



LEE'S SUMMIT NORTH HIGH SCHOOL
THEATRE PARENTS

LEE'S SUMMIT NORTH THEATRE PARENTS 2010 Scholarships

The Lee's Summit North Theatre Parents scholarships are awarded to seniors who plan to pursue additional education upon graduation. Award amounts vary; maximum value \$2,500.

Eligibility: Student must have (1) completed the requirements to become a member of the International Thespian Society at Lee's Summit North High School, and (2) participated in LSN theatre productions, either on stage or backstage.

Review Process: A committee from the Lee's Summit North Theatre Parents will review and score the applications. (Applications are scored without the identifying cover sheets.) Recipients are selected based on essays and total scores. Awards will be presented at the theatre banquet on Friday, April 23, 2010.

Consideration is given to the following:

- Participation in LSN productions.
- ITS points.
- Grade point average.
- Application essay.

Application Deadline: Thursday, April 1, 2010 at 3:00 p.m.



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Application Cover Sheet

Name: _____

Address: _____

Parent name(s): _____

Phone: _____ Alternate phone: _____

Name of educational institution
you plan to attend: _____

Have you been accepted for admission? _____

Date you will begin attending: _____

Major field of study: _____

Complete each part of the application and obtain verification
signatures as required.

Submit application form and essay to Mr. Daniel no later than

Thursday, April 1, 2010 at 3:00 p.m.

Theatre Parents Scholarship Essay Rubric

Criteria	4	3	2	1
Did the applicant answer the essay question?	Yes, definitely.	Yes, to some degree.	Not really.	No, not at all.
Analysis	Student carefully analyzed the information collected and drew appropriate and inventive conclusions supported by evidence. Voice of the student is evident.	Student product shows good effort was made in analyzing the evidence collected.	Student conclusions could be supported by stronger evidence. Level of analysis could have been deeper.	Student conclusions simply involved restating information. Conclusions were not supported by evidence.
Organization	Student developed appropriate structure for communicating ideas, incorporating a variety of quality sources. Information is logically and creatively organized with smooth transitions.	Student logically organized the essay and made good connections among ideas.	Student could have put greater effort into organizing the essay.	Student work is not logically or effectively structured.
Voice and tone	Essay sounds like student cares about argument. Student shows how he or she feels about it.	Student's tone is OK, but paper could have been written by anyone. Student needs to convey more thoughts and feelings.	Writing is bland or pretentious. There is either no hint of a real person in it or it sounds fake.	Writing is too formal or too informal. It sounds like student doesn't care about topic.
Sentence fluency	Sentences are clear, complete, and of varying lengths.	Sentences are well structured.	Sentences are sometimes awkward, and/or contain run-ons and fragments.	Many run-ons, fragments, and awkward phrasings make essay hard to read.
Conventions	Student used correct grammar, spelling, and punctuation.	Student generally used correct conventions. There are a couple of errors that should have been corrected.	Product contained enough errors to distract the reader.	Numerous errors made essay hard to read.