



2017 DALE HOVENCAMP Community Involvement Scholarship

Scholarship Amount: \$1,000.00

Requirements:

- Open to City High Middle School Senior Class of 2017.
- Cumulative GPA of 3.0 at end of 1st semester of senior year.
- College bound.
- Comprehensive list of Community Service Activities.
- Two-page essay (MLA format) explaining the role community service has played in your life, focusing on ONE significant activity and arguing for teen involvement in community service. (See rubric.)

Entry deadline: April 17, 2017

In a sealed envelope, submit application, list of activities, and essay to the PTSA mailbox in the main office **OR** email all application materials to PTSA member Cara Gregory at cgregory@khps.org.

Winner will be announced at Senior Awards Night, 6 p.m. Wednesday, May 17, 2017.

APPLICATION

NAME: _____ EMAIL: _____

ADDRESS: _____

PHONE NUMBER: _____

By signing this application, I certify that I am a City High Middle School senior with a cumulative grade point average of 3.0 or higher at the end of the first semester of the 2016-17 school year. (Please obtain school counselor's initials.)

SCHOOL COUNSELOR'S INITIALS: _____

I have either been accepted or have applied to the following institutes of higher learning:

SIGNATURE: _____ DATE: _____

2017 Dale Hovencamp Scholarship Essay Rubric

| | 3 | 2 | 1 | 0 |
|---|---|---|---|--|
| INTRODUCTION Background/ History Thesis Statement CONCLUSION | Well-developed introduction engages the reader and creates interest. Contains detailed background information. Thesis clearly states a significant and compelling position or belief. Conclusion effectively wraps up and goes beyond restating the thesis. | Introduction creates interest. Sufficient background information is provided. Thesis clearly states the position or belief. Conclusion effectively summarizes topics. | Introduction adequately explains the background, but may lack detail. Thesis states the position or belief. Conclusion is recognizable and ties up almost all loose ends. | Background details are a random collection of information, unclear, or not related to the topic. Thesis is vague or unclear. Conclusion does not summarize main points. |
| MAIN POINTS Body Paragraphs | The main idea or a thesis statement is clearly defined. There may be more than one key point. Appropriate relevant information and details are shared from a variety of sources including personal experiences, observations, and prior knowledge. Supporting details are accurate, relevant, and helpful in clarifying the main idea(s). | The main idea can be identified. The writer shares relevant information, facts and experiences. There is a clear distinction between general observations and specifics. Supporting details are relevant and explain the main idea. | The main idea can be identified. The writer shares some information, facts and experiences, but may show problems going from general observations to specifics. Stronger support and greater attention to details would strengthen this paper. | More than one of the following problems may be evident: The main idea is not identifiable. The writer shares some information, but it is limited or unclear. Details are missing or repetitious. |
| ORGANIZATION Structure Transitions | Logical progression of ideas with a clear structure that enhances the thesis. Transitions are mature and graceful. | Logical progression of ideas. Transitions are present equally throughout essay. | Organization is clear. Transitions are present. | No discernable organization. Transitions are not present. Connections between ideas seem confusing or incomplete. |
| STYLE Writer's Voice, Audience Awareness | The paper is honest and enthusiastic. The language is natural yet thought-provoking. It brings the topic to life. The reader feels a strong sense of interaction with the writer and senses the person behind the words. Writing is smooth, skillful, and coherent. Sentences are strong and expressive with varied structure | Writer's voice is consistent and strong. The writer is aware of an audience. The reader is informed and remains engaged. Sentences have varied structure. | Writer's voice may emerge strongly, on occasion, then retreat behind general, vague, tentative or abstract language. The writer is aware of an audience. The reader is informed, but must work at remaining engaged. Sentence structure shows some variety. | Writing is confusing, hard to follow. Language is vague. No audience awareness. No variety in sentence structure. |
| MECHANICS Spelling, Punctuation, Capitalization | Punctuation, spelling and capitalization are correct. No errors. | Punctuation, spelling and capitalization are generally correct, with few errors. (1-2) | A few errors in punctuation, spelling and capitalization. (3-4) | Distracting errors in punctuation, spelling and capitalization. |
| TOTAL | | | | |