Herb Kohl Educational Foundation
Student Excellence Scholarship Scoring Rubric

Criteria	Points Possible
Section 1: Arts and Humanities	
Review of activities, including leadership, awards, and recognitions: To what degree has the candidate been actively engaged in arts and humanities activities during their high school?	5
To what degree has participation in arts and humanities activities positively impacted the candidate and/or others?	5
Section 2: Competitive Activities	
Review of competitive activities, including leadership, awards, and recognitions: To what degree has the candidate been actively engaged in competitive activities during high school?	5
To what degree has the candidate's participation in competitive activities positively impacted the candidate and/or others?	5
Section 3: Service, Civic, and Citizenship	
Review of activities, including leadership, awards, and recognitions: To what degree has the candidate been actively engaged in service, civic, and citizenship-based activities during high school?	5
To what degree has the participation in service, civic, and citizenship-based activities positively impacted the candidate and/or others?	5
Section 4: Work and Interests	
Review of activities, including leadership, awards, and recognitions: To what degree has the candidate been actively engaged in work experiences, hobbies, and other outside activities during high school?	5
To what degree has the candidate's work experiences and participation in hobbies and other activities positively impacted the candidate and/or others?	5
Section 5: Scholarship and Transcript	
How does the candidate's reflection on the high school transcript tell the story of academic success, regardless of GPA, and indicate strong potential for future success?	10
Section 6: Personal Essay	
To what degree does the candidate describe a strong vision for their future and plan to continue the educational journey?	10
To what degree does the candidate include information about how future goals will include service to community or society?	10
To what degree does the candidate include information about how personal life goals will positively impact the candidate and/or others?	10
To what degree does the candidate describe future career vision and goals in a clear and compelling way?	10

Overall Quality of the Application	
Consider how well the candidate told their story, and how others supported the candidate's reflections along with the compelling quality of the recommendations.	10
Total Points	**100**

How do I decide how many points to give for each criteria?

It is nearly impossible to have a rubric that honors the wide variety of contextual situations in which students live and learn throughout Wisconsin. Therefore, it will be important that the candidate communicates both what they did, and the context in which they have lived and gone to school, within their answers. There is some subjectivity in making point decisions, but points should be awarded based on these ideas:

- The response to a given prompt is complete, regardless of the language in which it was written. There is not a priority around a candidate adhering to standard American English, nor should they be negatively considered if they do not.
- The response is compelling and helps to tell the full story of the candidate.
- The response helps demonstrate the candidate's context in which they lived and learned.
- The response demonstrates excellence within the candidate's context (which may be different from other candidate's context).
- The response shows how the candidate acted in ways to benefit others as well as themselves.
- The response shows the acceptance of personal challenge or rigor, even if "perfect" success was not achieved.
- The response demonstrates strong, positive personal characteristics such as: humility; honesty; inclusion of and uplifting others, determination and hard work, social justice, engaged citizenship, demonstrating kindness, innovation and problem solving, and responsibility.
- The full point value in any criteria will be reserved only for exemplary answers.

Other considerations:
- This process does NOT prioritize any one "correct" response or minimum criteria for eligibility. A candidate does not need to have a "perfect" record of success to be considered. For example, there is a fallacy that a student must have a 4.0 to be "worthy". This is not true.
- Reviewers must consider their personal biases before scoring, and work to identify and eliminate any personal biases that impact scoring (either positively or negatively). Candidates should only be scored on the information they provide.