

# Master Scholarship Scorecard

Student Name: \_\_\_\_\_ High School: \_\_\_\_\_

MAX SCORE	SCORE	CATEGORY	
5/10		<p><b>Community Service or Resilience Scorecards</b></p> <p><b>Academic Merit:</b> Cum Unweighted GPA (on 4.0 scale)</p> <p>(5) 4.0                      (4) 3.5 – 3.9                      (3) 3.0 – 3.4                      (2) 2.5 – 2.9                      (1) 2.0 – 2.4                      (0) Below 2.0</p>	<p style="text-align: center;"><b>Merit or General Scorecards</b></p> <p><b>Academic Merit:</b> Cum Unweighted GPA (on 4.0 scale)</p> <p>(10) 3.9 – 4.0                      (8) 3.7 – 3.8                      (6) 3.5 – 3.6                      (4) 3.3 – 3.4                      (2) 3.0 – 3.2                      (1) Below 3.0</p>
		Academic Merit	
10		<p><b>Demonstrate Financial Need</b>                      FAFSA Submission Summary;  <b>SAI: From FAFSA</b>                      <b>Household Income from the MHEC OneApp</b></p> <p>(10) \$-1,500 - \$1,500                      \$0-\$50,000                      (8) \$1,501 - \$2,500                      <b>OR</b> \$50,001-\$65,000                      (6) \$2,501 - \$3,500                      \$65,001-\$80,000                      (4) \$3,501 - \$5,500                      \$80,001-\$95,000                      (2) \$5,501- \$15,000                      \$95,001-\$110,000                      (1) \$15,001+ NO NEED                      \$110,001 + NO NEED</p>	
Financial Need			
5		<p><b>Letter of Recommendation: (One Letter Required)</b>      <b>If more than one LOR is present, read all LORs and score the best one</b></p> <p>(5) <b><u>Glowing.</u></b> (Recommender speaks to student’s commitment to learning and to the school community. Student comes across as a leader, both in and out of the classroom. Specific examples illustrate their influence and achievements, making it clear they will be a dynamic and valuable contributor to a college campus.)                      (4) <b><u>Very Positive</u></b> (Student has made an impact in the school community and has made a positive impression on the recommender. Recommender knows the student well because the student has engaged the recommender and has been visible in the school community.)                      (3) <b><u>Positive.</u></b> (Recommendation is positive but not glowing – student has not made a big impact in the school or on the recommender, but he/she appears to be a solid citizen.)                      (2) <b><u>Lukewarm/Generic.</u></b> (Recommender has no understanding of student’s goals, ambitions and/or contributions, but there are no red flags pointing to serious character flaws.)                      (1) <b><u>Critical</u></b> (Letter is less of a recommendation than it is a warning.)</p>	
LOR			
5		<p><b>Essay:</b></p> <p>(5) <b><u>Exceptional</u></b> (Well-organized and clearly focused, flowing seamlessly. All parts of the essay prompt are thoroughly addressed. Examples, reasons, and evidence are highly relevant and effectively support the main ideas.)                      (4) <b><u>Very Good</u></b> (Organized and focused—coherent; reasons, examples and evidence generally appropriate. Most parts of the essay prompt are addressed.)                      (3) <b><u>Good</u></b> (Generally organized and focused-some coherence; reasons, examples and evidence are adequate. Some parts of the essay prompt are addressed)                      (2) <b><u>Adequate</u></b> (Limited in organization and focus-lapse in flow; inadequate examples, reasons and evidence are insufficient or only partially relevant to the topic.)                      (1) <b><u>Weak</u></b> (Does not address topic)</p>	
Essay			
15		<p><b>Community Involvement, Achievements, and Leadership</b>-reflected in LORs, resume and essay  <b>Add one point for each activity</b>                      (Scoring Scale: 1-15) Clubs and Activities, Family Obligations, Noteworthy Achievements, Awards &amp; Recognition, Leadership Positions</p>	
Community Involvement, Achievements, and Leadership			
5/10		<p><b>General, Merit, or Resilience Scorecards</b></p> <p><b>Quantity of Community Service-</b> determined by the number of hours, level of involvement and value of service activities listed.</p> <p>(5) <b>Exceptional</b> (≥200 hours; demonstrated leadership and engagement)                      (4) <b>Excellent</b> (≥150 hours; demonstrated leadership and engagement)                      (3) <b>Good</b> (≥100 hours; some leadership/ consistent effort)                      (2) <b>Average</b> (≥75 hours; basic participation)                      (1) <b>Below Average</b> (&lt;75 hours, minimal participation)</p>	<p style="text-align: center;"><b>Service Scorecard</b></p> <p><b>Quantity of Community Service-</b> determined by the number of hours, level of involvement and value of service activities listed.</p> <p>(10) <b>Exceptional</b> (≥200 hours; demonstrated leadership and engagement)                      (8) <b>Excellent</b> (≥150 hours; demonstrated leadership and engagement)                      (6) <b>Good</b> (≥100 hours; some leadership/ consistent effort)                      (4) <b>Average</b> (≥75 hours; basic participation)                      (2) <b>Below Average</b> (&lt;75 hours, minimal participation)</p>
		Quality of Service	
10		<p><b>Personal Resilience</b> -reflected in LORs, resume and essay</p> <p>(10) Application demonstrates extreme resilience                      (7) Application demonstrates moderate resilience                      (4) Application demonstrates minimal resilience</p>	
Personal Resilience			
5		<p><b>Athletic Evaluation</b>-reflected in LORs, resume and essay</p> <p>(2) Evidence of athletic participation                      (2) Evidence of athletic leadership                      (1) LOR’s verify participation in high school athletics</p>	
Athletic Evaluation			
<p><b>NOTE: Only use one (1) as a score if it is listed as a part of the scoring scale OR in cases where documents are missing or there is a lack of evidence to support a higher score.</b></p>			