

## GENERIC RUBRIC FOR OPPORTUNITIES FUND SELECTION



Applicant Name/Number: \_\_\_\_\_ Reviewer Name: \_\_\_\_\_

All applications for opportunities funds are evaluated based on the following 4 scales. Additional scales may be used for funds with specific criteria.

Rate the student's Statement of Justification essay. You may circle or highlight the box best describing the criteria for each rating. Sum for overall score below: possible 4-20 points. Keep in mind that essays may not need a "perfect" score to be selected for a grant. For drafting use only; submit all scores into the online scoring portal.

This is the prompt to students, for your reference: *"In 2-3 double-spaced pages, reflect on your academic journey to substantiate your activity selection: 1. Why this particular activity and location? 2. How does this activity enrich academic and professional goals?"*

Scale	1 Unsatisfactory	2 Marginal	3 Good	4 Excellent	5 Exceeds undergraduate level
<b>Consistency</b>	No discernable connection between student's experience, proposed activity, major, and goals	Dubious connection between student's experience, proposed activity, major, or goals	Mostly, the components are connected, though the student makes 1 or more illogical leaps	A clear, common theme connects all parts of the essay, forming a narrative framework	The narrative elicits a sense of certainty in the reader that the student's goals may be reached via the proposed activity
<b>Appeal to Audience</b>	Little or no effort in engaging the audience's attention.	Minimal effort to engage the audience's attention, or is not aligned with the topic of the activity.	Engages audience with well-aligned original ideas and language, though inconsistently throughout the essay.	Consistently engages audience with well-aligned, original ideas and language.	Ideas and language that are surprising, novel, appropriate to the activity, and very engaging.
<b>Relevant Support</b> Note: citation and references are not required for this essay. May be supported by student's experience, observation, or informally referenced reliable sources of information.	Little or no support for student's assertions.	Many assertions not supported. The essay leaves doubt as to the student's understanding of the activity or their own goals.	Most assertions supported, though some lack of clarity.	All assertions are relevantly supported. The student's case is entirely believable and clear.	The student's case is relevantly, and clearly supported, and shows the student to be an excellent fit for this activity.
<b>Writing Mechanics</b>	Little to no effort in composing the essay. Rampant grammatical and other errors.	Essay has major flaws, e.g. more than several grammatical/spelling errors. Likely not proofread.	Essay has several errors of grammar, spelling, or formatting, but is easily readable overall.	Technically proficient writing; no spelling/grammatical errors.	Technically proficient and inspired writing, above expectations of an honors undergraduate.

Overall Score: \_\_\_\_\_