

Dear SHH Sponsors and Members,

As you probably already know, there are many additional opportunities available to sponsors and members of the SHH in the form of contests, opportunities to publish in our literary magazine, trips and scholarships. You will not find a lot of information on the web about these opportunities, because there are special application forms for each of them in our Becas y Premios packet that is sent to the sponsor of every active chapter at the beginning of December. All the information about how to apply and the deadlines for these applications are contained in that packet. We do not make these application forms available on the website, because only one student from each chapter may apply for the Junior Travel Award and the Senior Scholarship each year. A student must see the sponsor of the SHH chapter in order to receive the application form and the permission of the sponsor to apply for these awards in the name of the chapter. Each year we get questions from students and sponsors about how the contests are judged. Below you will find the rubrics for judging all the contests that the SHH has for student members and teacher-sponsors.

SENIOR SCHOLARSHIPS

Rubrics for grading item 1 (A sample of Spanish Work: prose, poetry, essay. No longer than 2-3 pages; if longer, evaluators do not have to read more than the first three pages).

Score

- | | |
|---------|--|
| 40 - 50 | Great ideas, clear and easy to read. Outstanding vocabulary and use of syntax. Advanced structures and vocabulary are used successfully. Main points are obvious and well supported if the piece is an essay; if it is prose or poetry, it is highly imaginative. It has something different about it that causes it to stand out. It may have slight errors, but they do not retract from its effect. |
| 40 - 44 | Clear and easy to read. High level of vocabulary. Some problems with structure and syntax. May have slight interference from English. It may not be the most exciting piece you have ever read, but it is a good, quality work. Or, perhaps it is a very highly imaginative piece that would be outstanding if not for several glaring errors that make it impossible to give the highest marks. |
| 30 - 39 | A basic piece of writing. It is not imaginative or even highly entertaining, but it does not have the serious problems in structure and vocabulary that would cause it from being considered an unsuccessful piece. Still, there is something about the piece that is not up to standard. |
| 20 - 29 | Hard to read and understand. Missed the point. Errors in vocabulary and structure are numerous. It might have one or two bright spots, but it is far below the quality we are looking for. |
| 0 - 19 | Sample not submitted, or directions not followed. Or, this writing is very weak in structure and vocabulary. It may show a total lack of understanding of what the writer was asked to do. A poor effort. |

Rubrics for grading item 2 (the official transcript of the student)

- 10 3.8-4.0+ GPA (we will use a weighted GPA if it is given to us) A's in all Spanish work. At least one class in Spanish 4, 5, AP, Accelerated, Honors, etc.
- 8 - 9 3.4-4.0+GPA. May have one or two grades of "B" in Spanish classes. Evidence of some advanced work in Spanish, but not as much as some other students.
- 6 - 7 3.0-3.4 GPA. Most Spanish work not at "A" level. Very little advanced work in Spanish.
- 4 - 5 2.5-2.9 GPA. Almost no "A" level work in Spanish. No advanced work in Spanish.
- 0 - 3 2.4 GPA and below. No "A" level work in Spanish. No advanced work in Spanish. Obviously not working at a level consistent with one who should be awarded a scholarship. Or, the transcript was not sent.

Rubrics for grading item 3 (organizations, honors, offices, SHH activities)

- 17 - 20 Extensive list of accomplishments, very well-rounded individual. Membership in several types of organizations, including service leadership, scholarship, etc. Clear evidence of leadership positions. Evidence of a high level of participation in the Sociedad Honoraria Hispánica.
- 13 - 16 13-16 High level of activity. may lack evidence of an active level of participation in one area (leadership, scholarship, etc.), but most areas show high levels of participation. SHH participation is high, but not necessarily outstanding.
- 9 - 12 9-12 There are definite gaps in the applicant's level of activity. There may be little or no evidence of one of the key areas (leadership, scholarship, service); SHH activities are adequate, but not outstanding.
- 5 - 8 5-8 Key elements are missing. Very little concrete evidence of outstanding leadership, scholarship and service. SHH work minimal or nonexistent.
- 0 - 4 0-4 The applicant submitted a partial or incomplete list of activities, or failed to submit a list of activities. There may be some evidence of participation in the key areas, but it is very minimal.

Rubrics for grading items 4 and 5 (reference letters: one from Spanish teacher, one from administrator or other faculty member. Letters are judged independently).

9 - 10 Highest level of praise.. Letter uses many superlatives. This teacher speaks of the applicant in glowing terms. Concrete examples are provided of the student's abilities and accomplishments. The Spanish teacher's letter should mention outstanding work both in the classroom and with SHH. The student has held an office in SHH.

7 - 8 High praise. The student is given a very positive, if not outstanding recommendation. There are some concrete examples of the student's abilities and accomplishments. Work with the SHH is mentioned by the Spanish teacher.

5 - 6 A positive leader. However, this letter is vague about the contributions this student has made to school, classroom and the SHH. There is an impression that what is not said could hurt this student's chances. there are no negative comments, but there is a definite lack of enthusiasm on the part of the teacher.

0 - 4 No letter submitted. Or the letter has one or more negative comments about the student's leadership, scholarship, service, etc. No evidence of work in the SHH. Not a good recommendation.

