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| APPLICANT NAME \_\_\_\_\_\_\_\_\_\_\_ | | | | | | |  | |  | | | RATING |
| RATING CRITERIA | | | | | | |  | |  | | | COMMENTS |
| REFERENCES 20% | | | |  | excellent  multiple examples  strong character traits  exceptional service | | strong  sufficient examples  favorable character traits adequate service | | average  limited examples  adequate character traits  minimal service | Max 20%  Subtotal | | |
| 1. Level of academic  achievement (max 5%)    2. Work ethic; motivation;  curiosity (max 5%)  3. Character traits (max 5%)  4. Service to others (max 5%) | | | | |
|  | ACTIVITIES 25% | |  | | specific connections  confirmed by offices held indicates awards received exemplary level  established employment | | general connections  identified leadership roles achieved recognition  generous level  recent employment | | marginal connection memberships only  limited or no recognition  minimal volunteer level  no employment | Max 25%  Subtotal | | |
| 1. Connections to GC award  (max 5%)  2. Leadership role (max 5%)  3. Award recognition  (max 5%)  4. Level of volunteerism  (max 5%)  5. Employment experience  (max 5%) | | | | |
| ALL CLASSES 25% | |  | | | majority are honors/AP level  varied environmental studies  at least three  serious course load  support post-secondary goal | | some are honors/AP level    at least two courses  at least two  moderate course load  partly support goal | | few or no honors/AP level    fewer than two courses  fewer than two  adequate course load  do not support goal | Max 25%  Subtotal | | |
| 1. Advanced level classes  (max 5%)  2. Environmental studies  (max 5%)  3. Additional science courses  (max 5%)  4. Rigor of academic courses  (max 5%)  5. All other courses (max 5%) | | | | |

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| APPLICANT NAME \_\_\_\_\_\_\_ |  |  | RATING |
| RATING CRITERIA |  |  | COMMENTS |

certainty of major/minor

identifies occupation intention

states acceptance(s)

all goals align with award purpose

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| PERSONAL STATEMENT 30% |  | goals specific to purpose  very committed and strong  involvement  identifies institution(s) where  accepted and/or enrolled  very certain of major  all four prompts addressed  well-developed skills  -------------------------------------------  Exhibits good writing skills  \*substantial content    \*well organized  \*minimal errors | goals somewhat related  somewhat committed and  some involvement  names institution(s) where  applications sent  possible major field(s)  three of four prompts  addressed  acceptable skills  -------------------------------------------  Minor writing errors  \*adequate content    \*loosely organized    \*a few errors | goals not connected or  undetermined  minimal commitment and  involvement    preference for institution but  application not mentioned  major field undetermined  two or fewer prompts  addressed  underdeveloped skills  -------------------------------------------  Multiple writing errors  \*lacks content  \*disorganized  \*frequent errors | Max 30%  Subtotal  ---------------------------------- |
| 1. Goals align with award purpose  (max 5%)  2. Commitment to preserving  natural environment and strong  involvement (max 5%)  3. Acceptance to college or  university indicated (max 5%)  4. Certainty of major field of study  (max 5%)  5. Discusses all four prompts  (max 5%)  6. Exhibits mature writing skills  (max 5%)  -------------------------------------------------  Writing skills scoring:  1 content - dev of topic  2 organization – structure  3 mechanics – spelling,  punctuation, capitalization | |
| TOTAL (Maximum is 100%) | |  |  |  | TOTAL |