Lou Frey Institute Undergraduate CCIE Scholarship Rubric

Rank each category with any number from 0-4.

1. Letter of Interest: Double spaced, explaining how this award will support writing their honors undergraduate thesis involving civic education/civic engagement at the K-12 level and how this thesis connects to the mission of the Lou Frey Institute.
2. Prompt: **What, in your view, is the meaning of the phrase 'good citizenship'? If we were to educate young people on good citizenship as you have chosen to define it, what does that education generally look like, from kindergarten through college**? In your response of 3-5 pages, be sure to clearly define your meaning and understanding of good citizenship, explain how you would approach it, and predict the impact that your approach might have on American civic life. Use relevant citations. APA format (7th ed.) is expected.
3. Abstract of 300 words describing an Honors Undergraduate Thesis around civic education and/or civic engagement at the K-12 level. Include a short statement (not counted in word count) how this thesis may contribute to the mission of the Lou Frey Institute. Citations must be provided and will not contribute to the word count. APA format (7th ed.) is expected.

**Note to evaluators: Half points may be given. Use your professional judgement.**

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| Criteria | Not Acceptable (1) | Somewhat  Acceptable (2) | Somewhat Excellent  (3) | Excellent (4) |
| **Spelling, Punctuation, Grammar, and Mechanics for Writing Tasks (Letter)** | * Letter contains 3 or more errors in spelling, punctuation, grammar or spacing * Shows poor use of the English language * Flows poorly | * Letter contains 1 or 2 minor errors in spelling, punctuation, or grammatical errors * Shows average use of English language | * Letter has occasional spelling, punctuation, or grammar mistakes * Shows good use of the English language * Letter flows well | * Letter has no spelling, punctuation, or grammar mistakes * Shows excellent use of the English language * Letter flows well |
| **Spelling, Punctuation, Grammar, and Mechanics for Writing Tasks (Prompt)** | * Response contains 3 or more errors in spelling, punctuation, grammar or spacing * Shows poor use of the English language * Flows poorly * Not written in APA (7th ed.) format | * Response contains 1 or 2 minor errors in spelling, punctuation, or grammatical errors * Shows average use of English language * APA (7th ed.) format may have minor errors | * Response has occasional spelling, punctuation, or grammar mistakes * Shows good use of the English language * Response flows well * APA (7th ed.) format is properly used | * Response has no spelling, punctuation, or grammar mistakes * Shows excellent use of the English language * Response flows well * APA (7th ed.) format is properly used. |
| **Letter Content** | * Letter did not clearly explain explaining how this award will support writing their honors undergraduate thesis involving civic education/civic engagement at the K-12 level * Letter did not clearly explain thesis project aligned with the mission of the Lou Frey Institute | * Letter included at least 1 example to explain how this award will support writing their honors undergraduate thesis involving civic education/civic engagement at the K-12 level * Thesis project as described by letter only loosely connected to the mission and work of the Lou Frey Institute | * Letter included more than 1 example to describe interest and goals within the major * Thesis project as described by letter was adequately connected in a clear way to the mission and work of the Lou Frey Institute | * Letter included at least 3 or more examples to describe the interest and goals within the major * Thesis project as described by letter strongly connected in a clear way to the mission and work of the Lou Frey Institute |
| **Prompt Response** | * Response did not clearly explain the meaning of good citizenship. * Response did not address what education around this meaning would look like * Response did not adequately predict the impact this approach might have on civic life * Response had only 1 or no relevant citations. | * Response minimally explained the meaning of good citizenship, but some clarity was lacking * Response loosely addressed what education around this meaning would look like * Response tried with some success to predict the impact this approach might have on civic life but lacked some clarity * Response included at least 2 relevant citations. | * Response adequately explained the meaning of good citizenship, and contained a greater level of clarity * Response adequately addressed what education around this meaning would look like * Response adequately predicted the impact this approach might have on civic life with a greater level of clarity * Response included at least 2 relevant citations. | * Response strongly explained the meaning of good citizenship with a clear and powerful understanding and explanation * Response strongly addressed what education around this meaning would look like * Response strongly predicted the impact this approach might have on civic life with a evident clarity * Response included at least 3 relevant citations. |
| **Abstract** | * Abstract does not connect to civic education or civic engagement at the K-12 level * Abstract contains 3 or more writing errors * Abstract had only 1 or no relevant citations. * Abstract does not use AP (7th ed.) format | * Abstract touches at least tangentially to civic education or civic engagement at the K-12 level * Abstract contains less than 3 writing errors * Abstract included at least 2 relevant citations. * Abstract may have minor errors with AP (7th ed.) format | * Abstract partially connects to civic education or civic engagement with a greater level of clarity * Abstract contains no writing errors * Abstract included at least 2 relevant citations. * Abstract properly uses AP (7th ed.) format | * Abstract is strongly and clearly connected directly to civic education or civic engagement * Abstract contains no writing errors * Abstract included at least 3 relevant citations. * Abstract properly uses AP (7th ed.) format |
| **Overall Alignment of Application Materials to Lou Frey Institute Mission and Goals** | * Poorly aligned or alignment not clear * Demonstrates no understanding of or research about the work of the Lou Frey Institute | * Adequately aligned to at least 1 aspect of Lou Frey Institute mission and goals * Demonstrates minimal understanding of or research about the work of the Lou Frey Institute | * Clearly aligned to at least 2 aspects of the Lou Frey Institute mission and goals * Demonstrates a surface understanding of or research about the work of the Lou Frey Institute | * Clearly aligned to at least 3 aspects of the Lou Frey Institute mission and goals * Demonstrates a deep understanding of or research about the work of the Lou Frey Institute |