**SCHOLARSHIP APPLICATION REVIEW RUBRIC**

Instructions for scoring: Use the bulleted items to focus your evaluation, then make global judgments to arrive at each criterion rating (1-10) and sum for the overall score (40).

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>WEAK (1-3)</th>
<th>ADEQUATE (4-6)</th>
<th>PROMISING (7-8)</th>
<th>OUTSTANDING (9-10)</th>
<th>SCORE</th>
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</table>
| **Letters of Reference**         | • Low or unaddressed familiarity with the student and the quality of the student’s work  
• Lacking in detailed examples of student promise from personal experience  
• Weak or absent positive comments  
• Some negative comments | • Some familiarity with the student and the quality of the student’s work  
• A few examples of student promise from personal experience  
• Several positive comments  
• One or two negative comments | • Clear familiarity with the student and the quality of the student’s work  
• Several detailed examples of student promise from personal experience  
• A number of positive comments showing extensive praise for the student  
• No negative comments, or clear justification | • Very high familiarity with the student and the quality of the student’s work  
• Excellent, highly detailed examples of student promise from personal experience  
• Glowing positive comments showing comprehensive praise for the student  
• No negative comments |       |
| (Score two letters 1-10 each and take an average, or for new students with only one letter, score from 1 to 10) | L E T T E R 1                                                                 | L E T T E R 2                                                                 |                                                                                |                                                                                                                  |       |
| **Statement of Professional Objectives** | • Poorly written, with weak organization, lack of clarity, inappropriate style for the context, clumsy or incorrect grammar  
• Practical utility of the support not addressed or implausible | • Adequately written, with moderate organization and clarity, generally appropriate style, some grammatical errors  
• Limited evidence for practical utility of the support for professional advancement; vague on details | • Well written, with good organization, clarity; appropriate style, grammar throughout  
• Well directed at practical utility of the support for professional advancement; clear, practical details (even when writing ability is hampered by second-language challenge) | • Very well written, with excellent organization, clarity, style, and grammar  
• Exceptionally persuasive for practical utility of the support for professional advancement; precise and well-focused details (even when writing ability is hampered by second-language challenge) |       |

Avg: 
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</tr>
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</table>
| Other Evidence of Achievement | • No additional evidence | Very limited additional evidence of:  
• academic predictors (GRE, GMAT, MAT);  
• minor obstacles overcome;  
• some claim for special commitment to graduate study;  
• modest productivity in the form of prior presentations and publications;  
• a little prior teaching or administrative responsibility;  
• limited internship or clinical experience; etc. | One or more forms of additional evidence that clearly strengthen the student’s application, e.g.:  
• academic predictors (GRE, GMAT, MAT);  
• substantial obstacles overcome;  
• clear and credible explanation for special commitment to graduate study;  
• productivity in the form of prior presentations and publications;  
• prior teaching or administrative contributions;  
• some internship or clinical experience; etc. | One or more forms of additional evidence that dramatically strengthen the student’s application, e.g.:  
• stellar academic predictors (GRE, GMAT, MAT);  
• truly remarkable obstacles overcome;  
• clear and well documented explanation for special commitment to graduate study;  
• very high productivity in the form of prior presentations and publications;  
• substantial prior teaching or administrative contributions;  
• substantial internship or clinical experience; etc. |     |

**TOTAL SCORE:**