

Category	Low (1)	Low-Mid (2)	Mid-High (3)	High (4)
Connection to Personal, Academic and Career Goals <i>Answers the why about the opportunity</i>	Student has not demonstrated the appropriateness of the opportunity in relation to their personal, academic, and career goals	Student has demonstrated this opportunity's general alignment with their personal, academic, and career goals, but are non-specific and could be gained easily elsewhere	Student has clearly demonstrated how this opportunity aligns with and supports their goals	Student has thoroughly demonstrated the appropriateness of the opportunity in relation to their personal, academic, and career goals. The opportunity is the perfect "fit" and will expand this student's skillset and knowledge
Project Proposal <i>Answer the who, what, when, where, and how about the opportunity</i>	I have read the project proposal and am unable to explain what the opportunity is that the student is applying for. Low effort/quality – many grammatical errors and generic writing	Student has only included general information about the opportunity and why they need funding I have read the project proposal and have a lot of questions about the logistics of the opportunity. Student has proofread, and there are few to no grammatical errors.	Student has provided specific information about the opportunity and any financial limitations. I have read this project proposal and have a few questions about the logistics of the opportunity. Student has put in significant effort and has few to no grammatical errors.	Student has provided highly detailed description of both the opportunity and the financial limitations. I have read this project proposal and have little to zero additional questions about the logistics of the opportunity. Student has put in incredible effort and there are no grammatical errors.
Budget	Low effort/quality – no justifications for line items.	Justifications are present, but items are vague and poorly researched/thought-out	Properly itemized with descriptive justifications	Properly itemized with thorough, descriptive, well-researched justifications
Letter of Recommendation	Very weak letter- does not speak to the applicant's strengths or academic capabilities	Generic letter – mostly neutral	Positive recommendation that highlights the strengths of the applicant but is not specific to the opportunity	Strong recommendation letter from a professional who is clearly familiar with the student and the opportunity

Score/Decision: x/16

Accept: 11-16

Revise and Resubmit: 5-10

Deny 0-5