10	
2. FFA Participation	5	x 3	15	
3. SAE Involvement	5	x 3	15	
4. Community Service	5	x 2	10	
5. Financial Need	5	x 2	10	
6. FFA Goals	5	x 3	15	
7. Scholarship Essays	5	x 3	15	
8. Advisor Reference Form	5	x 2	10	
TOTAL	40	--	100	

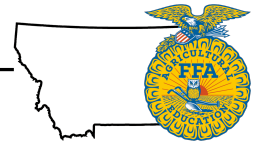


1. Scholastic Achievement

10 points possible – Cumulative high school GPA on a 4.0 scale. Size of class, and rank in class.			
	Raw points	Weight	Total
<ul style="list-style-type: none"> To score this section, use the following calculations for class rank and GPA (round to the nearest 0.5): $ \begin{aligned} & \left[\frac{(\text{Total \# in graduating class} - \text{class rank})}{(\text{Total \# in graduating class})} \right] \times 2.5 \\ & + \\ & \left[\frac{(\text{GPA on 4.0 scale})}{4.0} \right] \times 2.5 \\ & = \text{Total on a 5-point scale} \end{aligned} $	4.5-5	x 2	9-10 Exceptional
	3.5-4	x 2	7-8 Advanced
	2-3	x 2	4-6 Satisfactory
	0-1.5	x 2	0-3 Insufficient
Score for this section		x 2	
Comments:			

2. FFA Participation

15 points possible – Years in FFA, Agricultural Education courses completed, office(s) held in FFA, participation in FFA leadership events (can list up to three), current Career Development Events (can list up to three).			
	Raw points	Weight	Total
<ul style="list-style-type: none"> Student has completed two (2) years (4 semesters) of Ag Ed courses by the end of the academic year Student has held multiple chapter offices (2 or more) Student has participated in three (3) FFA Leadership Events, containing at least one (1) state-level event Student participates in three (3) CDEs 	5	x 3	15 Exceptional
<ul style="list-style-type: none"> Student has completed two (2) years (4 semesters) of Ag Ed courses by end of academic year Student has held one (1) chapter office Student has participated in three (3) FFA Leadership Events Student participates in three (3) CDEs 	4	x 3	12 Advanced
<ul style="list-style-type: none"> Student has completed one (1) year (2 semesters) of Ag Ed courses by end of academic year Student has not held a chapter office Student has participated in two (2) FFA Leadership Events Student participates in two (2) CDEs 	2-3	x 3	6-9 Satisfactory
<ul style="list-style-type: none"> Student has not completed (1) year (2 semesters) of Ag Ed courses by end of academic year Student has not held a chapter office Student has participated in less than two (2) FFA Leadership Events Student participates in less than two (2) CDEs 	0-1	x 3	0-3 Insufficient
Score for this section		x 3	
Comments:			



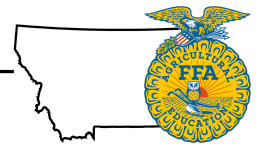
3. SAE Involvement

20 points possible – Briefly describe your Supervised Agricultural Experience (SAE). List your hours worked, wages earned, and years involved in your SAE (only list one area of your SAE). If you do not have an SAE, please describe your plans to develop your SAE.			
	Raw points	Weight	Total
<ul style="list-style-type: none"> Description clearly states the type of SAE (i.e. beef production) and the scope of the student’s work Student has had an SAE for at least two (2) years by end of academic year Student has earned and productively invested at least \$1,500 OR worked at least 450 hours Student must have an SAE 	5	x 3	15 Exceptional
<ul style="list-style-type: none"> Description states the type of SAE (i.e. beef production) and the scope of the student’s work Student has had an SAE for two (2) years by end of academic year Student has earned or productively invested at least \$1,125 OR worked at least 335 hours If student does not have an SAE, the plans to develop the SAE are specific, thoughtful, and holistic 	4	x 3	12 Advanced
<ul style="list-style-type: none"> Description states the type of SAE (i.e. beef production), but lacks necessary information about the scope of the student’s work Student has had an SAE for one (1) year by the of academic year Student has earned or productively invested at least \$750 OR worked at least 225 hours If student does not have an SAE, the plans to develop are listed but lack necessary detail for clarity 	2-3	x 3	6-9 Satisfactory
<ul style="list-style-type: none"> Description is lacking either the type of SAE (i.e. beef production) OR the scope of the student’s work Student has had an SAE for less than one (1) year by the of academic year Student has earned or productively invested less than \$750 and worked less than 225 hours Student does not have an SAE and does not explain plans to develop SAE 	0-1	x 3	0-3 Insufficient
Score for this section		x 3	
Comments:			



4. Community Service

10 points possible – Briefly describe your community service activities and your role in those activities. List the number of hours you volunteered for each activity (list up to three).			
	Raw points	Weight	Total
<ul style="list-style-type: none"> Student has participated in three (3) community service activities, at least two (2) of which are NOT related to FFA Student has volunteered at least twenty-five (25) hours of community service Description clearly articulates the service activities and the student’s role in each of the activities 	5	x 2	10 Exceptional
<ul style="list-style-type: none"> Student has participated in three (3) community service activities, at least one (1) of which is NOT related to FFA Student has participated in at least twenty (20) hours of community service Description lists the service activities and the student’s role in each of the activities 	4	x 2	8 Advanced
<ul style="list-style-type: none"> Student has participated in two (2) community service activities Student has participated in at least ten (10) hours of community service Description lists the services activities, but the student’s role is vague 	2-3	x 2	4-6 Satisfactory
<ul style="list-style-type: none"> Student has participated in less than two (2) community service activities Student has participated in less than ten (10) hours of community service Description does not list either the service activities OR the student’s role in the activities 	0-1	x 2	0-2 Insufficient
Score for this section		x 2	
Comments:			



5. Financial Need

15 points possible – Describe your level of financial need.			
	Raw Points	Weight	Total
<ul style="list-style-type: none"> Student provides a compelling explanation as to why his/her family is not in a position to spend money on FFA opportunities Student works part-time Student has family responsibilities and has provided an explanation for those responsibilities 	5	x 2	10 Exceptional
<ul style="list-style-type: none"> Student provides an explanation as to why his/her family is not in a position to spend money on FFA opportunities Student has family responsibilities, but did not provide a clear explanation for those responsibilities 	4	x 2	8 Advanced
<ul style="list-style-type: none"> Student has stated that his/her family is not in a position to spend money on FFA opportunities, but lacks necessary details to clearly explain the situation Student works part-time Student has no family responsibilities 	2-3	x 2	4-6 Satisfactory
<ul style="list-style-type: none"> Student has not stated any monetary constraints that his/her family has Student does not work part-time Student does not have any family responsibilities 	0-1	x 2	0-2 Insufficient
Score for this section			
Comments:			

6. FFA Goals

5 points possible – Why did you join FFA? How have you benefitted from being an FFA member? List and explain three (3) of your FFA goals.			
	Raw Points	Weight	Total
<ul style="list-style-type: none"> Explanation is thoughtful, focused, and describes specific personal experiences in FFA illustrating how the member has benefitted Student provides three (3) specific, clear goals related to FFA 	5	x 3	15 Exceptional
<ul style="list-style-type: none"> Explanation is thoughtful and describes personal experiences in FFA Student lists three (3) specific FFA goals, but lack some necessary details 	4	x 3	12 Satisfactory
<ul style="list-style-type: none"> Explanation answers the prompt, but lacks information about experiences in FFA that would illustrate how he/she has benefitted Student lists three (3) goals, but are vague or do not directly relate to FFA 	2-3	x 3	6-9 Developing
<ul style="list-style-type: none"> Explanation seems to express positive experiences from being in FFA, but fails to communicate how the member has benefitted or why he/she joined Student lists less than three (3) goals 	0-1	x 3	0-3 Insufficient
Score for this section			
Comments:			



7. Scholarship Essays

5 points possible – Why do you want to attend? What do you hope to gain?			
	Raw Points	Weight	Total
<ul style="list-style-type: none"> Student provides clear insight into their character, strengths, and strongly relates to previously stated goals Response is thoughtful and focused, highlighting the student’s current situation and aspirations that support his/her need/merit for the scholarship 	5	x 3	15 Exceptional
<ul style="list-style-type: none"> Student provides insight into their character, strengths, and relates to previously stated goals Response is thoughtful and highlights the student’s current situation and aspirations that support his/her need for the scholarship, but needs more focus 	4	x 3	12 Satisfactory
<ul style="list-style-type: none"> Student provides some insight into their character, but it is loosely connected to their previously stated goals Response states the student’s aspirations, but is somewhat vague and does not provide adequate support for his/her need/merit for the scholarship 	2-3	x 3	6-9 Developing
<ul style="list-style-type: none"> Student fails to connect their desire to attend with previously stated goals Response lacks thoughtfulness and focus, failing to support his/her merit/need for the scholarship 	0-1	x 3	0-3 Insufficient
Score for this section		x 3	
Comments:			

8. Advisor Reference

5 points possible – Advisor reference: chapter involvement, leadership skills, work ethic, SAE progress			
	Raw Points	Weight	Subtotal
<ul style="list-style-type: none"> Student is highly recommended for the scholarship Advisor includes relevant details to compellingly highlight the student’s strengths and leadership potential 	5	x 0.5	5 Exceptional
<ul style="list-style-type: none"> Student is highly recommended for the scholarship Advisor includes information to highlight the student’s strengths 	4	x 0.5	4 Satisfactory
<ul style="list-style-type: none"> Student is recommended for the scholarship Advisor seems to describe characteristics of the student, but description is vague and needs more support 	2-3	x 0.5	2-3 Developing
<ul style="list-style-type: none"> Student is not recommended for the scholarship 	0-1	x 0.5	0-1 Insufficient
Subscore		x 0.5	<small>Subtotal used for calculation</small>
To score this section, add the <u>subtotal</u> to the rated reference questions <u>average</u> as illustrated in the following calculation (round to the nearest whole number): $[(*Q \#1 \text{ rating}) + (Q \#2 \text{ rating}) + (Q \#3 \text{ rating}) + (Q \#4 \text{ rating})] \div 4 \times 0.5$ $+ \text{subscore} = \text{Total on a 5-point scale}$			
*Q = question	Score for this section		x 2
Comments:			