Scholars Academy Scoring Rubric

The purpose of the application review is to identify 50 rising freshman students yearly for enrollment in the Scholars Academy. Due to the accelerated nature of this program, all students who apply **must have** completed **Geometry with Statistics** and **English 1** by the end of 8th grade.

Preliminary Screening (All Applicants)

Standardized Tests (Maximum 38 Points)

PSAT (Maximum 30 Points)

Combined PSAT Test Score	**Points**	**PSAT Range** (Difference between Math and ERW)	**Points**
PSAT Combined > 1160	**25**	PSAT Range < 100	**5**
PSAT Combined 1130 < x ≤ 1160	**21**	PSAT Range 100< x ≤ 200	**4**
PSAT Combined 1070 < x ≤ 1130	**18**	PSAT Range 200 < x ≤ 300	**3**
PSAT Combined 1010 < x ≤ 1070	**15**	PSAT Range 300< x ≤ 400	**2**
PSAT Combined x ≤ 1010	**8**	PSAT Range 400 < x ≤ 500	**1**

Student Combined PSAT Score		**PSAT Math**		**PSAT ERW** Reading and Writing	
Points Received for PSAT Combined		**Range**		**Points** PSAT Range	
Total Points Earned for PSAT Combined and Range					

SC READY and MAP/i-Ready (Maximum 8 Points)

7th-Grade SC READY	**SC READY Score**	**SC READY Student Score**	**Points Earned**	**MAP or i-Ready Score 7th Grade or 8th Grade**	**Percentile**	**MAP or i-Ready Student Percentile**	**Points Earned**
Reading	Meets or Exceeds			Reading (MAP or i-Ready)	90th to 99th Percentile		
Mathematics	Meets or Exceeds			Math (MAP or i-Ready)	90th to 99th Percentile		

Applicant earns 2 points for each area scored as “Exceeds.” Applicant earns 1 point for each area scored as “ Meets.” Applicant earns 0 points for each area scored below “Meets.”	• Applicant earns 2 points for each area scored within the 95th - 99th percentile. • Applicant earns 1 point for each area scored within the 90th - 94th percentile. • Applicant earns 0 points for each area scored at or below the 89th percentile.

Total Points Earned (Maximum 4)		**Total Points Earned (Maximum 4)**	
Total Points Earned SC READY and MAP/i-Ready			

Updated September 2026

Academic Achievement (Maximum 24 Points)

Coursework (Maximum 9 Points)	Points	Points Earned
Geometry with Statistics Honors, Algebra 1 Honors, and English 1 Honors	9	
Geometry with Statistics Honors and English 1 Honors	6	
Geometry with Statistics and English 1 (Not at the Honors Level)	3	
Grades - Eighth Grade (Maximum 5 Points)	**Points**	**Points Earned**
First-semester 8th-grade grades: A's in all courses	5	
First-semester 8th-grade grades: 1 B and A's in all other courses	3	
First-semester 8th-grade grades: 2 B's and A's in all other courses	1	
Grades - Seventh Grade (Maximum 10 Points)	**Points**	**Points Earned**
7th-grade final grades: A's in all courses	10	
7th-grade final grades: 1 B and A's in all other courses	6	
7th-grade final grades: 2 B's and A's in all other courses	2	
Total Points Earned Academic Achievement		

Discipline

A record of serious or habitual behavior problems may result in exclusion from consideration.

Writing Sample (Maximum 8 Points)

The top 65 applicants will complete a writing sample. In the event of a tie for the 65th score, all applicants with the score will be invited to complete a writing sample.

Writing Sample Scoring	POINTS	POINTS EARNED
Text-Dependent Analysis Score	**0-8 Points (TDA Score x 2)**	

Writing Sample Rubric

Text-Dependent Analysis Scoring Guidelines

4 – Demonstrates effective analysis of text and skillful writing	3 – Demonstrates adequate analysis of text and appropriate writing	2 – Demonstrates limited analysis of text and inconsistent writing	1 – Demonstrates minimal analysis of text and inadequate writing
• Effectively addresses all parts of the task to demonstrate an in-depth understanding of the text(s) • Thorough analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas • Substantial and direct reference to the main ideas and relevant details of the text(s) using an effective combination of details, examples, quotes, and/or facts • Strong organizational structure and focus on the task with logically grouped ideas, including an effective introduction, development, and conclusion • Skillful use of transitions to link ideas within categories of textual and supporting information • Effective use of precise language and domain-specific vocabulary drawn from the text(s) • Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning	• Adequately addresses all parts of the task to demonstrate a sufficient understanding of the text(s) • Clear analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas • Sufficient and direct reference to the main ideas and relevant details of the text(s) using an appropriate combination of details, examples, quotes, and/or facts • Appropriate organizational structure and focus on the task with logically grouped and related ideas, including a clear introduction, development, and conclusion • Appropriate use of transitions to link ideas within categories of textual and supporting information • Appropriate use of precise language and domain-specific vocabulary drawn from the text(s) • Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning	• Inconsistently addresses some parts of the task to demonstrate a partial understanding of the text(s) • Inconsistent analysis based on explicit and/or implicit meanings from the text(s) that ineffectively supports claims, opinions, and ideas • Limited and/or vague reference to the main ideas and relevant details of the text(s) using some details, examples, quotes, and/or facts • Weak organizational structure and focus on the task with ineffectively grouped ideas, including a weak introduction, development, and/or conclusion • Limited use of transitions to link ideas within categories of textual and supporting information • Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s) • Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning	• Minimally addresses part(s) of the task to demonstrate an inadequate understanding of the text(s) • Minimal analysis based on the text(s) that may or may not support claims, opinions, and ideas • Minimal reference to the main ideas and relevant details of the text(s) using few details, examples, quotes, and/or facts • Minimal evidence of an organizational structure and focus on the task with arbitrarily grouped ideas that may or may not include an introduction, development, and/or conclusion • Few, if any, transitions to link ideas • Little or no use of precise language or domain-specific vocabulary drawn from the text(s) • Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning

Final Scoring (Maximum 70 Points)

	POINTS	POINTS EARNED
Standardized Tests	0-38	
Academic Achievement	0-24	
Writing Sample	0-8	
Final Score	0-70	

- ***Applicants with the top 50 highest scores will be invited to attend the Scholars Academy.***
- ***In the event of a tie for the 50th score, all applicants with that score will be invited to attend.***
- ***There will be a waiting list prior to the first day of the upcoming school year.***