

**PCTI Pillars of NHS Essay
Scoring Rubric**

Area	4	3	2	1
Content	<ul style="list-style-type: none"> ● Is well thought-out and supports the solution to the question ● Reflects application of critical thinking ● Has clear goal that is related to each pillar/topic ● Is accurate 	<ul style="list-style-type: none"> ● Is well thought-out and supports the solution to the question ● Has application of critical thinking ● Has clear goal that is related to each pillar/topic ● Is pulled from a variety of sources ● Is accurate 	<ul style="list-style-type: none"> ● Supports the solution to the question ● Has application of critical thinking ● Has no clear goal that is related to each pillar/topic ● Is pulled from a limited number of sources ● Has some factual errors or inconsistencies 	<ul style="list-style-type: none"> ● Provides inconsistent information for solution to the question ● Has no apparent application of critical thinking ● Has no clear goal that is related to each pillar/topic ● Has significant factual errors, misconceptions, or misrepresentations inconsistencies
Conventions	<ul style="list-style-type: none"> ● No spelling, capitalization, grammatical, or punctuation errors ● Excellent/High-level use of vocabulary and word choice ● Follows MLA format 	<ul style="list-style-type: none"> ● Few (1 to 3) spelling, grammatical, capitalization, or punctuation errors ● Good use of vocabulary and word choice ● Follows MLA format 	<ul style="list-style-type: none"> ● Minimal effort reveals (4 to 6) spelling, capitalization, grammatical, or punctuation errors ● Low-level use of vocabulary and word choice ● Some evidence of MLA format 	<ul style="list-style-type: none"> ● More than 6 spelling, capitalization, grammatical, or punctuation errors ● Poor use of vocabulary and word choice ● Lacks evidence of MLA format ● Poorly written not proofread before submission.
Organization	<ul style="list-style-type: none"> ● Information is clearly focused in an organized and thoughtful manner ● Information is constructed in a logical pattern to support the solution to the challenge or question 	<ul style="list-style-type: none"> ● Information has focus and pattern ● Information supports the solution to the challenge or question 	<ul style="list-style-type: none"> ● Information has focus but strays from it at times ● Information has pattern but is not consistent throughout ● Information loosely supports the solution to the challenge or question 	<ul style="list-style-type: none"> ● Information is unfocused and haphazard ● Information has no apparent pattern ● Information does not support the solution to the challenge or question
Presentation	<ul style="list-style-type: none"> ● Format enhances the content ● Presentation is organized and well formatted ● Essay is an excellent reflection of the representation of the NHS pillars. ● Evidence of time and effort are obvious 	<ul style="list-style-type: none"> ● Format is appropriate for the content ● Presentation is good and appears to have organized ideas ● There a few corrections are evident 	<ul style="list-style-type: none"> ● Format does not suit content ● Presentation is loosely organized ● There are cross outs and a few corrections evident 	<ul style="list-style-type: none"> ● Format does not enhance content; appears sloppy and unfinished ● Presentation has no clear organization ● There are several cross outs and corrections evident

**Scoring Rubric for Assessing Membership
The Four NHS Pillars**

PCTI NHS Pillars	4	3	2	1
Scholarship	No points are awarded for scholarship – student’s qualifying GPA meets minimum scholarship requirement.			
Leadership Student may be awarded points based on the significance of activity as well as the number of activities.	Student shows strong, effective leadership in formal and informal situations. S/he takes initiative in setting, and asserting direction toward goals. S/he is seen as a positive leader in the classroom. S/he is involved in 6 or more activities through her/his junior/senior years.	Student shows effective leadership in formal situations. S/he holds/has held office in a number of organizations, and has moved the organization forward with her/his role. S/he is involved in at least 4 or more activities through her/his junior/senior years.	Student shows or has shown tentative leadership activity. S/he may hold/has held office or displays leadership informally in class and other situations. S/he is involved in at least 2 or more activities through her/his junior/senior years.	Student shows very little evidence of leadership experience or ability that is not detected through junior/senior years.
Service	Student demonstrates consistent and sustained outstanding service and involvement to better or improve our school and community. A total of 10 or more hours of service have been rendered.	Student demonstrates service and involvement to better or improve our school and community on an ongoing basis. A total of 10-14 hours of service have been rendered.	Student demonstration of service and involvement is inconsistent. More one-time events than dedicated involvement. A total of 5-9 hours of service have been rendered.	How activities impact school or community is unclear, or activities are listed but verification signatures are missing. A total of 0-4 hours of service have been rendered and reflected on the application.
Character This section’s score is derived from a combination of faculty/staff feedback as well as the student’s discipline record/letters of recommendation	Student shows strong evidence of exemplifying all qualities of character. Has had no visits to ISS, no discipline referrals,	Student shows good evidence of exemplifying most of the qualities of character. Has had no visits to ISS, no discipline referrals, etc.	Student shows moderate evidence of exemplifying most of the qualities of character.	Student has had discipline problems and/or referrals, the council has reservations based on the applicant.