PRESIDENT'S AWARD SCHOLARSHIP COMPETITION PROCESS

- Students applying for the President's Award are to create a submission that demonstrates how grit, a growth mindset, tenacity, and/or resiliency have applied in their personal life.

- Students must use <u>one of the following</u> media for their submission:
  - **Graphic arts** which may include a poster, painting, computer generated graphics, or other visual media.

  - **Video or film media** with a maximum length of five minutes. The video or film may include interviews, demonstrations, performances, audio presentations, visual presentations, and/or graphic presentations and submitted via electronic format (i.e., YouTube.com, audio file, etc.).

  - **Personal essay** explaining the application of how grit, a growth mindset, tenacity, and/or resiliency have applied in their personal life.

  - **Performing arts** which may include a dance, musical performance (song or instrument), or speech. The performance should be between three and five minutes in length and submitted via electronic format (i.e., YouTube.com, audio file, etc.). The competitor can utilize the assistance of up to four other students in their presentation; however, only the applicant will be able to receive the scholarship.

- Students are strongly encouraged to reference the President's Award Scholarship Competition Multimedia Rubric on pages 3 and 4 of this packet to understand the criteria that CEC's Governing Board will use when judging their submissions.
  - While not required, students should be willing to participate in a live presentation of their submission to CEC's Governing Board, if needed.

- Students applying for the President's Award will email their submission, including the President's Award Student Submission Cover Page, directly to their Head of School.

- **Deadline for all submissions is March 11, 2022.**

- Contact your Head of School with questions or for additional information.

COLORADO Early Colleges

President's Award Student Submission Cover Page

This cover page must accompany the your submission

DEADLINE: March 11, 2022

Student Name	
CEC School	
Student Contact Email/Phone Number	
How have you demonstrated grit, a growth mindset, tenacity, and/or resiliency in your personal life?	
What media will you be submitting for the President's Award competition?	
What makes your media unique to you?	

President's Award Scholarship Competition Multimedia Rubric

Category	1.	2.	3.	4.
Appropriateness of the media in relation to the meaning/message being conveyed	The student chose media that are not appropriate or do not make sense in relation to the meaning being conveyed	The student chose media that are only somewhat appropriate for the meaning being conveyed. However, there are better choices to convey the meaning/message	The student chose media that are appropriate for the meaning/message being conveyed.	The student chose the most appropriate media for conveying the meaning/message.
Facility with the media	The student shows no facility with the media. No editing/revision has been completed. The final product contains many errors/glitches/mistakes. The final product is sloppily constructed throughout.	The student shows little facility with the media. Some editing may have occurred, but the final product contains errors/glitches/ mistakes. The final product appears sloppy on occasion.	The student demonstrates facility with the media. The final product appears to be mostly free of errors/glitches/mistakes. The final product is neatly constructed.	The student demonstrates exceptional ability with the media. The final product has no errors/glitches/mistakes. The final product demonstrates significant investment of time and skill.
Persuasive power	The message/meaning conveyed is not convincing or relevant.	The message/meaning conveyed is convincing at moments, but does not leave the audience with a "take-away" or call to action	The message/meaning is convincing. It appeals directly to the audience and leaves them with a "take-away" or call to action to consider	The message/meaning is transforming. It provokes change of thinking or provokes action from the audience. Inspires direct response.
Consideration of audience in delivery	The media are not appropriate for any of the intended audience	The media are only appropriate for part of the intended audience	The media are well suited for the intended audience	The media are well suited for the intended audience, but also takes other potential audiences into consideration
Conforms to expected conventions of the media's genre	The final product does not conform to genre conventions	The final product only partially conforms to genre conventions	The final product conforms to genre conventions with little to no exception.	The final product demonstrates knowledge of the genre conventions and/or experimentation within the genre conventions
Personal display of GRIT (growth, resilience, initiative, tenacity, perseverance)	The student does not incorporate their personal display of GRIT into their final product	The student briefly incorporates their personal display of GRIT into the final product, but does not draw any conclusions from their display of GRIT	The student incorporates their personal display of GRIT and draws conclusions that the audience can relate to	The student incorporates their personal display of GRIT into their final product, and the student draws conclusions that impact the audience and/or call the audience to action
Incorporation of GRIT (growth, resilience, initiative, tenacity, perseverance) into final product	The student's meaning/message does not focus on the concept of GRIT	The student's message/meaning partly incorporates the concept of GRIT, but the student either (1) loses track of that messages or (2) focuses too heavily on other messages	The student's message/meaning focuses solely on the concept of GRIT and includes some relevant examples/supporting evidence/visuals, which support their message	The student's message/meaning focuses solely on GRIT and includes many relevant examples/ evidence/visuals, which support their message.

Notes:

The term "media" is used to refer to any and all materials used in the construction of the final submission (e.g. text, image, audio, gesture, video). All final submissions will be considered multimedia as they will have demonstrated multiple media working together to form a final product.

Rationale for Assessment Categories:

Appropriateness of the media in relation to the meaning/message being conveyed:
Students should consider the media that are best suited toward the meaning that they wish to convey. If a student wishes to show their classmates' perspectives on GRIT, a photo essay might not be the best choice for their intended message. On the other hand, a short film might be an awesome choice to convey that intended message (because it would allow the audience to see the classmates and hear their perspectives).

Facility with media
Students should consider their ability to work with the media toward the goal of producing a polished final product. A student who does not know how to operate a photo editing program might consider other/more familiar media to convey their intended message/meaning. Alternatively, the student might consider learning the skills that would allow them to convey their message with few errors/glitches/mistakes, which would disrupt the audience's experience.

Persuasive power
Students should consider how their meaning/message will affect their audience. Students should also consider what the "take-away" or call to action will be for their intended audience. The meaning/message should be impactful.

Consideration of Audience in Delivery
Students should consider the appropriateness of language, images, sounds, gestures in relation to their intended audience. Further, because we live in the "information age," in which public materials are easily (and sometimes unknowingly) uploaded to the internet, students should also show some awareness of potential unintended audiences.

Conforms to expected conventions of the media's genre
Students should consider the conventions of the genre in which they are working. For example, a student who is writing an essay would be expected to format the essay according to a specific style guide; the student would also be expected to cite their sources. Alternatively, a student creating a website would be expected to consider elements of web design (appropriate white space, font choices, background colors, copyright laws, etc).

Personal display of GRIT
Students should consider how and why they are considered an authority for representing GRIT to their intended audience. How has the student displayed GRIT in their life (and what is their definition of GRIT)? Why should their audience trust their narrative about GRIT? How does the student develop that trust/ethos/credibility with their audience?

Incorporation of GRIT into the Final Product
Students should consider how they will deliver their intended meaning consistently throughout their final product. Details, examples, evidence, and visuals should all work toward delivering a message about GRIT as a show of growth, initiative, perseverance, tenacity, resilience.