

**LIAA Scholarship Application  
2024-2025**

**Applicant Information:**

**Last Name:** \_\_\_\_\_

**First Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

\_\_\_\_\_

**High School:** \_\_\_\_\_

**Principal:** \_\_\_\_\_

**Signature of Principal:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Email:** \_\_\_\_\_

**Signature of Athletic Director:** \_\_\_\_\_

**Candidate Number (#)** \_\_\_\_\_ **(assigned by committee)**

# LIAA Scholarship Rubric

Please fill in the items below and return to the LIAA scholarship committee by **Wednesday, April 16, 2025**. Students who are ranked lower than the top 20% of their graduating class are not eligible.

**1. Class Rank**

Students Ranked Top (5%=10 pts.) (10%=8 pts.) (15%=6 pts.) (20%=4 pts.)

Total from Table \_\_\_\_\_

Class Rank	Number of Students in Senior Class	Percentage	Points

**2. GPA: based on a 4.0 scale**

Students with a (4.0 – 3.8 =10 pts.) (3.79 – 3.6 = 8pts.) (3.59 – 3.4 = 6pts.)

(3.39 – 3.2 = 4 pts.) (3.19 – 3.0 = 2pts.) (2.99 – 2.8 =1pt.)

Total from Table \_\_\_\_\_

GPA	Points

**3. Sports/Seasons at Varsity Level**

List Sports/#Seasons Participation at the Varsity level

Total from Table \_\_\_\_\_

**Number of Seasons and total LIAA All-Star Recognitions**

Sport	Seasons @ Varsity Level	Letters Earned at the Varsity Level	All Star Recognition (# and years)
<i>Example</i>			
Basketball	4	3	2 (2024, 2025)
	Total:	Total:	Total:
<b>Total Seasons and Recognitions:</b>			

**4. School Activities/Volunteer Involvement (Max 10)**

**Total from Table \_\_\_\_\_**

<b>Activity, Club, Band, Chorus, School Organization</b>
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
<b>Total</b>

**5. Attach an essay based on the following prompt:**

**“What is the most important life-lesson you have learned through your participation in athletics?”**

A scoring rubric for essays is attached to this document.

**Scoring Rubric: Each essay will be assigned up to four points in each category below for a maximum total of sixteen points.**

**4 points**

<b>FOCUS</b>	Sharp, distinct controlling point presented as a position and made convincing through a clear, thoughtful, and substantiated argument with evident awareness of task and audience.
<b>CONTENT DEVELOPMENT</b>	Substantial, relevant, and illustrative content that demonstrates a clear understanding of the purpose. Thoroughly elaborated argument that includes a clear position consistently supported with precise and relevant evidence. Rhetorical (persuasive) strategies are evident.
<b>ORGANIZATION</b>	Effective organizational strategies and structures, such as logical order and transitions, to develop a position supported with a purposeful presentation of content.
<b>STYLE</b>	Precise control of language, stylistic techniques, and sentence structures that creates a consistent and effective tone.

**3 points**

<b>FOCUS</b>	Clear controlling point presented as a position and made convincing through a credible and substantiated argument with general awareness of task and audience.
<b>CONTENT DEVELOPMENT</b>	Adequate, specific and/or illustrative content that demonstrates an understanding of the purpose. Sufficiently elaborated argument that includes a clear position supported with some relevant evidence. Rhetorical (persuasive) strategies may be evident.
<b>ORGANIZATION</b>	Organizational strategies and structures, such as logical order and transitions, to develop a position supported with sufficient presentation of content.
<b>STYLE</b>	Appropriate control of language, stylistic techniques, and sentence structures that creates a consistent tone.

**2 points**

<b>FOCUS</b>	Vague evidence of a controlling point presented as a position that may lack a credible and/or substantiated argument with an inconsistent awareness of task and audience.
<b>CONTENT DEVELOPMENT</b>	Inadequate, vague content that demonstrates a weak understanding of the purpose. Insufficiently elaborated argument that includes an underdeveloped position supported with little evidence.
<b>ORGANIZATION</b>	Inconsistent organizational strategies and structures, such as logical order and transitions, to develop a position with inadequate presentation of content.
<b>STYLE</b>	Limited control of language and sentence structures that creates interference with tone.

**1 point**

<b>FOCUS</b>	Little or no evidence of a controlling point presented as a position that lacks a credible and/or substantiated argument with minimal awareness of task and audience.
<b>CONTENT DEVELOPMENT</b>	Minimal evidence of content that demonstrates a lack of understanding of the purpose. Unelaborated argument that includes an undeveloped position supported with minimal or no evidence.
<b>ORGANIZATION</b>	Little or no evidence of organizational strategies and structures, such as logical order and transitions, to develop a position with insufficient presentation of content.
<b>STYLE</b>	Minimal control of language and sentence structures that creates an inconsistent tone.

**Essay Score:**

**Focus** \_\_\_\_ **Content** \_\_\_\_ **Organization** \_\_\_\_ **Style** \_\_\_\_ **Total** \_\_\_\_\_

**Final Application Score:**  
(To be used by the Scholarship Committee)

<b>Category:</b>	<b>Totals:</b>
Class Rank	
GPA	
Sports/Seasons	
Activities	
Essay	
<b>Grand Total</b>	