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**Scholarship Rubric**

**Prompt:** *In 700 words or less, describe how you live out the Office of Greek Life’s vision of* ***purposeful,******faithful,*** *and* ***real*** *as a member of a fraternity or sorority in order to better the overall community of Samford Greek life. Please include how this scholarship will help you achieve your personal and professional goals.*

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| --- | --- | --- | --- | --- | --- |
|  | **Introductory**  **1** | **Developing**  **2** | **Proficient**  **3** | **Accomplished**  **4** | **SCORE** |
| **PURPOSEFUL:** | Content is unclear, lapses in coherence OR has no relation to writing prompt. | Content is somewhat vague OR only loosely related to the writing prompt. | Content is somewhat sincere & fairly clear; offers solid but less detailed reasoning. | Content is sincere, focused, & consistent; exhibits control in development of ideas. |  |
| **FAITHFUL:** | Content is unclear, lapses in coherence OR has no relation to writing prompt. | Content is somewhat vague OR only loosely related to the writing prompt. | Content is somewhat sincere & fairly clear; offers solid but less detailed reasoning. | Content is sincere, focused, & consistent; exhibits control in development of ideas. |  |
| **REAL:** | Content is unclear, lapses in coherence OR has no relation to writing prompt. | Content is somewhat vague OR only loosely related to the writing prompt. | Content is somewhat sincere & fairly clear; offers solid but less detailed reasoning. | Content is sincere, focused, & consistent; exhibits control in development of ideas. |  |
| **GOALS:**  Professional & Personal | Content is unclear, lapses in coherence OR has no relation to writing prompt. | Content is somewhat vague OR only loosely related to the writing prompt. | Content is somewhat sincere & fairly clear; offers solid but less detailed reasoning. | Content is sincere, focused, & consistent; exhibits control in development of ideas. |  |
| **Writing Style:** | Noticeable portions of essay fail to convey their message due to dysfunctions in sentences. | The document is understandable but ineffective/ inappropriate. | Sentences are generally successful at communicating writer’s intentions. | Sentences are clear, effective, & coherent. Tone, word choice, syntax, & organization are appropriate. |  |
| **Editing:** | **T**he writing shows serious deficiency in sentence mechanics and/or writing conventions. | Errors are frequent, noticeable, and/or intrusive. | Errors may be present but are not intrusive to overall essay. | Essay is nearly free of errors of spelling, grammar, punctuation, word choice, & formatting. |  |
| **RESUME:**  Service, leadership, scholarship, & personal development | Embodies minimal/no examples of two or less categories. | Embodies few examples of two or less categories. | Embodies examples from three categories. | Embodies multiple examples of service, leadership, scholarship, & personal development. |  |

**Comments:**

**TOTAL: \_\_\_\_\_\_\_/28**