



**American Association of Teachers of French  
Central New York Chapter  
Scholarship for Excellence in the Study of French  
Application Deadline- March 25<sup>th</sup>**

**The AATF of CNY Scholarship for Excellence in the Study of French** will be awarded to a high school senior with a passion for French language and culture and a French average of 90 or better. The award includes a certificate and \$200.

**Guidelines:**

- 1) The nominating teacher must be a current member of AATF of CNY.
- 2) Nominees must be high school seniors enrolled in French.
- 3) Applicants and nominating teachers are strongly encouraged to review the rubric that will be used to evaluate applicants so that they may include all relevant information.

**Required Application Materials:**

- 1) Student information form with list of activities.
- 2) Student essay in French
  - 200 word minimum, double-spaced, 12 pt font
  - Write about yourself, your love of French, involvement with French-related activities and how French will be a part of your future plans.
- 3) Official school transcript for nominee.
- 4) Letter of recommendation from nominating teacher.
- 5) Letter of recommendation from second teacher or counselor.

**Instructions for Application Submission:**

Applications are due by March 25<sup>th</sup>.

Nominating teacher must compile and submit application materials by mail or e-mail to:

Jolene Bennett  
Secretary of AATF of CNY  
Chittenango High School  
150 Genesee St  
Chittenango NY 13037  
[secretaryaatfcny@gmail.com](mailto:secretaryaatfcny@gmail.com)

(any e-mail submissions must be attached in **pdf** format or shared via google drive)

Please contact Jolene Bennett via e-mail with any questions.

Award recipient must attend the LECNY Award Celebration in May to accept the award.

Nominating teacher will be asked to write an article about the award recipient for the newsletter.



Student Name: \_\_\_\_\_

**Other Activities:**

Indicate any extra-curricular activities (sports, music, honor societies, etc.), community service or employment that you have participated in during high school. Please indicate the period of time for each activity/commitment.

<b>Extracurricular/Community Service/Employment</b>	<b>Time Period</b>



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Award Rubric**

<b>Dimension</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Number of years of French study at the HS level</b>	All four years	Three years	Two years	One year
<b>French grades</b>	98-100	95-97	93-94	90-92
<b>Overall GPA</b>	97-100	94-96	90-93	85-90
<b>French-related activities</b>	Student participates in many French-related activities and takes a leadership role.	Student participates in many French-related activities.	Student participates in a few French-related activities.	Student exhibits limited participation in French-related activities.
<b>Quality of student essay</b>	Essay is well-written, well-organized and fully satisfies the task with many details and examples.	Essay is fairly well-written, organized and satisfies the task with detail.	Essay has some serious grammatical issues but satisfies the task.	Essay has many serious grammatical issues, is poorly organized and does not satisfy the task.
<b>Nominating teacher recommendation</b>	Letter strongly illustrates high student achievement in French, leadership in French-related activities and passion for French.	Letter illustrates high student achievement in French, participation in French-related activities and enjoyment of French.	Letter illustrates student achievement, some involvement in French-related activities and enjoyment of French.	Letter illustrates some involvement in French activities and appreciation for the language.
<b>Second recommendation (if teacher is a French teacher)</b>	Letter strongly illustrates high student achievement in, leadership in French-related activities and passion for French.	Letter illustrates high student achievement in French, participation in French-related activities and enjoyment of French.	Letter illustrates student achievement, some involvement in French-related activities and enjoyment of French.	Letter illustrates some involvement in French activities and appreciation for the language.
<b>Second recommendation (from a counselor or non-French teacher)</b>	Letter illustrates high student achievement, strong sense of purpose/direction in chosen field and many examples of leadership in activities.	Letter illustrates high student achievement, high sense of purpose/direction in chosen field and some examples of leadership in activities.	Letter illustrates student achievement, good sense of purpose/direction in chosen field and examples of leadership in activities.	Letter illustrates some sense of purpose/direction in chosen field and little to no examples of leadership.

<b>Student Involvement</b>	Student is highly involved in and out of school and displays leadership in several activities.	Student is involved and displays leadership in one or two activities.	Student is involved with activities but does not display leadership.	Student does not display involvement in activities in or out of school.
<b>Intention to pursue French studies</b>	Both recommendations and essay indicate specific examples of further language study and career possibilities.	Both recommendations and essay make some reference to further language study and career possibilities.	Student's future plans are mentioned with little reference to language study or career.	Student's future plans are not mentioned.

Notes:

Student Name: \_\_\_\_\_

Score: \_\_\_\_/36