

NHS SELECTION RUBRIC

Service

4	3	2	1
<p>The student willingly volunteers for service, both in organized activities and in informal situations. He/she demonstrates courtesy, respect, dependability, and enthusiasm. He/she works well with others and derives genuine satisfaction from serving others.</p>	<p>The student helps with serving others, but doesn't have a direct impact (helping out with a one-time event, for example). He/she generally demonstrates courtesy, respect, dependability, and enthusiasm.</p>	<p>The student renders service to others, but usually only when asked. He/she may be undependable at times. Based on feedback from verification letters or teachers involved in the volunteer activities, the student is generally more motivated by personal gain than by a willing heart.</p>	<p>The student has not volunteered, is unwilling to volunteer significant service to others.</p>

Leadership

4	3	2	1
<p>High evidence of leadership qualities/positions. The student exercises leadership in school or outside of school. He/she works to be a positive influence on his/her peers and in turn, is regarded positively by peers. He/she is able to effectively delegate responsibilities. He/she is thoroughly dependable in any responsibility accepted.</p>	<p>Sufficient evidence of leadership qualities/positions. Student has led in at least one area, perhaps temporarily, such as chairing a committee in an organization. Student is dependable, responsible, and positive. He/she is a positive influence on others and contributes to the wellbeing of the school.</p>	<p>Minimal evidence of leadership qualities/positions He/she is dependable and responsible, but hesitates to demonstrate initiative or contribute ideas, he/she has not had a leadership role within school or outside of school. or The student is easily influenced by others rather than being willing to take the lead or influence others in a positive fashion.</p>	<p>No evidence of leadership qualities/positions. The student is unwilling to accept any kind of a leadership role, formal or informal.</p>

Character

4	3	2	1
<p>Strong demonstration of character; demonstrates character in the following the qualities: respect, responsibility, fairness, trustworthiness, caring and citizenship. The student upholds the highest standards of honesty and is reliable. The student takes criticism willingly and accept recommendations graciously. The student consistently exemplify desirable qualities of behavior like cheerfulness, friendliness, poise, and stability. He/she regularly shows courtesy, concern, and respect for others. He/she shows obedience to rules and show unwillingness to profit from the mistakes of others.</p> <p>He/she shows high standards for character both inside and outside of the classroom. The personal statement is thoughtful, succinct, and adds to overall impression of the student.</p>	<p>More often than not, the student demonstrates the six qualities of character and generally makes choices that reflect these standards for morality, ethics, and respect for authority. He/she is truthful, cooperative, courteous, and respectful. The personal statement adds to the application and gives helpful information.</p>	<p>The student understands the qualities of character and in guided/supervised situation will make choices that reflect high standards. His/her behavior at school, work, church, or home may not be consistent with behavior in other circumstances. There may be evidence of a minor violation of the school's honor code.</p> <p>The personal statement may repeat rather than add insight to the application.</p>	<p>The student's behavior, attitudes, and choices reflect negative character traits. He/she shows little regard for authority or for principles of morality and ethics, and is a negative influence on his/her peers.</p> <p>There is one (or repeated) honor code violation.</p>