

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
Academic Engagement	<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
Education (Schools Listed)	<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
Experience	<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
Professional Memberships	<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
Service & Community Impact	<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
Leadership Scope	<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
Professionalism	<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):

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

Criterion	Questions to answer for Reviewers	1	3	5
Academic Achievement & Commitment	<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).
Financial Need / Personal Circumstances	<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).
Community Involvement & Service	<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.
Leadership & Professional Growth	<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.
Professional Goals & Future Vision	<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.
Communication & Narrative Quality	<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
Relevance & Alignment to Prompt	<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.
Insight, Reflection, & Supporting Detail	<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.
Future Goals, Impact, & Contribution	<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.