

## General Scholarship Submission Scoring

### Scale (1–5):

1 = Limited evidence; 3 = Solid evidence meeting expectations; 5 = Exceptional, sustained, high-impact evidence.

Score **only** what's presented; never infer.

| Criterion                             | Questions to answer for Reviewers   | 1   | 3  | 5   |
|---------------------------------------|---|---|--|---|
| <b>Academic Engagement</b>            | <i>Does the applicant describe consistent academic effort, progress, or intellectual growth within their program?</i> | Minimal discussion of academics; unclear focus or inconsistent engagement | Demonstrates steady academic commitment and progress within program expectations | Clearly conveys strong academic motivation, growth, or excellence through involvement, research, or persistence |
| <b>Education (Schools Listed)</b>     | <i>Has the applicant provided a clear and complete list of all institutions attended?</i>                             | Missing or incomplete educational history                                 | All institutions listed; basic accuracy  | Comprehensive, well-organized list of all schools attended, clearly formatted                                   |
| <b>Experience</b>                     | <i>Does the applicant describe relevant professional, volunteer, or clinical experiences that demonstrate growth?</i> | Minimal or unclear experience   | Relevant experience demonstrating growth or engagement                           | Extensive, clearly articulated experience showing professional development and leadership                       |
| <b>Professional Memberships</b>       | <i>Does the applicant indicate any memberships or active roles in professional organizations?</i>                     | None or unclear   | Some memberships noted   | Active participation or leadership roles within professional organizations                                      |
| <b>Service &amp; Community Impact</b> | <i>Does the applicant describe service that benefits others and aligns with CPHS or healthcare values?</i>            | Occasional/unclear impact   | Regular service with concrete outcomes   | Sustained service with measurable, mission-aligned outcomes   |
| <b>Leadership Scope</b>               | <i>Does the applicant hold or describe roles with responsibility, initiative, or cross-group influence?</i>           | Participation only  | Role leadership with defined responsibilities                                    | Elected/appointed roles with cross-group impact and reflection  |
| <b>Professionalism</b>                | <i>Does the applicant demonstrate professionalism through tone, presentation, or examples of ethical behavior?</i>    | Vague, lacks examples   | Concrete examples following standards  | Demonstrates professionalism and accountability in complex contexts   |

## Personal Statement Scoring

### Scale (1–5):

1 = Limited evidence; 3 = Solid evidence meeting expectations; 5 = Exceptional, sustained, high-impact evidence.

Score **only** what's presented; never infer.

| Criterion                                      | Questions to answer for Reviewers  | 1   | 3   | 5  |
|--|--|---|---|--|
| <b>Academic Achievement &amp; Commitment</b>   | <i>Does the student reference academic progress, excellence, or dedication to their studies?</i>     | Little or no mention of academics; unclear connection to academic growth or success.    | Mentions academic performance or progress with some detail; demonstrates effort and commitment. | Clearly communicates strong academic motivation, achievement, growth, or resilience (e.g., GPA success, research, overcoming barriers).              |
| <b>Financial Need / Personal Circumstances</b> | <i>Does the student convey meaningful context for financial need or relevant life circumstances?</i> | Minimal context or vague statements about need; unclear rationale.                      | Moderate explanation of financial need or circumstances; some clarity is provided.              | Clear, genuine insight into need, adversity, or special circumstances that contextualize scholarship impact (without requiring personal disclosure). |
| <b>Community Involvement &amp; Service</b>     | <i>Does the student demonstrate engagement that benefits others?</i>                                 | Limited or no discussion of service, outreach, or community involvement.                | Shows involvement in service or volunteer roles with general description of impact.             | Strong evidence of meaningful service with impact, initiative, or alignment to healthcare/CPHS values.   |
| <b>Leadership &amp; Professional Growth</b>    | <i>Does the student demonstrate leadership experience or professional development?</i>               | Little leadership or growth described; passive participation.                           | Some leadership, responsibility, or initiative communicated with examples.                      | Clear leadership or growth demonstrated through defined roles, accomplishments, or initiative-taking.  |
| <b>Professional Goals &amp; Future Vision</b>  | <i>Does the student articulate future plans and connection to their chosen field?</i>                | Goals unclear or surface-level; limited connection to health science pathways.          | Goals are stated and relevant; shows direction and interest in field.                           | Well-developed vision with purpose; strong passion and clarity about future contribution to the profession.  |
| <b>Communication &amp; Narrative Quality</b>   | <i>Is the statement clear, organized, authentic, and within 500 words?</i>                           | Disorganized or difficult to understand; lacking personal voice; may exceed word limit. | Generally clear, organized, and understandable with personal tone; adheres to word limit.       | Well-organized, compelling narrative with strong personal voice; polished flow; engaging and memorable.  |

### Essays Scoring

#### Scale (1–5):

1 = Limited evidence; 3 = Solid evidence meeting expectations; 5 = Exceptional, sustained, high-impact evidence.

Score **only** what's presented; never infer.

| Criterion   | Questions to answer for Reviewers   | 1   | 3  | 5   |
|---|---|---|--|---|
| <b>Relevance &amp; Alignment to Prompt</b>          | <i>Does the essay clearly address the specific scholarship prompt and demonstrate alignment to its purpose/values?</i>  | Minimal relevance to prompt; off-topic or vague response.                         | Addresses prompt appropriately with clear connection.        | Fully addresses prompt with depth; strongly aligned to scholarship mission, intent, and criteria. |
| <b>Insight, Reflection, &amp; Supporting Detail</b> | <i>Does the essay show personal insight, reflection, and include supporting examples or experiences?</i>                | Lacks personal voice; mostly broad statements with little reflection or examples. | Some reflection and examples provided; reasonably developed. | Deep, meaningful reflection; compelling examples/stories; strong personal voice and originality.  |
| <b>Future Goals, Impact, &amp; Contribution</b>     | <i>Does the essay convey career goals and how the student will create impact through their profession or community?</i> | Goals unclear or minimally expressed; limited connection to future impact.        | Goals present and relevant; shows direction and purpose.     | Clear, inspiring vision with strong potential impact on patients, community, or profession.       |