

Scholars Academy Scoring Rubric

The purpose of the application review is to identify 50 rising freshman students yearly for enrollment in the Scholars Academy. Due to the accelerated nature of this program, all students who apply must have completed Algebra 1 and English 1 by the end of 8th grade.

Preliminary Screening (All Applicants)

Standardized Tests (Maximum 38 Points)

PSAT (Maximum 30 Points)								
Combined PSAT Test Score		Points	PSAT Range (Difference between Math and ERW)			Points		
PSAT Combined > 1160		25	PSAT Range < 100			5		
PSAT Combined 1130 < x ≤ 1160		21	PSAT Range 100 < x ≤ 200			4		
PSAT Combined 1070 < x ≤ 1130		18	PSAT Range 200 < x ≤ 300			3		
PSAT Combined 1010 < x ≤ 1070		15	PSAT Range 300 < x ≤ 400			2		
PSAT Combined x ≤ 1010		8	PSAT Range 400 < x ≤ 500			1		
Student Combined PSAT Score			PSAT Math		PSAT ERW Reading and Writing			
Points Received for PSAT Combined			Range		Points PSAT Range			
Total Points Earned for PSAT Combined and Range								
SC READY and MAP (Maximum 8 Points)								
7th-Grade SC READY	SC READY Score	SC READY Student Score	Points Earned	Spring MAP of 7th Grade or Fall MAP of 8th Grade	Percentile	MAP Student Percentile	Points Earned	
Reading	Meets or Exceeds			Reading	90th to 99th Percentile			
Mathematics	Meets or Exceeds			Math	90th to 99th Percentile			
Applicant earns 2 points for each area scored as "Exceeds." Applicant earns 1 point for each area scored as "Meets." Applicant earns 0 points for each area scored below "Meets."				<ul style="list-style-type: none"> Applicant earns 2 points for each area scored within the 95th - 99th percentile. Applicant earns 1 point for each area scored within the 90th - 94th percentile. Applicant earns 0 points for each area scored at or below the 89th percentile. 				
Total Points Earned (Maximum 4)				Total Points Earned (Maximum 4)				
Total Points Earned SC READY and MAP								

Academic Achievement (Maximum 24 Points)

Coursework (Maximum 9 Points)	Points	Points Earned
Algebra 1 Honors, Geometry Honors, and English 1 Honors	9	
Algebra 1 Honors and English 1 Honors	6	
Algebra 1 and English 1 (Not at the Honors Level)	3	
Grades - Eighth Grade (Maximum 5 Points)	Points	Points Earned
First-semester 8th-grade grades: A's in all courses	5	
First-semester 8th-grade grades: 1 B and A's in all other courses	3	
First-semester 8th-grade grades: 2 B's and A's in all other courses	1	
Grades - Seventh Grade (Maximum 10 Points)	Points	Points Earned
7th-grade final grades: A's in all courses	10	
7th-grade final grades: 1 B and A's in all other courses	6	
7th-grade final grades: 2 B's and A's in all other courses	2	
Total Points Earned Academic Achievement		

Attendance (Maximum 15 points)

Screening Criteria	Possible Points	Points Earned
0 Unexcused absences during 8th grade (first semester)	5 Points	
1 - 2 Unexcused absences during 8th grade (first semester)	2.5 Points	
0 Unexcused absences during 7th grade (year)	10 Points	
1- 4 Unexcused absences during 7th grade (year)	5 Points	
Total Points	0 - 15 Points	

Discipline

A record of serious or habitual behavior problems may result in exclusion from consideration.

Writing Sample Rubric

Text-Dependent Analysis Scoring Guidelines

4 – Demonstrates effective analysis of text and skillful writing	3 – Demonstrates adequate analysis of text and appropriate writing	2 – Demonstrates limited analysis of text and inconsistent writing	1 – Demonstrates minimal analysis of text and inadequate writing
<ul style="list-style-type: none"> • Effectively addresses all parts of the task to demonstrate an in-depth understanding of the text(s) • Thorough analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas • Substantial and direct reference to the main ideas and relevant details of the text(s) using an effective combination of details, examples, quotes, and/or facts • Strong organizational structure and focus on the task with logically grouped ideas, including an effective introduction, development, and conclusion • Skillful use of transitions to link ideas within categories of textual and supporting information • Effective use of precise language and domain-specific vocabulary drawn from the text(s) • Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning 	<ul style="list-style-type: none"> • Adequately addresses all parts of the task to demonstrate a sufficient understanding of the text(s) • Clear analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas • Sufficient and direct reference to the main ideas and relevant details of the text(s) using an appropriate combination of details, examples, quotes, and/or facts • Appropriate organizational structure and focus on the task with logically grouped and related ideas, including a clear introduction, development, and conclusion • Appropriate use of transitions to link ideas within categories of textual and supporting information • Appropriate use of precise language and domain-specific vocabulary drawn from the text(s) • Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning 	<ul style="list-style-type: none"> • Inconsistently addresses some parts of the task to demonstrate a partial understanding of the text(s) • Inconsistent analysis based on explicit and/or implicit meanings from the text(s) that ineffectively supports claims, opinions, and ideas • Limited and/or vague reference to the main ideas and relevant details of the text(s) using some details, examples, quotes, and/or facts • Weak organizational structure and focus on the task with ineffectively grouped ideas, including a weak introduction, development, and/or conclusion • Limited use of transitions to link ideas within categories of textual and supporting information • Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s) • Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning 	<ul style="list-style-type: none"> • Minimally addresses part(s) of the task to demonstrate an inadequate understanding of the text(s) • Minimal analysis based on the text(s) that may or may not support claims, opinions, and ideas • Minimal reference to the main ideas and relevant details of the text(s) using few details, examples, quotes, and/or facts • Minimal evidence of an organizational structure and focus on the task with arbitrarily grouped ideas that may or may not include an introduction, development, and/or conclusion • Few, if any, transitions to link ideas • Little or no use of precise language or domain-specific vocabulary drawn from the text(s) • Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning

Writing Sample Scoring	POINTS	POINTS EARNED
Text-Dependent Analysis Score	0-8 Points (TDA Score x 2)	

Writing Sample (Maximum 8 Points)

The top 60 applicants will complete a writing sample. In the event of a tie for the 60th score, all applicants with the score will be invited to complete a writing sample.

Criteria	Points	Points Earned
Writing Sample	0-8	
Total Points (8 Points)		

Final Scoring (Maximum 85 Points)

	POINTS	POINTS EARNED
Standardized Tests	0-38	
Academic Achievement	0-24	
Attendance	0-15	
Writing Sample	0-8	
Final Score	0-85	

- *Applicants with the top 50 highest scores will be invited to attend the Scholars Academy.*
- *In the event of a tie for the 50th score, all applicants with that score will be invited to attend.*
- *There will be a waiting list through May 31, 2020.*