

MSBA FutureBuilders Belcher Scholarship Application for 2023-24

General Information

Name (Last, First, Middle):

Address (Street, City, State, Zip):

Email Address:

Nominating School District:

Is this District a K-12 or K-8 District?

High School:

Date of Birth:

Name of Parent(s) or Legal Guardian(s):

Address:

Name of Guidance Counselor:

Guidance Counselor Email:

Academic Achievement

What is the GPA Scale used by your school district?

What is your overall unweighted GPA?

What is your overall weighted GPA? (if applicable)

How many students are in your graduating class?

What is your class rank?

Does your school offer the following types of course offerings and, if so, what grade levels are eligible to enroll in the courses?

Courses	Yes/No	Available Grade Levels
Honors Level Courses		
Advanced Placement Courses		
International Baccalaureate Courses		
Dual Credit or Dual Enrollment Courses		

List any honors level, advanced placement, international baccalaureate courses or dual credit/enrollment courses you have completed and your final course grades and/or assessment scores.

Course Title	Final Course Grade	Assessment Score (if applicable)

Please provide your composite score for the ACT and/or SAT

Assessment	Composite Score
ACT	
SAT	

Activities/Leadership

Please explain your involvement in high school level extra-curricular and co-curricular activities, including any leadership or service roles.

High School Honors

What high school honors have you received?

Community Involvement

Please list any out-of-school organizations/activities in which you participate including community service activities as well as any offices you've held or honors received.

Jobs

Do you currently hold a part-time job or have you held a summer job? If so, please describe.

Career Goals

What are your career goals?

Why should you be awarded this scholarship and how will it assist you in achieving your goals? (Include any information about financial need; unique circumstances you face; etc.)

Essay

Please write and title a 500-700-word essay on ONE of the following prompts:

The lessons we take from obstacles we encounter can be fundamental to later success. Recount a time when you faced a challenge, setback, or failure. How did it affect you, and what did you learn from the experience?

Discuss an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself or others.

Describe a topic, idea, or concept you find so engaging that it makes you lose all track of time. Why does it captivate you? What or who do you turn to when you want to learn more?

Rubrics for Belcher Scholarship

Leadership and Involvement

Points	Descriptors
10 or 9	<p>Student demonstrates 4 or more of the following descriptors</p> <ul style="list-style-type: none"> • Involved in many in extracurricular and/or co-curricular activities • Involved in community-based activities • Involved in honor societies or organizations • Held leadership roles (class officers; club officers; team captains; student council) • Held part-time or summer job
8 or 7	<p>Student demonstrates 4 of the following descriptors</p> <ul style="list-style-type: none"> • Involved in several extracurricular and/or co-curricular activities • Involved in community-based activities • Involved in honor societies or organizations • Held leadership roles (class officers; club officers; team captains; student council) • Held part-time or summer job
6 or 5	<p>Student demonstrates 3 of the following descriptors</p> <ul style="list-style-type: none"> • Involved in a few extracurricular and co-curricular activities • Involved in community-based activities • Involved in honor societies or organizations • Held leadership roles (class officers; club officers; team captains; student council) • Held part-time or summer job
4 or 3	<p>Student demonstrates 2 of the following descriptors</p> <ul style="list-style-type: none"> • Involved in one or two extracurricular and/or co-curricular activities • Involved in community-based activities • Involved in honor societies or organizations • Held leadership roles (class officers; club officers; team captains; student council) • Held part-time or summer job
2 or 1	<p>Student demonstrates 1 of the following descriptors</p> <ul style="list-style-type: none"> • Involved in extracurricular and/or co-curricular activities • Involved in community-based activities • Involved in honor societies or organizations • Held leadership roles (class officers; club officers; team captains; student council) • Held part-time or summer job

Points Earned _____/10

Rubric for Assessing Academics

Points Awarded	Descriptors (Should meet at least two or more of the descriptors)
10 or 9	<ul style="list-style-type: none"> • Class rank is in the top 10% • Unweighted GPS is 3.5 or higher • ACT composite score is 26 or higher OR SAT composite score is 1600 or higher • If available, student has taken at least one honors, advanced placement, international baccalaureate or dual credit/enrollment course and earned a grade of “B” or higher or earned a “3” or higher on the appropriate exam
8 or 7	<ul style="list-style-type: none"> • Class rank is in the top 15% • Unweighted GPS is 3.0 or higher • ACT composite score is 22 or higher OR SAT composite score is 1100 or higher • If available, student has taken at least one honors, advanced placement, international baccalaureate or dual credit/enrollment course and earned a grade of “B” or higher or earned a “3” or higher on the appropriate exam
6 or 5	<ul style="list-style-type: none"> • Class rank is in the top 20% • Unweighted GPS is 2.5 or higher • ACT composite score is 21 or higher OR SAT composite score is 940 or higher • If available, student has taken at least one honors, advanced placement, international baccalaureate or dual credit/enrollment course and earned a grade of “C” or higher or earned a “2” or higher on the appropriate exam
4 or 3	<ul style="list-style-type: none"> • Class rank is in the top 30% • Unweighted GPA is 2.0 or higher • ACT composite score is 17 or higher OR SAT composite score is 939 or higher • If available, student has taken at least one honors, advanced placement, international baccalaureate or dual credit/enrollment course and earned a grade of “C” or higher or earned a “2” or higher on the appropriate exam
2 or 1	<ul style="list-style-type: none"> • Class rank is in the top 35% • Unweighted GPA is 2.0 or higher • ACT composite score is 16 or higher OR SAT composite score is 930 or higher • If available, student has taken at least one honors, advanced placement, international baccalaureate or dual credit/enrollment course and earned a grade of “C” or higher or earned a “2” or higher on the appropriate exam

Points Earned _____/10

Career Goals Rubric

Points Awarded	Descriptors
4	Student demonstrates most or all of the following attributes <ul style="list-style-type: none">• Has established focused career goals and provides clear and specific details about the goals• Provides a compelling reason(s) for receiving the scholarship• Identifies a financial need
3	Student demonstrates most or all of the following attributes <ul style="list-style-type: none">• Has established focused career goals and provides clear and specific details about the goals• Provides a strong reason(s) for receiving the scholarship• May or may not identify have a financial need
2	Student demonstrates most or all of the following attributes <ul style="list-style-type: none">• Has established career goals and provides several details about the goals• Provides reason(s) for receiving the scholarship• May or may not identify a financial need
1	Student demonstrates most or all of the following attributes <ul style="list-style-type: none">• Has established vague career goals and provides some details about the goals• Provides a reason for receiving the scholarship• May or may not identify a financial need

Points Earned

____/4

Draft Belcher Essay Rubric. June 2022

Attribute	4	3	2	1	Student's Score
Thesis (Main Idea Writer Wants To Get Across to the Reader) and Focus	The writer establishes a clear thesis or main idea to convey to the reader. All ideas are strongly related to the thesis and are focused on the prompt.	The writer establishes a clear thesis or main idea to convey to the reader. Most ideas are related to the thesis and are focused on the prompt.	The writer's thesis or main idea is weak or unclear. Some ideas are generally related to the prompt. The lack of a clear thesis or the writer's inclusion of irrelevant information interferes with the focus of the essay.	The writer's thesis is missing, unclear or illogical. Some ideas are generally related to the prompt. The writer may fail to maintain focus on the topic, may include extraneous information, or may shift abruptly from idea to idea.	Circle One: 4 3 2 1
Progression and Flow of Ideas	The writer's progression of ideas is logical and well controlled. Meaningful transitions enhance the flow of the essay by clearly showing the relationships among ideas. The essay is easy to follow and understand.	The writer's progression of ideas is generally logical and controlled. For the most part, transitions support the flow of the essay and show the relationships among ideas. The essay is easy to follow and understand.	The writer's progression of ideas is not always logical and controlled. Sometimes repetition or wordiness causes minor disruptions in the flow of the essay. At other times transitions are too weak to support the flow of the essay or show the relationships among ideas.	The writer's progression of ideas is weak. Repetition or wordiness sometimes causes disruptions in the flow of the essay. At other times the lack of transitions causes the writer to present ideas in a random or illogical way, making one or more parts of the essay unclear or difficult to follow.	Circle One: 4 3 2 1
Development of Ideas	The development of ideas is effective because the writer uses details and examples that are specific and well chosen, adding substance to the essay. The essay is thoughtful and engaging.	The development of ideas is good because the writer uses details and examples that are specific and appropriate, adding some substance to the essay. The essay reflects some thoughtfulness.	The development of ideas is minimal. The writer uses details and examples that are not always appropriate or are partially presented. The essay reflects little or no thoughtfulness.	The development of ideas is weak. The writer uses details and examples that are inappropriate, vague, or insufficient. The writer's response to the prompt is vague or confused.	Circle One: 4 3 2 1
Language and Conventions	The writer demonstrates a consistent command of sentence structure, spelling, capitalization, punctuation, grammar, and usage conventions. Although minor errors may be evident, they do not detract from the fluency and clarity of the essay.	The writer demonstrates a command of sentence structure, spelling, capitalization, punctuation, grammar, and usage conventions. Although some errors may be evident, they create few (if any) disruptions in the fluency or clarity of the essay.	The writer demonstrates a partial command of sentence structure, spelling, capitalization, punctuation, grammar, and usage conventions. Some distracting errors may be evident, at times creating minor disruptions in the fluency or clarity of the essay.	The writer has little or no command of sentence structure, spelling, capitalization, punctuation, grammar, and usage conventions. Persistent errors create disruptions in the fluency and clarity of the essay.	Circle One: 4 3 2 1
Comments:					Total _____/16