|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| score | 5 | 4 | 3 | 2 | 1 | 0 |
| Expression of Leadership | The essay details strong leadership roles that go above and beyond expectations and expresses the effect leadership skills acquisition (including resourcefulness, problem solving and idea contributing) has had on the student. | The essay details strong leadership roles and expresses the effect leadership skills acquisition has had on the student. The essay may address resourcefulness, problem solving or idea contributions (but not all three.) | The essay summarizes leadership roles. The essay only hints at the effect of the skills acquisition. | The essay summarizes minimal leadership roles and only summarizes perceived skill acquisition. | The essay only loosely addresses leadership roles or the leadership roles do not require leadership skills. | The essay does not address leadership involvements or the leadership role did not foster any leadership skills. |
| Expression of Service | The essay demonstrates  how voluntary service  involvement has  positively influenced  others on a local and/or  more global level. The  essay hints at planned  future service endeavors. | The essay demonstrates  ho voluntary service  involvement has  positively influenced  others on a local and/or  more global level. The  essay does not hint at  planned endeavors. | The essay summarizes  voluntary service  involvement. The essay  only hints at how  involvement has  positively influenced others | The essay mentions  voluntary service  involvement, but does  not describe it. The  essay does not detail  how involvement has  positively influenced others. | The essay only loosely  addresses service  pursuits or the pursuits  were not voluntary in nature. | The essay does not  address service  pursuits. |
| Expression of Character | The essay shows how the student uses traits such as courtesy, concern, respect, honesty and reliability both in and out of the classroom. | The essay shows how the student uses traits such as courtesy, concern, respect, honesty and reliability in or out of the classroom, not both. | The essay summarizes some positive character traits (at least 3), but does not include implementation in and out of the classroom. | The essay summarizes only 1-2 positive character traits. The essay does not include implementation in and out of the classroom. | The essay only loosely addresses positive character traits or the traits addressed are not positive. | The essay does not address character traits. |

Score\_\_\_\_\_\_\_\_\_\_\_\_\_/ 15 Possible Points

Notes: