



# D.O.S. CRESCENT FOUNDATION INC. SCHOLARSHIP RUBRIC

| Applicant Name:  | 5   | 4   | 3  | 2  | 1  | Points Earned |
|--|---|---|--|--|--|---------------|
| <b>APPLICATION DOCUMENTATION</b>   | All Documentation required attached   | Missing (1) of the Documentation required attached  | Missing (2) of the Documentation required attached   | Missing (3) of the Documentation required attached   | None of the Documentation required attached  |               |
| <b>IDEAS</b><br><ul style="list-style-type: none"> <li>• Controlling idea</li> <li>• Supporting ideas</li> <li>• Use of details</li> <li>• Awareness of purpose</li> <li>• Sense of completeness</li> </ul>                        | The essay is fully focused and contains a wealth of ideas and examples. The writer uses rhetorical strategies and addresses counterarguments.     | The essay is consistently focused and contains ample ideas and examples. The writer may employ rhetorical strategies or address counterarguments. | The essay is sufficiently focused and contains some ideas and examples. The response is generally appropriate to the persuasive purpose.     | The essay is minimally focused. The provided examples are vague or general and the response demonstrates minimal awareness.                    | The essay shows little or no focus and the ideas are unclear, irrelevant, or repetitive. The response is incomplete or too brief.    |               |
| <b>ORGANIZATION</b><br><ul style="list-style-type: none"> <li>• Introduction/body/conclusion</li> <li>• Sequence of ideas</li> <li>• Grouping of ideas</li> <li>• Effective transitions</li> <li>• Awareness of purpose</li> </ul> | The organization of ideas supports the writer's focus. Ideas are grouped in a logical manner. Effective and varied transitions are used.          | The organization is appropriate, and the sequencing of ideas is logical. Varied transitions are used.   | The organization is generally appropriate, and the ideas are clearly sequenced, but may be repetitive. Transitions are used                  | The organization is formulaic or inappropriate. The response may lack a clear introduction or conclusion. Transitions are rare.                | The essay shows little evidence of organization or sequencing. Transitions are not used. The response is incomplete or too brief.    |               |
| <b>STYLE</b><br><ul style="list-style-type: none"> <li>• Sentence variety</li> <li>• Word choice</li> <li>• Audience awareness</li> <li>• Personal voice</li> </ul>  | The writer utilizes carefully crafted phrases to create a sustained tone and an authoritative voice. Word choice reflects an advanced vocabulary. | The language and tone of the essay enhance the persuasive purpose. Word choice is appropriate. Sentences are varied.                              | The language and tone are appropriate. Word choice is adequate but may be simple or ordinary. Some sentence variety is evident.              | The language and tone are uneven. Word choice is simple, ordinary, or repetitive. There is minimal variation in sentence length and structure. | The language and tone are inappropriate. Word choice is incorrect or confusing. The response is incomplete or too brief.             |               |
| <b>CONVENTIONS</b><br><ul style="list-style-type: none"> <li>• Sentence formation</li> <li>• Subject-verb agreement</li> <li>• Standard word forms</li> <li>• Punctuation, spelling, and capitalization</li> </ul>                 | The writer demonstrates full command of the conventions of written English language. No errors are evident.                                       | The writer demonstrates knowledge of the conventions of written English. Errors are minor and do not interfere with meaning.                      | The writer demonstrates sufficient control of the conventions of written English. Errors may interfere with meaning but are not distracting. | The writer demonstrates minimal control of the conventions of written English. Errors are frequent and interfere with meaning.                 | The writer lacks understanding of the conventions of written English. Errors are pervasive. The response is incomplete or too brief. |               |

**TOTAL POINTS = \_\_\_\_\_**

- 21 - 25 = A
- 16 - 20 = B
- 11 - 15 = C
- 10 - 0 = F