Evaluating the Applications: Scoring System

Evaluate each application thoroughly. Look at each section and use your judgment to rate the applicant. Use the scoring tables and the following examples to assist in your judgment. Review the following pages carefully, as they provide more in-depth explanations and questions you should consider when judging each applicant.

We have provided the scoring tables and the scoring worksheet for you with your supplies. Both forms are also available in the Scoring Folder on the CD.

Judgments aren’t arbitrary. Rather, they are a way to take into consideration the many different strengths and characteristics that the most “valuable” applicants bring to the table. To use this approach, however, you need a panel of judges. We encourage all panels to consist of at least three judges. Each member of the panel will score the application. After each member has scored the application, you must average the scores of the entire panel to get the final score for the applicant.

For example, Judge X has a total score of 840. Judge Y has a total score of 758. Judge Z has a total score of 814. Total all 3 scores to get 2412, which is then divided by 3 to equal 804. This is the final score for the applicant.

See the examples in Total Score, located on page 10.

All applications must conform to the rules and regulations set forth by the Elks National Foundation Trustees. Judges may consider only applications that comply with the rules and are submitted by qualified applicants. Judges must evaluate applications using the merit standards set by the Elks National Foundation, as detailed below. Uniform standards must be utilized because applicants from different localities apply. There can be no deviation from these rules without expressed permission from the ENF office.

While we require that all applications conform to the rules, we caution judging committees not to be too hasty in disqualifying an application. The committee should attempt to correct incomplete or missing information before judging. This is a matter for the Lodge Committee to decide. Just be sure that your policy is consistent.

The Scoring Worksheet (in the Scoring Folder on the CD) should simplify the judging process. Be sure to make enough copies of the worksheet before you begin scoring. In addition, an Excel version of the worksheet is available on the CD and at the Scholarship Chair Section of the ENF website, www.elks.org/enf/volunteers.cfm. This spreadsheet template will perform all the calculations for you.

If you have questions about the scoring system, do not hesitate to contact the ENF Scholarship Office at 773/755-4732 or scholarship@elks.org.
For those sections with 0-5 ratings, please use the following as a guide when evaluating the applications.

5—Outstanding—All of the applicant’s application materials exemplify superior or exceptional characteristics that contribute to the specific criterion.

4—Excellent—The applicant’s application materials illustrate extremely strong, but not exceptional, characteristics contributing to the standard. The reviewer may have a reservation, but there are redeeming features to compensate for or outweigh the reservation.

3—Strong—The applicant’s application materials demonstrate strong characteristics; however, the reviewer may have reservations.

2—Average—While the applicant’s application materials are satisfactory, the reviewer may have major reservations. Certain evaluation characteristics related to the criterion are not present.

1—Below Average—The applicant’s application lacks certain requested materials. The materials present are not satisfactory.

0—Weak—The applicant’s application is considerably incomplete with inadequate materials present.

For the 0-5 rating sections, you may assign a score that includes up to two decimal points. This is not necessary, but permissible.

Section I. Scholarship Judging—500 Points

Part A: Test Scores—250 Points

Test Scores – Refer to the applicant’s transcript or the copy of test scores provided.

Compare applicant’s best composite ACT score and best combined SAT score with the chart below. Assign applicant the higher of the two point totals.

NOTE: The 2012 MVS contest will only consider the applicant’s highest SAT Math score and Critical Reading score; the essay section score is not taken into consideration.

Table 1: Test Scores

<table>
<thead>
<tr>
<th>SAT</th>
<th>ACT</th>
<th>Points</th>
<th>SAT</th>
<th>ACT</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1600</td>
<td>36</td>
<td>250</td>
<td>1130-1160</td>
<td>25</td>
<td>200</td>
</tr>
<tr>
<td>1540-1590</td>
<td>35</td>
<td>248</td>
<td>1090-1120</td>
<td>24</td>
<td>178</td>
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<tr>
<td>1490-1530</td>
<td>34</td>
<td>245</td>
<td>1050-1080</td>
<td>23</td>
<td>156</td>
</tr>
<tr>
<td>1440-1480</td>
<td>33</td>
<td>243</td>
<td>1020-1040</td>
<td>22</td>
<td>134</td>
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<tr>
<td>1400-1430</td>
<td>32</td>
<td>239</td>
<td>980-1010</td>
<td>21</td>
<td>111</td>
</tr>
<tr>
<td>1360-1390</td>
<td>31</td>
<td>236</td>
<td>940-970</td>
<td>20</td>
<td>89</td>
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<tr>
<td>1330-1350</td>
<td>30</td>
<td>234</td>
<td>900-930</td>
<td>19</td>
<td>68</td>
</tr>
<tr>
<td>1290-1320</td>
<td>29</td>
<td>228</td>
<td>860-890</td>
<td>18</td>
<td>45</td>
</tr>
<tr>
<td>1250-1280</td>
<td>28</td>
<td>223</td>
<td>820-850</td>
<td>17</td>
<td>23</td>
</tr>
<tr>
<td>1210-1240</td>
<td>27</td>
<td>218</td>
<td>770-810</td>
<td>16</td>
<td>11</td>
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<td>1170-1200</td>
<td>26</td>
<td>211</td>
<td>Below 770</td>
<td>Below 16</td>
<td>0</td>
</tr>
</tbody>
</table>
Part B: Academic Achievement
(0-5 Points) X 50 = 250 Maximum Points

Academic Achievement – Refer to the applicant’s transcript.

Look at the applicant’s transcript and counselor’s report, and rate this section based on the GPA, class ranking, and class schedule: i.e., quality of courses; rigor and intensity of courses; strong, average or weak senior course load; presence of honors and/or AP courses, if available; and the number of those courses being taken by the applicant.

Examples:
1. Cooper Heinz took the ACT but did not take the SAT. Consult Table 1 and assign him points based on his score. If his composite score is 34, give him 245 points. His transcript lists his GPA, class ranking and class schedule. Based on his GPA, ranking, schedule and courses, you assign him a rating of 3.7. Take 3.7x50 to get 185. Add 245+185 to get Cooper’s total scholarship score, 430. This is out of a possible 500 points.
2. Sandy McFarley’s best composite score is 26. That’s worth 211 points. She took the SAT twice. Add her best Critical Reading score, 520, to her best Math score, 580, to come up with her best combined SAT score, 1100. Consult Table 1. An SAT of 1100 is worth 178 points. Give Sandy the higher score, 211. Her transcript lists her GPA, class ranking and class schedule. Based on her GPA, ranking, schedule and courses, you assign her a rating of 4.2. Take 4.2x50 to get 210. Add 211+210 to get Sandy’s Total Scholarship Score, 421. This is out of a possible 500 points.

Section II. Leadership—400 Points
Leadership is defined as the accumulation of honors and awards, leadership, extracurricular activities, employment, community service and essay. The Leadership section is worth a total of 400 points. The section is divided into six categories. The categories (and the points at stake in each) are:

A. Work Experience (50)
B. Community Service (100)
C. Honors and Awards (50)
D. Leadership (75)
E. Extracurricular Activities (50)
F. Essay (75)

Applicants will accumulate points in each category. Rate the applicant on a 0 to 5 scale for each of the categories. In Sections A, C and E take the rating x 10, to equal a total of up to 50 points. In Section B, take the rating x 20 to equal up to 100 points. In sections D and F, take the rating x 15 to equal up to 75 points. Add all sections to equal a total point value of up to 400 points.

A. Work Experience
Refer to the Work Experience section of the application. In this section, the applicant can earn up to 50 points.

Scoring in the work experience category is based on approximate total hours worked during the past three years, the type of activity, commitment to the activity, etc. Work includes time spent working on a family farm or in a family business, even if the applicant was not paid.

Look at the approximate total hours worked, the type of work, and the commitment to the job. Maximum of 50 points.
Applicants are instructed to complete the section even if they are attaching an activity sheet or resume. Attachments should be structured similarly to the layout of this section of the application.

**Part A: Work Experience**

**(0-5 Points) X 10 = 50 Maximum Points**

Rate the applicant based on work experience throughout his or her high school career.

Is employment during the school year done while maintaining academic excellence and service in school and community activities? Did the applicant overcome adverse family, social or economic conditions and still achieve? Does the applicant work full time during the summer?

Compare the amount of employment to community service and involvement in extracurricular activities. Take into consideration whether the applicant spends a significant amount of time at a part-time job, since activities might be limited by this commitment.

Example:

Refer to the Work Experience Section. Cooper Heinz lists his approximate total hours of employment for the past three years. Based on his total hours, types of work, and commitment to the work, etc., you assign him a rating of 4.5. Take 4.5x10 to get 45, his Work Experience score. This is out of a possible 50 points.

**B. Community Service**

Refer to the Community Service section of the application. In this section, the applicant can earn up to 100 points.

We are interested in the type of activity, the commitment to the activity, and the approximate total hours of community service during the past three years, minus the service hours that are required by some high schools for graduation. You can find the required service hours on the counselor report.

Applicants are instructed to complete the section even if they are attaching an activity sheet or resume. Attachments should be structured similarly to the layout of this section of the application.

**Part B: Community Service**

**(0-5 Points) X 20 = 100 Maximum Points**

Rate the applicant based on community service participation throughout his or her high school career. Check the counselor report to see if the applicant’s school requires community service as a prerequisite for graduation.

Look at the applicant’s motivation to serve and his or her volunteer activities. Is there evidence of meaningful contributions to the community? Is the applicant giving back to his or her community unselfishly?

Compare the amount of community service to work experience and involvement in extracurricular activities. Take into consideration whether the applicant spends a significant amount of time at a part-time job, since activities might be limited by this commitment.
Example:
Refer to the Community Service Section. Cooper Heinz lists his approximate total hours of community service for the past three years. Based on his total hours, types of activities, commitment to the activities, etc., you assign him a rating of 4. Take 4x20 to get 80, his Community Service score. This is out of a possible 100 points.

C. Honors and Awards
Refer to the Honors and Awards Section of the application. In this section, the applicant can earn up to 50 points.

Honors and awards represent significant achievements while the applicant was in 9th through 12th grades. See the Honors and Awards section of the MVS application or the appropriate section of the applicant’s activity sheet. Applicants are instructed to complete the section even if they are attaching an activity sheet or resume. However, the attachment should be structured similarly to the layout of this section of the application.

Significant Honors and Awards—Honors and awards must be significant. The following is a list of honors and awards that are felt to be significant. The final decision determining which awards and honors are significant is up to your judging panel; these are just some basic guidelines as to what is generally considered significant.

Award significance may vary from state to state. This list is not inclusive. Use it as a guide when considering awards not listed here, and be consistent.

- Eagle Scout Award
- Girl Scout Gold Award
- Teen of the Year
  (In general, count “... of the Year” awards but not “... of the Month” awards)
- Statewide or National Conference Attendee (ex: Boy’s/Girl’s State, HOBY)
- National Merit Finalist, AP Scholar
- Major athletic awards
- Major academic awards

<table>
<thead>
<tr>
<th>Part C: Honors and Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>(0-5 Points) X 10 = 50 Maximum Points</td>
</tr>
</tbody>
</table>

Honors and Awards—Refer to the Honors and Awards Section of the application.

Rate the applicant based on the quantity and quality of his or her honors and awards. Look at the depth and breadth of the applicant’s honors and awards. Refer to the guidelines on significant awards (see examples listed above) to assist in your judgment.

An exceptional applicant has national and/or international honors and awards, as well as state and regional honors and awards.

An average to strong applicant has significant state and regional honors and awards, as well as significant honors and awards at the community and school levels.

A weak applicant has no significant honors and awards.

Example:
Refer to the Honors and Awards Section. Cooper Heinz lists his honors and awards for grades 9 through 12. Based on the quality and quantity of his honors and awards, you assign him a rating of 3.6. Take 3.6x10 to get 36, his Honors and Awards score. This is out of a possible 50 points.
D. Leadership
Refer to the Leadership & Extracurricular Activities Section of the application. Applicants are instructed to complete the section even if they are attaching an activity sheet or resume. Attachments should be structured similarly to the layout of this section of the application.

In this category, the applicant can earn up to 75 points based on the leadership roles or in the extracurricular activities he or she has assumed from the 9th through 12th grades.

In the table in the Leadership & Extracurricular Section of the application, the applicant lists leadership roles and extracurricular activities.

The applicant lists the organization name, years involved and the hours-per-week time commitment of the extracurricular activity. If the applicant assumed a leadership role in that activity, it is listed along with the responsibilities held in that position. Based on the leadership factors listed, you may determine your score.

<table>
<thead>
<tr>
<th>Part D: Leadership</th>
<th>Leadership &amp; Extracurricular Section of the application</th>
</tr>
</thead>
<tbody>
<tr>
<td>(0-5 Points) X 15 = 75 Maximum Points</td>
<td>Rate the applicant based on his or her leadership ability. Look at the applicant’s position(s) of leadership and the responsibilities held in that leadership role.</td>
</tr>
<tr>
<td></td>
<td>Has the applicant held leadership positions with an increase in responsibility and leadership across the four years as reflected by increasingly higher positions held? Has the applicant forged frontiers in activities? Do the leadership positions demonstrate a passion for the activity? Has the applicant taken advantage of all the leadership opportunities available to him or her?</td>
</tr>
</tbody>
</table>

Example:
Cooper Heinz has several activities and leadership roles listed in this section of the MVS application. Based on the amount of time spent each week, responsibilities held, and years involved in each activity, you assign Cooper a rating of 3.8. Take 3.8x15 to get 57, his Leadership score. This is out of a possible 75 points.

E. Extracurricular Activities
Refer to the Leadership & Extracurricular Activities Section of the application. Applicants are instructed to complete the section even if they are attaching an activity sheet or resume. Attachments should be structured similarly to the layout of this section of the application.

In this category, the applicant can earn up to 50 points based on extracurricular activity involvement in the 9th through 12th grades.

In this section of the application, the applicant lists leadership roles and extracurricular activities. See the example below.

The applicant lists the organization name, years involved and the hours-per-week time commitment of the extracurricular activity. If the applicant assumed a leadership role in that activity, it is listed along with the responsibilities held in that position. Based on the breadth and quality of extracurricular involvement, you may determine your score.
**Part E: Extracurricular Activities**

(0-5 Points) \* 10 = 50 Maximum Points

Extracurricular Activities—Refer to the Leadership & Extracurricular Activities Section of the application.

Rate the applicant based on the breadth and quality of his or her activities. Look at the hours-per-week commitment and the years involved.

Does the applicant reflect a commitment to school activities through continued participation across the four years in a variety of activities?

An exceptional applicant is actively involved in many quality organizations, sports, etc., and devotes extraordinary amounts of time/effort to activities. The applicant is committed, and his or her special talents stand out.

An average to strong applicant has been involved in several clubs, participated in a few sports, and may have expertise in a particular club or activity.

A below average to weak applicant has some involvement in organizations and is perhaps in a few clubs or athletic teams, but has no real commitment to the activity. The applicant may lack persistence through the years. The weaker applicant has little or no involvement in organizations.

Example:

Cooper Heinz has several activities and leadership roles listed in this section of the MVS application. Based on the amount of time spent each week, responsibilities held, and years involved in each activity, you assign Cooper a rating of 4.0. Take 4.0\*10 to get 40, his Extracurricular Activities score. This is out of a possible 50 points.

**F. Essay**

Refer to the applicant’s essay and assign up to 75 points. The applicant was instructed to answer the following question.

Using one of the leadership roles or extracurricular activities you prioritized as being important to you, describe what impact the experience had on you, what you contributed, what you learned about yourself, and how it has influenced your plans for the future.

The essay must be typed, 500 words or less, and signed and dated. More important, what do you think of the applicant’s response? Is it well written? Will this applicant make us proud to call him or her an Elks scholar?
Part F: Essay  
(0-5 Points) X 15 = 75 Maximum Points  
Essay—Refer to the applicant’s essay.

Rate the applicant based on the mechanics, style and content of the essay. Essays should be clearly written and well organized, and should sustain a well-focused discussion. The essay should enable you to get to know the applicant better. The writer should explore ideas with insightful reasoning, persuasive examples, a mature outlook and/or a deep concern for society.

Example:  
Cooper Heinz wrote an inquisitive essay, based on your judgment. You assign him a rating of 4.8. Take 4.8x15 to get 72, his Essay score. This is out of a possible 75 points.

Now add up each Leadership section’s total to get your overall Leadership Total.

Example:  
Cooper Heinz had the following scores in the Leadership Parts A-F:  
- A. 45  
- B. 80  
- C. 36  
- D. 57  
- E. 40  
- F. 72  

330  

Parts A-F add up to 330 points out of a possible 400 points for Cooper Heinz. This is his Total Leadership score.

Section III. Financial Need—100 Points

The financial need portion of the application helps us ensure that we’re awarding scholarships not just to outstanding scholars and leaders, but to outstanding scholars and leaders who demonstrate the greatest need for our assistance. To determine this need, it is necessary to have an understanding of the family’s total financial strength. This includes the following categories: adjusted gross income, family size, number of dependents and number of other children (not parents) in college.

Only applicants who are, or have been, wards of the court (state or county) and solely dependent on support from an agency, organization or other public/private foundation are to be considered as self-supporting. In their case, parental contribution need not be used in analysis. However, we require a copy of a court document or notarized letter from an appropriate court agency, such as Social Services, certifying such status.

Consider the following when scoring this section:

Adjusted Gross Income. The income listed is the adjusted gross income or custodial parent(s), including stepparent(s). In addition, if family has divorced or separated within past five years and the custodial parent has not remarried, the adjusted gross income of the non-custodial parent is included. If whereabouts of the non-custodial parent are unknown, or the non-custodial parent is unwilling to comply, the custodial parent has been instructed to explain these circumstances in a separate statement. Use the adjusted gross income to determine the point values that can be awarded. The adjusted gross income, along with the number of dependents living in the household, is used to identify the point range for the applicant. When selecting the point range, be sure the family’s adjusted gross income (line D) does not exceed the adjusted gross income listed in the table row.
Dependents. Review the number of people in the applicant’s family, not including parents, who receive the majority of parental financial support between September 1, 2012, and August 31, 2013. Use the information to find the appropriate scoring range in table below.

Children in College. Cooper will be the only Heinz child in college during the 2012-13 academic year. Consider this information when selecting the score in the range.

Single Parent. Cooper’s mother lists her marital status as widowed. She has not remarried. Consider this information when selecting the score in the range.

Table 2 is based on the U.S. Census Bureau’s poverty threshold and takes into account the family’s adjusted gross income along with the number of people in the family.

Use the table below to determine the applicant’s financial need score. Refer to line A in this section for the number of people in the family, not including parents. Then, look at the family’s adjusted gross income on line D. Base the applicant’s score range on the number of dependents listed on line A, and the income indicated on line D. When assigning points within the range, take into consideration the number of dependent children planning to attend college (line C), along with any extenuating circumstances.

Example:

The Heinz family’s adjusted gross income was $59,000. There are four dependent children, and one dependent grandparent, for a total of five dependents listed. Cooper Heinz can receive between 76 and 80 points based on the family’s income and number of dependents. Taking into consideration the number of children in college and his parents’ marital status, the judging committee assigns Cooper 80 points for this section.

Table 2: Financial Need

Assign applicant points based on the custodial parent(s)’ adjusted gross income (line D) and the number of dependents (line A).

<table>
<thead>
<tr>
<th>Points</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6+</th>
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</thead>
<tbody>
<tr>
<td>91-100</td>
<td>$17,550</td>
<td>$22,100</td>
<td>$26,000</td>
<td>$29,100</td>
<td>$32,600</td>
<td>$35,900</td>
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<tr>
<td>86-90</td>
<td>$21,938</td>
<td>$27,625</td>
<td>$32,500</td>
<td>$36,375</td>
<td>$40,750</td>
<td>$44,875</td>
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<td>$40,625</td>
<td>$45,469</td>
<td>$50,938</td>
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<td>76-80</td>
<td>$34,277</td>
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<td>$50,781</td>
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<td>71-75</td>
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<td>$79,346</td>
<td>$88,806</td>
<td>$99,487</td>
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<tr>
<td>61-65</td>
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<tr>
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<td>More than</td>
<td>More than</td>
<td>More than</td>
<td>More than</td>
<td>More than</td>
</tr>
</tbody>
</table>

Note: dollar amount listed is the top of the range.
**Total Score**

Each member of the panel will score the application. After each member has scored the application, you must average the scores of the entire panel to get the final score for the applicant.

- **Total score** refers to the Scholarship + Leadership + Financial Need scores added together to end in a score of up to 1,000 points. Each judge will review the application and come up with their total score.

- **Final score** refers to the average of the total scores from each judge. This is the final score of the application.

Total Score Example: Cooper Heinz achieved the following scores from Judge X:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarship</td>
<td>430</td>
</tr>
<tr>
<td>Leadership</td>
<td>330</td>
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<tr>
<td>Financial Need</td>
<td>80</td>
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</table>

Total Score from Judge X 840

Final Score Example:

<p>| | |</p>
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<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Judge X</td>
<td>840</td>
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<tr>
<td>Judge Y</td>
<td>758</td>
</tr>
<tr>
<td>Judge Z</td>
<td>814</td>
</tr>
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</table>

Final Score for Cooper $2412/3 = 804$