

## Kentucky Association for Academic Competition

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## All KAAC Events

# Composition Guide



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# Introduction

In an effort to assist students, coaches and readers this supplemental guide has been developed.



This guide is to assist in the preparation of students to write their entries and to help readers score Composition at Governor's Cup and other KAAC events, While it is the goal to align the Composition component of Governor's Cup competition with the Kentucky Core Academic Standards adopted by the Kentucky Department of Education ([www.ky.state.ky.us](http://www.ky.state.ky.us)), the very nature of this competitive event does not allow for a perfect partnership. As a classroom reader of student writing,

the standards set by KDE focus on scoring each composition for a specific "threshold" score that is then translated into a classroom grade. Competitive scoring requires one more step; it requires each booklet to be scored using a point scale and to be ranked against the other booklets in the sample. In essence, the Composition Reader/Scorer compares each booklet and assigns points to rank the booklets. **Booklets cannot receive the same score or rank.**



Composition is an event sponsored by the Kentucky Association of Academic Competition. It is an on-demand writing activity that assesses each student's ability to complete the task identified within the competitive prompt in the time specified. Recognizing Composition is taught in classrooms across the state using various textbooks and other resources, this guide is not intended to be a venue to teach writing but to offer a resource for the scoring guidelines used during KAAC events.

**Types of writing to be used during the competitions.** Several terms have been used to refer to the type or style of writing used in KAAC Composition writing events: Mode, Mode of Discourse, Form, or Genre have been used in the past. For the purpose of clarity, the term "Genre" will be used throughout the remainder of this document. The purpose of narration is to tell a story while an argument is to influence opinion or action, or both. Although the "Genre" is preannounced for the students, coaches and readers, the specific competitive prompt will not be released until the time of the scheduled competition.

**Specific timeframes will be used to complete the writing task.** Specified times are monitored for each competition. Each year the KAAC Board of Directors will determine the order of the two types of on-demand writing tasks to be assessed at each level of competition. At the elementary level students will be expected to write an essay as either a narrative or an opinion piece. At all other levels of competition, students will be expected to write either a narrative or argumentative essay. The chart below provides the Forms and the timeframes for each KAAC competition for 2015-2016.



Event	Time	Level	Date	Form
JV Challenge	90 minutes	9 <sup>th</sup> -10 <sup>th</sup> Grades	Nov. 10, 2015	Argumentative
Showcase	60 minutes	6 <sup>th</sup> Grade	Dec. 2, 2015	Argumentative
Governor's Cup	45 minutes	Elementary District	Feb. 23, 2016	Opinion
Governor's Cup	45 minutes	Elementary Region	Mar. 8, 2016	Narrative
Governor's Cup	90 minutes	Middle Grades District	Jan. 19, 2016	Argumentative
Governor's Cup	90 minutes	Middle Grades Region	Feb. 9, 2016	Narrative
Governor's Cup	90 minutes	Middle Grades State Finals	Mar. 19, 2016	Argumentative
Governor's Cup	90 minutes	High School District	Jan. 26, 2016	Argumentative
Governor's Cup	90 minutes	High School Region	Feb. 16, 2016	Narrative
Governor's Cup	90 minutes	High School State Finals	Mar. 19, 2016	Argumentative

**Understanding and implementing Characteristics of the Genre is a requirement for KAAC Composition events.** One critical aspect of Composition scoring is that the *Reader* understands the guidelines for the competition. Since prompts are written to provide important information about the intended purpose in the situation given, the successful writer will identify and develop the appropriate tone to be taken in the submitted booklet.

Elementary students will write in one of two genres: opinion or narrative. If the student is asked to write an opinion, the student should clearly establish his/her opinion early in the writing. If the student is asked to write a narrative, the student will use some type of chronological organization to develop his/her story (creative writers may use flashbacks or other narrative devices to tell the story). Middle Grades and High School students will write in one of two genres: narrative or argumentative. If a student is to write an argumentative essay, the writer should include rhetorical devices relevant to argumentation. If the student is writing a narrative, the writer will employ appropriate devices to develop his/her storyline.



No booklets in the sample scored may receive the same raw scores or ranks. One hundred twenty five (125) points are possible for each booklet. Usually the sample of booklets to be read by one evaluator is fifteen (15). With the new scoresheet design, the availability of multiple points for each scored element of the three (3) parts of the scoresheet: Content, Structure and Conventions, allows the readers to distinguish the best ranked booklet. Each subsequent ranked booklet will be separated by the number of points awarded.

Anonymity of the writer is crucial. At registration for written composition, each student receives an identification number. This number is used to ensure the anonymity of each competitor. The instructions included in the prompt warn students not to identify themselves or their schools in any way, or disqualification of the student's entry will occur.

Students MUST read the prompt carefully. As efforts are made to reduce the number of disqualifications authorized by KAAC, the prompt will explicitly give all necessary information for each writing task to include names, addresses, titles, dates, etc. If necessary, prompts will identify fictional names of schools and writers to be used by all students during the competition. It is imperative that students use all relevant information provided within the prompt. For example, the student may be asked to respond to an event; if so, the writer may need to include specific facts from that event in developing his/her writing.



At Governor's Cup District, Showcase and JV Challenge, ALL compositions MUST be read by ALL readers. At Governor's Cup Region, composition readers will not score compositions that originated from their own Governor's Cup District. State Finals Composition scoring will be arranged so that readers will not score booklets from the school the reader represents. If a reader deems information in



the booklet written by a student to be suspect for potential disqualification, the reader must consult with the FPS and Composition Coordinator for appropriate action to be taken. If the reader is completing the scoring task after the KAAC office is closed for the day, the reader must score and rank all booklets without any ties. KAAC will make **all** rulings on disqualifications upon notification by the FPS and Composition Coordinator or Chief Official. At the time a booklet is disqualification by KAAC staff, the FPS and Composition Coordinator or Chief Official will be given instructions on how to


proceed with scores and ranks to be entered by the Head Scorer.

## Notes to the Coach

Welcome! This guide serves as a supplement to the Coaches' Manuals for the various 2015-2016 KAAC Composition Competitions. As the coach for Composition students, you have two major responsibilities. You must familiarize your students and your Composition Reader with the Genres to be used in the levels in which you will have students competing. The changes in the KAAC competition guidelines for written composition are based on the explanation of on-demand writing provided by the Kentucky Department of Education ("Exploration of the Scoring of the K-Prep On-Demand Writing Assessment"). KAAC is making every attempt to incorporate these changes while maintaining competitive components. The revised Genre checklists for the genres are based on the "Kentucky Writing Rubric." Essay will be the style of writing, KAAC will focus on two of the genres adopted in the Kentucky Core Academic Standards (KCAS) for Writing. For students in the middle grades (6-8) and high school (9-12) levels, the genres will be narrative and argumentative in scope. In compliance with the KCAS for Writing, KAAC will construct writing prompts for the Elementary level that require students to express and support an opinion or write a narrative.

**A coach's main responsibility to his or her students is to improve writing skills.** In order for students to be competitive, they must be equipped for the task. Prepare your students for the Genres of writing used for each level of competition. (See chart on Page 1). Practice your students frequently. Structure your practice times so you can review the writing process, allow the students to write to the specified time used during the competition, and provide written and verbal feedback to the students. Each recommended Genre includes a list of elements used to evaluate how successfully students adhere to the *Characteristics of the Genre*. Share this list with your students as you prepare the different Genres designated for each level of competition. As students practice each Genre, provide feedback to your students for the areas they have mastered. Give constructive feedback so your students can improve. Because KAAC advocates honest scholarship, it is important to reward students who develop their ideas in a scholarly manner without fabricating research. ***If it is obvious that a student has fabricated research, the student MUST receive lower scores for purpose and idea development.*** Review the writing



 elements from the Genre Checklist. As the coach you are creating a chain that is only as strong as its weakest link. As your students grow in their understanding of the different Genres and the rubric used to score their booklets, each practice session should demonstrate improved writing skills.

**A coach needs to make sure that the Reader is versed in competitive scoring.** When you think about nominating your Composition Reader for any of the Composition events, you must remember that each level of Composition scoring requires a skill-set from your reader that is often age-specific. The most likely Reader you could nominate is the writing teacher from the specific school or grade level. Some districts have writing instructors that work with all students from all levels. As the coach of the academic team, you hold the key to the success of your Reader. **You are required to review the Composition Guide with your Reader before you make your Composition Reader nomination at the Planning Meeting.** Take a few minutes to review the Responsibilities of the Composition Reader, the Characteristics of the Genre used for your students, the KAAC Scoresheet and the Outlier Guidelines located in this *Composition Guide*.

A duty of the host school and KAAC staff is to review Composition scores to look for outliers that affect students in a negative way (e.g. ranks of 1, 1, 2 and 5.) The last rank would be an outlier and modified. Our computer scoring program, ASAP, identifies these situations and modifies any score that meets or exceeds the outlier threshold score. Also under review this year is any outlier that affects the students in a positive way (e.g. ranks of 10, 9, 8 and 1.) Obviously the last rank in this range of scores does not appear to be in alignment. In this incident, the reader will be notified about having a rank that is inconsistent with other readers.



**NOTES:**

## Notes to the Reader

If you are reading this part of the *Composition Guide*, you have agreed to score one of the KAAC Composition Competitions in 2015-2016. As the nominated Reader from your school, you must understand that you are scoring award-winning writing for a rank and not classroom writing for a grade. Some scoring changes and scoresheet revisions have occurred to assist Composition competitors, coaches and readers to have a more consistent evaluation for the various levels of the KAAC events. No coach or immediate relative of a Composition student may be the reader in which the student participates except at the Governor's Cup State Finals. At Regional Governor's Cup, if the same person is designated to serve as both FPS evaluator and Composition reader, that person is prohibited from scoring both events in the same day. All booklets must be scored at the site of the Governor's Cup competition. No booklets may be taken to the reader's home to be scored.

The KAAC Board of Directors have established and preannounced an event schedule for 2015-2016. The Form for each Composition event includes:

- JV Challenge— Argumentative
- Kentucky Colonels Sixth Grade Showcase— Argumentative
- Elementary Governor's Cup
  - District—Opinion
  - Region—Narrative
- Middle Grades & High School
  - District—Argumentative
  - Region—Narrative
  - State—Argumentative



You must familiarize yourself with the KAAC Composition Scoresheet near the end of this guide. The 2015-2016 revised scoresheet includes a range of scores for each sub-element. The scoresheet, which is located on page 19, breaks down the scoring components of the three domains into three parts: Content, Structure and Conventions. Immediately upon reviewing the Composition scoresheet and Characteristics of the Genre, you will note the importance to the Characteristics of the Genre will have on the student writer. Students are instructed to write in the Genre designated by the prompt. Because the specified prompt for each level of competition is announced prior to competition, coaches and students have ample opportunity to practice the specified Genre. Because KAAC advocates honest scholarship, it is important to reward students who develop their ideas in a scholarly manner without fabricating research. **If it is obvious that a student has fabricated research, the student should receive a lower score for purpose and idea development.** After scoring each of these traits, you, the Reader, will assign a Content Score. This score is the total number of points awarded for this domain.



Depending on the connection to directives given in the prompt, students writing outside the directions may be scored lower in Purpose and Idea Development. Students will receive a score of 0 - 14 depending on how successfully they demonstrate mastery in maintaining a focused Purpose throughout; in communicating with the specified Audience; in sustaining an appropriate Voice/Tone and Developing their Ideas.



The next section of the scoring guide, Structure/Part 2 assesses a student's ability to organize thoughts and words. Organization concerns the student's ability to present information in a logical manner. It includes how well a student establishes a Purpose, provides appropriate context when needed, and



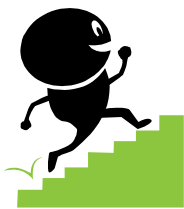
concludes the writing. The next element, Transitions, assesses a student's ability to use different transitional elements effectively. Numerous transitional elements based on the required genre (e.g., frequent paragraphing when appropriate, white space, chronological order flashbacks, insets, comparison/contrast, cause/effect, order of importance, reasons/examples) can be used to accentuate a student's writing. The final element in this domain is Sentence Structure or syntax. Sentence Structure scores should reveal how well students arrange words in a sentence to communicate their ideas. Writers who employ more sentence variety and demonstrate mastery with sentence construction will receive a higher score. After scoring each of these elements, you will assign a score for the Structure Component.



Conventions/Part 3, of the scoresheet assesses how well students can proofread their own work. In a competitive setting with time constraints, students who demonstrate control over surface features will receive higher scores than those who do not. The first trait identified within this Domain, Grammar, is concerned with how well students demonstrate control over grammatical issues such as subject-verb agreement, pronoun-antecedent agreement, preposition usage, misplaced modifiers, double negatives, etc. The next trait, Word Choice, assesses how acceptable and accurate the writer's word choice is. Students demonstrating advanced vocabulary skills or using more precise language will receive a higher score. The final trait of this domain is Correctness. If a student demonstrates control over punctuation, spelling, capitalization, he or she will receive a higher score in this part. Once you have assigned a numerical value to each of these elements, you will assign the score for Conventions.



As a Reader, it is your responsibility to assign scores but more importantly, you must provide feedback to the student to justify your score. Providing feedback has a much greater value than just providing the student with important information; it also provides you with the opportunity to reflect on the scores you are assigning. Remember the feedback you provide will be used by the student to improve his/her writing if he/she advances to the next level.



## Avoiding Reader Bias

Reader Bias has no place when scoring the Governor's Cup Composition competition. Before you begin to score any competitive booklets, please review the Composition Scoresheet for the rubric requirements and the Reader Bias reminders. As you begin to read each piece, remember that the prompt is the same for everyone; each student, however, will have a unique perspective. You are not to consider whether the viewpoint of each writer is right or wrong, but whether the direction chosen by the writer was supported throughout the composition. The overall purpose in scoring Composition at any level of competition is to ensure that each piece is scored consistently using the rubric so the top students receive the appropriate recognition.



Keep this in mind: this is competitive writing and not an assignment for a classroom. A coach needs to assist Composition students to be better writers. A coach is to provide young writers with the knowledge to distinguish among the various Genres used for this competitive event. A reader of competitive writing must know the impact of not fulfilling the requirement to write to a specific Genre. A coach should be sure students understand effective writing—dissecting the prompt to determine the proper audience, purpose, and Form is part of competitive writing. Students must also understand all

requirements specified on the scoring rubric. Although a student may write a creative and informative Composition with many supporting facts, if the Composition ignores the directive within the writing instructions to the student, lower scores must prevail. The Reader must understand that ignoring this directive and rewarding creativity rather than adherence to the prompt creates a bias that may cause inflated scores to be awarded to writers lacking a connection to the directive given within the competitive prompt.

*Taken from the Kentucky Writing Handbook Part II: Scoring  
Adapted for use in the KAAC Composition Guidelines*

### **Do not let the following biases affect your scoring:**

- **Handwriting (or the physical quality of the handwriting)**—The use of printed or cursive fonts, editing marks, corrections inserted with editing marks, or words crossed out are not part of the scoring rubric.
- **Lightness or darkness of the writing**—The use of **either** pen or pencil is acceptable for Governor’s Cup competition. (Writer booklets are recoded and copied before readers are to score).
- **Neatness**—Although the writers write a rough draft, sometimes the rough draft must be used for the final draft. Editing marks are not part of the scoring rubric.
- **Format**—Skipping lines, unusual margins, or font selection (printed vs. cursive fonts) are not part of the scoring rubric.
- **Length of the piece of writing**—The reader should only consider if the composition is complete. The size of a writer’s handwriting can be deceiving. The rubric does not dictate the length of a completed composition.
- **Presence and size of paragraphs**—Although paragraphs are a part of organization, students may select nontraditional ways to indicate paragraph changes. Do not penalize a student who uses these creative Formatting techniques if the techniques are appropriate to the task and Form. Also do not judge the value of the writing based on the length of the paragraphs. Paragraphs for an Editorial may be shorter than for other Forms.

### **Examples of other biases to avoid:**

- ❖ **Personal reactions to the persona or tone of the writing** (e.g. “what a cute kid” or “how conceited!”)
- ❖ **Reactions to the content of the writing** (e.g., the writer’s values are not the same as the scorer’s, or the writer’s choice of overall theme for writing is unappealing to the scorer.) Many of KAAC’s topics are controversial. Evaluators must strive to evaluate a student’s writing on the merit of the student’s development of his or her opinion.
- ❖ **Idiosyncratic preferences or prejudices in style or usage** (e.g., the use of —“a lot,” or “that is”; clichés)
- ❖ **Deeply ingrained assessment standards from previous writing instruction experience** (three misspelled words means a piece will receive a low score in “Conventions” or “a paper that is error-free receives a really high score,” or expecting only a three-point-five paragraph.)

By now, you are probably feeling a little overwhelmed and wondering about how to organize or manage your scoring session. Numerous successful scorers of Composition have shared how they approach this task. Whereas no one way is better than another, here is one example as to how you might proceed. First read through the entire sample, sorting the papers as you read them into three stacks. Stack one would be those demonstrating minimal skills; stack two would include those writings

that demonstrate average to moderate skills, while stack three would include those writings that exemplify the most advanced skills of written communication. Once you have sorted these papers into the three stacks, begin assigning scores on the score sheet. The ones in the stack demonstrating advanced skills should receive the highest scores.



On behalf of the nearly 4500 students who take part in our KAAC Composition events, THANK YOU for being one of our nominated Readers.

## **Characteristics of the Genre — Opinion (Elementary)**

- ❑ The writer develops an introduction that clearly establishes the purpose for writing.**
- ❑ The writer maintains focus throughout.**
- ❑ The writer's introduction includes a clearly worded opinion statement.**
- ❑ The writer's introduction immediately engages the reader.**
- ❑ The writer selects the correct tone to employ in his/her writing and maintains that tone throughout the writing.**
- ❑ The writer selects relevant information from the prompt to include in his/her writing.**
- ❑ The writer is able to develop information taken from the prompt and elaborate on this information.**
- ❑ The writer includes original ideas to expand on any information taken from the prompt.**
- ❑ The writer presents his/her ideas in a logical manner.**
- ❑ The writer uses various types of supports to develop his/her purpose: cause/effect, details, stories, examples, specific facts, prior knowledge, analysis, quotations, evaluation, etc.**
- ❑ The writer effectively uses transitional elements to present his/her ideas.**
- ❑ The writer uses topic sentences to present his/her major points.**
- ❑ The writer develops one major point in each of his/her supporting paragraphs as appropriate.**
- ❑ The writer anticipates counterarguments and when appropriate, responds to them.**
- ❑ The writer links ideas within and across categories of information using words, phrases, and clauses to guide the reader through the text and clarify the relationship of ideas, or opinions, arguments.**
- ❑ The writer includes a conclusion that refocuses on the purpose.**

## **Characteristics of the Genre – Narrative**

- ❑ **The writer demonstrates audience awareness by establishing a context for writing. This context will establish a direct link with the competitive writing prompt.**
- ❑ **The writer creates an introduction that immediately engages the reader.**
- ❑ **The writer will maintain a clear purpose throughout the writing.**
- ❑ **The writer will develop and sustain an appropriate tone throughout the story.**
- ❑ **The writer's decisions about word choice, placement of ideas, and figurative language will develop an appropriate voice (e.g. sad, compassionate, angry, humorous) for his/ her story.**
- ❑ **The writer maintains the reader's engagement by employing a variety of techniques (e.g. dialogue, description, rhetorical questions, surprising facts, quotations, etc.)**
- ❑ **The writer conveys the significance and complexities of the experience, either explicitly or implicitly, whether real or imagined.**
- ❑ **The writer develops ideas that convey insight about the experience or event.**
- ❑ **The writer uses effective examples and sensory details, if appropriate, illustrates and recreates the experience for the audience.**
- ❑ **The writer uses narrative techniques to develop ideas (e.g. dialogue, rising action, characterization, climax, description, pacing, suspense, imagery).**
- ❑ **The writer organizes an event sequence that unfolds naturally for the reader.**
- ❑ **The writer includes a logical progression of ideas by using a variety of traditional elements including chronological transitions.**
- ❑ **The writer develops a conclusion that provides insight as to the importance of the narrative.**

## **Characteristics of the Genre — Argumentative**

- ❑ **The writer creates an introduction that contains a clearly defined claim that establishes the tone and direction for the rest of the essay**
- ❑ **The writer's introduction will immediately engage the reader.**
- ❑ **The writer establishes “common” ground with the reader by referring to relevant/pertinent information from the writing prompt. Advanced writers may be more subtle in incorporating relevant information from the prompt.**
- ❑ **The writer's development of ideas is coherent and logical.**
- ❑ **The writer uses effective organizational strategies to present his/her ideas (e.g., cause/effect; comparison/contrast; order of importance; rhetorical devices such as anaphora, epistrophe, epizeuxis).**
- ❑ **The writer effectively uses logical, ethical, and emotional appeals to support his/her position.**
- ❑ **The writer uses various strategies to develop his/her appeals: opinions, analogies, cause and effect, classification, comparison and contrast, definitions, narratives, facts, examples, rules of behavior, prior knowledge.**
- ❑ **The writer considers opposing viewpoints and addresses counterclaims. High-quality argumentative writing presents objections to the writer’s claim and then responds to them logically. Writers will rebut and explain why counterclaims are invalid if appropriate.**
- ❑ **The writer develops claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values and possible biases**
- ❑ **The writer uses precise language, topic-specific vocabulary, techniques such as metaphor, simile and analogy to manage the complexity of the topic**
- ❑ **The writer contains a conclusion that refocuses on the purpose by asking for a call to action, providing a solution to the problem, or a means with which the reader could implement the solution. The writer may provide reasons why the writer’s position is the most valid, tell what would happen if the position is not accepted, tell why the issue is important, or project an outcome.**

## Using the Writer's Reference Sheet

The following page may be used to prepare students for the competitive composition event of Governor's Cup. Coaches may use this document as a simple and quick review of the writing model and Forms for the competitions. **The Writer's Reference Sheet may not be used during the competition by the students.** Students may use a dictionary and/or thesaurus during any level of the Governor's Cup composition competition.

***Adopted by KDE for students to prepare for state on-demand writing***

### The Writer's Reference Sheet

**Follow the steps below to help you successfully write your composition.**

#### Focusing

- ❖ Read the task to identify your purpose and audience and the genre of writing you should use.
- ❖ Think about information you may have (personal experiences, current issues, and your knowledge about the topic) that will help you fulfill the purpose in your response to the task and meet the needs of the audience.

#### Prewriting

- ❖ After reading the task and focusing your thinking, begin to plan what you will write.
  - Select and narrow your topic.
  - Focus on your purpose by identifying a central/controlling idea.
  - Identify your audience's needs.
  - Generate and organize your ideas and support. (You may use graphic organizers.)

#### Drafting

- ❖ Write a first draft of your response to the task on paper provided.

#### Revising

- ❖ Be sure to review your writing for the following:
  - Focus and attention to purpose and audience.
  - Development of ideas, details, and

support.

- Clear organization, with transitions as necessary
- Varied sentence structure.

#### Editing

- ❖ Review your writing and correct any errors in sentence structure, word choice, punctuation, capitalization, and spelling.

#### Publishing

- ❖ The final draft of your response must be written in your competition booklet.

**As you revise, ask yourself these important questions.**

#### When I organized my writing, did I

- include an attention-getting lead (such as a quote, a question, or a statement)?
- develop the body (with supporting details, transitions, and paragraphs)?
- conclude effectively (by referring back to the lead, asking the audience to take action, leaving the audience something to think about, etc.)?

## Elementary Governor's Cup Composition Narrative Prompt Example



**You have forty-five (45) minutes to complete the following writing activity.** You must write in the booklet provided. You may keep the pencil after the event is over. Use your best handwriting.

Your writing will be evaluated using the following criteria:

- **Content:** Genre, Purpose, Audience Awareness, Voice, Idea Development
- **Structure:** Organization, Transitions, Sentence Structure
- **Conventions:** Grammar, Word Choice, Correctness

Motivational tools have come in many forms and varieties through the ages. One form of motivational boost that has been around for centuries is the use of mottos. Just a short phrase or quote to summarize a person or group's motivation, goal, or personality type still carries meaning with people of all ages. Mottos can tell a lot about a person. Sometimes, mottos are made in order to increase achievements, and sometimes have help people create an identity or personality goal for themselves.

**Writing Task:** Consider the many examples of mottos you have seen in your lifetime. Narrate a time in your life in which a motto had a high level of impact on you. Maybe it was an attitude-changing phrase or perhaps it made you want to strive to do better at something. Narrate an account of how that simple phrase or saying is something you remembered and possibly affected you as a person at the time.

To avoid identifying yourself, you must write using "fake" information. Pretend that your name is Pat Barkely. Do not include the name of your school or location in your area.

### **INSTRUCTIONS:**

**Do not identify yourself or your school in your composition or you will be disqualified! Use "fake" information if you must make reference to a particular place or person, and don't name anyone or anything in your booklet that might reveal your true identify.**

Write your **ID number** in the space provided on the booklet. Double-check the ID number with your card. There is no reward for a long booklet or penalty for a brief booklet, unless your writing is incomplete. You may use a dictionary and/or thesaurus. **Use your best handwriting.** You may use scrap paper to develop a rough draft, but **your finished work must be written entirely on this booklet. You may only use the front and back of this booklet; you cannot submit additional pages.** Allow enough time for any rewriting tasks. You may keep the Governor's Cup pen and prompt when you are finished.

KAAC reserves the right to publish without author consent materials submitted as part of a KAAC competition.



## Elementary Governor's Cup Composition Opinion Prompt Example



**You have forty-five (45) minutes to complete the following writing activity.** You must write in the booklet provided using either pen or pencil. You may keep the prompt and pen or pencil after the event is over. Use your best handwriting.

Your writing will be evaluated using the following criteria:

- **Content:** Genre, Purpose, Audience Awareness, Voice, Idea Development
- **Structure:** Organization, Transitions, Sentence Structure
- **Conventions:** Grammar, Word Choice, Correctness

In January, the United States Department of Agriculture (USDA) released new guidelines for school lunches, the first major change in 15 years. Under the new guidelines, schools would be required to cut sodium by more than half, use more whole grains and serve low fat milk. Starchy vegetables will be limited to one cup per week – which means no French fries every day. This is an attempt to help students learn healthier eating habits because approximately 20% of children are obese and consume more than half of their calories at school. But, for the guidelines to be successful, students must be involved. Marion Nestle, a professor of nutrition at NYU and the author of "What to Eat", said, "...the best school lunch programs work with the kids very closely...".

**Writing Task:** Write an essay in which you give your opinion and discuss what foods or dishes best meet the new USDA guidelines. Consider foods that will also satisfy students' choices for favorite foods and things to eat. Be sure to support your essay with details and consider all sides of the issue in what must be selected in order to meet the guidelines.

To avoid identifying yourself, you must write using "fake" information. Pretend that you are Hunter Harper from the town of Hammondsburg, Kentucky if necessary.

### **INSTRUCTIONS:**

**Do not identify yourself or your school in your composition or you will be disqualified! Use the "fake" information provided above, and don't name anyone or anything in your booklet that might reveal your true identify.**

Write your **ID number** in the space provided on the booklet. Double-check the ID number with your card. There is no reward for a long booklet or penalty for a brief booklet, unless your writing is incomplete. You may use a dictionary and/or thesaurus. **Use your best handwriting.** You may use scrap paper to develop a rough draft, but **your finished work must be written entirely on this booklet. You may only use the front and back of this booklet; you cannot submit additional pages.** Allow enough time for any rewriting tasks. You may keep the Governor's Cup pen and prompt when you are finished.

KAAC reserves the right to publish without author consent materials submitted as part of a KAAC competition.

## Middle Grades or High School Governor's Cup Composition Argumentative Essay Prompt Example



**You have ninety (90) minutes to complete the following writing activity.** You must write in the booklet provided using pen or pencil, but a pen is recommended. You may keep the pen after the event is over. Use your best handwriting.

Your writing will be evaluated using the following criteria:

- **Content:** Genre, Purpose, Audience Awareness, Voice, Idea Development
- **Structure:** Organization, Transitions, Sentence Structure
- **Conventions:** Grammar, Word Choice, Correctness

**Writing Situation:** In the past few years, non-traditional instruction days have been approved in school districts to allow teachers and students to complete lessons despite circumstances of inclement weather (snow, for instance) or emergencies that prevent school from being in session on those particular days. The premise is that teachers prepare instructional materials for students to take home, and during the days missed from school, students must complete the assignments/lessons that have been assigned from each teacher throughout the day despite school being out of session in the traditional sense. By doing this, attendance is conducted by the response rate of the students, and if a certain quota of students have been documented as completing the assignment(s) on each missed school day, then each of those days can serve as a non-traditional instruction day that substitutes for each actual in-school day that was missed. In effect, that day of missing school in the traditional sense would not have to be added at the end of the school year.

In some cases, online instruction can be arranged for students on these non-traditional instruction days. Some instructors are even able to set up lessons on YouTube or through video conference calls. For students without online access, physical handouts and packets are used. Regardless, all non-traditional instruction day activities and lessons are affirmed via lesson plans and appropriate Department-of-Education-approved forms of documentation.

The non-traditional instructional day does not come without its share of concerns, however. Do students receive enough proper instruction during these out-of-school days? What are students' current responses to working on days that were traditionally dubbed as "snow days?" What about the general public's perception?

### **Writing Task:**

Write an argumentative essay in which you agree or disagree with the premise of implementing non-traditional instruction days in order to limit the amount of school days that might get added to the end of the school year due to inclement weather or emergencies. Take into consideration both sides of the argument.

### **INSTRUCTIONS:**

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## Middle Grades or High School Governor's Cup Composition Narrative Essay Prompt Example



**You have ninety (90) minutes to complete the following writing activity.** You must write in the booklet provided using pen or pencil, but a pen is recommended. You may keep the pen after the event is over. Use your best handwriting.

Your writing will be evaluated using the following criteria:

- **Content:** Genre, Purpose, Audience Awareness, Voice, Idea Development
- **Structure:** Organization, Transitions, Sentence Structure
- **Conventions:** Grammar, Word Choice, Correctness

**Writing Prompt:** For many years, high schools have had foreign language requirements for students who plan to go to college after graduation. The general concept is to limit miscommunication or communication barriers in what is now a more globalized society. Even when speaking the same language, there are regional differences in speech, and sometimes, just the way someone was raised at home can affect communication among others. Regardless, it is as important as ever to be able to communicate with people.

**Writing Task:** Consider the various times in your life when you have experienced a communication barrier of some type. This could include an actual language barrier or a situation where information was not exchanged clearly even though both you and another person spoke the same language. Narrate a time in your life in which a communication barrier had an impact on you. Use your narrative to illustrate the importance of limiting communication barriers among people.

### **INSTRUCTIONS:**

**Do not identify yourself or your school in your composition or you will be disqualified! Use "fake" information if you must make reference to a particular place or person, and don't name anyone or anything in your booklet that might reveal your true identity.**

Write your **ID number** in the space provided on the booklet. Double-check the ID number with your card. There is no reward for a long booklet or penalty for a brief booklet, unless your writing is incomplete. You may use a dictionary and/or thesaurus. **Use your best handwriting.** You may use scrap paper to develop a rough draft, but **your finished work must be written entirely on this booklet. You may only use the front and back of this booklet; you cannot submit additional pages.** Allow enough time for any rewriting tasks. You may keep the Governor's Cup pen and prompt when you are finished.

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# KAAC COMPOSITION SCORESHEET

Student Code # \_\_\_\_\_ JV Challenge

Reader Initials \_\_\_\_\_

Section # \_\_\_\_\_

Composition title or opening phrase: \_\_\_\_\_  
(for identification purposes only)

**Readers, please do not leave the scoring site until:**

1. Feedback to the student has been completed, and
2. ALL totals and ranks have been reviewed by the Composition Coordinator.
3. NO TWO BOOKLETS MAY RECEIVE THE SAME SCORE OR RANK.

OVERALL SCORE	
CONTENT/Part 1	(2-56)
STRUCTURE/Part 2	(3-39)
CONVENTIONS/Part 3	(3-30)
TOTAL	
RANK: _____ of _____ booklets	

Circle one score in each row on the scoresheet.

CONTENT Part 1	Range 0	Range 1	Range 2	Range 3	Range 4	Range 5
<b>Purpose</b>	Demonstrates <i>no focus</i> on specified prompt <b>0</b>	Attempts to establish a <i>broad purpose</i> but fails to develop a focus <b>1</b>	Establishes a <i>general purpose</i> but contains <i>frequent lapses</i> <b>2 3</b>	Establishes and maintains a <i>narrowed</i> purpose, occasional lapses <b>4 5 6</b>	Establishes and maintains an <i>authentic</i> focused purpose throughout <b>7 8 9 10</b>	Establishes and maintains an authentic <i>insightful</i> focused purpose throughout <b>11 12 13 14</b>
<b>Audience Awareness</b>	Addresses <i>incorrect</i> audience by ignoring the prompt <b>0</b>	<i>Attempts</i> to communicate with the audience but <i>fails to satisfy</i> audience needs <b>1</b>	<i>Addresses</i> the needs of the audience with <i>frequent lapses</i> <b>2 3</b>	Demonstrates some awareness of audience's <i>unique needs; loses sight</i> of audience on occasion <b>4 5 6</b>	<i>Maintains</i> an <i>awareness</i> of the audience's unique needs <b>7 8 9 10</b>	Engages audience through a <i>strong awareness</i> of audience's needs <b>11 12 13 14</b>
<b>Voice/Tone</b>		Demonstrates <i>inappropriate</i> or <i>offensive</i> tone or voice for intended audience <b>1</b>	Demonstrates <i>incorrect voice</i> and/or tone for intended audience <b>2 3</b>	Demonstrates voice and/or appropriate tone with <i>occasional lapses</i> <b>4 5 6</b>	Conveys voice and/or <i>appropriate tone</i> <b>7 8 9 10</b>	Sustains <i>distinctive</i> voice and/or appropriate tone <b>11 12 13 14</b>
<b>Idea Development</b>		Provides <i>little purposeful</i> development of ideas <b>1</b>	Demonstrates <i>limited idea</i> development with few details and/or weak support <b>2 3</b>	Demonstrates some idea development with <i>relevant details/support</i> <b>4 5 6</b>	Demonstrates depth of idea development with <i>specific, sufficient details/support</i> <b>7 8 9 10</b>	Demonstrates <i>reflective, analytical</i> and/or <i>insightful</i> idea development <b>11 12 13 14</b>

If statistics or research has been cited, does it appear valid? \_\_\_Yes \_\_\_No

If you answered "No", refer to your *Governor's Cup Composition Guide*.

**Feedback:**

<b>Purpose</b>	
<b>Audience Awareness</b>	
<b>Voice/Tone</b>	
<b>Idea Development</b>	
<b>CONTENT/PART 1 TOTAL</b>	

Circle one score in each row on the scoresheet.

Student Code # \_\_\_\_\_ JV Challenge

<b>STRUCTURE Part 2</b>	<b>Range 1</b>	<b>Range 2</b>	<b>Range 3</b>	<b>Range 4</b>	<b>Range 5</b>
<b>Organization</b>	Demonstrates <i>no</i> organizational structure <b>1</b>	Demonstrates ineffective or <i>weak</i> organization, placing ideas in no logical order <b>2 3</b>	Demonstrates <i>logical</i> organization with lapses in coherence <b>4 5 6</b>	Demonstrates consistent, <i>logical, coherent organization</i> , presenting ideas in a logical progression <b>7 8 9</b>	Demonstrates <i>careful</i> and/or <i>subtle</i> organization that enhances the purpose and guides the reader <b>10 11 12 13</b>
<b>Transition</b>	<i>Lacks</i> transitional elements <b>1</b>	Demonstrates <i>simple</i> and <i>infrequent</i> transitions <b>2 3</b>	Demonstrates some <i>effective</i> transitional elements, relies mostly on simple transitions <b>4 5 6</b>	Demonstrates <i>logical</i> , effective transitional elements <i>throughout</i> <b>7 8 9</b>	Demonstrates varied and <i>subtle</i> transitional elements throughout that connect ideas and <i>guide</i> the reader <b>10 11 12 13</b>
<b>Sentence Structure</b>	Demonstrates <i>incorrect</i> sentence structure throughout <b>1</b>	Demonstrates some <i>ineffective</i> or <i>incorrect</i> sentence structure <b>2 3</b>	Demonstrates simple sentences; <i>attempts more complex sentences</i> but lacks control of sentence <b>4 5 6</b>	Demonstrates <i>control</i> and <i>variety</i> in sentence structure <b>7 8 9</b>	Demonstrates control, variety and <i>complexity</i> in sentence structure to enhance meaning <b>10 11 12 13</b>
<b>Feedback:</b>					<b>Organization</b>
					<b>Transition</b>
					<b>Sentence Structure</b>
					<b>STRUCTURE/PART 2 TOTAL</b>

<b>CONVENTIONS/Part 3</b>	<b>Range 1</b>	<b>Range 2</b>	<b>Range 3</b>	<b>Range 4</b>	
<b>Grammar (Agreement, pronoun usage, participles, preposition usage, misplaced modifier, etc.)</b>	Demonstrates <i>lack</i> of control in grammar and usage <b>1</b>	Demonstrates <i>some control</i> of grammar and usage with <i>some errors</i> that do not interfere with communication <b>2 3</b>	Demonstrates <i>control</i> of grammar and usage <i>relative to length and complexity</i> <b>4 5 6</b>	Demonstrates control of grammar and usage to <i>enhance meaning</i> <b>7 8 9 10</b>	
<b>Word Choice</b>	Demonstrates <i>incorrect</i> or ineffective word choice <b>1</b>	Demonstrates <i>simplistic</i> and/or <i>imprecise</i> word choice <b>2 3</b>	Demonstrates <i>acceptable</i> word choice <i>appropriate</i> for audience and purpose <b>4 5 6</b>	Demonstrates <i>accurate, rich</i> and/or <i>precise</i> word choice appropriate for audience and purpose <b>7 8 9 10</b>	
<b>Correctness (Punctuation, capitalization, spelling, etc.)</b>	Demonstrates <i>lack</i> of control in correctness <b>1</b>	Demonstrates <i>some</i> control of correctness <b>2 3</b>	Demonstrates control of correctness <i>relative to length and complexity</i> <b>4 5 6</b>	Demonstrates control of correctness to <i>enhance</i> communication <b>7 8 9 10</b>	
<b>Feedback:</b>					<b>Grammar</b>
					<b>Word Choice</b>
					<b>Correctness</b>
					<b>CONVENTIONS/PART 3 TOTAL</b>

Complete the "Overall Score" grid on page one.

# KAAC COMPOSITION SCORESHEET

Student Code # \_\_\_\_\_ Showcase

Reader Initials \_\_\_\_\_

Section # \_\_\_\_\_

Composition title or opening phrase: \_\_\_\_\_  
 (for identification purposes only)

**Readers, please do not leave the scoring site until:**

1. Feedback to the student has been completed, and
2. ALL totals and ranks have been reviewed by the Composition Coordinator.
3. NO TWO BOOKLETS MAY RECEIVE THE SAME SCORE OR RANK.

OVERALL SCORE	
CONTENT/Part 1 (2-56)	
STRUCTURE/Part 2 (3-39)	
CONVENTIONS/Part 3 (3-30)	
TOTAL	
RANK: _____ of _____ booklets	

Circle one score in each row on the scoresheet.

CONTENT Part 1	Range 0	Range 1	Range 2	Range 3	Range 4	Range 5
<b>Purpose</b>	Demonstrates <i>no focus</i> on specified prompt <b>0</b>	Attempts to establish a <i>broad purpose</i> but fails to develop a focus <b>1</b>	Establishes a <i>general purpose</i> but contains <i>frequent lapses</i> <b>2 3</b>	Establishes and maintains a <i>narrowed</i> purpose, occasional lapses <b>4 5 6</b>	Establishes and maintains an <i>authentic</i> focused purpose throughout <b>7 8 9 10</b>	Establishes and maintains an authentic <i>insightful</i> focused purpose throughout <b>11 12 13 14</b>
<b>Audience Awareness</b>	Addresses <i>incorrect</i> audience by ignoring the prompt <b>0</b>	<i>Attempts</i> to communicate with the audience but <i>fails to satisfy</i> audience needs <b>1</b>	<i>Addresses</i> the needs of the audience with <i>frequent lapses</i> <b>2 3</b>	Demonstrates some awareness of audience's <i>unique needs; loses sight</i> of audience on occasion <b>4 5 6</b>	<i>Maintains</i> an <i>awareness</i> of the audience's unique needs <b>7 8 9 10</b>	Engages audience through a <i>strong awareness</i> of audience's needs <b>11 12 13 14</b>
<b>Voice/Tone</b>		Demonstrates <i>inappropriate</i> or <i>offensive</i> tone or voice for intended audience <b>1</b>	Demonstrates <i>incorrect voice</i> and/or tone for intended audience <b>2 3</b>	Demonstrates voice and/or appropriate tone with <i>occasional lapses</i> <b>4 5 6</b>	Conveys voice and/or <i>appropriate tone</i> <b>7 8 9 10</b>	Sustains <i>distinctive voice</i> and/or appropriate tone <b>11 12 13 14</b>
<b>Idea Development</b>		Provides <i>little purposeful</i> development of ideas <b>1</b>	Demonstrates <i>limited idea</i> development with few details and/or weak support <b>2 3</b>	Demonstrates some idea development with <i>relevant details/support</i> <b>4 5 6</b>	Demonstrates depth of idea development with <i>specific, sufficient details/support</i> <b>7 8 9 10</b>	Demonstrates <i>reflective, analytical</i> and/or <i>insightful</i> idea development <b>11 12 13 14</b>

If statistics or research has been cited, does it appear valid? \_\_\_ Yes \_\_\_ No

If you answered "No", refer to your *Governor's Cup Composition Guide*.

**Feedback:**

<b>Purpose</b>	
<b>Audience Awareness</b>	
<b>Voice/Tone</b>	
<b>Idea Development</b>	
<b>CONTENT/PART 1 TOTAL</b>	

2015

Circle one score in each row on the scoresheet.

Student Code # \_\_\_\_\_

Showcase

<b>STRUCTURE Part 2</b>	<b>Range 1</b>	<b>Range 2</b>	<b>Range 3</b>	<b>Range 4</b>	<b>Range 5</b>
<b>Organization</b>	Demonstrates <i>no</i> organizational structure <b>1</b>	Demonstrates ineffective or <i>weak</i> organization, placing ideas in no logical order <b>2 3</b>	Demonstrates <i>logical</i> organization with lapses in coherence <b>4 5 6</b>	Demonstrates consistent, <i>logical, coherent organization</i> , presenting ideas in a logical progression <b>7 8 9</b>	Demonstrates <i>careful</i> and/or <i>subtle</i> organization that enhances the purpose and guides the reader <b>10 11 12 13</b>
<b>Transition</b>	<i>Lacks</i> transitional elements <b>1</b>	Demonstrates <i>simple</i> and <i>infrequent</i> transitions <b>2 3</b>	Demonstrates some <i>effective</i> transitional elements, relies mostly on simple transitions <b>4 5 6</b>	Demonstrates <i>logical, effective</i> transitional elements <i>throughout</i> <b>7 8 9</b>	Demonstrates varied and <i>subtle</i> transitional elements throughout that connect ideas and <i>guide</i> the reader <b>10 11 12 13</b>
<b>Sentence Structure</b>	Demonstrates <i>incorrect</i> sentence structure throughout <b>1</b>	Demonstrates some <i>ineffective</i> or <i>incorrect</i> sentence structure <b>2 3</b>	Demonstrates simple sentences; <i>attempts more complex sentences</i> but lacks control of sentence <b>4 5 6</b>	Demonstrates <i>control</i> and <i>variety</i> in sentence structure <b>7 8 9</b>	Demonstrates control, variety and <i>complexity</i> in sentence structure to enhance meaning <b>10 11 12 13</b>
<b>Feedback:</b>			<b>Organization</b>		
			<b>Transition</b>		
			<b>Sentence Structure</b>		
			<b>STRUCTURE/PART 2 TOTAL</b>		

<b>CONVENTIONS/Part 3</b>	<b>Range 1</b>	<b>Range 2</b>	<b>Range 3</b>	<b>Range 4</b>
<b>Grammar (Agreement, pronoun usage, participles, preposition usage, misplaced modifier, etc.)</b>	Demonstrates <i>lack</i> of control in grammar and usage <b>1</b>	Demonstrates <i>some control</i> of grammar and usage with <i>some errors</i> that do not interfere with communication <b>2 3</b>	Demonstrates <i>control</i> of grammar and usage <i>relative to length and complexity</i> <b>4 5 6</b>	Demonstrates control of grammar and usage to <i>enhance meaning</i> <b>7 8 9 10</b>
<b>Word Choice</b>	Demonstrates <i>incorrect</i> or ineffective word choice <b>1</b>	Demonstrates <i>simplistic</i> and/or <i>imprecise</i> word choice <b>2 3</b>	Demonstrates <i>acceptable</i> word choice <i>appropriate</i> for audience and purpose <b>4 5 6</b>	Demonstrates <i>accurate, rich</i> and/or <i>precise</i> word choice appropriate for audience and purpose <b>7 8 9 10</b>
<b>Correctness (Punctuation, capitalization, spelling, etc.)</b>	Demonstrates <i>lack</i> of control in correctness <b>1</b>	Demonstrates <i>some</i> control of correctness <b>2 3</b>	Demonstrates control of correctness <i>relative to length and complexity</i> <b>4 5 6</b>	Demonstrates control of correctness to <i>enhance</i> communication <b>7 8 9 10</b>
<b>Feedback:</b>			<b>Grammar</b>	
			<b>Word Choice</b>	
			<b>Correctness</b>	
			<b>CONVENTIONS/PART 3 TOTAL</b>	

Complete the "Overall Score" grid on page one.

# KAAC COMPOSITION SCORESHEET

Student Code # \_\_\_\_\_ EL MG HS

Reader Initials \_\_\_\_\_

District # \_\_\_\_\_ or Region # \_\_\_\_\_

Composition title or opening phrase: \_\_\_\_\_

(for identification purposes only)

**Readers, please do not leave the scoring site until:**

1. Feedback to the student has been completed, and
2. ALL totals and ranks have been reviewed by the Composition Coordinator.
3. NO TWO BOOKLETS MAY RECEIVE THE SAME SCORE OR RANK.

Circle one score in each row on the scoresheet.

OVERALL SCORE	
CONTENT/Part 1	(2-56)
STRUCTURE/Part 2	(3-39)
CONVENTIONS/Part 3	(3-30)
<b>TOTAL</b>	
RANK: _____ of _____ booklets	

CONTENT Part 1	Range 0	Range 1	Range 2	Range 3	Range 4	Range 5
<b>Purpose</b>	Demonstrates <i>no focus</i> on specified prompt <b>0</b>	Attempts to establish a <i>broad purpose</i> but fails to develop a focus <b>1</b>	Establishes a <i>general purpose</i> but contains <i>frequent lapses</i> <b>2 3</b>	Establishes and maintains a <i>narrowed</i> purpose, occasional lapses <b>4 5 6</b>	Establishes and maintains an <i>authentic</i> focused purpose throughout <b>7 8 9 10</b>	Establishes and maintains an authentic <i>insightful</i> focused purpose throughout <b>11 12 13 14</b>
<b>Audience Awareness</b>	Addresses <i>incorrect</i> audience by ignoring the prompt <b>0</b>	<i>Attempts</i> to communicate with the audience but <i>fails to satisfy</i> audience needs <b>1</b>	<i>Addresses</i> the needs of the audience with <i>frequent lapses</i> <b>2 3</b>	Demonstrates some awareness of audience's <i>unique needs; loses sight</i> of audience on occasion <b>4 5 6</b>	<i>Maintains</i> an <i>awareness</i> of the audience's unique needs <b>7 8 9 10</b>	Engages audience through a <i>strong awareness</i> of audience's needs <b>11 12 13 14</b>
<b>Voice/Tone</b>		Demonstrates <i>inappropriate</i> or <i>offensive</i> tone or voice for intended audience <b>1</b>	Demonstrates <i>incorrect voice</i> and/or tone for intended audience <b>2 3</b>	Demonstrates voice and/or appropriate tone with <i>occasional lapses</i> <b>4 5 6</b>	Conveys voice and/or <i>appropriate tone</i> <b>7 8 9 10</b>	Sustains <i>distinctive voice</i> and/or appropriate tone <b>11 12 13 14</b>
<b>Idea Development</b>		Provides <i>little purposeful</i> development of ideas <b>1</b>	Demonstrates <i>limited idea</i> development with few details and/or weak support <b>2 3</b>	Demonstrates some idea development with <i>relevant details/support</i> <b>4 5 6</b>	Demonstrates depth of idea development with <i>specific, sufficient details/support</i> <b>7 8 9 10</b>	Demonstrates <i>reflective, analytical</i> and/or <i>insightful</i> idea development <b>11 12 13 14</b>

If statistics or research has been cited, does it appear valid? \_\_\_Yes \_\_\_No

If you answered "No", refer to your *Governor's Cup Composition Guide*.

**Feedback:**

<b>Purpose</b>
<b>Audience Awareness</b>
<b>Voice/Tone</b>
<b>Idea Development</b>
<b>CONTENT/PART 1 TOTAL</b>



Circle one score in each row on the scoresheet.

Student Code # \_\_\_\_\_ EL MG HS

<b>STRUCTURE Part 2</b>	<b>Range 1</b>	<b>Range 2</b>	<b>Range 3</b>	<b>Range 4</b>	<b>Range 5</b>
<b>Organization</b>	Demonstrates <i>no</i> organizational structure <b>1</b>	Demonstrates ineffective or <i>weak</i> organization, placing ideas in no logical order <b>2 3</b>	Demonstrates <i>logical</i> organization with lapses in coherence <b>4 5 6</b>	Demonstrates consistent, <i>logical, coherent organization</i> , presenting ideas in a logical progression <b>7 8 9</b>	Demonstrates <i>careful</i> and/or <i>subtle</i> organization that enhances the purpose and guides the reader <b>10 11 12 13</b>
<b>Transition</b>	<i>Lacks</i> transitional elements <b>1</b>	Demonstrates <i>simple</i> and <i>infrequent</i> transitions <b>2 3</b>	Demonstrates some <i>effective</i> transitional elements, relies mostly on simple transitions <b>4 5 6</b>	Demonstrates <i>logical, effective</i> transitional elements <i>throughout</i> <b>7 8 9</b>	Demonstrates varied and <i>subtle</i> transitional elements throughout that connect ideas and <i>guide</i> the reader <b>10 11 12 13</b>
<b>Sentence Structure</b>	Demonstrates <i>incorrect</i> sentence structure throughout <b>1</b>	Demonstrates some <i>ineffective</i> or <i>incorrect</i> sentence structure <b>2 3</b>	Demonstrates simple sentences; <i>attempts more complex sentences</i> but lacks control of sentence <b>4 5 6</b>	Demonstrates <i>control</i> and <i>variety</i> in sentence structure <b>7 8 9</b>	Demonstrates control, variety and <i>complexity</i> in sentence structure to enhance meaning <b>10 11 12 13</b>
<b>Feedback:</b>					<b>Organization</b>
					<b>Transition</b>
					<b>Sentence Structure</b>
					<b>STRUCTURE/PART 2 TOTAL</b>

<b>CONVENTIONS/Part 3</b>	<b>Range 1</b>	<b>Range 2</b>	<b>Range 3</b>	<b>Range 4</b>	
<b>Grammar (Agreement, pronoun usage, participles, preposition usage, misplaced modifier, etc.)</b>	Demonstrates <i>lack</i> of control in grammar and usage <b>1</b>	Demonstrates <i>some control</i> of grammar and usage with <i>some errors</i> that do not interfere with communication <b>2 3</b>	Demonstrates <i>control</i> of grammar and usage <i>relative to length and complexity</i> <b>4 5 6</b>	Demonstrates control of grammar and usage to <i>enhance meaning</i> <b>7 8 9 10</b>	
<b>Word Choice</b>	Demonstrates <i>incorrect</i> or ineffective word choice <b>1</b>	Demonstrates <i>simplistic</i> and/or <i>imprecise</i> word choice <b>2 3</b>	Demonstrates <i>acceptable</i> word choice <i>appropriate</i> for audience and purpose <b>4 5 6</b>	Demonstrates <i>accurate, rich</i> and/or <i>precise</i> word choice appropriate for audience and purpose <b>7 8 9 10</b>	
<b>Correctness (Punctuation, capitalization, spelling, etc.)</b>	Demonstrates <i>lack</i> of control in correctness <b>1</b>	Demonstrates <i>some</i> control of correctness <b>2 3</b>	Demonstrates control of correctness <i>relative to length and complexity</i> <b>4 5 6</b>	Demonstrates control of correctness to <i>enhance</i> communication <b>7 8 9 10</b>	
<b>Feedback:</b>					<b>Grammar</b>
					<b>Word Choice</b>
					<b>Correctness</b>
					<b>CONVENTIONS/PART 3 TOTAL</b>

Complete the "Overall Score" grid on page one.

## **Outlier Modification—FPS and Composition**

Enter Composition Scores  
**McAllen Outlier TEST**  
 Verify Future Problem Solving Results

[Return to FPS Menu](#)

If you see equal combined ranks but one booklet placed higher than the other, judges' preference has been used to break the tie.

ID #	School	Judge Evaluator1	Judge Evaluator2	Judge Evaluator3	Judge Evaluator4	Judge Evaluator5	Total Rank	Place	Points
005	ZTestSchool14	1	1	1	2 (3)	1	6	1	8
004	ZTestSchool4	2	2	2	2	3 (5)	11	2	5
003	ZTestSchool3	3	3	3	1	2	12	3	3
002	ZTestSchool2	4	4	4	4	3	19	4	1
001	ZTestSchool1	5	5	5	5	4	24	5	0

Save These Results

**The outlier rank is shown in parentheses next to the adjusted rank. The adjusted rank is also in red. In this example, booklet 004's Total Rank was adjusted down by 2 points, which gave them second place. The validity of the outlier adjustment is confirmed by judges' preference, in which 3 of the 5 evaluators preferred 004 to 003.**

### Criteria and Methodology

1. The outlier system is not implemented with fewer than three readers. To qualify as an outlier, a rank must be more than twice the next highest rank.
2. Adjusted rank is calculated by taking the average of the non-outlier ranks, adding the outlier rank, and dividing by 2. All decimals are dropped.