



Joanne Crepeau Future Leaders Scholarship Applicant Rubric

This is the rubric the GSME Scholarship Committee uses when reviewing applications. *Please review each section before and after filming your video to make sure your submission adheres to the application criteria. Please remember that videos should not be longer than 5 minutes.*

Girl's Name:	Reviewer's Name: Click here to enter the reviewer's name
--------------	--

QUESTIONS	Does Not Meet Standards Point Value 1	Needs Improvement Point Value 2	Meets Standards Point Value 3	Exceeds Standards Point Value 4
How has Girl Scouts made a difference in your life?	<input type="checkbox"/> Applicant <u>does not state</u> how Girl Scouts has made a difference in their lives. <input type="checkbox"/> Applicant does not give any examples of impact.	<input type="checkbox"/> Applicant <u>indirectly states</u> how Girl Scouts has made a difference in their lives. <input type="checkbox"/> Applicant gives one or two examples but is lacking details of impact.	<input type="checkbox"/> Applicant <u>clearly states</u> how Girl Scouts has made a difference in their lives. <input type="checkbox"/> Applicant gives several clear and detailed examples of impact.	<input type="checkbox"/> Applicant <u>clearly states</u> how Girl Scouts has made a difference in their lives. <input type="checkbox"/> Applicant gives several clear and detailed examples of impact. <input type="checkbox"/> Applicant's examples of her GS experience are compelling and exemplify leadership development.
What is the biggest challenge facing girls and women today?	<input type="checkbox"/> Applicant <u>does not state</u> what they believe is the biggest challenge facing girls and women. <input type="checkbox"/> Applicant does not give any examples.	<input type="checkbox"/> Applicant <u>indirectly states</u> what they believe is the biggest challenge facing girls and women. <input type="checkbox"/> Applicant gives examples and backs-up claims with theoretical or general commentary only.	<input type="checkbox"/> Applicant <u>clearly states</u> what they believe is the biggest challenge facing girls and women. <input type="checkbox"/> Applicant gives specific examples and backs-up claims with factual data.	<input type="checkbox"/> Applicant <u>clearly states</u> what they believe is the biggest challenge facing girls and women. <input type="checkbox"/> Applicant gives specific examples and backs-up claims with factual data. <input type="checkbox"/> Applicant gives example of how she directly has been affected by the challenge.
In 5 years, how do you see yourself addressing that challenge?	<input type="checkbox"/> Applicant <u>does not state</u> what they plan to do about this challenge in 5 years. <input type="checkbox"/> Applicant does not give any examples of how they might address change. <input type="checkbox"/> Applicant does not mention leadership skills or development or enhancement of skills	<input type="checkbox"/> Applicant <u>indirectly states</u> what they plan to do about this challenge in 5 years. <input type="checkbox"/> Applicant lists some steps they might do to achieve their plan. <input type="checkbox"/> Applicant indirectly states their existing leadership skills and how they might apply those skills to their year plan.	<input type="checkbox"/> Applicant <u>clearly states</u> what they plan to do about this challenge in 5 years. <input type="checkbox"/> Applicant gives examples of specific steps/actions they will take to achieve their plan. <input type="checkbox"/> Applicant states existing leadership skills and how they will be used in their plan and what skills they hope to develop or enhance.	<input type="checkbox"/> Applicant <u>clearly states</u> what they plan to do about this challenge in 5 years. <input type="checkbox"/> Applicant gives examples of specific steps/actions they will take to achieve their plan. <input type="checkbox"/> Applicant states existing leadership skills and how they will be used in their plan and what skills they hope to develop or enhance. <input type="checkbox"/> Plan shows creative thinking; as a result, plan is especially innovative on how she intends to use her Girl Scout experience in her future plans.

10 Tips for Creating a Video

1. **Brainstorm**—Begin thinking of a short but powerful story that fits in with the theme of the questions you need to answer in your video. Think about your strong points. Are you somewhat of a comedian or a great storyteller? Whatever your strengths and talents are, using them is a great way to appeal to the selection committee. **No matter what path you choose, remember to keep your story compelling.** Once you've established your storyline, think about a really gripping way to start your video.
2. **Create an Outline**—Creating an outline will help you organize your thoughts and ideas. It will also help you determine what you want to say. **Practice what you're going to say** in front of a mirror to get a feel of what the viewer will see. If possible, memorize your lines or have them written out on large cards that you can read while looking at the camera.
3. **Possible Rewrite**—Once you've practiced what you're going to say, **edit your words to remove awkward phrases and to cut down what may now seem unnecessary.** Incorporate suggestions from friends and family. It's a good idea to practice in front of them to see how they respond to your presentation.
4. **Location, Location, Location**—Where you decide to film your video is important! You shouldn't film in a room if it's messy and there are tons of distractions going on in the background. **Your background should be simple.** Also avoid angles and backgrounds that give the appearance of objects protruding from your head.
5. **Device** – Your video doesn't have to be professionally filmed or edited. Use what you have to record yourself, a smartphone, iPad, tablet, or even a zoom recording!
6. **Lighting & Audio**—Chances are you don't have access to specialized lighting equipment. But you do have a resource that is free—the sun. **Videos that are filmed in a space with natural light look better than those filmed in a space without natural light.** Audio is just as important as the video. **Perform a couple of test recordings to see what works best.** If your film has any action, your best bet for good sound quality is to remove or turn off the microphone. Otherwise, the viewers will be more concerned with the shifting volume than with the content.
7. **What to Wear**—If possible, wear a warm, solid, color and try to avoid white, bright red and all-black outfits, all three of these colors pose technical problems. If possible, stick to solids as big patterns can be very distracting. **In general, try to make sure your appearance is neat but still a reflection of you!** Your Girl Scout uniform (vest or sash, membership pins, etc.) is always a great option!
8. **Keep it Steady**—If you're filming yourself, **make sure you're in focus.** Consider using a tripod or a level surface. Once you hit "record" give yourself a few seconds at the beginning and end of your video so that you can edit out yourself turning your device on and off.
9. **Begin Filming**—At this point, you've polished and perfected your script and have practiced to the point where you can say your lines in a natural and animated way. Finally, it's time to begin filming! It's a good idea to recruit the help of a friend or family member to do the camera work for you. Consider the importance of good lighting and good audio and be sure to record many "takes" so you'll have options when selecting a final cut to submit. **Also, be sure to film with your device positioned horizontally, NOT vertically.**
10. **Submit and Hope for the Best**—Once you've selected the video that you think is scholarship-worthy, go back and double-check that you've followed all of the rules. There's no harm in verifying that your time and formatting are what the selection committee are looking for.