

**Scoring For the PASRBA Higher Education Scholarship**  
Valarie Mayle, Chairman

**Applicant's Name:** \_\_\_\_\_

**Total Score:** \_\_\_\_\_/90

ITEMS #1,2,3,5,6, and 7 APPLICANT INFORMATION (worth 2 points)

**Completeness**

- 2 = Responses are complete with all information provided that has been requested of the applicant
- 1 = Responses may lack information requested and/or may not answer the question that is asked of the applicant

**Neatness**

- 2 = Neatly printed or typed
- 1 = May lack neatness due to illegible answers or erasures

ITEM #4 MEMBERSHIP IN PASRBA (worth 4 points)

- 4 = Applicant is in 6<sup>th</sup> or more years of membership
- 3 = Applicant is in 5<sup>th</sup> year of membership
- 2 = Applicant is in 4<sup>th</sup> year of membership
- 1 = Applicant is in 3<sup>rd</sup> year of membership

ITEM #8 PHOTOGRAPH (worth 2 points)

- 2 = Photograph is clear and shows applicant in a pose suitable for publication in newsletter
- 1 = Photograph lacks clarity and/or may show applicant in a pose not suitable for publication
- 0 = No Photograph included with application

**Subtotal of Points from Part I of Scholarship Application - \_\_\_\_\_/10**

## *Part II of Scholarship Application*

### QUESTION #9 WORK ACTIVITIES (worth 8 points)

#### **Motivation**

- 4 = Applicant provides evidence of significant contributions of time and energy to working either for the family and/or for an outside employer
- 3 = Applicant provides evidence of moderate to average contribution of time and energy for the family and/or an outside employer
- 2= Applicant provides evidence of some contribution of time and energy to working either for the family and/or for an outside employer
- 1= Applicant provides evidence of minimal time and energy devoted to working either for the family and/or an outside employer
- 0= Applicant does not provide any information on work activities

#### **Responsibility**

- 4 = Applicant's work activities require significant responsibility
- 3 = Applicant's work activities require moderate to average responsibility
- 2 = Applicant's work activities require some responsibility
- 1 = Applicant's work activities require minimal responsibility
- 0= Applicant does not provide any information on work activities

### QUESTION #10 ACTIVITIES (8 points possible)

#### **Activities**

- 4= Participation in activities is varied with at least 5 different areas of involvement
- 3= Participation in activities is varied with 4 different areas of involvement
- 2= Participation in activities is varied with 3 different areas of involvement
- 1= Participation in activities is limited to 1 or 2 different areas of involvement
- 0= Applicant does not provide any information on participation of activities

#### **Participation in Activities**

- 4= Has participated in activities in each year of high school and has served in a leadership position during at least 2 of the years
- 3= Has participated in activities in each year of high school and has served in a leadership position during one year
- 2= Has participated in activities during 3 years of high school and has served in a leadership position during one of those years **or** has participated in activities during each year of high school but did not serve in a leadership position
- 1= Has participated in activities during 2 or less years of high school
- 0= Applicant does not provide any information on participation of activities

**Subtotal of points from Part II of Scholarship Application - \_\_\_\_\_/16**

## *Part III of Scholarship Application*

### QUESTION #11 OFFICE OR LEADERSHIP POSITION (12 points possible)

- 12= Applicant has served on at least two (2) committees and has held at least two (2) offices in the past four years
- 10= Applicant has served on two (2) committees and has held one (1) office OR has held two (2) offices and served on one (1) committee
- 8= Applicant has held served on one (1) committee and has held (1) office in the past four years
- 6= Applicant has served on a committee or has held an office in the past four years
- 0= Applicant has not served on a committee or has not held an office

### QUESTION #12 BENEFITS AND KNOWLEDGE GAINED (10 points possible)

#### **Benefits**

- 6= Applicant has cited benefit examples which include, but are not limited to, (1)social opportunities, (2)opportunities to learn responsibility, and (3)opportunities for recognition of leadership and/or accomplishments
- 4= Applicant has cited examples of 2 of the benefits listed above
- 2= Applicant has cited one (1) example of the benefits listed above
- 0= Applicant has not given any information on benefits gained

#### **Knowledge**

- 4= Applicant has described two pieces of new knowledge/insights acquired and/or resources accessed which has impacted their decision making about showing or raising rabbits/cavies
- 2= Applicant has described one (1) piece of new knowledge/insights acquired and/or resources accessed which has impacted their decision making about showing or raising rabbits/cavies
- 0= Applicant has not given any information about knowledge gained

### QUESTION #13 ENCOURAGING MEMBERSHIP (8 points possible)

- 8= Applicant has given examples which include, but are not limited to, (1)including information on PASRBA or affiliated clubs while promoting the rabbit/cavy industry, (2)encourage membership while mentoring someone new to rabbits/cavies, and (3)visually promoting the club
- 6= Applicant has given (2) examples of the above ways to encouraging membership
- 3= Applicant has given one (1) example of the above ways to encouraging membership
- 0= Applicant has not given any information about encouraging membership

QUESTION #14 PROMOTING THE RABBIT/CAVY INDUSTRY (14 points possible)

- 14= Applicant has given many examples of promoting the rabbit/cavy industry which include, but are not limited to visual/oral presentation, informational writing, and mentoring
- 11= Applicant has given several examples of promoting the rabbit/cavy industry which include ,but are not limited to visual/oral presentation, informational writing, and mentoring
- 8= Applicant has given some examples of promoting the rabbit/cavy industry which include, but are not limited to visual/oral presentation, informational writing, and mentoring
- 5= Applicant has given a few examples or promoting the rabbit/cavy industry which include, but are not limited to visual/oral presentation, informational writing, and mentoring
- 2= Applicant has given an example of promoting the rabbit/cavy industry through either a visual or oral presentation, an informational writing or mentoring.
- 0= Applicant has not given any examples of promoting the rabbit/cavy industry

**Subtotal of Points from Part III of Scholarship Application - \_\_\_\_\_/44**

## *Part IV of Scholarship Application*

### QUESTION #16 (20 points possible)

#### **Education Goals**

- 4= Essay clearly articulates educational goals with 3 or more reasons given for pursuing a specific field of study
- 3= Essay clearly articulates educational goals with 1 or 2 reasons given for pursuing a specific field of study
- 2= Applicant expresses clear aspirations but does not provide clear reasons for pursuing a specific field of study
- 1= Applicant's essay seems uncertain about goals in education

#### **Conventions**

- 4= Writer makes no errors in grammar, spelling or punctuation that distract the reader from the content
- 3= Writer makes 1 or 2 errors in grammar, spelling or punctuation but the paper is still easy to read without distraction
- 2= Writer makes 3 or 4 errors in grammar, spelling or punctuation that catches the reader's attention and interrupt the flow
- 1= Writer makes more than 4 errors in grammar, spelling, or punctuation that greatly distracts the reader's attention and interrupts the flow

#### **Introduction**

- 4= The introduction is inviting, states the main topic and previews the structure of the essay
- 3= The introduction clearly states the main topic and previews the structure of the essay but is not particularly inviting
- 2= The introduction states the main topic but does not adequately preview the structure of the essay nor is it particularly inviting to the reader
- 1= There is no clear introduction of the main topic or structure of the paper

#### **Conclusion**

- 4= The conclusion is strong and leaves the reader with a complete feeling they understand what the applicant's plans are for education.
- 3= The conclusion is clear with the applicant's goals restated and the reader has a sense of what the goals are for the applicant's education
- 2= The conclusion is recognizable. The applicant's goals are restated in the closing paragraph
- 1= The essay just ends with no formal conclusion

#### **Focus/Organization**

- 4= The order of the essay is well developed within paragraphs using transitions
- 3= There is a functional arrangement within paragraphs that is logical with evidence of transitions used
- 2= There is inconsistent arrangement of content in the paragraphs with little attempt to use transitions
- 1= There is minimal intent to arrange content

**Subtotal of Points from Part IV of Scholarship Application - \_\_\_\_\_/20**