

NJHS Application Rubric

Character and Citizenship - Core teacher feedback

A student may be excluded from admission if the student earns a 1 in this category

4-Exceeds	3-Meets	2-Approaching	1-Does Not Meet
Student exhibits exceptional character and citizenship based on teacher feedback.	Teachers have no concerns expressed about student's character and citizenship	Teachers have mild concern about student's character and citizenship based on teacher-student interactions and/or peer-to-peer interaction	Teachers have expressed significant concern about student's character and citizenship based on teacher-student interactions and/or peer-to-peer interaction

Leadership - In-School; Service - Out-Of-School

4-Exceeds	3-Meets	2-Approaching	1-Does Not Meet
- Applicant logically organizes claim(s), reasons, and evidence with a structure appropriate to the concept being addressed. - Uses strong transitions/transitional phrases to create clarifying relationships between their ideas and the larger concept (Leadership and Service). - Establishes and maintains a formal style that uses precise language and vocabulary relevant and appropriate to the topic. - Goes above and beyond when answering the prompt(s). They do not resort to using only an	- Applicant logically organizes claim(s), reasons, and evidence with a structure appropriate to the concept being addressed. - Effectively uses transitions/transitional phrases to create clarifying relationships between their ideas and the larger concept (Leadership and Service). - Establishes and maintains a formal style that uses precise language and vocabulary relevant and appropriate to the topic. - Uses an expository response when addressing the prompt(s), and successfully	- The applicant's organization of claim(s), reasons, and evidence is not always logical. - Uses transitions/transitional phrases that occasionally creates clarifying relationships between their ideas and the larger concept (Leadership and Service). - Establishes a style that may be too informal or inconsistent, and occasionally uses precise language and vocabulary relevant and appropriate to the topic. - Uses an expository response when addressing the prompt(s), but only included some of the necessary	- The applicant's organization of claim(s), reasons, and evidence is often illogical. - Uses minimal transitions as a means to create clarifying relationships between their ideas and the larger concept (Leadership and Service). -- weak links between ideas and concepts. - Establishes and maintains an informal style that minimally uses precise language and vocabulary relevant and appropriate to the topic. - Answers the prompt(s) "briefly" and forgets to include the basic

expository response (What and when they did something),, but rather uses reflection as a means of showing how the service and leadership helped them to become a better person.	includes all of the necessary components: Who, What, When, Where, Why, and How when explaining the importance that their service had on the community.	components: Who, What, When, Where, Why, and How.	foundations of successful expository writing: Who, What, When, Where, Why, and How
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Scholarship - Grades

A student may be excluded from admission if the grades reported by the student are not accurate

4-Exceeds	3-Meets	2-Approaching	1-Does Not Meet
Student has only 3s and 4 across core content area GRCs	Students has all 3s across core content area GRCs	Student has 3s and 2s across core content area GRCs	Student has 1s in one or more core content area GRCs