

# Scholarship Rubrics

Presented by The Peirce College Scholarship Committee

Learn more by visiting [Peirce.edu/Scholarships](https://www.peirce.edu/Scholarships)

# General Essay Topic & Rubric

The essay should highlight the applicant's involvement in Peirce College or non-college activities, such as current employment, church, or community organizations.

	1	2	3	4
<b>Quality of Response to Essay Prompt</b>	Essay does not address or respond to prompt given. <ul style="list-style-type: none"> <li>No specific examples of the applicant's involvement in Peirce College or non-college activities</li> </ul>	Essay somewhat addresses or responds to prompt given. <ul style="list-style-type: none"> <li>1 example of the applicant's involvement in Peirce College or non-college activities</li> </ul>	Essay mostly addresses or responds to prompt given. <ul style="list-style-type: none"> <li>1-2 Adequate examples of the applicant's involvement in Peirce College or non-college activities</li> </ul>	Essay thoroughly addresses or responds to prompt given. <ul style="list-style-type: none"> <li>2+ Strong, detailed examples of the applicant's involvement in Peirce College or non-college activities</li> </ul>
<b>Quality of Conventions of Writing Used in Response to Essay</b>	Essay is not well written, grammatically.	Essay has some grammatical errors.	Essay has few grammatical errors.	Essay has no grammatical errors.
<b>Clarity of Thought or Message's Response</b>	Response to prompt was not easily understood by reader.	Response to prompt was somewhat understood by reader.	Response to prompt was mostly understood by reader.	Response to prompt was clearly stated thus totally understood by reader.

# General Letter of Recommendation Rubric

	1	2	3	4
<b>Character and Maturity</b>	<p>Letter does not address or respond to level of character or maturity of applicant.</p> <ul style="list-style-type: none"> <li>No specific examples of maturity</li> <li>No specific examples of positive character traits</li> </ul>	<p>Letter minimally addresses or responds to level of character or maturity of applicant.</p> <ul style="list-style-type: none"> <li>1 example of maturity</li> <li>1 example of a positive character traits</li> </ul>	<p>Letter adequately addresses or responds to level of character AND maturity of applicant.</p> <ul style="list-style-type: none"> <li>1-2 Adequate examples of maturity</li> <li>1-2 Adequate examples of positive character traits</li> </ul>	<p>Letter strongly addresses or responds to level of character AND maturity of applicant.</p> <ul style="list-style-type: none"> <li>2+ Strong examples of maturity with specific detail</li> <li>2+ Strong examples of positive character traits with specific detail</li> </ul>
<b>Applicant as a person, compared to contemporaries</b>	<p>Letter does not address the recommenders perception of the applicant as a person, compared to contemporaries</p> <ul style="list-style-type: none"> <li>No specific examples</li> </ul>	<p>Letter minimally addresses the recommenders perception of the applicant as a person, compared to contemporaries</p> <ul style="list-style-type: none"> <li>1 example of strong the applicant compared to contemporaries</li> </ul>	<p>Letter adequately addresses the recommenders perception of the applicant as a person, compared to contemporaries</p> <ul style="list-style-type: none"> <li>1-2 Adequate examples of the applicant compared to contemporaries</li> </ul>	<p>Letter strongly addresses the recommenders perception of the applicant as a person, compared to contemporaries</p> <ul style="list-style-type: none"> <li>2+ Strong examples of the applicant compared to contemporaries</li> </ul>
<b>Students Strengths</b>	<p>Letter does not address or respond to the applicants strengths</p> <ul style="list-style-type: none"> <li>No specific examples of their strengths</li> </ul>	<p>Letter minimally addresses or responds to the applicants strengths</p> <ul style="list-style-type: none"> <li>1 example of their strengths</li> </ul>	<p>Letter adequately addresses or responds to the applicants strengths</p> <ul style="list-style-type: none"> <li>1-2 Adequate examples of their strengths</li> </ul>	<p>Letter strongly addresses or responds to the applicants strengths</p> <ul style="list-style-type: none"> <li>2+ Strong examples of their strengths with specific detail</li> </ul>
<b>Appropriateness of relationship to applicant regarding scholarship application</b>	<p>Letter demonstrates no appropriate relationship to applicant regarding knowledge of character work ethic and/or their goals.</p>	<p>Letter demonstrates some appropriate relationship to applicant regarding knowledge of character work ethic and/or their goals.</p>	<p>Letter demonstrates an adequate appropriate relationship to applicant regarding knowledge of character work ethic and/or their goals.</p>	<p>Letter demonstrates a strong relationship to applicant regarding knowledge of character work ethic and/or their goals.</p>



# The Dr. Arthur J. Lendo Endowed Scholarship

## Essay Topic & Rubric

Applicants must submit a brief letter highlighting how they have used technology innovatively in a workplace or community setting.

	1	2	3	4
<b>Quality of Response to Essay Prompt</b>	<p>Essay does not address or respond to prompt given.</p> <ul style="list-style-type: none"> <li>No specific examples of the applicant's use of technology innovatively in a workplace or community setting</li> </ul>	<p>Essay somewhat addresses or responds to prompt given.</p> <ul style="list-style-type: none"> <li>1 example of the applicant's use of technology innovatively in a workplace or community setting</li> </ul>	<p>Essay mostly addresses or responds to prompt given.</p> <ul style="list-style-type: none"> <li>1-2 Adequate examples of the applicant's use of technology innovatively in a workplace or community setting</li> </ul>	<p>Essay thoroughly addresses or responds to prompt given.</p> <ul style="list-style-type: none"> <li>2+ Strong, detailed examples of the applicant's use of technology innovatively in a workplace or community setting</li> </ul>
<b>Quality of Conventions of Writing Used in Response to Essay</b>	<p>Essay is not well written grammatically.</p>	<p>Essay has some grammatical errors.</p>	<p>Essay has few grammatical errors.</p>	<p>Essay has no grammatical errors.</p>
<b>Clarity of Thought or Message's Response</b>	<p>Response to prompt was not easily understood by reader.</p>	<p>Response to prompt was somewhat understood by reader.</p>	<p>Response to prompt was mostly understood by reader.</p>	<p>Response to prompt was clearly stated thus totally understood by reader.</p>

# W.W. Smith Essay Topic & Rubric

The scholarship essay must be one (1) page typed and respond to the following questions:

- What challenges do you face in pursuit of an education at Peirce College?
- How will you use this education for the betterment of yourself and the enrichment of others?

	1	2	3	4
<b>Quality of Response to Essay Prompt</b>	Essay does not address or respond to prompt given. <ul style="list-style-type: none"> <li>No specific examples of the applicant's challenges faced in pursuit of an education</li> <li>No specific examples of how the applicant will you use this education for the betterment of themselves and the enrichment of others</li> </ul>	Essay somewhat addresses or responds to prompt given. <ul style="list-style-type: none"> <li>1 example of the applicant's challenges faced in pursuit of an education</li> <li>1 example of how the applicant will you use this education for the betterment of themselves and the enrichment of others</li> </ul>	Essay mostly addresses or responds to prompt given. <ul style="list-style-type: none"> <li>1-2 Adequate examples of the applicant's challenges faced in pursuit of an education</li> <li>1-2 Adequate examples of how the applicant will you use this education for the betterment of themselves and the enrichment of others</li> </ul>	Essay thoroughly addresses or responds to prompt given. <ul style="list-style-type: none"> <li>2+ Strong, detailed examples of the applicant's challenges faced in pursuit of an education</li> <li>2+ Strong, detailed examples of how the applicant will you use this education for the betterment of themselves and the enrichment of others</li> </ul>
<b>Quality of Conventions of Writing</b>	Essay is not well written grammatically.	Essay has some grammatical errors.	Essay has few grammatical errors.	Essay has no grammatical errors.
<b>Clarity of Thought or Message's Response</b>	Response to prompt was not easily understood by reader.	Response to prompt was somewhat understood by reader.	Response to prompt was mostly understood by reader.	Response to prompt was clearly stated thus totally understood by reader.
<b>Length</b>	Essay exceeds the essay length requirement			Essay meets the essay length Requirement



# W.W. Smith Letter of Recommendation Requirements & Rubric

Letters of recommendation should be submitted by a faculty member, community leader, and/or employer and address the following questions:

- What are your impressions of the candidate's character and maturity?
- How do you regard the applicant as a person, compared to contemporaries?
- What are the student's strengths?

	1	2	3	4
<b>Character and Maturity</b>	Letter does not address or respond to level of character or maturity of applicant. <ul style="list-style-type: none"><li>No specific examples of maturity</li><li>No specific examples of positive character traits</li></ul>	Letter minimally addresses or responds to level of character or maturity of applicant. <ul style="list-style-type: none"><li>1 example of maturity</li><li>1 example of positive character traits</li></ul>	Letter adequately addresses or responds to level of character AND maturity of applicant. <ul style="list-style-type: none"><li>1-2 Adequate examples of maturity</li><li>1-2 Adequate examples of positive character traits</li></ul>	Letter strongly addresses or responds to level of character AND maturity of applicant. <ul style="list-style-type: none"><li>2+ Strong, detailed examples of maturity with specific detail</li><li>2+ Strong, detailed examples of positive character traits with specific detail</li></ul>
<b>Applicant as a person, compared to contemporaries</b>	Letter does not address the recommenders perception of the applicant as a person, compared to contemporaries <ul style="list-style-type: none"><li>No specific examples</li></ul>	Letter minimally addresses the recommenders perception of the applicant as a person, compared to contemporaries <ul style="list-style-type: none"><li>1 example of strong the applicant compared to contemporaries</li></ul>	Letter adequately addresses the recommenders perception of the applicant as a person, compared to contemporaries <ul style="list-style-type: none"><li>1-2 Adequate examples of the applicant compared to contemporaries</li></ul>	Letter strongly addresses the recommenders perception of the applicant as a person, compared to contemporaries <ul style="list-style-type: none"><li>2+ Strong, detailed examples of the applicant compared to contemporaries</li></ul>
<b>Students Strengths</b>	Letter does not address or respond to the applicants strengths <ul style="list-style-type: none"><li>No specific examples of their strengths</li></ul>	Letter minimally addresses or responds to the applicants strengths <ul style="list-style-type: none"><li>1 example of their strengths</li></ul>	Letter adequately addresses or responds to the applicants strengths <ul style="list-style-type: none"><li>1-2 Adequate examples of their strengths</li></ul>	Letter strongly addresses or responds to the applicants strengths <ul style="list-style-type: none"><li>2+ Strong, detailed examples of their strengths with specific detail</li></ul>
<b>Appropriateness of relationship to applicant regarding scholarship application</b>	Letter demonstrates no appropriate relationship to applicant regarding knowledge of character work ethic and/or their goals.	Letter demonstrates some appropriate relationship to applicant regarding knowledge of character work ethic and/or their goals.	Letter demonstrates an adequate appropriate relationship to applicant regarding knowledge of character work ethic and/or their goals.	Letter demonstrates a strong relationship to applicant regarding knowledge of character work ethic and/or their goals.