



International Student Program

International Student Program Application Rubric

Name of Applicant _____

Initials of Evaluator: _____

Points Received: _____ / 30 Possible Points

	Definition of point value	Score (1-5)
Presentation of Application	5 – Applicant clearly took extra time and effort to present a polished application (all typed, clean copy, etc.) 4 – Applicant wrote answers in pen but typed essay on computer 3 – Applicant completed application as required 2 – Application is completed in pencil, contains several correction liquid areas, and/or represents the applicant poorly 1 – Application is incomplete (missing parent signature, not on time, recommendations and/or questions left unanswered)	
Grammatical quality of application	5 – Uses complete, grammatically accurate sentences. 4 – Uses complete sentences with no more than four errors overall. 3 – Uses complete sentences with an average level of grammatical correctness (more than 4 errors overall). 2 – Uses incomplete sentences with average grammatical correctness. 1 – Uses incomplete sentences with serious grammatical flaws.	
Essay	5 – Applicant presents himself/herself well, stating strong reasons as to why they would make a good ISP participant and why they want to participate in the program 4 – Applicant states why they would make a good ISP participant and why they want to participate in the program, but with weak reasoning 3 – Applicant states why they would make a good ISP participant but does explain why they want to participate in the program 2 – Applicant completes the essay does not demonstrate why he/she would make a good ISP applicant 1 – Applicant does not complete the essay and/or parent signature missing at bottom of essay	
Cultural Understanding (in essay)	5 – Applicant acknowledges and addresses the benefits of sharing his/culture with United States citizens as well as learning from the culture of the United States 4 – Applicant acknowledges that he/she will share their culture as well as learn US culture, but does not speak to the value of such learning and/or its advantages to his/her experience 3 – Applicant addresses educational advantages of being an ISP participant to their overall education but does not speak directly to a cultural sharing relationship 2 – Applicant only speaks of advantages of time in the United States 1 – Applicant does not address the impact of the ISP experience to their overall education/life and/or does address advantages to an experience in the United States	

<p>Participation in extracurricular activities (either at Saint George or in community)</p>	<p>5 – Applicant is involved in three or more extracurricular activities with at least one that includes extra English learning 4 – Applicant is involved in three or more extracurricular activities, none include extra English learning 3 – Applicant is involved in two extracurricular activities 2 – Applicant is involved in one extracurricular activity 1 – Applicant is not involved in any extracurricular activities</p>	
<p>Recommendations</p>	<p>5 – Both English teacher and Profesor Jefe (or other) recommend the applicant and all recommendations state the applicant has the qualities of a good student (class attendance, participation, behaviour, etc. are all excellent) 4 – Both English teacher and Profesor Jefe (or other) recommend the applicant and recommendations state the applicant has room for improvement in no more than two areas of the qualities of a good student 3 – Both English teacher and Profesor Jefe (or other) recommend applicant, but one or both recommendations state the applicant does not demonstrate qualities of a good student in more than two areas (class attendance poor, materials not brought to class, class participation poor, etc.) 2 – One of the two recommenders do not recommend applicant for ISP participation 1 – English teacher and Profesor Jefe (or other) do not recommend applicant for ISP participation</p>	

Comments: _____
