

## Academic & Financial Aid Suspension Appeal Rubric – guideline for writing your appeal

| Criterion   | 3 – Proficient  | 2 - Adequate   | 1 – Insufficient   |
|---|---|--|--|
| <b>1. Reflection on Academic Performance &amp; Actions (Prompt 1)</b>                   | Provides a clear, specific timeline of performance changes; identifies concrete causes; details proactive steps taken (e.g., office hours, tutoring, medical appts.), with dates or frequency and outcomes.   | Identifies performance concerns with some awareness of when changes occurred and possible contributing factors. Describes steps taken to address concerns, including at least one resource, though details and follow-through may be limited or uneven.  | Vague or no acknowledgment of performance change; no clear actions taken; no mention of resources.         |
| <b>2. Circumstances Beyond Control &amp; Management (Prompt 2)</b>                      | Clearly describes circumstances outside the student’s control; explains how they impacted academics; provides documentation/verification; thoroughly explains resolution or ongoing management plan.  | Describes circumstances with limited clarity regarding academic impact; documentation may be minimal and resolution or management strategies are limited, unclear, or only briefly noted.  | No clear connection to academics; lacks explanation, accountability, or management plan.                   |
| <b>3. Forward-Looking Success Plan (Prompt 3)</b>                                       | Provides a detailed, realistic plan with specific strategies (medical appointments, time management, study skills, self-management); includes measurable actions; addresses both academic and personal adjustments. Includes a list of planned classes for the upcoming semester. | Presents a general plan that includes a few strategies addressing both academic and personal elements. Some specifics are present, but the plan may lack clear alignment to identified needs, measurable outcomes, or defined timelines. Includes a list of planned classes for the upcoming semester. | Plan is vague, generic, or missing; no link to prior challenges; not actionable. No planned courses given. |
| <b>4. Clarity, Evidence, honesty, and Professionalism (Applies to entire narrative)</b> | Writing is clear, organized, and professional; uses specific examples/data (grades, dates, course names); free of major grammar issues; concise and respectful tone.  | Generally clear and organized, though some organization or clarity issues may be present; includes a few specifics but may lack depth; minor to noticeable grammar errors; tone is mostly professional but may occasionally be informal.   | Disorganized, unclear, or unprofessional; lacks specifics; significant errors that impede understanding.   |

Scale: 12 possible points:

Proficient – Meets all expectations

Adequate – Meets minimum expectations

Insufficient – Does not meet expectations

**Disclaimer: Completion of this rubric does not guarantee appeal approval. Appeal decisions are based on multiple factors, including—but not limited to—this rubric and the student’s previous academic performance.**