



## GOVERNOR'S STEM ADVISORY COUNCIL

at the Iowa Department of Education

# Iowa Youth Ambassadors Application Rubric for Returning Members

The **Iowa Governor's STEM Advisory Council** strives to provide meaningful STEM (science, technology, engineering, and mathematics) educational opportunities to youth across Iowa. A key component of this effort is the **Iowa STEM Youth Ambassador group** which inspires and engages Iowa youth through peer-to-peer interaction and leadership.

The [Iowa STEM Youth Ambassador group](#) brings together middle school, high school and college aged students passionate about STEM. Youth Ambassadors connect Iowa STEM opportunities with schools and organizations while exploring local STEM initiatives. Guided by Iowa STEM, they help shift the conversation from teachers inspiring students to students inspiring each other to engage in STEM.

The overarching **goals** of the Youth Ambassadors are:

- to provide a youth perspective to Iowa STEM when asked.
- to expand Iowa STEM's reach to Iowa youth.

This rubric evaluates recommitment responses from existing members to reaffirm a member's commitment to meaningfully contribute to the group.

## Scoring

**Exemplary** (27–30 points): Strong candidate. Clear passion for STEM, relevant experience, and strong potential to contribute to the group.

**Proficient** (23–26 points): Solid candidate. Good alignment with the group's mission and room for further growth or clarity.

**Basic** (19–22 points): Moderate alignment. May need more depth or experience to contribute meaningfully.

**Needs Improvement** (7–18 points): Application does not demonstrate readiness or strong alignment with the group's mission.

**AI Appropriate Usage:** Applicants using Artificial Intelligence (AI) tools to assist with the application writing process should not rely on generative AI to fully produce or fabricate their applications. If AI tools are used, original narration and proper attribution must be provided. Example: (OpenAI, 2026)

## Question to be evaluated

As a previous Youth Ambassador please share the **committees you have served on**, the **responsibilities you have taken on** and **how you have contributed** to the group in your most recent term. *1500 character limit*

Score	Reason for assigning the score
5	<b>Clearly identifies</b> committees and <b>multiple, specific</b> responsibilities, and <b>demonstrates significant contributions or impact</b> on the group. <b>Thoughtful</b> reflection.
4-3	Identifies committees and responsibilities with <b>some examples of</b> contributions. <b>Clear</b> reflection.
2-1	<b>Mentions</b> committees and responsibilities with <b>vague or limited details of</b> contributions. <b>Minimal</b> reflection.
0	Does not clearly identify committees, responsibilities, or contributions. Little to no reflection.

## Question to be evaluated

**How do you feel the group could improve** and **how do you see yourself contributing to those improvements?** *1000 character limit*

Score	Reason for assigning the score
10-9	Identifies <b>multiple, realistic</b> improvements and <b>shows initiative</b> through <b>clear</b> explanation of <b>thoughtful</b> contributions.
8-6	Identifies <b>some</b> improvements and explains <b>promising</b> contributions.
5-2	<b>Mentions</b> improvements or <b>potential</b> contributions but <b>lacks detail or clarity</b> .
1-0	Does not identify improvements or explain contributions; lacks constructive ideas.

## Question to be evaluated

As a returning member, new members will look to you for guidance. This group is strongest when students lead, with support from adult advisors.

**Are you interested in serving in a leadership role** (co-chair, committee chairs)? If so, please **explain why you are interested**, **how you would manage the added responsibility** and **share the experiences or skills you bring** to a leadership position (for example: public speaking, advocating, volunteering or representing organizations publicly etc.) If not, **please explain how you will remain an active and contributing member** of the group. *1500 character limit*

Score	Reason for assigning the score
5	<b>Clearly</b> expresses interest in leadership <i>or</i> engagement. Demonstrates <b>strong understanding</b> of responsibilities, and <b>connects skills and experiences to the role</b> . <b>Shows commitment and accountability</b> .
4-3	<b>Expresses</b> interest in leadership <i>or</i> engagement. Demonstrates <b>some</b> understanding of responsibilities, and <b>mentions</b> relevant skills or experience.
2-1	Provides <b>limited explanation</b> of leadership interest <i>or</i> engagement plan. <b>Demonstrates vague understanding</b> of responsibilities with <b>limited mention</b> of <b>relevant</b> skills or experience.
0	Does not express leadership interest <i>or</i> engagement plan. Skills, experiences, and understanding of responsibilities are missing or unclear.

## Additional evaluation criteria

Grammar, spelling and punctuation

Score	Reason for assigning the score
10-9	<p>Writing is <b>free of spelling, grammar, and punctuation errors. Writing is polished and easy to read.</b></p> <p><b>Most</b> responses are clear, specific and organized.</p>
8-6	<p>Writing contains <b>only a few minor</b> errors in spelling, grammar, or punctuation that <b>do not</b> interfere with readability.</p> <p><b>Most</b> responses are clear, specific and organized.</p>
5-2	<p>Writing contains <b>several</b> errors in spelling, grammar or punctuation that <b>slightly interfere with readability.</b></p> <p><b>Some</b> responses may <b>lack organization, structure or clarity.</b></p>
1-0	<p>Writing contains frequent errors in spelling, grammar or punctuation that make it difficult to understand.</p> <p>Responses may be incomplete, unclear, off-topic or not within the character limit.</p>