|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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 demonstrateshow voluntary serviceinvolvement haspositively influencedothers on a local and/ormore global level. Theessay hints at plannedfuture service endeavors. | The essay demonstratesho voluntary serviceinvolvement haspositively influencedothers on a local and/ormore global level. Theessay does not hint atplanned endeavors. | The essay summarizesvoluntary serviceinvolvement. The essayonly hints at howinvolvement haspositively influenced others | The essay mentionsvoluntary serviceinvolvement, but doesnot describe it. Theessay does not detailhow involvement haspositively influenced others. | The essay only looselyaddresses servicepursuits or the pursuitswere not voluntary in nature. | The essay does notaddress servicepursuits. |
| 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: