**AYAA SENIOR SCHOLARSHIP RUBRIC**

**Applicant Name/Number\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**INSTRUCTIONS: YOU WILL BE SCORING EACH APPLICANT BASED ON THE INFORMATION CONTAINED IN THEIR FILE/PACKET. SEVENTY PERCENT OF THE SCORE WILL BE TAKEN FROM THE SLIDES OR PHOTOS OF ARTWORK SUBMITTED, TEN PERCENT WILL BE DERIVED FROM THE LETTERS OF RECOMMENDATION, TEN PERCENT FROM THE ARTISTS STAMEMENT AND THE FINAL TEN PERCENT WILL BE DETERMINED FROM THE STUDENT’S TRANSCRIPT, GPA, AND ACT SCORES.**

***I. POTENTIAL FOR SUCCESS IN C OLLEGE/ART SCHOOL*:**

|  |  |
| --- | --- |
| **GPA** | **POINTS** |
| **4.0+** | **5** |
| **3.5-4.0** | **4** |
| **3.0-3.4** | **3** |
| **2.5-2.9** | **2** |
| **2.4-2.0** | **1** |
| **SCORE** |  |

|  |  |
| --- | --- |
| **ACT COMP** | **POINTS** |
| **35-36** | **5** |
| **31-34** | **4** |
| **27-30** | **3** |
| **23-26** | **2** |
| **19-22** | **1** |
| **SCORE** |  |

**I. SCORE\_\_\_\_\_\_\_\_\_\_\_\_\_OUT OF 10. (SUM OF THE TWO COLUMNS)**

***II. RECOMENDATIONS*: Based on the student statement and the two recommendations, rank the character, leadership, need and of the student as follows:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **NO**  **Letters** of **recommendation** | Letter describes the candidate as **above average**. Little evidence of accomplishments.  (1-2 points) | Letter describes the candidate as **good in academics and character**. Some evidence of accomplishments.  (3-4 points) | Letter describes the candidate as **strong in academics and character**. Some evidence of accomplishments.  (5-6 points) | Letter describes the candidate as **strong in academics and character**. **Good evidence** of candidate’s accomplishments.  (7-8 points) | Letter describes the candidate as **exceptional in academics and character.** **Strong evidence** of significance of candidate’s accomplishments.  (9-10 points) |

**II. SCORE: *\_\_\_\_\_\_ DIVIDE BY TWO IF ONLY ONE RECOMMENDATION LETTER IS INCLUDED.***

**II. \_\_\_\_\_\_\_\_\_\_ TOTAL SCORE OUT OF 10.**

***III. ARTIST STATEMENT:***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **NO**  **Artist Statement** | **Minimal effort** and thought regarding motivation, process, product, and reason for pursuing an arts degree are shown. Unedited. Disorganized.  (1-2 points) | **Some effort and thought** regarding motivation, process, product, or reason for pursuing an arts degree are shown. Grammar errors. Somewhat organized.  (3-4 points) | **Effort and thought** regarding motivation, process, or product, and reason for pursuing an arts degree **are shown**. Some grammar errors. Mostly organized.  (5-6 points) | **Effort and thought** regarding motivation, process, product, and reason for pursuing an arts degree are **clearly shown.** Little to no grammar errors. Organized.  (7-8 points) | **Significant effort and depth of thought** regarding motivation, process, product, and reason for pursuing an arts degree. **Little to no grammar errors.** Clearly organized.  (9-10 points) |

**III. SCORE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ OUT OF 10.**

***IV. ARTISTIC MERIT*: Observe the student slides or photos. Please use the rubric provided to score the slides holistically as follows:**

**Excellent 5**

**Strong 4**

**Good 3**

**Moderate 2**

**Entry Level or Beginner 1**

**IV. \_\_\_\_\_\_\_\_ x 14 = \_\_\_\_\_\_\_\_score**

**How many slides were presented? \_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_ -10 per slide under six submitted.**

**IV. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ ARTISTIC MERIT TOTAL OUT OF 70**

***TOTAL SCORE (SUM OF I-IV*) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*IN CASE OF A TIE***, HOW STRONGLY DO YOU FEEL THAT THIS STUDENT SHOULD RECEIVE A SCHOLARSHIP? RANK 1-5, 5 BEING THE HIGHEST SCORE. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**RUBRIC FOR SCORING SCHOLARSHIP IMAGES:**

**STUDENTS WERE INSTRUCTED TO SEND IN TWO WORKS FROM DIRECT OBSERVATION, AND FOUR WORKS WHICH SHOW A VARIETY OF APPROACHES.**

**5 EXCELLENT**

**Work demonstrates successful engagement with a broad range of art issues and/or techniques.**

**Work demonstrates mastery of stylistic and technical concerns.**

**Work shows the thoughts and personal voice of the student in decision making.**

**Work demonstrates experimentation and/or development beyond the class assignment.**

**Work is consistently high quality.**

**4 STRONG**

**Work demonstrates engagement with a broad range of art issues.**

**Work has a range of stylistic and technical concerns.**

**Work shows evidence of thinking and decision making.**

**Work shows some experimentation beyond the class assignment.**

**Work may have some excellent pieces, but not all are equal in quality.**

**3 GOOD**

**Work demonstrates engagement with a range of art issues.**

**Work has competence in technical ability, but little or no stylistic traits are noted.**

**There is evidence of thinking in some of the works.**

**Work shows limited experimentation beyond the class assignment.**

**Work may have interesting breadth, but less than strong quality.**

**2 MODERATE**

**Work demonstrates engagement with a limited range of art issues.**

**Work shows uneven and variable technical skill, with little stylistic influence.**

**Work shows limited thinking and decision making, although not at the same level in all works.**

**Work appears to be generated from class assignments.**

**Breadth is limited, with some variation in quality from good to moderate.**

**1 ENTRY LEVEL OR BEGINNER**

**The range of art issues presented is limited.**

**Work shows technical skill at the entry or beginning level with no evidence of personal style.**

**Work shows prescriptive and predictable solutions to teacher generated assignments.**

**All works appear to be class assignments.**

**Their may be an attempt at breadth, but with entry level quality.**