

This checklist is being provided as a supplement to the application process to help potential recipients to complete all pieces of the scholarship. Please refer to the application on the Legion site for further questions.

Applicants Complete The Samsung American Legion Scholarship application via an online portal at <https://www.legion.org/scholarships/samsung>.

This application requires supporting documents to prove various claims.

## Student High School Record Certification Form

For the purposes of this scholarship, applicants must use the calculator model available at: **<https://gpacalculator.net/high-school-gpa-calculator/>** to produce the standard weighted GPA listed on this form. This weighted GPA is on a 5.000 scale. No other forms of weighted GPA are acceptable for use in this scholarship application.

Must be certified by a high school official with the official's signature and printed name, their official title, and date.

Reflects work completed from the start of the fall term of the applicant's freshman year (9th grade) through the end of the fall term of the applicant's junior year (11th grade).

## High School Transcripts

The transcript is used to ensure that the GPA and weighted GPA listed on the form are correct. However, if the GPA listed on the Student High School Record Certification Form is found to be erroneous, then the entire application is void.

Do not need to be official with a stamp or raised seal, however, must be certified by a high school official with the official's signature, printed name, their official title, and date.

The acceptable period of schoolwork is from the start of the fall term of the applicant's freshman year (9th grade) through the end of the fall term of the applicant's junior year (11th grade).

For applicants having attended multiple high schools during their academic career, transcripts from each school are required.

## Parental Understanding and Consent Form

The parent or legal guardian of the applicant MUST download, read, complete, and upload the form onto the online portal.

If a legal guardian signs this certification, a copy of the appointment of guardianship must be attached.

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## ○ Work Experience, Student Activities, Volunteer or Community Service

Documents for each needed.

Work experience. Applicants must provide the minimum following information to receive credit for work experience for each job held: Minimum of 30 days of part-time work per term to earn the points. The days do not need to be consecutive.

- Name and place of employment.
- Start and stop dates of employment, for those still working indicate that the employment is ongoing.
- Average number of hours worked per week and whether the applicant worked in a supervisory capacity or as an entry-level employee.
- Name and signature of supervisor / employer.

Student Activities. Applicants must provide the minimum following information to receive credit for each student activity

- Name, location, and sponsoring organization of the activity.
- Name of activity and the applicant's role in that activity (e.g., team captain, player, etc.).
- Start and stop dates of the activity.
- Name and signature of adult activity leader, coach, or advisor.

Volunteer or community service. Applicants must provide the minimum following information to receive credit for each volunteer or community service period: Compulsory community service as a requirement of school does not count.

- Name, location, and sponsoring organization for the event.
- Nature of applicant's role (e.g., event organizer, volunteer, etc.).
- Start and stop dates and times of the volunteer opportunity or community service period along with an exact total number of hours participated.
- Name and signature of adult event organizer, or volunteer supervisor.

Honor or Award. Applicants must provide the following information to receive credit for each honor or award:

- Copy of the certificate or a letter from the awarding agency.
- The certificate or a letter must identify the name and location of the awarding agency.
- The certificate or letter must indicate whether the award or honor is provided on behalf of a local or school-based level, the state or regional level, or at the national or international level.
- Name and signature of the awarding agency representative.

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Determining the Applicant’s Descendancy from a Korean War veteran

See list for acceptable documentation

Two Original Essays

Each original work has 500 words, ± 50 words, and must cover the assigned topic. See grading rubric The online portal will not allow students to submit their application with an essay that has fewer than 450 words or more than 550 words. Each essay is automatically sent through an online plagiarism checker to ensure originality.

1. A maximum of two (2) points are awarded for each of the five (5) areas which include: *Thinking, Organization, Content, Diction, and Mechanics*. The rubric below outlines the grading criteria for assessing points in each of these areas and determining how many points area awarded in each area.
2. Review the essay and carefully assess it using each of the scoring criteria definitions within that area. Pay attention to the distinctions between what defines the scoring criteria for exemplary (2 points) versus commendable (1.5 points), commendable (1.5 points) versus effective (0.5 points), and so on.
3. When Evaluating the essay do not allow your personal biases regarding its score in one area or your opinion regarding the essay topic to color your judgment in any of the other areas. Assess each essay and each area on its own merit.
4. After scoring the essay against all of the criteria independently, tally up each of the scores to determine the total score for that essay.

*Example: Thinking: 1.5 + Organization: 2 + Content: 1 + Diction: 2 + Mechanics: 1.5 = 8 points*

	THINKING	ORGANIZATION	CONTENT	DICTION	MECHANICS
	<i>Development of ideas, clarity of purpose</i>	<i>Arrangement and flow of logic</i>	<i>Supporting details</i>	<i>Use of language, sentence structure</i>	<i>Spelling, punctuation, paragraphing</i>
<b>EXEMPLARY</b>  2	Writer generates original ideas, provides a compelling thesis, synthesizes complex concepts, and offers keen insights.	Writer's theme/thesis and supporting evidence are presented clearly and artfully, enhancing impact.	Writer's choice of supporting evidence is rich and substantive; sources are integrated in a sophisticated manner.	Writer's voice is clear. Varied and elegant sentences enhance impact. Rich, effective vocabulary and figurative language.	Writing contains very few or no errors. Use of mechanics enhances meaning. Writer "breaks rules" artfully.
<b>COMMENDABLE</b>  1.5	Writer demonstrates evidence of original thinking, offers a clear thesis, synthesizes concepts, and displays insight.	Writing contains clear focus and flow of logic, includes an effective introduction and conclusion, and skillful transitions.	Writer's choice of content is interesting and meaningful, with effective details and integration of sources.	Writer demonstrates and awareness of value of good sentence variety and generally rich language in enchanting meaning.	Writing contains few errors, sophisticated use of grammar and punctuation, and effective paragraphing.
<b>EFFECTIVE (but with flaws)</b>  1	Writer attempts analysis, but demonstrates little or no original thought or insight; thesis is present but weak.	Writing is generally focused; some attempt at flow of logic, but with limited success; adequate but "formulaic" introduction/conclusion.	Writer uses correct information and sufficient details to support focus, but content does not enhance meaning/impact.	Writing contains some sentence variety, correct word usage, and acceptable vocabulary, but lacks richness.	Writing features generally correct spelling, paragraph structure and grammar. Errors do not interfere with meaning.
<b>APPROACHES EFFECTIVE</b>  0.5	Writer demonstrates general awareness of purpose, but central thesis is missing; no evidence of original thought.	Writer's focus is either limited or too broad; organization is awkward and/or inconsistent; ineffective introduction and/or conclusion.	Information is generally correct, but writing lacks sufficient details and/or some details fail to support focus.	Lack of sentence variety, limited vocabulary, and/or errors in usage (ref., S/P, V.T., inappropriate use of first or second person).	Writing contains errors -- in spelling, grammar and/or punctuation -- that interfere with meaning.
<b>NOT EFFECTIVE</b>  0	Writer shows little or no understanding of purposes; thinking lacks coherence.	Writer's focus is unclear, with poor organization, lack of transitions; introduction and/or conclusion is missing.	Writing contains details that are confusing, irrelevant or repetitive; no integration of sources.	Writing contains no sentence variety, some sentence fragments and/or run-on sentences; simplistic vocabulary.	Writing contains many errors in spelling, capitalization, punctuation and/or paragraphing. Errors seriously interfere with meaning.