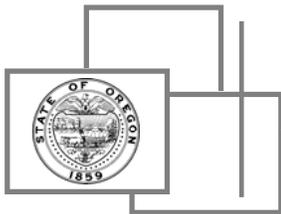


Ranking Worksheet Guidelines

Points	CRITERIA
GOOD = 1 BETTER = 2 BEST = 3	<p>POTENTIAL SUCCESS: OSAC recommends reviewing Personal Statements, Activities Chart, and, transcripts to determine the student's potential for success in pursuing a postsecondary education. A student's personal characteristics and psychosocial development influence the ability to stay in school and be successful. Consider the following:</p> <ul style="list-style-type: none"> • Motivation: demonstrated by goal setting, time management, planning and organizational skills • Social engagement: demonstrated through being respectful, communicating effectively, and working with others • Self-regulation: demonstrated by building self-confidence, recognizing and managing stress.
1 Has Low Financial need 2 Has Moderate Financial Need 3 Has High Financial Need	<p>FINANCIAL NEED: Determined either by Remaining Need or EFC. It is important to consider the variables of each scholarship program. College choice (such as community college, 4-year state, or private non-profit institution) affect a student's Remaining Need. The higher the cost of education at an institution, the greater the Remaining Need. (Need in parenthesis indicates negative, or NO remaining need.)</p> <p>Remaining Need: College costs minus EFC (FAFSA- Estimated Family Contribution) minus Federal/Oregon State Grant/Vet benefits. To have need, a student must have 1 or greater (the higher the number the greater the student's need).</p> <p>OR</p> <p>EFC (Expected Family Contribution): Determined by the FAFSA, EFC is the theoretical familial contribution required by the student's family. Zero is the lowest contribution and represents the greatest need (the lower the number, the greater the need).</p>
GOOD = 1 BETTER = 2 BEST = 3	<p>ACADEMIC SUCCESS: A combination of GPA, test scores, and course rigor</p> <ul style="list-style-type: none"> • GPA < 3.00; SAT/ACT < 1800 or 28. Only taken required coursework • GPA < 3.85; SAT/ACT < 2000 or 30. Moderate academic rigor • GPA > 3.85; SAT/ACT > 2000 or 30. Academic rigor such as AP level courses
GOOD = 1 BETTER = 2 BEST = 3	<p>GOALS: An awareness of the importance of goals and sense of commitment. Shows diligence in completing tasks and strong work ethic.</p> <ul style="list-style-type: none"> • Incidences < 1; little or now indication of working towards goals • Incidences < 2; number of yrs< 1. Values working toward goals • Incidences > 2; number of yrs.> 1. Works towards goals
GOOD = 1 BETTER = 2 BEST = 3	<p>LEADERSHIP: Collaborative abilities; takes initiative, or assumes responsibilities.</p> <ul style="list-style-type: none"> • No evidence of leadership • Leadership < 1 yr; 1 group • Increased leadership > 2 yrs, > 2 groups
GOOD = 1 BETTER = 2 BEST = 3	<p>SPECIFIC FIELD OF WORK: A specific major, career field, field of study or preparation for a job in a specified field as outlined in the Fund Guidelines.</p> <ul style="list-style-type: none"> • Little or no commitment to field of work solicited by the scholarship • Moderately committed to field of work solicited by the scholarship • Strongly committed to field of work solicited by the scholarship



Ranking Worksheet Guidelines page 2

Points	CRITERIA
GOOD = 1 BETTER = 2 BEST = 3	<p><u>CHALLENGES or OBSTACLES:</u> A life-experience with a challenge and/or obstacle that produced evidence of determination, flexibility, perseverance, and ability to see support to resolve the experience.</p> <ul style="list-style-type: none"> • No indication or minimal opportunities of challenges/obstacles • Moderate perseverance, flexibility and self-development; Use of personal support resources • Perseverance, flexibility and self-development. Use of personal support services
GOOD = 1 BETTER = 2 BEST = 3	<p><u>CREATIVITY, STRENGTH, & SKILLS:</u> A demonstrated proficiency or mastery of activities and actions in support of the student's major, career path or goals.</p> <ul style="list-style-type: none"> • Limited indication of strength and skills • Indication of moderate strengths and skills • Indication of extraordinary strengths and skills
GOOD = 1 BETTER = 2 BEST = 3	<p><u>COMMUNITY/FAMILY SERVICE:</u> Activity and/or identification with a community organization, or family where contributions are made by applicant.</p> <ul style="list-style-type: none"> • Incidences < 1; Little or no value of community service • Incidences < 2; Number of years < 1. Limited value of community service • Incidences > 2; Number of years > 1. Values community service
GOOD = 1 BETTER = 2 BEST = 3	<p><u>PAID WORK:</u> Indicates the applicant will contribute to his/her education and find successful employment after completing high school.</p> <ul style="list-style-type: none"> • Little or no evidence of having worked • Evidence of having worked responsibly over a moderate time period • Evidence of having worked responsibly over an extended time period
GOOD = 1 BETTER = 2 BEST = 3	<p><u>SPECIAL INTEREST:</u> A quality identified by the scholarship program as important such as a specific essay, student activity, or work history.</p> <ul style="list-style-type: none"> • Demonstrates little or no interest in a field solicited by the scholarship • Demonstrates a strong interest in a field solicited by the scholarship • Demonstrates a superior level of interest in a field solicited by the scholarship
GOOD = 1 BETTER = 2 BEST = 3	<p><u>SPECIAL MERIT:</u> Quality of application; strength and skills</p> <ul style="list-style-type: none"> • Little or no contribution/recognition not accounted for in other areas • Some contribution/recognition not accounted for in other areas • Outstanding contribution/recognition not accounted for in other areas