



Symposium Student Project Scoring Rubric

Essays	1 – Poor	2 – Fair	3 – Good	4 – Very Good	5 – Excellent
Essay Response #1 (Relevance to AFCPE audience)	The topic is not relevant to most financial practitioners, educators, and/or researchers.	The topic is somewhat relevant to financial practitioners, educators, and/or researchers.	The topic is relevant to financial practitioners, educators, and/or researchers.	The topic is very relevant to financial practitioners, educators, and/or researchers.	The topic is extremely relevant to financial practitioners, educators, and/or researchers.
Essay Response #2 (Connection to the field)	Student did not express how topic is meaningful to them or connected to the financial counseling/education field.	Student expressed how topic is meaningful to them and connected to the financial counseling/education field, but content is lacking.	Student effectively expressed how topic is meaningful to them and connected to the financial counseling/education field.	Student provided an above average response explaining how topic is meaningful to them and connected to the financial counseling/education field.	Student provided an excellent response explaining how topic is meaningful to them and closely connected to the financial counseling/education field.
Essay Response #3 (Conclusions and Implications)	Student did not express lessons learned or analysis of ways the project could be improved.	Student's response is lacking a thoughtful analysis of lessons learned and/or ideas for project improvement.	Student provided a sufficient response explaining lessons learned and ideas for project improvement.	Student provided an above average response explaining a variety of lessons learned and ways project could be improved.	Student provided a thorough and thoughtful analysis of what they learned and what they would do differently to improve the project.
Essay Response #4 (Perceived opportunity and application to career)	Student did not demonstrate what they hope to gain from attending the Symposium and how they plan to apply the Symposium experience in their career.	Student did not adequately demonstrate what they hope to gain from attending the Symposium and/or how they plan to apply the Symposium experience in their career.	Student provided a quality response giving at least one example of what they hope to gain from attending the Symposium and how they plan to apply the experience in their career.	Student provided an above average response, giving numerous examples of what they hope to gain from attending the Symposium and how they plan to apply the experience in their career.	Student provided a passionate response, giving numerous examples of what they hope to gain from attending the Symposium and how they plan to apply the experience in their career.