

## **San Benito County 4-H Youth Development Scholarship Evaluation Rubric**

Applicant: \_\_\_\_\_

Sections 1 - 3 are evaluated over the course of the applicant's 4-H career, however long that might be, and is based solely on evidence from the applicant's record book OR resume OR written journal, not any personal knowledge of the applicant. Section 4 is based on the high school transcript, and Section 5 on the evaluation forms returned as part of the application process. Section 6 will be completed by the interviewing panel, consisting of at least 3 people from the community that are not currently involved in 4-H nor know any of the applicants personally.

### **Section 1: Club/Non-Club Mode/County Work**

Each area is worth 3 points as follows:

0 – no evidence    1 – some evidence    2 – moderate evidence    3 – strong evidence

Participation in a wide variety of club/non-club mode activities (including projects) all through their 4-H career, including this last year of participation	
Mastery of skill set(s) (proficiencies, teen leadership, growth in project areas)	
Participation in opportunities offered by 4-H program (e.g. attending workshops, All Star activities, conferences, presentation day(s), Fashion Revue)	
Development of communication skills (presentations, talks, writing articles)	
Giving back to the program by teaching others, leadership, acting as an evaluator, room host/monitor, emcee, etc.	
Goal setting and follow through (look in Leadership Development Form & 4-H story OR resume OR written journal)	
Teamwork, relating to others, contributing to group effort (planning and organizing activities with others)	
Active in club/non-club mode activities during senior year	
ONE POINT: Earned at least a gold star or Level 3 (on Categories of Participation Chart)	
TOTAL (25 points possible)	

### **Section 2: Leadership, Community Service, and Citizenship within 4-H**

Each area is worth 3 points as follows:

0 – no evidence    1 – some evidence    2 – moderate evidence    3 – strong evidence

Increasing role in leadership (participant to committee to chair, officer rank, teen leadership)	
Increasing role in community service (participant to committee to chair, initiating and planning service)	
Wide variety of leadership roles (number of committees – not one committee many times, officer roles, leader of multiple projects)	
Wide variety of community service (number of participation, committees)	
Contributing to efforts (supporting other members' efforts and other clubs'/non-club mode's activities, attending other All Star, Emerald Star projects)	
Taking advantage of opportunities offered within the 4-H program (conferences, ambassador, tech team, Cal Focus, Washington Focus, National Conference, etc.)	
Expresses reflection component of learning (what was learned by the process of a planned activity either by what worked or what didn't work – see Project Report forms and Leadership Development Form OR resume OR written journal)	
Taking on leadership roles beyond the club level (e.g. county, sectional, and/or statewide committees) or advanced levels in non-club mode	
Emphasis of community service projects that benefit those beyond 4-H (not just donating to 4-H activities, but 4-H involvement in organizations beyond ourselves)	
Level of involvement as a Teen Leader	
TOTAL (30 points possible)	

**Section 3: Extra Curricular/School, Community Activities outside 4-H**

Each area is worth 3 points as follows:

0 – no evidence    1 – some evidence    2 – moderate evidence    3 – strong evidence

Involvement in organized activities outside of 4-H (sports, clubs, ASB, etc.)	
Leadership in activities outside of 4-H (team captain, committees, ASB, club officer, etc.)	
Evidence of involvement in community service outside of 4-H (Red Cross, church, YMCA, etc.)	
Evidence of broad scope of interests (clubs, hobbies, music, etc.)	
Evidence of employment, community activism, and/or civic involvement	
TOTAL (15 points possible)	

**Section 4: Scholastic Record**

Each area is worth 2 points as follows:

0 – no evidence    1 – some evidence    2 – strong evidence

Academic rigor (working at their level)	
Building on achievement (member pursued areas of study beyond requirement of school (for example, a third year of foreign language, additional math classes, higher level elective classes))	
ONE POINT: GPA of 3.0 or above (unweighted)	
TOTAL (5 points possible)	

**Section 5: Written Recommendations**

Combined average of both letters of recommendation (based on 22 scores given, so add all scores together from both recommendations and divide by 22)	
TOTAL (10 points possible)	

**Section 6: Personal Interview**

Each area is worth allotted points listed below:

Poise (comfortable, composed, confident, eye contact) Score 0 – 6 points	
Ability to communicate (clarity of thought, able to articulate and engage) Score 0 – 6 points	
Appearance (neat, clean, well-groomed) Score 0 – 3 points	
TOTAL (15 points possible)	

Out of the 100 points possible, the applicant must have a score of 90 or above to be considered for the Georgia Wapple Frazer scholarship or a score of at least 75 to be considered for any other scholarship.

**UNIVERSITY OF CALIFORNIA**  
**DIVISION OF AGRICULTURE AND NATURAL RESOURCES (UC ANR)**  
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**POLICY STATEMENT FOR UC ANR**  
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May 2015

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