DELTA SIGMA THETA SORORITY, INC.
OKINAWA ALUMNAE CHAPTER

Okinawa Alumnae Chapter

YVONNE HATTIE BROWN SCHOLARSHIP

DEADLINE for SUBMISSION: 8 April 2022

PURPOSE: Delta Sigma Theta Sorority, Inc. is an organization of college educated women committed to the constructive development of its members and to public service with a primary focus on the Black community. Since its chartering in 1991, the Okinawa Alumnae Chapter has acknowledged outstanding SOFA status students by awarding financial assistance towards their education, in any field of study, and at any U.S. college or university.

ELIGIBILITY

To be eligible for the Delta Sigma Theta Sorority Scholarship, an applicant must be:
- a dependent of a sponsor with SOFA status.
- enrolled in a high school on Okinawa
- a graduating senior with a minimum cumulative Grade Point Average (GPA) of 2.5.
- accepted for admission to a public or private U.S. accredited college or university.

HOW TO APPLY:

STEP 1: GATHER NECESSARY DOCUMENTS	STEP 2: RESPOND TO PROMPT	STEP 3: SUBMIT APPLICATION
- Official high school transcript with cumulative GPA - One (1) signed letter of recommendation from a non-family member - Acceptance letter from a U.S. accredited college or university	Respond to <u>one</u> of the prompts on the next page. Respond either in writing or as a video oral presentation. Written responses may not exceed two single spaced typewritten pages. Video responses may not exceed six minutes.	Email all items to oacdstscholarship@gmail.com. Include your name, mailing address, and preferred phone number in the body of the email.

Note: Applicants with complete packets will be contacted to schedule an interview.

SELECTION CRITERIA:

Applicants will be scored based on their written essay or video oral presentation, as well as their interview. Scoring rubrics are located at the end of this document.

Respond to one (1) of the prompts below:

a) **Prompt#1:** *In the wake of the 2020 elections, several states, including Georgia, Texas, and North Carolina, have proposed Voting Laws in an effort to ensure that every vote is accurate and accounted for. Residents of these states and legal analysts have opposing views as to the effectiveness and necessity of these laws. Please choose a state and a law. Describe whether you agree or disagree with the effectiveness of the law. Include supporting evidence with your response.*

or

b) **Prompt#2:** *COVID-19 vaccinations have been made available to individuals around the world. Regardless of choice, a vaccine mandate went into effect for all federal employees on November 22, 2021. The mandate requires vaccination and reporting of vaccination status. Do you agree? Why or why not? Include supporting evidence with your response.*

Responses may be provided either in writing <u>or</u> as a video oral presentation as follows:

a) **If written** – no more than two pages typed, single spaced
b) **If video** – no more than 6 minutes long

*** If awarded a scholarship, the funds will be made payable to the college/university on the behalf of the awardee. Scholarship winners must email the college/university enrollment verification form to the Okinawa Alumnae Chapter at oacdstscholarship@gmail.com. The deadline for receiving the enrollment verification form is 30 September 2022.

Items submitted to the Okinawa Alumnae Chapter (OAC) will not be returned and become the property of the OAC. ***

Grade-Specific Rubric for Argumentative Writing: Grades 11-12

	4	**3**	**2**	**1**	**0**
Development of Ideas *W.11-12.1* *W.11-12.4* *W.11-12.8* *WHST.11-12.1* *WHST.11-12.4* *WHST.11-12.8*	• Valid reasoning and the most relevant evidence fairly develop the claim(s) and counterclaim(s). • Strengths and limitations for claims and counterclaims are supplied in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. • When additional research is required, information is drawn from multiple authoritative print and digital sources, integrated into the text selectively in a way that maintains the flow of ideas and avoids overreliance on any one source; information is cited correctly following a standard format. • The argument is appropriate to task, purpose, and audience.	• Valid reasoning and relevant evidence generally support the claim(s) and counterclaim(s) in a way that is mostly fair. • Strengths and limitations for claims and counterclaims are generally supplied in a manner that suggests some awareness of the audience's knowledge level. • When additional research is required, information is drawn from relevant print and digital sources, integrated into the text in a way that mostly maintains the flow of ideas and generally avoids overreliance on any one source; information is generally cited correctly following a standard format. • The argument is mostly appropriate to task, purpose, and audience.	• Reasoning and evidence partially support the claim(s) and counterclaims(s) in a way that may be unfair at times. • Strengths and limitations for claims or counterclaims are occasionally supplied in a way that suggests minimal awareness of the audience's knowledge level, concerns, values, and possible biases. • When additional research is required, information is drawn from mostly relevant sources and integrated into the text in a way that at times maintains the flow of ideas; much of the information may be drawn from one source; information is at times cited incorrectly. • The argument reflects some misunderstanding of the task, purpose, and audience.	• Reasoning and evidence insufficiently or unfairly support the claim(s). • Strengths and limitations for claims or counterclaims are supplied in a way that suggests insufficient awareness of the audience's knowledge level, concerns, values, and possible biases. • When additional research is required, sources are insufficient, irrelevant, and/or lacking in credibility; information may be entirely drawn from one source; information is frequently quoted or paraphrased incorrectly, and/or cited inaccurately. • The argument reflects little understanding of the task, purpose, and audience.	• The claim is unclear or fully unsupported. • Strengths and limitations for claims or counterclaims are supplied in a way that suggests no awareness of the audience's knowledge level, concerns, values, and possible biases. • Sources were required but not consulted; information from sources is missing. • The argument reflects no understanding of the task, purpose, and audience.
Organization *W.11-12.1* *W.11-12.4* *WHST.11-12.1* *WHST.11-12.4*	• The opening engages the reader, clearly introduces precise, knowledgeable claim(s), and distinguishes the claim (s) from alternate or opposing claims. • The organization logically sequences claim(s), counterclaims, reasons, and evidence. • A variety of words, phrases, and clauses, as well as varied syntax, link the major sections of the text, create cohesion, and clarify the logical relationship between reasons and evidence, and between claim(s) and counterclaims. • The conclusion clearly follows from and strengthens the argument.	• The opening introduces the claim(s) and distinguishes the claim (s) from alternate or opposing claim. • The organization sequences claim(s), counterclaims, reasons, and evidence. • Words, phrases, and clauses, as well as varied syntax, occasionally link sections of text and clarify the relationship between reasons and evidence, claim(s) and counterclaims. • The conclusion follows from and supports the argument.	• The opening introduces a claim in a way that is somewhat unclear or incomplete. • The organization occasionally makes the relationship among claims, counterclaims, reasons, or evidence somewhat unclear. • Words, phrases, and clauses occasionally suggest the relationships between claim(s), counterclaims, reasons, and evidence. • The conclusion is somewhat unrelated to the argument.	• The opening introduces a claim in a way that is unclear or incomplete. • The organization frequently makes the relationship among claims, counterclaims, reasons, or evidence unclear. • Words, phrases, and clauses infrequently suggest the relationships between claim(s), counterclaims, reasons, and evidence. • The conclusion is not clearly related to the argument.	• The opening is missing. • Supporting reasons and evidence are lacking. • Words, phrases, and clauses meant to clarify the relationships between ideas are incorrectly used or missing. • The conclusion is missing.
Word Choice and Style *W.11-12.1* *W.11-12.4* *WHST.11-12.1* *WHST.11-12.4* *L.11-12.3* *L.11-12.6* *CCRA.L.3* *CCRA.L.6*	• Language is precise; domain-specific and academic vocabulary are used appropriately for the audience and purpose. • The style is engaging and (if appropriate) consistently formal; the tone is objective when appropriate for the conventions of the discipline. • Syntax is varied for effect.	• Language is often precise; domain-specific and academic vocabulary are used in a way that is mostly appropriate for the audience and purpose. • The style is consistent and (if appropriate) generally formal; the tone is generally objective when appropriate for the conventions of the discipline. • Syntax is generally varied for effect.	• Language often lacks precision; domain-specific and academic vocabulary may be used incorrectly or in a way that is inappropriate for the audience and purpose. • The style and tone are occasionally inconsistent or inappropriate for the conventions of the discipline. • Syntax is occasionally varied for effect.	• Language generally lacks precision; domain-specific words or academic vocabulary are often used incorrectly. • The style and tone are frequently inconsistent or inappropriate for the conventions of the discipline. • Syntax is rarely varied for effect.	• Language lacks precision; domain-specific words and academic vocabulary are missing. • The style and tone are inconsistent or inappropriate for the conventions of the discipline. • Syntax is not varied for effect.
Mechanics *L.11-12.1 & 2* *CCRA.L.1 & 2*	• Few minor errors in grammar, usage, capitalization, punctuation, and spelling may be present, but the meaning is clear.	• Errors in grammar, usage, capitalization, punctuation, and spelling occasionally make the meaning less clear.	• Errors in grammar, usage, capitalization, punctuation, and spelling often make the meaning less clear.	• Frequent errors in grammar, usage, capitalization, punctuation, and spelling make the meaning hard to understand.	• Frequent and varied errors in grammar, usage, capitalization, punctuation, and spelling make the meaning hard to understand.

Note: Level 4 indicates that the response meets the standard, as defined by the listed Writing and Language-focused College and Career Ready Standards for Literacy (CCRSL).

July 10, 2017

Rubric for Presentations: Grades 11–12

To inform evaluation, this rubric explains how the criteria for each category might appear at different levels of competency. Text in **black** comes from the Speaking and Listening standards and the Language standards for each grade level; supplemental text in **bold/blue** comes from other grade levels, from the Writing standards, or from the capacities of the literate individual, as described here.

	4	3	2	1	0
Ideas	The speaker . . . • Presents information, findings, and supporting evidence. (SL.11–12.4) • Conveys a clear and distinct perspective. (SL.11–12.4) • Addresses alternative or opposing perspectives. (SL.11–12.4) • Develops ideas with a substance and style appropriate to the purpose, the audience, and a range of formal and informal tasks. (SL.11–12.4)	The speaker . . . • Occasionally loses focus on the information, findings, and supporting evidence. (SL.11–12.4) • Conveys a perspective that is somewhat clear and distinct. (SL.11–12.4) • Partially addresses alternative or opposing perspectives. (SL.11–12.4) • Develops ideas with a substance and style generally appropriate to the purpose, audience, and task. (SL.11–12.4)	The speaker . . . • Frequently loses focus on the information, findings, and supporting evidence. (SL.11–12.4) • Conveys a perspective that is at times unclear or difficult to distinguish. (SL.11–12.4) • Addresses alternative or opposing perspectives in a way that is insufficient or partly inaccurate. (SL.11–12.4) • Develops ideas with a substance and style often inappropriate for the purpose, audience, and task. (SL.11–12.4)	The speaker . . . • Is fully unfocused on the information, findings, and supporting evidence. (SL.11–12.4) • Conveys a perspective that is fully unclear and difficult to distinguish. (SL.11–12.4) • Addresses alternative or opposing perspectives in a way that is fully insufficient and mostly inaccurate. (SL.11–12.4) • Develops ideas with a substance and style generally inappropriate for the purpose, audience, and task. (SL.11–12.4)	The speaker . . . • Does not present information, findings, and supporting evidence. (SL.11–12.4) • Does not convey a clear or distinct perspective. (SL.11–12.4) • Does not address alternative or opposing perspectives. (SL.11–12.4) • Does not develop the topic. (SL.11–12.4)
Organization	• Presents a line of reasoning that listeners can follow. (SL.11–12.4) • Organizes information in a way that is appropriate to the purpose, audience, and task. (SL.11–12.4) • **Clearly introduces the topic of the presentation. (W.11–12.1–3)** • **Uses appropriate and varied words or phrases, as well as varied syntax, to create cohesion and clarify relationships between sections of the presentation and/or ideas. (W.11–12.1–3)** • **Has a conclusion that follows from and supports presented ideas. (W.11–12.1–3)**	• Presents a line of reasoning that listeners can generally follow. (SL.11–12.4) • Organizes information in a way that is mostly appropriate to the purpose, audience, and task. (SL.11–12.4) • **Introduces the topic of the presentation. (W.11–12.1–3)** • **Often uses words or phrases to create cohesion and clarify relationships between ideas. (W.11–12.1–3)** • **Has a conclusion. (W.11–12.1–3)**	• Presents a line of reasoning that is often difficult to follow. (SL.11–12.4) • Organizes information in a way that is generally inappropriate to the purpose, audience, or task. (SL.11–12.4) • **Lacks an introduction or conclusion. (W.11–12.1–3)** • **Rarely uses words or phrases to create cohesion or clarify relationships between ideas. (W.11–12.1–3)**	• Presents a line of reasoning that is generally difficult to follow. (SL.11–12.4) • Organizes information in a way that is fully inappropriate to the purpose, audience, or task. (SL.11–12.4) • **Lacks an introduction and conclusion. (W.11–12.1–3)** • **Does not use words or phrases to create cohesion or clarify relationships between ideas. (W.11–12.1–3)**	• Does not present a line of reasoning. (SL.11–12.4) • Does not organize information. (SL.11–12.4) • **Does not present enough information to warrant an introduction or conclusion. (W.11–12.1–3)** • **Does not present enough information to warrant the use of words or phrases to create cohesion or clarify relationships between ideas. (W.11–12.1–3)**
Media	• Makes strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to enhance understanding of findings, reasoning, and evidence, and add interest. (SL.11–12.5)	• Uses digital media to convey findings, reasoning, and evidence, and to add interest. (SL.11–12.5)	• Uses digital media that do not convey relevant findings, reasoning, or evidence, or that somewhat distract, mislead, or confuse listeners. (SL.11–12.5)	• Uses digital media that are fully inaccurate, misleading, unrelated, or distracting. (SL.11–12.5)	• Does not use digital media. (SL.11–12.5)
Delivery	• **Uses appropriate eye contact, adequate volume, effective inflection, concise speech, and clear pronunciation to hold the audience's attention and emphasize important points. (SL.8.4, SL.9–10.5)** • **Uses natural gestures and movements.** • **Appears poised and confident.** • **Uses a variety of techniques (e.g., asks a question, shares an anecdote, presents a statistic, facilitates a short activity) to engage the audience.**	• **Frequently uses appropriate eye contact, adequate volume, concise speech, and effective inflection to hold the audience's attention and emphasize important points. (SL.8.4, SL.9–10.5)** • **Uses gestures and movements that are mostly natural.** • **Generally appears confident.** • **Uses techniques to engage the audience.**	• **Occasionally uses appropriate eye contact, adequate volume, concise speech, and effective inflection. (SL.8.4, SL.9–10.5)** • **Uses gestures and movements that are occasionally natural.** • **Frequently appears to lack confidence.** • **Attempts to engage the audience; however, techniques are often unsuccessful.**	• **Often uses inappropriate eye contact, inadequate volume, unconcise speech, and ineffective inflection. (SL.8.4, SL.9–10.5)** • **Uses gestures and movements that are often unnatural.** • **Mostly appears to lack confidence.** • **Makes little attempt to engage the audience.**	• **Does not use appropriate eye contact, adequate volume, concise speech, or effective inflection. (SL.8.4, SL.9–10.5)** • **Does not use gestures or movements.** • **Does not appear confident.** • **Makes no attempt to engage the audience.**
Word Choice and Language	• Accurately uses grade-appropriate general academic and domain-specific words and phrases. (L.11–12.6) • Makes effective choices for meaning or style. (L.11–12.3) • Varies syntax for effect. (L.11–12.3) • Uses formal English and/or standard English grammar and usage when appropriate to task and situation. (SL.11–12.6, L.11–12.1)	• Uses grade-appropriate general academic and domain-specific words and phrases in a way that is mostly accurate. (L.11–12.6) • Generally makes effective choices for meaning or style. (L.11–12.3) • Often varies syntax for effect. (L.11–12.3) • Generally uses formal English and/or standard English grammar and usage when appropriate to task and situation. (SL.11–12.6, L.11–12.1)	• Uses grade-appropriate general academic and domain-specific words and phrases in a way that is often inaccurate. (L.11–12.6) • Occasionally makes effective choices for meaning or style. (L.11–12.3) • Occasionally varies syntax; attempts to do so may not achieve the desired effect. (L.11–12.3) • Frequently uses informal English, and makes frequent errors in standard English grammar or usage. (SL.11–12.6, L.11–12.1)	• Uses general academic and domain-specific words in a way that is generally inaccurate. (L.11–12.6) • Rarely makes effective choices for meaning or style. (L.11–12.3) • Rarely varies syntax; attempts to do so do not achieve the desired effect. (L.11–12.3) • Mostly uses informal English, and makes errors in grammar or usage that generally obscure meaning. (SL.11–12.6, L.11–12.1)	• Does not present enough information to warrant the evaluation of word usage or the appropriate use of formal English or standard English grammar. (SL.11–12.6, L.11–12.1, L.11–12.3, L.11–12.6)

Occasionally/Rarely: 1–2 times | **Some**: 1–2 | **Generally/Mostly**: with 1–2 exceptions | **Frequently**: 3–5 times | **Many**: 3–5

dodea
DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

Catapult Learning

Interview Rubric

Please use the following rubric guidelines for scoring the scholarship interview.

Student's Name: _____

Points: _____/8 points

Format: Rate applicants on the following areas where **2** is the highest rating.

		0	1	2
Punctuality Arrival time _____				
Preparation – articulates awareness and knowledge of the topic.				
Communications Skills – discusses ideas clearly and effectively, using verbal and non-verbal clues.				
Appearance & Manner – demonstrates poise, confidence, professional attitude and good grooming.				