

# Keith & Ken Graybeal Memorial Scholarship Information

This \$250 scholarship is offered in memory of Keith and Ken Graybeal and is administered through the Philipsburg Area Education Foundation (PAEF). The intent of this scholarship and required essay is to get students writing, learning and looking forward to the next level of training needed to be successful adults. The most current information and application form is available at: [www.paefmt.com](http://www.paefmt.com).

## ELIGIBILITY:

This contest is open to all 7<sup>th</sup>/8<sup>th</sup> grade students with residency in Granite County and Helmville. LATE and/or INCOMPLETE APPLICATIONS AND ESSAYS shall not be considered.

**TOPIC:** The Advantages of Living in a Small Town

The topic intent is to show living in a small town has impact on the way children perceive their place in the world and their plans for further education and life – getting students at an earlier stage in life to start thinking about going to college or vocational training.

## SUBMISSION REQUIREMENTS:

1. Complete the Graybeal Scholarship Application (see [paefmt.com](http://paefmt.com) for application forms)
2. Write an essay of 250 – 500 words in length on the given topic
3. Essay must have a title that reflects the essay content – NOT the same words as the topic.
4. Essay must be type-written using a standard size 12 font and double-space
5. Essay must be a narrative-type, reflecting Montana Standards for Writing for Grade 7
6. Refer to the rubric for evaluation: DO NOT print the evaluation rubric pages for submission

## EVALUATION:

One student essay from each Granite County middle school shall be chosen by their school's selection process and forwarded for final evaluation and award through the Essay Contest Scholarship Committee. If your school chooses not to participate, including homeschool students and all other Granite County students, mail essay and application form directly to the Committee. Essays must be handed directly to a PAEF board member or mailed by the last Friday in March to:

PAEF, P. O. Box 900, Philipsburg, MT 59858 – Mark envelope “7/8<sup>th</sup> Grade Writing Contest”

Essay evaluation shall include standards as listed in the Montana Office of Public Instruction (OPI) *College and Career Readiness Anchor Standards: Writing Standards and Language Standards for Grade 7*: These standards can be accessed at [www.opi.mt.gov](http://www.opi.mt.gov) - Montana Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects by Grade-Band.

## AWARD:

The student does not receive a cash award; rather, the scholarship is maintained in PAEF's endowment fund until the student graduates from high school. At that time, the student shall designate the post-secondary institution to apply the scholarship. PAEF shall release the scholarship, plus any interest growth it has accumulated, to the designated institution. The award is guaranteed a minimum of \$250 regardless of the stock market. The winning student must give consent to PAEF to publish their name and essay in their newsletter and news releases. The winner of this scholarship and their family shall be invited to attend the PAEF Scholarship Reception in April.

# Keith & Ken Graybeal Memorial Scholarship Application

Name:		Date:
Mailing Address:		Phone:
City and State:		Zip:
Social Security # _____ - _____ - _____	Email address:	
Parent or Guardian Contact Information:		
Father's Name:	Mother's Name:	
School Attended: _____ Drummond _____ Philipsburg _____ Hall _____ Helmville _____ Home		
Grade: _____ Seventh _____ Eighth		
Topic for essay: The advantages of living in a small town		
Your title for essay:		
Evaluation: Standards for Grade 7 as listed in the Montana Office of Public Instruction (OPI) <i>College and Career Readiness Anchor Standards: Writing Standards and Language Standards</i> . These standards can be accessed at <a href="http://www.opi.mt.gov">www.opi.mt.gov</a> <i>Montana Common Core Standards for English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects by Grade-Band</i> . See the rubric for evaluation, but do not print and submit the evaluation pages.		
Authorization of Use: If my essay is judged to be the winner of this scholarship, I give my consent to its being published in my name in PAEF's publications and news releases.		
Student signature:	Date:	
Parent signature:	Date:	
NOTE: Late and/or incomplete applications and essays shall not be considered. The winner of this scholarship shall be notified in writing and invited to attend PAEF's scholarship reception in April. The location shall be communicated at a later date.		

# Essay Evaluation Rubric page 1 of 2

Evaluation Date:

Committee Member Name:

Essay Title:

## Evaluation Rubric

Standard #	Standard Description and Examples	Points Given 1 = none or minimally 2 = met the basic criteria 3 = exceptional use
Submission Requirement	This essay is type-written, size 12 font, 250-500 words, and narrative essay.	
<b>Writing Standard 3.</b>	<b>Montana Standards are described in bold; Question and examples for judges are not bold. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>	
3.a.	<b>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</b> Does the essay have title that reflects the overall theme? Is the first line of the essay engaging – making you want to read more? Does the first line or two tell you what you are going to read about? Does the essay have a logical statement and structure of events to follow?	
3.b.	<b>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</b> Does the writer give distinct advantages of living in a small town? Is there enough material written to describe each advantage? Details?	
3.c.	<b>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</b> Does the writer use words to show a shift from one advantage to the next? Does the writer use transition words that show relation to the topic sentence or movement throughout the essay or to conclusion?	
3.d.	<b>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</b> Does the writer use descriptive words to elicit an image? Does the writer start sentences with “I” “The” and “There” too often? Does the writer use “things” instead of “outdoor activities” or “People” instead of “neighbors” – more description language? Does the writer use active verbs, adjectives and adverbs to engage the reader – ski fast, jump joyously, breathe deeply, listen intently – rather than do, are, is, am? Does the writer develop character for objects to develop interest -- wily fish, glistening snow, raging waters, majestic trees – rather than fish, snow, river, forest?	
3.e.	<b>Provide a conclusion that follows from and reflects on the narrated experiences or events.</b> Does the writer provide a conclusion that wraps up the subject by restating the topic and supporting details? Does the writer reflect back on the overall theme with recommendations for the reader or a statement of their future as a result of living in a small town?	

# Essay Evaluation Rubric page 2 of 2

<b>Language Standard 1.</b>	<b>Montana Standards are described in bold; Question and examples for judges are not bold. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>	
<b>1.a.</b>	<p><b>Explain the function of phrases and clauses in general and their function in specific sentences.</b>            Does the writer use phrases and clauses to introduce sentences?            Examples:            Basic: <i>I spend my free time fishing. I love to fish.</i>            Better: <i>When I have free time, I'm slaying fish. Considering advantages of living in a small town, being close to nature can't be beat.</i></p>	
<b>1.b.</b>	<p><b>Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</b>            Does the writer use sentence structure to provide variety and flow?            Are all sentences short? Or some short; some long?            Examples:            Simple: One sentence with one Subject + Verb – <i>I ski a lot.</i>            Compound: Two simple sentences joined by “and” “but” “or” – <i>I ski a lot and I fish occasionally.</i>            Complex: A simple sentence with a dependent clause – <i>During the winter, I ski a lot.</i>            Compound Complex: Two simple sentences and a dependent clause – <i>During the long winter months, I ski a lot and I fish occasionally.</i></p>	
<b>Language Standard 2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>	
	<p>Does the writer spell correctly?            Does the writer use correct punctuation?            Does the writer use capitalization for proper nouns and to begin a sentence?</p>	
<b>Language Standard 3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading and listening.</b>	
	<p>Does the writer choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy?            Does the writer use vocabulary and multi-syllable words expected of 7th grade or higher?            Does the writer use the words in the proper context?            Examples: Words that sound like one another but have different meanings:            there, they're, their - its versus it's - brake, break</p>	
<b>Total Score</b>		
Evaluator's Notes:		