

## Dayton Sister City Committee Travel Scholarship Rubric

**Directions:** Students wishing to apply for the annual travel scholarship should complete the normal application process described by the trip chaperone *and* include an additional essay specifically attesting to their financial hardship or need for this travel grant and why they are applying for it. Applications should pay close attention to the scholarship rubric for clues as to what the committee is looking for in the ideal candidate.

Criteria	Point Value = 3	Point Value = 2	Point Value = 1	Point Value = 0
<b>Letters of Recommendation</b>	Student submitted <i>two letters</i> of recommendation through application process attesting to scholarship merits	Student submitted <i>one</i> letter of recommendation through application process attesting to scholarship merits	Student failed to submit <i>any</i> letters of recommendation (0 letters)	
<b>Student Leadership and Community Involvement</b>	Based on the student's essay, resume, participation in extra-curricular activities, and letters of recommendation, the student demonstrates an overwhelming commitment to international affairs, the Dayton community, and strong leadership qualities	Based on the student's essay, resume, participation in extra-curricular activities, and letters of recommendation, the student demonstrates a commitment to international affairs and/or the Dayton community and/or strong leadership qualities	Based on the student's essay, resume, participation in extra-curricular activities, and letters of recommendation, the student demonstrates a strong interest in international affairs and/or the Dayton community	Based on the student's essay, resume, participation in extra-curricular activities, and letters of recommendation, the student fails to demonstrate a commitment to international affairs and/or the Dayton community
<b>Student Performance</b>	Based on the student's essay, resume, transcripts, and letters of recommendation, the student demonstrates high academic achievement and strongly values their own education	Based on the student's essay, resume, transcripts, and letters of recommendation, the student demonstrates strong academic achievement and/or strongly values their own education	Based on the student's essay, resume, transcripts, and letters of recommendation, the student demonstrates average academic achievement	Based on the student's essay, resume, transcripts, and letters of recommendation, the student demonstrates little to no commitment to academic achievement
<b>Financial Need (this criterion is weighted double)</b>	In the student's second essay they clearly and concretely define their financial need, which is substantial; the student indicates a desire to participate in student travel experiences in the past, but has been unable to do so due to	In the student's second essay they clearly define their financial need; the financial need exists, but MAY not rise to the level of "substantial"; student indicates a desire to participate in student travel in the past but has been	Student's second essay defines their financial need; the need exists, but may not hinder the student's ability to participate in the travel experience	The student does not indicate a financial hardship OR fails to submit a second essay letter outlining their financial need

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	financial hardship	unable to do so due to financial hardship		
<b>Educational Desire</b>	Student clearly articulates their educational goals/reasons behind desire to participate in the travel experience outlined by trip chaperone; this includes concrete examples of how the experience will align with their educational goals and objectives beyond high school, including possible college or career goals	Student clearly articulates their educational goals/reasons behind desire to participate in the travel experience outlined by trip chaperone; this includes explaining how the experience will align with their educational goals and objectives beyond high school	Student explains their goals/reasons behind desire to participate in the travel experience outlined by trip chaperone, but fails to explain how the experience aligns to their future college or career goals	Student fails to explain how this trip will help them achieve their educational goals, or does not have any beyond simply "participating in this experience"
<b>Mechanics, Usage, Grammar, Spelling of Essay</b>	No "MUGS" errors are present in application materials	There are a few MUGS errors, but they do not interfere with understanding	There are numerous MUGS errors and/or errors interfere w/understanding of application materials	There are numerous MUGS errors and they interfere with understanding of application materials
<b>Travel Destination</b>	Student is traveling to and spending the vast majority of their time in a Dayton Sister City through an established Sister City exchange program (Oiso, Sarajevo, Holon, Augsburg, or Monrovia)	Student is traveling to another city with whom the Dayton Sister City Committee has a relationship and spending at least some time in a Dayton Sister City during their trip	Student is traveling to another city with whom the Dayton Sister City Committee has a relationship but is not spending time in a Dayton Sister City	<i>*Students not traveling to a city with whom the Dayton Sister City Committee has a relationship are ineligible to receive this scholarship</i>