



Southampton Honor Society Induction Scoring Process

The Southampton Honor Society (SHS) exists to recognize students who have demonstrated excellence in scholarship, leadership, service, citizenship, and character, and to promote these qualities among all students.

1. Students will receive a **Citizenship** Score - up to 20 points
2. Students will receive a **Service** Question Score - up to 6 points
3. Students will receive a **Leadership** score - up to 3 points per question for a total of 24 points.
4. Students will receive a **Character** score - up to 3 points per question for a total of 24 points.

Total Possible Points- 74 points

Citizenship Score - Based on the Student Information Questionnaire

Completed Student Information Sheet - Each item listed and verified in sections a-d (a. co-curricular activities, b. leadership positions, c. community activities, and d. recognition and awards), up to five activities; awards; or positions per category, will contribute to the final point score.

- a. 1-5 = 5 points
- b. 6-10 = 10 points
- c. 11-15 = 15 points
- d. 16-20 = 20 points

Rubric for Responding to the Southampton Honor Society Membership Service Question #1

Scale: 0-3

Score 3 (Excellent)

- **Clear and Specific Ideas:** The response includes detailed and specific service ideas that directly benefit the school community. The ideas are well thought out, realistic, and demonstrate a deep understanding of the needs of the school.
- **Creativity and Originality:** The ideas are creative and original, showing initiative and a strong desire to make a meaningful impact. The applicant demonstrates thoughtful consideration of what would be most helpful to the school.
- **Practical Implementation:** The response outlines clear steps or a plan for how the service ideas could be executed. The applicant shows an ability to think practically about how to make their ideas a reality.
- **Connection to Honor Society's Values:** The response reflects an understanding of the Honor Society's focus on service and aligns with its mission to help the school and broader community.

Score 2 (Good)

- **Adequate Ideas:** The response includes ideas for service to the school, but they may not be as detailed or specific as in a 3-score answer. The ideas are somewhat realistic but might lack depth or originality.
- **Some Practicality:** There is some thought given to how the ideas can be implemented, but the plan may be vague or not fully developed.
- **Connection to Honor Society's Values:** The response demonstrates an understanding of the Honor Society's focus on service, but the ideas may not fully reflect the organization's mission or goals.

Score 1 (Needs Improvement)

- **Vague or General Ideas:** The response includes only general ideas with little to no specificity or detail. The ideas may be relevant but lack clear direction or focus.
- **Limited Practicality:** The ideas are unrealistic or impractical for the school setting, and there is little to no discussion of how they would be carried out.
- **Weak or No Connection to Honor Society's Values:** The response shows little understanding of the Honor Society's mission, and the ideas provided do not clearly align with the values of service and community support.

Score 0 (No Response/Not Addressed)

- **No Ideas Provided:** The response is either missing or does not attempt to answer the question in any meaningful way. There is no clear plan or thought given to service for the school.

Rubric for Responding to the Southampton Honor Society Membership Service Question #2

Scale: 0-3

Score 3 (Excellent)

- **Clear and Specific Ideas:** The response includes detailed and specific service ideas that directly benefit the community. The ideas are well thought out, realistic, and demonstrate a deep understanding of the needs of the local community.
- **Creativity and Originality:** The ideas are creative and original, showing initiative and a strong desire to make a meaningful impact. The applicant demonstrates thoughtful consideration of what would be most helpful to the community.
- **Practical Implementation:** The response outlines clear steps or a plan for how the service ideas could be executed in the community. The applicant shows an ability to think practically about how to make their ideas a reality.
- **Connection to Honor Society's Values:** The response reflects an understanding of the Honor Society's focus on service and aligns with its mission to serve the community and broader society.

Score 2 (Good)

- **Adequate Ideas:** The response includes ideas for community service, but they may not be as detailed or specific as in a 3-score answer. The ideas are somewhat realistic but might lack depth or originality.
- **Some Practicality:** There is some thought given to how the ideas can be implemented, but the plan may be vague or not fully developed.
- **Connection to Honor Society's Values:** The response demonstrates an understanding of the Honor Society's focus on service, but the ideas may not fully reflect the organization's mission or goals to impact the community.

Score 1 (Needs Improvement)

- **Vague or General Ideas:** The response includes only general ideas with little to no specificity or detail. The ideas may be relevant but lack clear direction or focus.
- **Limited Practicality:** The ideas are unrealistic or impractical for the community setting, and there is little to no discussion of how they would be carried out.
- **Weak or No Connection to Honor Society's Values:** The response shows little understanding of the Honor Society's mission, and the ideas provided do not clearly align with the values of service to the community.

Score 0 (No Response/Not Addressed)

- **No Ideas Provided:** The response is either missing or does not attempt to answer the question in any meaningful way. There is no clear plan or thought given to service for the community.

Honor Society Leadership & Character Rating Rubric

LEADERSHIP (up to 24 points)

Demonstrates leadership in supporting school activities

3 – Distinguished: Takes initiative to participate, encourages others to participate, and helps in planning school activities.

2 – Above Average: Takes initiative to participate and encourages others to participate in school activities.

1 – Average: Participates in school activities.

Inspires positive behaviors in others

3 – Distinguished: Consistently models positive behavior and inspires others to do so.

2 – Above Average: Often exhibits and sometimes models positive behavior and encourages others to do so.

1 – Average: Exhibits positive behavior.

Leads by example

3 – Distinguished: Consistently displays responsibility by doing the right thing regardless of peer pressure or the actions of others.

2 – Above Average: Often displays responsibility by doing the right thing regardless of peer pressure or the actions of others.

1 – Average: Occasionally displays responsibility by doing the right thing regardless of peer pressure or the actions of others.

Takes a constructive lead in the classroom

3 – Distinguished: Consistently assumes responsibility for maintaining classroom routines/procedures and leading group projects/activities.

2 – Above Average: Often assumes responsibility for maintaining classroom routines/procedures and leading group projects/activities.

1 – Average: Occasionally assumes responsibility for maintaining classroom routines/procedures and leading group projects/activities.

Initiates classroom discussion

3 – Distinguished: Consistently assumes responsibility for starting and leading small group and classroom discussions.

2 – Above Average: Often assumes responsibility for starting and leading small group and classroom discussions.

1 – Average: Occasionally assumes responsibility for starting and leading small group and classroom discussions.

Is sought out by other students for guidance

3 – Distinguished: Is consistently sought out by other students as a resource and for guidance.

2 – Above Average: Is frequently sought out by other students as a resource and for guidance.

1 – Average: Is sought out by other students as a resource.

Contributes to ideas that improve school morale

3 – Distinguished: Consistently gets involved in school activities/clubs that improve school climate and culture.

2 – Above Average: Often gets involved in school activities/clubs that improve school climate and culture.

1 – Average: Occasionally gets involved in school activities/clubs that improve school climate and culture.

Exemplifies positive leadership qualities

3 – Distinguished: Consistently demonstrates qualities such as responsibility, acceptance, honesty, and persistence.

2 – Above Average: Often demonstrates qualities such as responsibility, acceptance, honesty, and persistence.

1 – Average: Occasionally demonstrates qualities such as responsibility, acceptance, honesty, and persistence.

CHARACTER (up to 24 points)**Upholds personal standards of honesty and integrity**

3 – Distinguished: Always demonstrates honesty and an adherence to a moral code.

2 – Above Average: Consistently demonstrates honesty and an adherence to a moral code.

1 – Average: Often demonstrates honesty and an adherence to a moral code.

Accepts academic constructive criticism or evaluation in a positive manner

3 – Distinguished: The student always reflects and corrects when given suggestions for improvement.

2 – Above Average: The student consistently reflects and corrects when given suggestions for improvement.

1 – Average: The student will accept and correct when given suggestions for improvement.

Comes to class on time and has regular attendance

3 – Distinguished: The student always comes to class prepared, on time, and with minimal days absent.

2 – Above Average: The student consistently comes to class prepared, on time, and with minimal days absent.

1 – Average: The student often comes to class prepared, on time, and with minimal days absent.

Completes assignments independently unless directed otherwise

3 – Distinguished: The student always completes classroom, homework and make-up assignments.

2 – Above Average: The student consistently completes classroom, homework and make-up assignments.

1 – Average: The student often completes classroom, homework and make-up assignments.

Complies with the student code of conduct and responds respectfully when behaviors are corrected

3 – Distinguished: Always follows classroom rules and procedures.

2 – Above Average: Consistently follows classroom rules and procedures and is respectful when corrected.

1 – Average: Often follows classroom rules and procedures and is respectful when corrected.

Demonstrates a sense of responsibility to the classroom and school

- 3 – Distinguished:** Always respects school property and takes initiative in caring for classroom materials.
- 2 – Above Average:** Consistently respects school property and takes initiative in caring for classroom materials.
- 1 – Average:** Often respects school property and takes initiative in caring for classroom materials.

Demonstrates sensitivity and tolerance to other points of view

- 3 – Distinguished:** Always demonstrates sensitivity and understanding for different cultures, beliefs, and points of view.
- 2 – Above Average:** Consistently demonstrates sensitivity and understanding for different cultures, beliefs, and points of view.
- 1 – Average:** Often demonstrates sensitivity and understanding for different cultures, beliefs, and points of view.

Demonstrates respect and courtesy to staff, students, and visitors

- 3 – Distinguished:** Always demonstrates politeness in one's attitude and behavior towards others.
- 2 – Above Average:** Consistently demonstrates politeness in one's attitude and behavior towards others.
- 1 – Average:** Often demonstrates politeness in one's attitude and behavior towards others.