**Senior Salute Application**

**Rose Hill Christian School**

**Guidelines for Scoring**

**Section I: Academic Achievement:**

**25 points**

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| --- | --- |
| **GPA Chart:**  Unweighted 4.0 scale | |
| **Points** | **GPA** |
| 10 | 4.0 |
| 9 | 3.9-3.99 |
| 8 | 3.8 –3.89 |
| 7 | 3.7 -3.79 |
| 6 | 3.6-3.69 |
| 5 | 3.5 – 3.59 |

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| --- | --- |
| **ACT Scores:**  Composite | |
| **Points** | **Score** |
| 10 | 34-36 |
| 9 | 32-33 |
| 8 | 30-31 |
| 7 | 28-29 |
| 6 | 26-27 |
| 5 | 24-25 |
| 4 | 22-23 |
| 3 | 20-21 |
| 2 | 18-19 |
| 1 | 16-17 |

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| --- | --- |
| **GPA Chart:**  Unweighted 4.0 scale | |
| **Points** | **GPA** |
| 4 | 3.4-3.49 |
| 3 | 3.3-3.39 |
| 2 | 3.15-3.29 |
| 1 | 3.0 -3.14 |
| 0 | 2.99 and below |

|  |  |
| --- | --- |
| **Difficulty of Course Load** | |
| 5 | This student has taken honors or advanced courses in most/all subjects offered. Student must have chosen academic courses as electives and taken 2 years of a foreign language. |
| 4 | This student has taken 2 or more honors or advanced courses. The student must have chosen academic courses as electives and taken 1 year of foreign language. |
| 3 | This student has taken at least 2 honors or advanced courses. The student must have taken academic courses as electives. |
| 2 | This student has taken at least one honors or advanced class, and has not selected academic subjects as electives. |
| 1 | This student has taken only the required curriculum with no honors or advanced courses, and has not selected any academic subjects as electives. |

**Section II (A, B): Extra Curricular Activities/Sports:**

**10 points**

\*\*Please **judge both sections** A: School Related Activities/Sports and B: Community Related Activities/Sports **together** for a combined score for this section.

\*\*Extracurricular activities may include academic, service, cultural, athletic, religious, as well as paid and unpaid work. Participation may be individual or as part of a group.

**(9-10 points):**

* Wide range of varied extracurricular activities – inside and outside of school
* Serious consistent effort and commitment
* Shows initiative and specific involvement/participation
* Demonstrated consistent leadership responsibility in activities

**(7-8 points):**

* Moderate range of varied extracurricular activities – inside and outside of school
* Generally consistent effort and commitment
* Some initiative and indication of specific involvement/participation
* Some leadership responsibility in activities

**(5-6 points):**

* Limited range of variety of extracurricular activities – inside and outside of school
* Inconsistent effort and commitment
* Little initiative and indication of specific involvement/participation
* Minimum leadership responsibility in activities

**(1-4 points):**

* Narrow range and little variety of extracurricular activities – inside and outside of school
* Little consistency in effort and commitment
* No initiative and minimal indication of specific involvement/participation
* No leadership responsibility in activities

**Section III: Service – Voluntary or Paid**

**10 points**

\*\*Service includes voluntary, unpaid, and paid efforts in school, civic, church, community, or business settings. Service can be done individually or as part of a group. Descriptions should detail the student’s individual responsibilities and what they learned/gained by doing each.

**(9-10 points):**

* Wide range and variety of voluntary and paid service
* Serious consistent effort and commitment toward service
* Shows initiative and specific participation and results in service
* Evidence of personal growth and values

**(7-8 points):**

* Moderate range and variety of voluntary and paid service
* Generally consistent effort and commitment toward service
* Some initiative and specific participation and results in service
* Sense of personal growth and enrichment

**(5-6 points):**

* Limited range and variety of voluntary and paid service
* Some consistent effort and commitment toward service
* Little initiative and specific participation and results in service
* Little sense of personal benefits of service

**(1-4 points):**

* Small range and variety of voluntary and paid service
* Token/minimal effort and commitment toward service
* No initiative and elaboration of specific participation and results in service
* No sense of benefits of service

**Section IV: Honors/Awards**

**10 points**

\*\*Honors/Awards can be school related or outside of school. They may be given for individual achievement or related to the achievement of a group in which the individual participated. Consistency of effort and recognition, as well as selectivity and competitiveness of honor/award may be considered.

**(9-10 points):**

* Recognition is given for a wide range and variety of achievement
* Achievement is achieved at numerous levels including local, district/regional, state, and national
* Specific description of achievement/ability recognized

**(7-8 points):**

* Recognition is given for a moderate range and variety of achievement
* Achievement is achieved at several levels including local, district/regional, state
* General description of achievement/ability recognized

**(5-6 points):**

* Recognition is given for a limited range and variety of achievement
* Achievement is achieved at local, district/regional levels
* Limited description of achievement/ability recognized

**(1-4 points):**

* Recognition for small range and variety of achievement
* Achievement is limited to recognition at the local level
* No description of achievement/ability recognized

**Section V: Essay**

**20 Points**

**Formatting: 2.0 points possible**

* Writing entry is double spaced

**Purpose/Audience: 0.0-3.0 possible points**

* Limited awareness of audience and/or purpose
* Some evidence of communicating with an audience for a specific purpose;

Some lapses in focus

* Focused on a purpose; communicates with an audience; evidence of

appropriate voice and/or suitable tone

* Establishes a purpose; maintains clear focus and strong awareness of audience;

appropriate tone

* Establishes a purpose; maintains clear focus throughout; evidence of distinctive

voice appropriate to audience

**Idea Development/Support:** **0.0-3.0 possible points**

* Minimal idea development; limited and/or unrelated details
* Unelaborated idea development; minimal and/or repetitious details
* Depth of idea development supported by relevant details
* Depth and complexity of ideas supported by rich, engaging, pertinent details
* Depth and complexity of ideas supported by rich, engaging, pertinent details;

evidence of analysis, reflection, insight

**Organization: 0.0-3.0 possible points**

* Random and/or weak organization
* Lapses in organization and/or coherence
* Logical, coherent organization
* Well-crafted, skillful organization

**Sentences: 0.0-3.0 possible points**

* Incorrect and/or ineffective sentence structure
* Simplistic and/or awkward sentence structure
* Controlled sentence structure
* Varied sentence structure
* Advanced sentence variety, structure, and length that enhances writing

**Language: 0.0-3.0 possible points**

* Incorrect or ineffective language
* Imprecise and/or simplistic language
* Acceptable, effective language
* Precise and/or rich language

**Correctness:** **0.0-3.0 possible points**

* Frequent errors in spelling, punctuation, and capitalization
* Some errors in spelling, punctuation, and/or capitalization that do not interfere

with meaning and emphasis

* Very few errors in spelling, punctuation, and/or capitalization relative to length

and complexity

* Skillful control of spelling, punctuation, and capitalization

**Section VI: Testimony**

**10 points**

Students who have been attending Rose Hill and wish to represent our school in this program should be able to clearly state their Christian testimony. This should include their salvation experience, how they have grown in their faith, and how their faith affects their daily life, their worldview, and their future plans.

**(9-10 points):**

* Salvation experience clearly stated
* Clear evidence shown of spiritual growth
* Significant evidence of faith in daily life and plans
* Christian worldview evident in answers

**(7-8 points):**

* Salvation experience clearly stated
* Moderate evidence shown of spiritual growth
* Some evidence of faith in daily life and plans
* Limited Christian worldview evident in answers

**(5-6 points):**

* Salvation experience
* Little evidence of spiritual growth
* Minimal evidence of faith in daily life
* Little evidence of Christian worldview

**(1-4 points):**

* Salvation experience questionable
* No evidence of spiritual growth
* Inconsistent evidence of faith in daily life