

## Scoring Rubric – Re-Apply Application

Ruby’s Rainbow Scholarship Applications are evaluated by our Selection Committee based on five categories: **Personal**, **Accomplishments**, **Goals**, **Community Impact** and **Extras**. Applicants may be awarded 0–5 points in each of these categories based on the following criteria:

	<b>4–5 points</b>	<b>2–3 points</b>	<b>0–1 points</b>
<b>Personal</b>	The applicant has provided a full picture of their personality, interests and values. They have richly demonstrated what is important to them by sharing how their post-secondary experience has helped them develop or pursue their hobbies, passions and/or hopes for the future. The selection committee is able to gain a clear vision of the applicant’s life, individuality and what makes them unique.	The applicant has provided information about their personality, interests and values. They have shared how their post-secondary experience has helped them develop or pursue their hobbies, passions and/or hopes for the future. The selection committee has gained a general sense of the applicant’s life, individuality and what makes them unique.	The applicant has provided little to no information about their personality, interests or values. They did not share enough about how their post-secondary experience has helped them develop or pursue their hobbies, passions or hopes for the future to give the selection committee a sense of their life, individuality or what makes them unique.
<b>Accomplishments</b>	The applicant listed several accomplishments they have achieved since entering post-secondary education, including but not limited to personal, academic, sports, advocacy or work-related efforts or achievements. The selection committee gained a clear impression of their drive, initiative or committed effort.	The applicant listed one or more accomplishments they have achieved since entering post-secondary education, including but not limited to personal, academic, sports, advocacy or work-related efforts or achievements. The selection committee gained a general sense of their drive, initiative or committed effort.	The applicant listed few or no accomplishments they have achieved since entering post-secondary education that would allow the selection committee to gain a sense of their drive, initiative or committed effort.
<b>Goals</b>	The applicant clearly states and describes their personal, academic and/or career goals and indicates how their post-secondary program is helping them pursue them. They demonstrate obvious ambition, drive and/or passion, and share their favorite parts of the college experience, including meaningful changes they have seen in themselves since starting their post-secondary educational journey.	The applicant generally states and describes their personal, academic and/or career goals and indicates how their post-secondary program is helping them pursue them. They demonstrate some ambition, drive and/or passion, but may not elaborate on their favorite parts of the college experience or on meaningful changes they have seen in themselves since starting their post-secondary educational journey.	The applicant does not clearly state or describe their personal, academic and/or career goals or indicate how their post-secondary program is helping them pursue them. Their ambition, drive and/or passion are unclear to the selection committee, in part because they do not share their favorite parts of the college experience or meaningful changes they have seen in themselves since starting their post-secondary educational journey.

Scoring Rubric continues on next page

	<b>4–5 points</b>	<b>2–3 points</b>	<b>0–1 points</b>
<b>Community Impact</b>	The applicant has made a clear and significant impact on their school, work, religious, local or other community since entering post-secondary education. This could include extensive volunteer history, ongoing or multiple instances of serving in their community, or ongoing advocacy/awareness efforts. The applicant has clearly demonstrated their community impact by listing specific related programs, persons or experiences.	The applicant has made an impact on their school, work, religious, local or other community since entering post-secondary education, but did not include many specific or ongoing examples of volunteer work, advocacy/awareness efforts, or times they served in their community.	The applicant did not include sufficient examples of volunteer work, advocacy/awareness efforts, or times they have served in their community since entering post-secondary education to demonstrate their community impact to the selection committee.
<b>Extras</b>	Applicant has submitted multiple new “Extras” that have been created or that reflect new developments in their journey since they last applied, in an above-and-beyond effort to help the selection committee get to know them better. These items might include (but are not limited to) videos, drawings, poems, paintings, photographs, articles, etc. The materials they shared have given the selection committee a clear vision of their life since their last application, including their interests, personality and/or potential.	Applicant has submitted at least one new “Extra,” created or reflecting a new development in their journey since they last applied, in an effort to help the selection committee get to know them better. The materials they shared (such as videos, drawings, poems, articles, etc.) have given the selection committee some vision of the applicant’s life since their last application, including their interests, personality and/or potential.	Applicant included few to no “Extras” (photos, videos, artwork, etc.) that would help the selection committee get to know them better, or they shared only materials that had previously been submitted with a prior year’s application.